



HOW TO LEARN ANYTHING

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Harry van Bommel

HOW TO LEARN ANYTHING

**Shortcuts to Knowledge
and Understanding**



Legacies: Family and Community Resources

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Don't Panic!

There is a lot of information in this one book. However, this may be **the only book you ever need to use to learn “how to learn anything”**. This book was written to help different people:

1. students in college and university (and even those in high school),
2. other adult learners who want to learn on their own or through formal education programs.

The book is divided into separate chapters for each major learning skill. Depending on your learning style, level of interest, and your specific learning projects, you can use some, or all, of the information in this book to help you.

Each chapter has a **content guide** and a **memory map** to help you integrate the new information presented in it with the skills and knowledge you already have.

A content guide is a sequential preview and summary of what exists in the chapter. Content guides are used most often by people who prefer to remember information in a sequential, logical format.

A memory map is a diagram that previews and summarizes the contents of each chapter. Memory maps are used most often by people who prefer to remember information in a visual format.

There are several approaches for using these content guides and memory maps. The most effective is to use the content guide and/or the memory map to preview and review the chapter.

Add your own personal notes and ideas directly to these basic preview-review pages. Use your creativity to add personal points to these pages so that they will serve you better as a memory tool. Use different colored pens to highlight specific points or to color code significant points to information in other chapters. Change the or-

der of the information or revise the diagrams in whatever ways you think might help you. Do not be restricted by what I have presented since the content guides and memory maps represent only one way to remember the knowledge and skills in the chapters. **Take the guides or maps out of the manual and hang them up by your desk to refresh yourself about what you learned to save you time and effort.**

Read the section “How do You Learn Well Now? What do You Need to Learn?” to help you choose what chapters you should begin with.

This book is dedicated to

John van Bommel, Koos van Enckevort and Janet Klees
who made my learning possible.

My sincere appreciation to Janet Klees and Deb Thivierge whose editorial advice has helped make this book as useful as possible. Thanks also to the many people who advised me over the years as I was working on different versions of this material.

Introduction

In general, we learn up to seven new things at a time. We only read or hear about 20% of the information that we hear or read everyday. Unless we review new information within 24 hours we will forget about 80% of that information. That would leave only about 4% of any new information we may need to succeed in our learning. Therefore, it is important to use whatever information you find important right away to help you remember and use that information effectively.

This book is designed to give you the learning knowledge and skills you need to remember and use a great deal more than the 4% of information you get every day.

This book was also designed to become your major source of information and learning skills forever. Learning skills are not new. The basic skills have always been the same. However, they have been largely untaught as learning was seen as natural. Learning that interests us is natural. Learning that is required to succeed at school or at work is not always interesting. Therefore, we need helpful tricks of the learning trade to learn things quickly, remember them for a longer time, and use what we have learned as soon as possible.

Although this book presents some pretty standard learning skills the underlining assumption is that learning at its best is built upon the motto: **Always look for wonder in learning!**

This book is based on a few key learning principles:

1. We are our own best experts.
2. We are competent in our learning and all benefit from having that learning respected and helped.
3. We learn best when we are responsible for our own learning.
4. We need an opportunity to learn at our own pace and for our own reasons.

5. We need information that is flexible enough for us to adapt to incorporate our own learning style and our cultural, religious, and economic beliefs and customs.

A few statistics to help point out the need for developing your learning skills:

1. According to the 1986 census in Canada:
 - 18 out of every 100 people in Canada had less than a Grade 9 education
 - 43 had a high school education
 - 30 had some education beyond high school
 - 10 had a university degree.

Those with higher education earn more money and often choose careers that interest them. Those with lower educations are often stuck in jobs they do not like. However, this does not mean that university education alone leads to a satisfactory career. There are many tradespeople who thoroughly enjoy their jobs and earn a very good living as well (e.g. construction workers, plumbers, craftspeople) after going through college or an apprenticeship program.

Regardless of education level and career choice, the most important point remains that all successful people know how to learn what they need and/or want to learn. They also know how to use what they have learned to help them at home, at school and at work.

2. In 1989 Statistics Canada did a national literacy survey. Keep in mind that most of these statistics are about people who were educated in Canada. They found that:

■ 16% (2.9 million Canadians) did not have reading skills good enough to deal with the demands of everyday life like filling in an application form or reading a bus schedule.

■ 38% (6.6 million Canadians) did not have enough math skills to do anything beyond simple adding and subtracting. This meant that many of them would have difficulty reading a swimming pool schedule, filling out banking and income tax forms or ordering from a catalogue.

These millions of people with minimum learning skills need to learn these skills quickly, enjoyably and successfully. Everyone can learn to improve their memory, to read better and faster, to take better notes, to research things that interest them and to help other people learn.

Keys to Successful Learning

- The key to successful learning is to begin with topics that interest you most. Everyone has skills. This book is designed to help you improve those skills; not to replace them.
- The principle of using these skills effectively is to **participate actively** in the process of using these skills, **organize** your skills, **persist** during difficult times and to be **creative**. The more effectively we use our skills the more time we have to enjoy other parts of our lives.

How do You Learn Well Now? What do You Need to Learn?

Before you begin to go through this book, look at how you learn now and what skills you need to improve to be a better learner.

Many people learn best in one of three ways:

1. visually = reading and writing about information, watching videos, television programs;
2. hearing information;
3. doing something with the information in an active way (e.g. building a model of a home, sports-type activities, acting).

The learners who do best in traditional universities and high school are those that learn best by reading and writing. Those who learn best by listening or doing something actively have had to be a bit more creative to succeed in traditional learning programs. **Once you have developed good learning skills, you can do well in any learning situation.**

Answer the questions on the following chart “Yes” or “No” to get an idea of what skills you are already very good at. The question number is the same as the Chapter number for that learning skill. For example, question #1 is about taking notes. Chapter 1 describes different ways you can improve taking notes.

Once you know which skills you need to get better at doing (the ones you answered “No”), number them in the priority order you will learn them. For example, if you find out you need to improve how you take notes (Chapter 1), remember information (Chapter 4) and write research papers (Chapter 5) — which one of the three will you learn first, second and third?

Find Out What You Need to Learn

1. When you take notes are you relaxed and able to look around without panicking that you are missing something important to write down? o yes o no priority
2. Can you read a page in a text book in less than 1 minute and remember what you read? o yes o no priority
3. Can you study for a major exam for only a few hours the night before and get to the exam relaxed and ready to do well? o yes o no priority
4. Can you remember facts and ideas easily without having to write everything done? o yes o no priority
5. Can you comfortably research and write a 30-page paper that is high quality and interesting? o yes o no priority
6. Do you schedule out your studying, working and social time so that you do not get stuck learning important things at the last minute? o yes o no priority
7. Do you handle the stress of learning so that you do not get sweaty palms and stomach aches before every exam, presentation or writing project? o yes o no priority
8. Do you know how to learn plan out a learning project on your own so that you do not need a teacher to tell you what to do? o yes o no priority

For every question you answered “Yes”, figure out a way to treat yourself. You might as well get used to rewarding yourself for knowing things and it gives you an excuse not to read the rest of this book today!

Now that you know what you want to learn and in what order, you need to make a quick learning plan to help you accomplish what you want to learn. Fill in the following chart by putting a date beside those chapters you want to study. Again, if you found out you need to

improve how you take notes, remember facts and ideas and write a research paper, put a finishing date beside each of those chapters.

For example, if you want to improve your notes first, you should be able to read the chapter and practice for a few days and finish learning what you need to know within the next week. Researching and writing a paper will take you longer, so I suggest you try this chapter when you actually have to produce a short paper for school or a report for work to get the hang of it. If your next paper is due in 3 weeks, you should finish this chapter within 2 weeks so that you are ready.

Learn the skill as you are using it. This way it is practical and you will see instant success! You can always go back to the book when you are stuck learning something new. This book is yours forever and the skills described won't change as you get older.

LEARNING PLAN

CHAPTER

- 1: Taking Notes
- 2: Speed Reading
- 3: Study Skills
- 4: Improving Your Memory
- 5: Researching and Writing Papers
- 6: Time Management
- 7: Stress Management
- 8: Learning by Yourself

FINISHED BY:

You now know WHAT you want to learn and BY WHEN. To manage your time well, you need a daily or weekly calendar. Write in the dates from the chart above into your calendar to remind yourself of when you wanted to learn those skills. If you haven't learned them by that date, reschedule.

I found that using a schedule actually gave me more time to spend with my friends while learning more than other students. It works!

1 Taking Notes

Content Guide

Note-Taking Techniques:

Your Own Note-Taking Style

Sequential Method

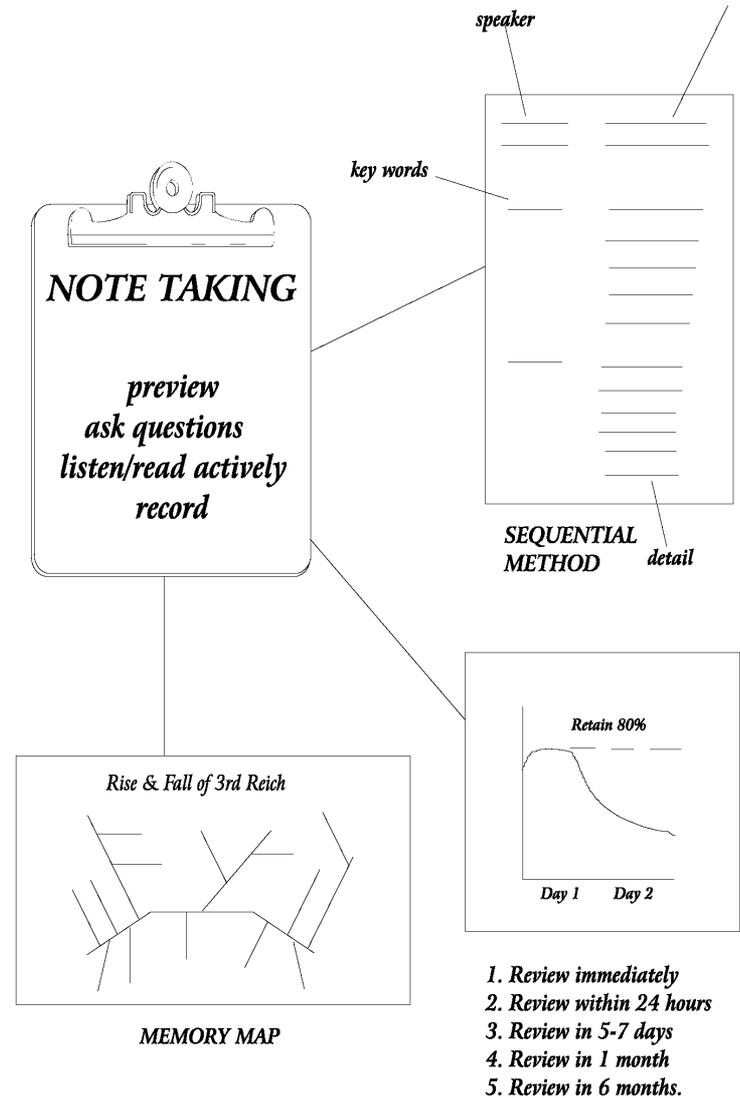
Memory Map Method

Suggested Abbreviations

Increasing Comprehension and Retention

Summary

Memory Map



Note-Taking Preparation

There are several ways to prepare yourself **before** you begin to write notes for research or for oral presentations. Taking effective notes requires you to be actively involved in the process. It is not enough to write down someone's exact words. To be actively involved requires you to ask questions of yourself about a presentation or book and to actively search for answers. It requires you to question what someone has said and to question how others react to those words.

Active participation means spending more time listening and reading than taking notes. Various note-taking methods can help you shorten the time it takes to make notes.

The following steps are recommended to help you become more active:

1. Preview the presentation:
 - read the outline (agenda, reading list) to understand key points of presentation,
 - preview the literature and oral presentations to note key points.
2. Ask yourself questions based upon your preview so that you will actively search out the answers.
3. Listen or read for the answers to your questions.
4. Record information with one of the suggested note-taking techniques.

1. Preview the Presentation

Read any reports, outlines, summaries, and introductions available about the presentation. If possible talk with the professor or instructor before a presentation or before reading their work.

1. Ask Questions

When previewing oral or written presentations, ask yourself the key questions WHO, WHAT, WHERE, WHEN, WHY and HOW. If you are already familiar with the topic, then ask more specific questions e.g. "What are the benefits of implementing this theory?"

3. Listen or Read For AnswersC) Listen or Read For Answers

When you are looking or listening for specific answers to questions then you become actively involved in your work. The alternative is to take verbatim notes on everything you read or hear which usually results in little comprehension but serious writer's cramps!

4. Record Information

I will show you two techniques for taking notes but first some preliminaries. Although these preliminary notes sound a little strange they are proven techniques to help your memory when you return to your notes for review.

Begin each set of notes with:

- a. title of presentation and speaker/author name,
- b. the date you took notes,
- c. location where you were when you took notes even if it was in your room,
- d. a few words about the weather that day,
- e. any special events that fell on the same day
ie. family member birthday, went to movie, or you wrote an exam,
- f. staple each set of notes separately and place in a file folder rather than in a binder.

When you return to review your notes take out one set of notes at a time. In this way we are reviewing a manageable set of notes rather than a large ominous pile.

- g. write neatly — I could never do this which meant I had to re-read information over again or borrow someone's notes to figure out what I wrote. Slow down and print/ write as neatly as you can.

Note-Taking Techniques

Your Own Note-Taking Style

Although this chapter shows you two methods for taking notes you may choose just to take some of the individual tips to improve your own note-taking style. Some of the tips which can easily be added to your present skills include:

- leaving lots of white space on the page,
- writing on only one side of the page,
- keeping notes in stapled groupings,
- writing notes only once (versus rewriting later with fancy colored pens to highlight points — wastes a lot of your valuable time).

The key to improving your note-taking style is to make your notes more effective and to help improve your comprehension and retention. The best method is the one YOU CHOOSE.

The Sequential Note-Taking Method

Basically, taking sequential notes involves dividing a page into two columns with the left column reserved for “key words” which summarize the details in the second column. Several of the chapters in this book use this form of note-taking. The following page is also an example.

This method allows you to record details on the right side and return later to write in the key words to summarize what you have written. With practice however you can often begin with the key word and write in the details as you go along. A good presenter follows a sequential format of information and often gives you the key words you need in the form of headings, e.g. “I’m now going to

present an overview of cultural issues in modern urban living.” The key words might be “cultural issues in modern urban living”.

The purpose of this method is to cut down on the amount of notes you take. You may want to use abbreviated words and point-form notes rather than using long sentences. Recording written or verbal presentations verbatim takes a great deal of time and you rarely end up with notes that give you both the overview of the presentation and the content.

You must remember that no lecture, book, or three hour speech can ever be completely recorded and retained for later use. It’s better to begin by taking notes on the main important points that can help jog your memory about the rest of the details. The most any presenter can expect is that we understand the main points of a presentation and incorporate them into our memories for future use.

It is advisable not to write on both sides of a sheet of paper. If you need to add a lot of extra information later on you can simply put it between two pages. When I use this method I also leave a lot of space between sections to allow for added notes that I might make after reading another book or going to another lecture/class.

Some people also leave a few inches free at the bottom of the page for later additions, e.g. new ideas, reflections, conclusions, or items you want to follow-up.

If you need to add a graph or photocopy of some information then insert them in your notes on a separate page.

[Below is an example of sequential notes.]

NOTE TAKING

August 27, 1993

Harry van Bommel my office, hot & humid day, nephew’s birthday

Sequential Note-Taking

- short phrases with abbrev.
- uses “key words” to summarize

Preview work

- 1) before notes, preview book/presentation
- 2) WHO, WHAT, WHERE, WHEN, WHY, HOW?
- * 3) hear/read actively

Key Words

- if presentation logical, use headings/titles for keys
- if not logical add key words later

When Used (7 points)

Use sequential method to take notes of:

1. lectures, classes,
2. reports,
3. interviews,
4. books, texts, manuals,
5. newspapers, journals,
6. speeches,
7. films, audio cassettes and videos.

Added Tricks:

- leave room for adding notes
- revise notes if too long or not neat
- use *, !, , and other signs to highlight important points
- use margins to add questions & comments
- use abbreviations.

[add new ideas, reflections, conclusions, or items you want to follow-up.]

Memory Map Method

The second method of taking notes is called memory maps.

Memory maps are based on the belief that our memory system does not work in a linear way. Most note-taking techniques follow a “logical” order by beginning on one line and continuing across each line on a sheet of paper the way books are written.

Memory maps are elementary attempts to imitate our brain patterns. Our minds take information and try to join and integrate new information with information we have already learned. When we are learning new things that **appear** not to be connected with other information we begin new patterns. The purpose of memory maps is to help form new patterns and to look for ways to join this information with other memory maps and, therefore, with brain patterns we have already established.

I use this method at the beginning of each chapter to preview the contents. When you have finished this chapter you can use the memory map as a summary. This method is also excellent for brainstorming ideas, defining thesis topics, and developing a plan for a public speech. Simply write a key word in the center of a page and write additional points around it. Only edit the points after your brainstorming is complete. This is how the general design of this chapter was done. I wrote “Note-taking” in the middle of the page and added what I thought were the main points I wanted to write about.

Not only can you use the design at the beginning of this chapter to preview what you will read but this type of diagram is also excellent for reviewing or summarizing what someone else has written! (See the chapters on “Speed Reading” and “Study Skills”.)

This method takes much more practice because it involves a new system of thinking and processing information for most of you. By using your imagination, different colored pens and relaxing as

you begin to use this method you will find this is an extremely effective method.

Each design should be somewhat different. For computer notes you might use flow chart symbols. For a review of taking notes you might begin with a design of a text book as I have done at the beginning of this chapter. For historical notes on the Fall and Rise of the Third Reich you might use a diagram of a mountain with notes on the rise of the Reich on one side, the events during the peak of the Reich at the top of the mountain and the fall on the right of the mountain. Use your imagination!

EXERCISE #1

Use the sequential note-taking method or a memory map whenever you take notes for the next week. Try various approaches to discover which is most comfortable and compatible with your present method of taking notes.

Suggested Abbreviations

We spend a great deal of time writing notes and often feel compelled to write each word in full.

A quick method to reduce the length of words is to omit the vowels in long words. Also omit prepositions like a, an, or the. Use numbers like 1, 2, 3 rather than one, two, three.

Some specific examples of abbreviations follow:

lk	= like	wrt	= write
ex	= example	rt	= right
p.	= page	i.e.	= that is
#	= number	->	= means
b/c	= because	~	= about, circa
b/4	= before	à	= therefore

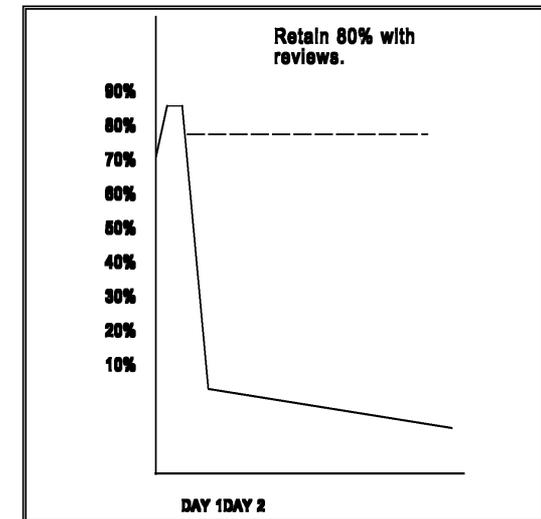
u	= you	á	= however
wd	= word	etc.	= and so on
ref	= reference	vs	= versus, as opposed to
dif	= different	ch	= chapter
w/	= with	Q	= question
w/o	= without	lrn	= learn
2	= to, two, too	4	= for, four
17	= 17th century	c	= see, sea
r	= or, our, hour	h	= have, had, has
wz	= was	wc	= which
z	= as, is	f	= if
@	= at	&	= and
\$	= dollars	%	= percent
+	= plus	-	= minus
=	= equals		

W/ prtice u cn rd & wrt lk ths 2!

Increasing Comprehension and Retention

We forget approximately 80% of all we have learned within 24 hours of learning it! Knowing this fact alone can improve your memory and recall ability substantially because it will warn us to review what we have learned. When information is important to remember and to use, there are various things you can do to move it from your short term memory into your long term memory.

The graph below indicates that our recall ability actually rises a bit 10 minutes after learning something but then dramatically falls within 24 hours. The graph also indicates that with immediate review your short term memory recalls approximately 80% of what you have learned which is about as high as one can hope for or in fact ever need.



The above graph further indicates that a second review within that first 24 hour period will heighten your short term memory of the information.

A third review of your notes in 5-7 days moves the information from short term memory to long term memory. A fourth review at one month and a fifth review at 6 months keeps this information in long term memory. For very important information subsequent reviews are required.

This means that if you take notes of information today and you want to remember it four months from now (eg. for a report, presentation) you should:

- review right after taking the notes,
- review again within 24 hours,
- review after one week,
- review after one month and every month or so until you feel comfortable with the long term retention of the information.

Each review should not require a great deal of time and each subsequent review will take less and less time. Following this procedure for all your notes will mean that you will not be spending hours or days before a presentation or exam cramming information into your short term memory. You will probably be the only person who is relaxed and confident in your understanding of the information. **You will need to schedule review time into your calendar, or else it probably won't happen!**

This type of studying requires effective time management so that you put aside a half-hour per week to review notes based on the above schedule. This half-hour per week not only puts information in long term memory but also keeps you up-to-date with further information. Often we take notes, forget the information and go back to a class the next week missing the important links from previous classes. Most students can not describe what they learned in last week's class or what the whole semester is really about because they do not have a clear overview of what they are learning

(except maybe the name of the course).

In essence you are improving your memory by building a "tree" of knowledge upon which to add information from one week to the next. This is what most people lack. This is what most people try to cram in before a presentation or exam.

If you use the sequential method of taking notes your reviews will initially concentrate on joining your detailed information to the key words in the left column. Once that is accomplished subsequent reviews will concentrate only on the key words with little attention to viewing the detailed notes which are already in your memory. You can actually cover up the detailed right-hand side of the page and RECITE the details just by seeing the key words on the left-hand column.

With the sequential method your review before a presentation or exam can be less than an hour and you will be confident in your knowledge and presentation of the necessary information.

With the Memory Map method of taking notes your first review is used to tidy up your diagram and understand its flow. The second review within 24 hours can be to redraw it using various colored pens so that it doesn't appear as clustered. Once you have become good at this system you can skip this step. You can appreciate that different designs for different subject matter will make it easier to remember your information at exam time or when you really need it.

The Memory Map method reviews revolve around the structure of your diagram and once that is understood you simply draw a miniature of that diagram (eg. for an important test) or a modified one bringing together information from various diagrams. Not only will you remember the information but you will also force yourself to write or speak in an organized fashion because of organized way in which you have stored the information.

Summary

Taking notes can involve combining various steps and methods. It is important to preview whatever you want to take notes of: a book, a lecture, a meeting, an interview, a video and any other form of written, verbal or visual information.

The actual notes can be a modified version of what you do now, adding those techniques that feel most comfortable to you.

If you review your notes you can remember the information that is most important to you. If you do not review your notes you will probably have to relearn whatever information you need in the future.

Taking notes can be a way to participate actively in learning rather than just a method of recording information. Taking notes that are brief and concise will also give you time to listen or read with more energy and interaction.

Self-Evaluation

Whenever you finish learning new information it is helpful to take a moment or two to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?
2. List at least three techniques from this chapter that you could use immediately.
3. What other concepts, ideas or techniques do you want to learn?
4. Is there anything you have learned that you could pass on to your colleagues, family members or friends?
5. Do you have any further comments or ideas you want to record based on what you have learned?

References

The following references are only a few of the many useful resources that you can find in your local libraries, within your school library, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people at school.

For more intensive research, read the suggestions in the chapter on “Writing and Researching Papers”.

Buzan, Tony. (1980). *Make the most of your mind*. New York: Anchor Press.

All of Buzan’s books are based on using your mind to the fullest with specific exercises and ideas. Buzan is also coined the phrase “mind map” to represent using diagrams as a note-taking tool.

Grassick, Patrick. (1983). *Making the grade: What you need to know about how to prepare for and write tests*. Toronto: Macmillan of Canada. 146 pages.

Includes information on preparing for exams, how to write tests, what to do about anxiety, how to take lecture notes, how to study from textbooks, and a few speed reading skills.

Grossman, Jeremy. (1976). *Quickhand: A self-teaching guide*. New York: John Wiley & Sons.

Quickhand is form of short-hand writing to replace the more complex forms studied by secretaries in school. Quickhand does not use vowels. It also has an abbreviated form for the 35 words we use most often in our language and it contracts the rest of the words using consonants.

Kesselman-Turkey, Judi and Peterson, Franklin. (1982). *Note taking made easy*. Chicago: Contemporary Books.

Easy to read text on various note-taking strategies and techniques.

Millman, J. and Pauk, W. (1969). *How to take tests*. New York: McGraw Hill. 176 pages.

Examines how your notes can add to your study skills to give you the best chances when writing various forms of exams and tests.

van Bommel, Harry. (1985). *The Busy Person’s Guide to: Note Taking, Speed Reading, Studying and Time Management*. North York: Skills Development Publishing.

Combines note taking, speed reading, studying and time management techniques to give people a comprehensive approach to practical learning skills.

Yates, Virginia. (1979) *Listening and note-taking* (2nd ed.). New York, NY: McGraw-Hill. 125 pages.

An easy-to-read guide filled with exercises. Part of a larger series on learning.

2

Speed Reading

Content Guide

Personal Reading Position

Preparation of Reading Material

Reading with Purpose

1. Questions

2. Preview

3. Further Questions

4. Read

5. Further Questions

6. Quick Review

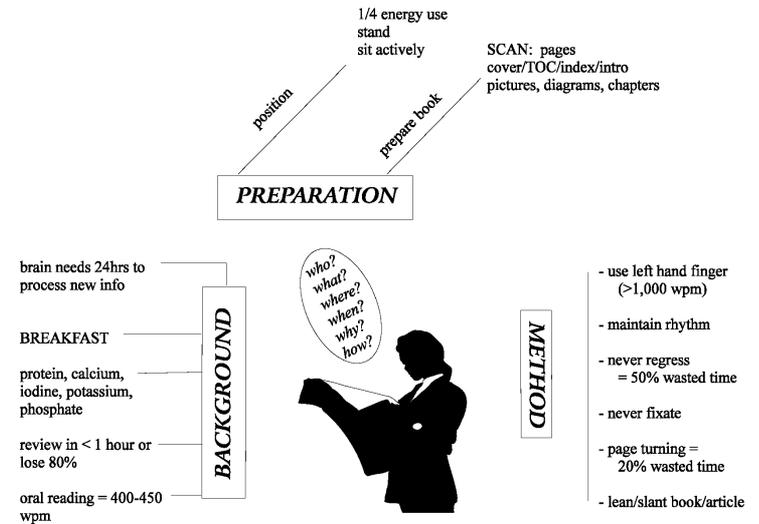
7. Final Review

Speed Reading

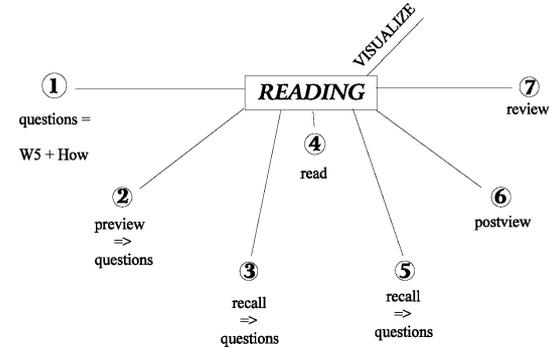
Reading Tips

Summary

Memory Map



Reading at an angle like when you stand



Introduction

Not surprisingly speed reading has a lot to do with taking good notes because comprehension of what we read increases significantly with the kind of notes we take and how often we review those notes. (See "Taking Notes" chapter.)

Effective speed reading increases comprehension. If you practice the skills in this chapter you should double or triple your reading speed and increase your comprehension.

Reading to understand the material is better than reading to remember, for you cannot really remember information that you do not understand except in the short term. This chapter deals with reading for understanding.

The chapter is divided as follows:

1. Personal Reading Position,
2. Preparation of Reading Material,
3. Reading with Purpose,
4. Speed Reading.

Personal Reading Position

Reading while laying on your bed or sitting in your best old worn chair may be very comfortable but these are the worst possible positions if you want to comprehend and remember what you have read. Reserve your leisurely positions for your leisure reading.

There are two positions that are best for effective reading:

1. sitting in a firm chair with your feet curled under the chair; the book is propped up in front of you at a 45 degree angle so that your eyes do not have to re-focus as you go up and down each page,

2. standing with your reading material again at a 45 degree angle. You can make a platform for your book on a high chest of drawers or similar piece of furniture so that it acts as a podium.

These positions are effective because they involve you using body energy to maintain these positions. You need to use approximately 20% of your body energy to be active enough to read comprehensively and with increased speed.

As we use so little of our mental capacity (less than 10% on average) we need to activate our body energy so that our reading is not sleep-inducing. This really works!

To read effectively we must also eat proper meals especially sufficient proteins, calcium, potassium and iodine phosphates. Sufficient sleep will also increase your abilities substantially.

Preparation of the Reading Material

Before you read any book you need to prepare it so that you do not struggle with the book's pages while preserving the book's binding.

Begin at the outside of the book (the front and rear covers) and take a few pages from each end and make a fold along the binding at the bottom of the pages. Take the following few pages from each end and fold along the binding again repeating this process until you reach the middle of the book. In this way the pages have been bent so that the book will stay open at any page without worrying about breaking the binding or having the pages fall out.

Reading with Purpose

Often people ask if speed reading results in less comprehension. If you imagine reading a book of 500 pages and reading 10-20 pages

per day as many of us do, it could take us over a month to read the whole book (if we ever complete it at all!). When you have finished such a book ask yourself how much you remember from the beginning of the book or even the previous chapter and you will recognize that no one remembers 100% of any book.

In fact, reading at a average speed usually means that you forget most of what you read, remembering only the details of what you have read within the last hour or so. Therefore, reading more quickly can actually **increase** comprehension!

We are taught to read in elementary school by reading words aloud. Most people speak at about 200-300 words a minute so that our average reading speed is about the same. At such a rate we would read a normal page in about 2 minutes. We could be reading it at a much more productive rate of 20-30 seconds.

Not only is our reading limited by how fast we can “say” the words we are reading but we also do two other things to slow us down. The first is called regressing. When we read about 100 words on a page our eyes often stop 10 or 11 times to rest on a word or to go back to a word we have already read to make sure we understand it. This dramatically reduces our reading rate.

If that is not enough to slow us down we waste about 20% of our reading time turning pages! Next time you read, watch how much time you might fumble turning the pages: licking a finger to get a good grip, or separating the pages so you turn only one.

The greatest mistake we make is to begin reading on page 1 and continuing until we get tired. We know very little about the book, how it is structured, why the author wrote it, what conclusions will be reached, and how much of the information is important for us to understand and retain.

Reading with purpose gives you CONTROL over the material rather than the other way around. You begin by asking yourself:

- how worthwhile is this material relative to other information on this subject?
- what do I really need to understand and remember (specifically) from this material?

Having an idea of the importance of your material you can begin to divide the material into manageable units.

This is done as follows:

1. ask yourself the basic questions (WHO, WHAT, WHERE, WHEN, WHY & HOW);
2. preview the book to get a brief idea of it’s content (much like a television guide summary of a movie);
3. add questions and ideas based on your preview to those you have already written down;
4. read units (chapters or sections) one at a time;
5. take notes to answer your questions and add further questions/ ideas;
6. quickly review the unit just completed to add any final notes;
7. review your notes as outlined in the “Taking Notes” chapter.

1. QUESTIONS

You have already asked yourself what the importance of this material is to you. Now you need to ask the basic questions of who, what, where, when, why and how to get a general understanding of the work. If you are already quite familiar with this subject then your questions can be more specific. For example if you have read ten books on study skills you will understand the general principles of good study techniques so you will concentrate on learning any new or particularly interesting aspects of studying.

EXERCISE #1

Choose something to read for the various exercises in this chapter. Pick something that is relatively long, e.g. a book or a long report. Prepare the material so that it will be easy to turn pages. Sit in a comfortable, appropriate reading position.

Now answer the following questions as best you can, keeping in mind that what you have chosen to read may not provide detailed answers to these questions. You can use the space below, or you can use one of the note-taking techniques described in the “Taking Notes” chapter.

1. What do I really need to understand from this material? (Be as specific as you can.)

2. Who:

What:

Where:

When:

Why:

How:

3. Brief ideas you have about the overall content before you preview the material?

2. Preview and 3. Further Questions

Previewing should not take more than 10-15 minutes otherwise you will not do it. It takes a bit of practice to preview quickly and accurately but it is probably the most important part of reading any material for it gives you the basic ideas and structure upon which to put more detailed information. It is a crucial element to improving your retention and recall of information.

You begin by understanding the structure of the material. The “Researching and Writing” chapter highlights the importance of beginning with the general topic and dividing that into smaller and smaller units. You cannot begin writing a book by starting with a small section and branching out. Nor can you read a book in small units hoping to understand the whole book when you have finished.

Therefore it is extremely important to understand the structure of the material beginning with the most broad area and moving toward the more specific areas. I will concentrate on reading books for this section but the points are similar for reading magazine articles, newspapers, and letters.

To get a general understanding of a book you begin by reading the front and back covers because much of a book is summarized in these areas to attract a reader’s attention. Use the memory map note taking technique (like the one at the beginning of this chapter) to write down some questions and ideas that come to mind.

Read the Tables of Content, Illustrations and Appendices to see what the author decided would be the major divisions of importance and specifically what research will be highlighted i.e. are there many graphs to indicate trends, are pictures used extensively to draw the reader's attention and why, is each chapter further divided in sections to help you understand how the author divided his research? Again use the memory map diagram to ask questions that specifically interest you and for which you will find answers.

The index of a book is a wealth of information for it summarizes in alphabetical order the facts, people, places most important to the work. By previewing this section you will have a clearer understanding of what is important to understand and remember. An important event, person or date will have many references in the index, therefore, those items are considered very important by the author.

Once you have previewed the structure you can begin with a specific unit or with the entire book (depending on how much you wish to cover). Quickly look at each unit's main title, sub-headings, graphs, pictures, comments written in the margins, words typed in bold letters, etc. Look at anything that is not a regular part of the body of the text. Look at footnotes quickly to see if they form an integral part of the body.

During this process note down in your memory map important words, ideas, questions that come to mind.

4. Read

In the last section of this chapter you will learn about specific reading techniques. What you will find is that reading the material at your normal rate of speed (which will increase over time!) is only one of the keys to understanding the material. In fact this step fills in the blanks that previewing and reviewing leave. You can afford to read at faster rates because you already have understood the basic structure of the book.

If you do nothing more than choose an active reading position, prepare your texts and read with a purpose, your reading time will be reduced already. You may not yet be reading faster, but you will be using your reading time more efficiently. You will save the extra hours you normally use to re-read sections, turn pages, and fixate on words.

5. Further Questions

As you read, write down any further questions you may have and search actively for the answers. Add the questions and answers to your notes or memory map.

6. Quick Review

After reading for specific details it is best to spend an extra 5-10 minutes to quickly review what you have read to tie all the loose ends together. It is the same technique as you followed to preview the material. This method strengthens the belief that by understanding the general ideas of a unit of reading we have the method to remember more of the specific details.

7. Later Review

Depending on the importance of a unit of reading it is often best to review your notes within 24 hours of making them, a week later, a month later and 3 months later. This method of review is discussed in detail in the "Taking Notes" and "Study Skills" chapters but basically is designed to transfer important information from our short-term memory into our long term memory. Later reviews should take only a few minutes. If the reviews take too long you will probably avoid doing them.

Speed Reading

Before you learn new techniques for increasing your reading speed and comprehension, find out how fast you read now.

EXERCISE #2

Pick ten pages from the reading material you have chosen. Count the average number of words per line and multiply that number with the number of lines on each page. For example, if there are approximately 12 words per line and there are 40 lines on the page, that page has $12 \times 40 = 480$ words. At the bottom of each page, in pencil, write the total number of words for that page.

Follow the following steps to see how many words-per-minute you read:

1. Time yourself (or have someone help you) for five minutes.
2. Begin reading without previewing, asking questions or any other new techniques you have learned in this chapter so far. Read as you normally do until the five minutes are up.
3. Use a pencil to mark the spot where you finished.
4. Using the total number of words pencilled in at the bottom of each page you read, add up the total words you read in five minutes.
5. Divide that total number of words by five to see how many words you read in an average minute.

For example, if you read 2.5 pages in five minutes and:

page one had 480 words,
page two had 390 words, and
page three had 420 words, then

$480 + 390 + 210 = 1080$ words in five minutes.

1080 divided by five minutes = 216 words per minute.

6. Write down what you read in an average minute: .

Doubling or tripling your reading speed is not difficult. What we will work on is removing our need to regress or fixate on one word longer than other. We regress about 50% of our reading time so removing that disability will double our speed alone.

The other things that slow us down are vocalizing the words we read, lip moving the words, poor posture, and a belief that reading each word gives us 100% recall of what we have read.

The way to resolve most of these problems is by using our index finger as a guide. Using your index finger is similar to the techniques used by reading machines to increase your speed. Using your left index finger can be better for it is coordinated by the right hemisphere of our brain. The right hemisphere also generally deals with recognition of patterns and visual images, creativity, and synthesis of information. Left-handed people find it easier to use their left index finger than right-handed people do but with practice anyone can do it.

Use your left index finger to guide you along each line of text, pacing your speed so that you are comfortable. It will be difficult at first because you cannot allow yourself to stop at any word or to go back over material previously read. In fact when you first begin you will probably not read many of the words at all because you will be watching your finger move along the lines. A bit of practice and patience will prove to you the effectiveness of this method!

I mentioned earlier that most of us read at about 200 words a minutes based upon how fast we can vocalize each word in our head (similar to our speaking rate). Using your index finger as a guide over each sentence can increase your speed to approximately 1,000 words a minute. Once you have reached such high levels you may

want to learn about faster techniques for speed reading from some of the references listed at the end of this chapter.

To increase your speed you can do various exercises but we will concentrate on two exercises:

1. very fast speeds for previewing/reviewing,
2. increasing the speed at which we read detailed information.

EXERCISE #3

The first reading exercise is used during previewing and reviewing reading material. After you have previewed the various tables, Index, cover, chapter divisions, etc. use your index finger to read the entire unit or book in less than 10 minutes. Place your index finger at the top of each page and zig zag down in about 1-3 seconds. Have someone time you at first because 1-3 seconds goes by very quickly!

You are only trying to pick up key words that will help you formulate questions. For example you may pick up only 10 words the first time you preview an entire book like this but 3 of them might be the same word "Review". Your question could be: what are we reviewing, why is it mentioned so often, why is it important. During your normal reading of the unit you will find the answers to these questions. With practice you will pick up more information and key words.

Another reason for reading at this very fast rate is to get used to turning pages quickly and to get your mind used to seeing many words in a short amount of time.

If you are using your left index finger then use your right hand to turn pages. While you are reading down the left-hand page your right hand is getting hold of the page to be turned. When you reach the bottom of the right-hand page turn it immediately. There should be no time lost between reading the bottom of one page and begin-

ning the top of the next. You have just saved yourself 20% of your reading time. In other words, if you did nothing else different, a book that takes you 10 hours to read would now take only 8 hours!

Another reason for previewing at such high rates is to get you used to seeing words quickly. When you are driving on a highway at 60 miles per hour you do not realize your speed. If after you turn off the highway you do not look at your speedometer you will find that what you think feels like 30 miles/hour on a city street is actually about 50 miles/hour. Your mind has accustomed itself to react at greater speeds.

The technique of reading at high speeds first is similar to driving fast. When you slow down to read at your "normal" rate you will find that your rate is faster too.

The second reading exercise is for normal reading. You will still use your index finger and page-turning techniques however you will now go across each line of text. Maintain a constant speed without hesitating or returning to any completed text. If a point is important enough it will be repeated. (Marshall McLuhan used to read only the right-hand pages of a book. He felt that any information worth knowing would be covered over at least 2 pages!)

EXERCISE #4

You have already chosen something to read for the previous exercises. Again, pick 10 pages and count the average number of words per line and multiply that number with the number of lines on each page. At the bottom of each page, in pencil, write the total number of words for that page.

Follow the same steps as before to see how many words-per-minute you read:

1. Time yourself (or have someone help you) for five minutes.
2. Begin reading using the new techniques you have learned in chapter so far.
3. Use a pencil to mark the spot where you finished.
4. Using the total number of words pencilled in at the bottom of each page you read and add up the total words you read in five minutes.
5. Divide that total number of words by five to see how many words you read in an average minute.
6. Write down what you read in an average minute: .
7. Is there any difference between your reading speed in Exercise #3 and #4? What is it? .
8. Continue to practice this exercise in the next few days and weeks until you get to a reading speed that is comfortable to you.

With practice you will find a number of things happening:

- a) you will get bored at your normal rate of reading and will naturally demand your hand to move more quickly,
- b) you will understand the global sense of what you are reading and be able to add detailed information when necessary,
- c) you will probably be one of the few people who do understand the overall sense of a book and be able to discuss it in an organized and intelligent manner,
- d) you will be able to visualize descriptive scenes rather than just see the words. For example you will be able to visualize the sensation of a space shuttle takeoff as if you were watching it in a film. Proficient speed readers (you too!) can describe, in greater detail, an historic battle or the design of Columbus' ships because they "see" them when they read about them,
- e) you will enjoy reading, maybe for the first time in your life.

I used the above technique many years ago to read Alexander I. Solzhenitsyn's novel, *The Gulag Archipelago*. I had just learned the technique and hated reading. I had waited till the night before my Russian History exam to begin reading the novel. I concluded that I had nothing to loose so I tried the technique.

My usual reading speed was about 150 words a minutes. Averaging 2-3 minutes per page it would have taken me 22 hours to read this 660-page book and probably remember 10% of it.

Using the technique I read it in 6 hours including previewing, reviewing, and taking notes. For the first time I received a mark of 110% (including bonus marks) on my test because I was not bogged down in the detail of the first few chapters but understood the general theme of the book, the characters, some of the key historical facts and the conclusion. The other students had found the book overwhelming in length and the degree of detail. The test was not on the detail of the clothes the people wore, the weather that fine February morning, or other descriptive details. We often lose the meaning of the book while struggling with the details.

Reading Tips

1. Non-fiction books (e.g. text books) are easier to speed read because the author often breaks the subject down into many chapters and then the multiple divisions within the chapters. Previewing is very helpful with this kind of resource.
2. Use a fast reading rate to practice reading the newspaper or a magazine. Do not follow the article from page 1 until you have read all of page one. An effective reader can go through a paper (including the ads) and join parts of an article later on.
3. Skimming is not the same as speed reading. You skim a work when you are already familiar with the subject and are just looking for the answer to a few questions. You disregard the rest of the information.

4. For the next few weeks read **everything** (except poetry, the bible and love letters) using your index finger. You may get a few stares but enough people have heard of speed reading so all you have to do is smile and continue reading!
5. When reading newspaper/magazine articles read the first few paragraphs only. Most of the important detail is written there for editing purposes. The rest is detail often forgotten anyway. In this way you can read more articles from a wider range of sources.
6. When reading, take regular breaks to integrate the information you have read and relax to get sufficient oxygen.
7. REMAIN AN ACTIVE READER and enjoy.

Summary

The real magic to reading faster and with more comprehension is simply to:

- know what you are going to read,
- prepare the reading materials so it will be easy to turn pages,
- ask questions at the various stages of reading so that you keep looking for answers to your questions (keeps you actively involved in your reading),
- sit/stand in a comfortable reading position,
- use your finger to preview, read and review your reading material at various speeds (avoids fixating on a word, returning to re-read a section, and forces you to concentrate on what you are reading),
- apply good note-taking techniques to your reading,
- review your notes to identify what is important to remember for future use.

What makes speed reading exciting and fun is that you will remember more of what you read and you will have time to read more things that interest you.

Self-Evaluation

Whenever you finish learning new information it is helpful to take a moment or two to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?

2. List at least three techniques from this chapter that you could use immediately.

3. What other concepts, ideas or techniques do you want to learn?

4. Is there anything you have learned that you could pass on to your colleagues, family members or friends?

5. Do you have any further comments or ideas you want to record based on what you have learned?

References

The following references are only a few of the many useful resources that you can find in your local libraries, within your school library, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people in your own school.

For more intensive research, read the suggestions in the "Writing and Researching Papers" chapter.

Adams, W. Royce. (1982). *Increasing reading speed* (2nd ed.). New York, NY: Macmillan. 341 pages with exercises.

A comprehensive teaching guide that examines barriers to speed reading, vocabulary building, skimming techniques, plus specific exercises to measure your improved reading skills.

Buzan, Tony. (1980). *Speedreading*. London: British Broadcasting Corporation.

Like all of Buzan's books, this one examines the subject in clear and concise language with exercises to practice your skills.

Cutler, Wade E. (1988). *Triple your reading speed*. New York: Arco. 193 pages.

Identifies blocks to speed reading and helps readers understand concepts of previewing, eye movement, poor vision span, vocalizations and sub-vocalizations and Cutler's own "Accelerated Method" with drills.

Fink, Diana Darley; Tate, John T. Jr.; and Rose, Michael D. (1982). *Speedreading: The how-to book for every busy manager, executive and professional*. New York, NY: John Wiley and Sons. 194 pages including exercises.

Examines speed, comprehension, concentration and improved memory. Includes using your finger as a pacer; how to use ques-

tions to preview, read and review; as well as some note taking techniques (e.g. Visual Display of Information, Master Visual Display of Information).

Klaeser, Barbara Macknick. (1977). *Reading improvement*. Chicago: Nelson-Hall. 292 pages with exercises.

Examines kinds of reading materials, eye movements, specific techniques (preview, skimming, and reviews), comprehension, concentration, and improved memory.

Kohl, Herbert. (1973). *Reading, how to*. New York: Bantam Books. 284 pages with an Index, exercises, graphs and illustrations.

Examines ways of teaching people (mostly children) how to read. Speed reading is ineffective without basic reading skills and Kohl presents his view that everyone can learn to read if they have supportive, non-competitive teachers who are truly interested in reading themselves.

Kump, Peter. (1979) *Breakthrough: Rapid reading*. West Nyach, NY: Packer Publishing Company.

Presents Evelyn Wood's speed reading techniques especially the technique of using a finger to pace your reading. Includes exercises.

Lewis, Norman. (1978). *How to read better & faster* (4th ed). (New York, NY: Thomas Y. Crowell. 239 pages with exercise in a large format.

Teaching guide used by over 500,000. Concentrates on speed, reading for the main idea, perceptions, fixating, vocalizing, skimming, vocabulary building, the use of questions and comprehension.

Sprache, George D. and Berg, Paul C. (1978). *The art of efficient reading* (3rd ed.). New York: Macmillan. 385 pages.

Very thorough book with exercises, graphics and practical ideas. Includes previewing, skimming, scanning, reading for studying, rapid reading, critical reading and increasing one's vocabulary.

Wenick, William P. (1983). *Speed reading naturally*. Toronto: Prentice-Hall. 289 pages.

Practical exercises to help learners enhance their natural reading abilities.

3

Study Skills

Content Guide

STUDYING:

1. How Long to Study
2. Preparation for Studying
3. The Study Environment
4. Cramming & Memory Aids
5. Objective Exams:

Multiple Choice, Fill in the Blanks, True and False

6. Essay Exams
7. Open Book Exams
8. How to Write Exams
9. Oral Presentations

TIME:

1. Priorities
2. How to Achieve Goals
3. Note on Negative Thoughts

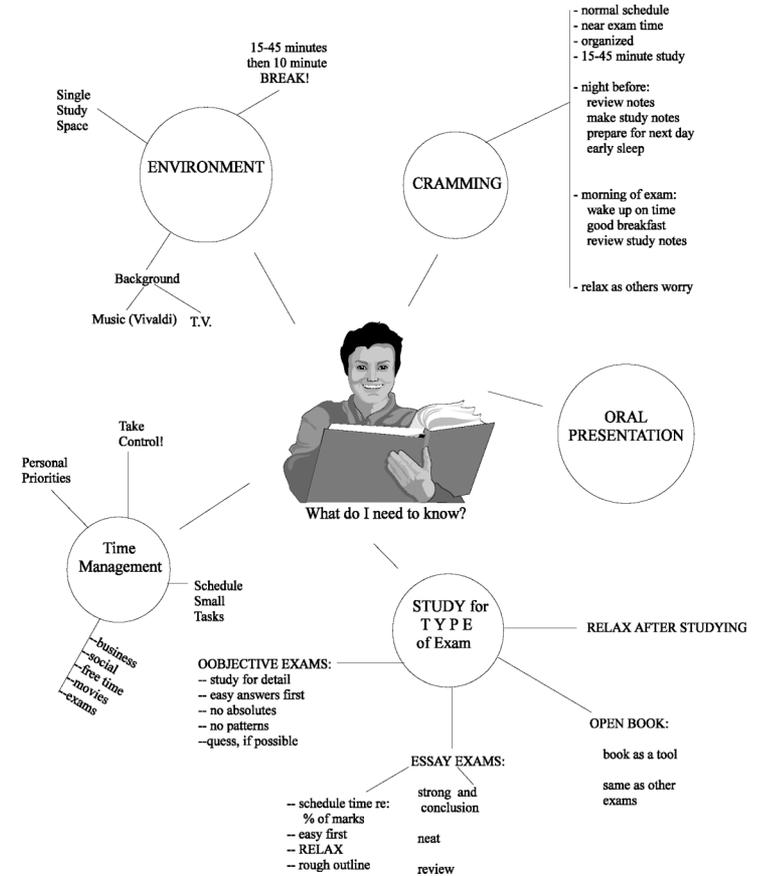
Questions to Ask Yourself

Planning

Things to Remember

Summary

Memory Map



Study Skills

Studying can be a continuing process or a short term effort (cramming). Of course the continuing process is the most effective for long term retention of information but we often need to resort to cramming information as well. This section will discuss both methods.

For the purposes of this section I assume that studying can refer to studying for university or adult education exams, for presentations, debates & speeches, and for any situation where you have to present knowledge or be evaluated. In this chapter I will use the example of a person studying for a university or college program. You can easily modify the suggestions to fit your individual needs if you are using this book for professional development at your work.

The central point to studying is knowing what you are studying for: professional development, a multiple choice exam, essay exam worth 20% or 60%, an oral exam or a presentation. **STUDY WITH A VIEW TO THE TYPE OF EVALUATION** because the methods are quite different.

This section will cover the following topics:

1. How Long to Study,
2. Preparation for Studying,
3. The Study Environment,
4. Cramming & Memory Aids,
5. Objective Exams: Multiple Choice, Fill in the Blanks, True and False,
6. Essay Exams,
7. Open Book Exams,
8. How to Write Exams.

Studying

The separate chapter "Taking Notes" covers, in detail, various methods of studying information over a period of months. I will not repeat that section again here except to say that studying over a long period of time is less difficult and allows you to be more relaxed when you have to present the information you have studied.

This section deals more with using the information you have learned and how to study more specifically for different situations, e.g. objective versus essay exams, and presentations.

1. How Long to Study

Whether you study systematically or cram just before an exam it is important to realize how long you should spend at each sitting. Many people believe that you must lock yourself in a room for 3-4 hours at a time to study constantly. In fact the best time span to study within, depending on the difficulty of the material, is 15-45 minutes with a break of 5-10 minutes at the end.

The reason for breaking up your study time in smaller units is that we remember information best at the beginning and the end of a study period. We also remember some things that are particularly interesting to us no matter where they appear during a studying period. Therefore, if we study for 2 undisturbed hours we remember things from the beginning and end of those two hours plus a few other items. If we study for 20 minutes at a time with 10 minute breaks over a 2 hour period we will remember from 4 beginnings and 4 endings plus a few other items.

The breaks allow us to integrate the information and relax a bit before beginning with more information. By integrating the information in such a way we cut down on the studying time while increasing our effectiveness.

2. Preparation for Studying

At the beginning of a course or presentation determine what skills the instructor expects from you and how she intends to evaluate those skills i.e. deductive thinking by way of essay exams or remembering details by way of multiple choice exams. Also determine the percentage each evaluation will have i.e. 40% for exams, 30% for written reports, 30% for participation. Knowing how you will be evaluated will help you divide your study time more effectively.

Make full use of any course outline to understand what the main areas of interest are. This groundwork will help you organize your studying procedure.

Many schools or programs have back copies of exams to help students understand the evaluation methods of the instructor plus what types of information are important to learn. If you can't find such exams ask your instructor for past copies.

Perhaps the two mistakes we make most often are:

1. Missing the class or lecture just before an exam. This is usually the time when an instructor reviews important information and gives indications of the exam format and content.
2. Not getting proper feedback after an evaluation:
 - a) When you get a test or exam back, find out what you did correctly and how you can improve in the future. The grade does not give you enough information about what you do well.
 - b) Write out correct answers in multiple choice, true and false, and fill in the blank exams for future reference.
 - c) Ask your instructor for assistance in improving your answers in essay exams. Even if you have received a high grade find out how you can maintain such a high level of proficiency. Most of us are not sure why we do well on exams and unless we ask we will never know.

3. The Study Environment

Study environments are a personal choice. Some people study best in total solitude and quiet while others study best with background music. I often study with the television on.

Research has suggested that some background music is beneficial in developing a studying rhythm i.e. music with 60 beats per minute (like a heart beat) and in 4/4 time. Music by Vivaldi is a good example. It relaxes the body and mind making them more receptive to learning. Heavy rock music has been shown to disturb that relaxing effect but again this is a personal choice that you need to make for yourself.

The location where you study also requires a choice. If possible find a place where you can consistently study, whether it is in your home, library, or office.

Avoid distractions from the phone or surprise visits.

Before you begin your session make sure you have enough paper, pencils and pens, healthy snacks, and something to drink so that you don't have an excuse to stop studying until your scheduled break.

Make your studying location special so that you enjoy being there. This is easier said than done but something to aim for.

4. Cramming and Memory Aids

There are some specific techniques to cramming. Below is a list you can follow:

1. Maintain your normal schedule as much as possible (e.g. have an excellent supper, do some exercise even if it is just a walk after dinner, etc.).
2. Cram close to a test or exam time because cramming is based on short term memory. Keep in mind the format of the exam at

- all times so that you don't waste time memorizing great details when the exam will ask for essays on the broad understanding of the information,
3. Be organized during your cramming so that you have your notes divided by each lecture (not in one large pile!). Have any text books at hand and try to have your studying location neat so that you feel organized rather than flustered.
 4. Remember to study in 15-45 sessions with a ten minute break to relax and integrate the information.
 5. The night before:
 - a) review lecture schedules, preview notes, and write key points on cue cards,
 - b) read your notes and relevant text passages and summarize them on cue cards,
 - c) make special notes on formulae, policies, main facts, definitions,
 - d) make special notes based on what you know about the exam format (eg. essay versus multiple choice),
 - e) before going to sleep have all your cue cards ready for the next morning plus your pens, identification, candy, and paper that you will need for your exam. You do not want to be rushed in the morning,
 - f) go to sleep at a decent time (no all nighters) because a relaxed mind remembers more and is better prepared to recall the information you will need for your exam.
 6. The morning of your exam:
 - a) get up at your normal hour but in a relaxed way,
 - b) eat a good breakfast or at least some fluids if you are not hungry,
 - c) review your cue cards beginning with the broadest topics and then moving toward more detail,

- d) before leaving for the exam sit down in a quiet place, close your eyes, smile and relax your body visualizing yourself successfully completing exam,
- e) if possible do not rush to the exam site, but rather enjoy the trip. On arrival do not spend much time reviewing information with all the students who are panicking. Remain calm and (although it sounds strange) smile.

It works.

Memory Aids

Memory is basically a system of recording, retaining and retrieving information much like a mental file cabinet.

Whether you are cramming or studying over a long period of time, memory requires active participation. Even boring ideas and facts can be made interesting and therefore memorable.

1. Visualize things, e.g. completing a procedure rather than just studying the procedure on paper.
2. Combine new information with things you already know. Various chapters in this book deal with similar information, but in different ways, e.g. time management for studying, for writing, and for organizing your work. Build upon your first understanding and branch out much like a memory map described in the Notetaking chapter. In this way you don't have to relearn information; rather **add** to what you already know.
3. Organized notes (no matter what method you use) make all the difference. Divide them into manageable units.
4. Be physically active. When memorizing information stand up and walk about while reciting information out loud.
5. Test your knowledge again in an active way, e.g. have someone

- quiz you, recite information, or write summaries of your information.
6. Use cue cards to help you memorize, e.g.:
 - a) learning languages by putting verbs, nouns by subject matter, etc. on cards;
 - b) definitions;
 - c) formulae;
 - d) procedures.
 7. Use diagrams, maps, chronological events to integrate further information.

When you have more time, check out the chapter on “Improving Your Memory”.

EXERCISE #1

There are two similar lists of 10 items below. You could make up your own including shopping lists, a to-do list, new word definitions, or a list of top movies.

Memorize the first list in the same way you normally memorize things. [**dog, street light, hamburger, friend, clothes pins, green, tall, book, computer, pen**]

Memorize the second list using some of the techniques described above. [**cookie, typewriter, picture, stereo, Jane, scarf, video, poem, yellow, daughter**]

Tomorrow try to recopy your lists. Which do you remember most clearly and easily?

5. Objective Exams

Multiple choice, true and false, and fill in the blanks, are examples of objective exams. They do not require you to present ideas but

rather to find an answer from among others or give one word answers.

This type of exam involves detail to the extent that the choice between possible answers is often made purposely difficult.

Knowing that these tests are detail oriented your studying should concentrate on details like definitions, processes, examples, and theories. A review of the course outline or highlighted terms in the index of a text will give you valuable clues to the questions the exam will contain. Look at sample exams from a similar course or, if that is not possible, look at samples from any course in the same field. These are excellent sources for getting used to the format.

If you can get past exams use them to preview your studying sessions and then try to answer them without notes near the end of your studying.

Some tips about objective exams:

1. Answer the easiest questions first to build your confidence. Put a pencil check by questions you want to return to (the difficult questions or questions you have answered but are not 100% sure you have the right answer).
2. Check for the best and most accurate answer. Often more than one possibility would be correct even in true and false questions. Choose the answer that is **most** correct.
3. Beware of words such as: never, always, completely because they are **absolutes** and few things in the world are absolute.
4. Do not look for patterns in answers e.g. alternating true and false. Too risky!
5. After reading the question think of the answer before reading the options given.
6. **Eliminate** bad answers right away in difficult multiple choice questions and choose from the remaining answers.

7. **GUESSING** the answer is an option. If there is no penalty then always guess. If there is a penalty analyze the risk. For example if the wrong answers are subtracted from the right answers then judge the risk on each answer. However if you lose 1/2 or 1/4 of a point for a wrong answer then the risk is not as great.
8. When guessing, consider:
 - a) often the shortest or longest answer is correct after various options are eliminated,
 - b) check that your option agrees grammatically with the question i.e. question in singular yet one response is in plural,
 - c) trust your instincts,
 - d) think like your instructor i.e. if instructor uses complex sentences then the answer may be in complex form.
- 9) Trusting your instincts is a good plan but does not mean you cannot change an answer. Make changes when you think your new choice is better or more accurate. Use calm logic to decide!
10. ALWAYS go over **each** answer to verify that you have not made an error in circling the wrong answer, that you have written in an incorrect word or that you wrongly circled "false" when you meant to circle "true".

6. Essay Exams

Essay exams include those with short answers and lengthy essays.

Some tips for essay exams:

1. Read the whole exam first to understand how much each question is worth and assign the number of minutes you will spend on each according to the value of marks i.e. spend more time on a question worth 30% than a question worth 5%.

2. Choose the order in which you will answer questions beginning with the ones you are most comfortable with.
3. Read the questions carefully looking for key words such as "list" (do a list only), "explain" (explain not compare), "compare" (do not make a list).
4. Make sure that you understand how much you have to answer. Often you only need to answer 2 questions out of 5, yet many students answer all 5 questions (and badly too!).
5. Once you understand what is required TAKE A BREAK and look around the room, see the people frantically writing without an organized plan, do some deep breathing to relax. You cannot write effectively in a panic.
6. Pick the best questions first (often short answer ones will help you to get warmed up). If they require more than a few words write a few points down quickly on scrap paper or in the answer book. Organize them in the order you wish and write your answer.
7. When working on longer essays begin by doing a rough outline (in the answer book), organize your thoughts with main points and supplementary details numbered in order of significance and then relax for a moment (put your pen down and deep breathe for 2 minutes). Getting your points down first allows you to concentrate on writing style rather than worrying about getting all the important facts in your answer.
8. After you have the organized plan, concentrate on writing an effective introduction/thesis.
9. In writing the main body of your work check with your rough plan to get the points in the correct order.
10. A strong conclusion to an essay question needs both a summary of your answer (check your rough plan for key points) and a positive, assertive concluding statement.

11. If you do not have sufficient time to write your answer out, use your rough plan to write a clear argument in point form.
12. For a visually pleasing and easily read answer double space your answer, put an extra space between paragraphs and quite a few spaces between answers in case you wish to add something later.
13. Be neat!
14. After you have completed all your answers take a quick break to relax (yet again!). You will have time if you have followed the other steps.
15. Go over your answers to check for grammar and spelling errors. Imagine your instructor reviewing dozens of papers and finally coming along one that is neat, organized and easy to read.
16. Do not leave early unless you have reviewed all your answers and are **completely** satisfied. Remember that most of us think of just the right thing to add to an answer as we are leaving the exam room!

7. Open Book Exams

Open book exams are often the most difficult because we assume, incorrectly, that they are easy. After all, we have all the answers at our fingertips.

Your books are a tool and are only helpful if you know how to use them. Open book exams often cover more material than other types of exams because your instructor assumes that you can find the answers quickly. Open book exams are not an excuse to study less.

Prepare as you would for any exam (i.e. objective or essay exams). If you need to use your book often then understand how to find information quickly. Become an expert at using the Index and Tables of Contents, Illustrations, and Appendices. Try using past exams or similar examples to locate information quickly.

Because an exam is called “Open Book” does not mean you need to depend on your books. Open book exams allow the use of summary sheets for formulae, definitions, etc. so that they are at hand when you need them. This method is preferable to searching for the information in the book.

8. How to Write Exams

Although some of the following points have been mentioned they bear repeating.

1. Before going to an exam do some deep breathing, stretching and relaxing. Eat a proper meal beforehand. Don't lose your sense of humor and remember that few exams are worth the worry we put ourselves through. Negative thoughts are our worst enemy before an examination. You want the adrenaline that comes from a challenge but not the terror.
2. When you are in the examination room do some more deep breathing to blow out some of the tension that often comes from an exam. Listen to the instructor's directions about how the exam will go, the time you will have, how they want you to identify yourself on your answer sheets, how they want you to double space, and other important information that can help you improve the presentation of your work.
3. Preview the exam to get an idea of its content and jot down any information in key words that comes to you just so they don't clutter your mind. Once on paper you can forget about the information until you need it.
4. Budget your time so that you don't waste time on questions of little value.
5. Read each question and underline key words so that you understand what is actually required of you.

6. Leave space between paragraphs and even a page free between answers so there is room to add information later.
7. You must review your answers to correct spelling and grammar errors and to make your writing more presentable.

Note: At this point you may be questioning if you will have enough time to do all the things I have suggested.

The reason most people run out of time is that they spend a lot of time worrying about the exam and once they get the questions they begin to write and write and write.

You, on the other hand, will be organized in your studying and in the way you will write your exam. You will not have to worry about forgetting to add something to an answer because you have written down most of the facts, in draft form, within the first few minutes of the exam. The rest of the time is spent on writing those facts in a concise and readable way.

The more structure you give to your written presentation the more time you will have later on during the exam to write and the more relaxed you will be. You will have fewer surprises because you will know what you are doing from the moment you begin your exam until you finish. Most students will not have that confidence.

Try this method (or those parts you are comfortable with) during your first test/exam and modify any procedures for future exams.

9. Oral Presentations

Preparing for an oral presentation is very similar to preparing for a written exam. You still need to do some deep breathing beforehand, eat well, get enough sleep, and prepare any notes you will be able to use during your presentation. Read the section #8 above for some extra tips.

The main difference between oral presentations and written exams are:

1. Oral presentations often permit you to use summary notes to speak from. These notes should be concise and act as reminders rather than written like a speech.
2. Answering questions during an oral presentation (or even a oral exam) means that much of the organization of answers must occur in your mind. You won't have time to write down an answer. When you are asked a question do not answer right away but collect your thoughts, organize them in some order and then follow them. You can practice these as you would for a written exam. **Get someone to ask you some questions so you can practice this oral format.** Also read the chapter on improving your memory since it gives tips of how to organize information in your head and remember it.

Summary

To study effectively you need to know what you are studying for. Is it a written essay exam, a presentation or a true-and-false quiz?

Before you begin to study you need to organize your study environment so that you are comfortable there. Have all the papers, pens and assorted goodies there so that you will not have to leave the area every few minutes. Organize your notes.

Take scheduled breaks every 15-45 minutes. Use the break to stretch, take a quick walk, or to do something else relaxing.

Always have enough time scheduled to reward yourself for a job well done. Studying can be stressful (does not have to be!) and it can be boring at times. Rewarding yourself gives you something to look forward to!

Self-Evaluation

Whenever you finish learning new information it is helpful to take a moment or two to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?
2. List at least three techniques from this chapter that you could use immediately.
3. What other concepts, ideas or techniques do you want to learn?
4. Is there anything you have learned that you could pass on to your colleagues, family members or friends?
5. Do you have any further comments or ideas you want to record based on what you have learned?

References

The following references are only a few of the many useful resources that you can find in your local libraries, within your school library, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people in your school.

For more intensive research, read the suggestions in the chapter "Writing and Researching Papers".

Apps, Jerold W. (1982). *Study skills for adults returning to school* (2nd ed). New York: McGraw-Hill. 200 pages.

Based on adult education principles of learning, Apps presents practical learning skills for people returning to school including information on taking notes, reading, studying, and managing your study time.

Bell, Barbara Gurrier. (1984). *Tools in the learning trade*. New Jersey: Scarecrow Press. 179 pages.

Presents and her eight indispensable tools for college students with specific recommendations and critiques of: dictionaries, synonym books, writing guides, one-volume general encyclopedia, research guides, style manuals, calculators and computers, and handbooks on creative thinking.

Brown, Barbara. (1980). *Supermind: The ultimate energy*. New York: Harper and Row. 286 pages with index.

Brown uses her background in brain and behavior research to argue the existence of super mentality within people. She documents the poverty of scientifically acceptable notions of mind capabilities. She examines the mind-body connection and how that can improve or harm a person's health. Also examines the evolutionary argument for intelligence in humans and how the

unconscious mind's potential needs further study.

Buzan, Tony. (1980). *Make the most of your mind*. New York: Anchor Press.

Buzan's books are filled with practical information on the human mind and how knowing more about it can help us use it more effectively.

. (1971). *The mechanism of mind*. Middlesex, England: Penguin Books.

. (1974). *Use your head*. London: British Broadcasting System.

Crampton, Esme. (1980). *Good words, well spoken: A handbook of speech for people in all walks of life*. Toronto: The Norman Press. 179 pages with illustrations.

Although this book is primarily for public speaking and using the telephone effectively, it does give useful information for people who have oral exams or must defend their papers or dissertations before an academic committee.

Gibbs, John J. (1990). *Dancing with your books: the Zen way of studying*. Markham, ON: Penguin Books. 181 pages.

This books describes the Zen philosophy of concentrating on the journey of learning rather than worrying about the end result. It includes some standard studying skills with an emphasis on relaxing one's mind and body to be absorbed in the present moments of learning.

Grassick, Patrick. (1983). *Making the grade: What you need to know about how to prepare for and write tests*. Toronto: Macmillan of Canada. 147 pages.

Includes information on preparing for exams, how to write tests, what to do about anxiety, how to take lecture notes, how to study from textbooks, and a few speed reading skills.

MacFarlane, Polly and Hodson, Sandra. (1983). *Studying effectively: An integrated system*. Toronto: University of Toronto Press. 46 pages with examples.

A practical and concise look at concentration, scheduling, lis-

tening skills, taking sequential notes, reading texts, writing exams and papers, and memory and learning skills.

McCarthy, Michael, J. (1991). *Mastering the information age: a course in working smarter, thinking better, and learning faster*. Los Angeles: J.P. Tarcher. 306 pages with illustrations and memory aids. Beginning with the premise that more new information has been produced in the last 30 years than in the previous 5,000, McCarthy presents his material in three parts: developing broad-based personal skills, acquiring specific management of information skills (e.g. speed reading), and effective communication and presentation skills. His approach is based on an accelerated learning model developed by Dr. Georgi Lozanov (Bulgerian language expert) and similar to other “superlearning” experts.

Millman, Jason and Pauk, Walter. (1969). *How to take tests*. New York: McGraw Hill. 176 pages with illustrations and examples.

Examines the principles of exam readiness (intellectual, emotional and physical), how to write/answer any type of exam including: oral exams, open book, vocabulary, reading comprehension, number solving, graphs, essay, sentence completion, multiple choice, etc.

Ostrander, S. and Schroeder, N. (1979). *Superlearning*. New York: Delacoste Press. 342 pages with index and exercises.

Examines the concept and practical applications of superlearning, superperformance, and super-rapport. Presents exercises and examples of how people can achieve faster and more comprehensive learning with less stress and anxiety.

van Bommel, Harry (1985). *The busy person's guide to notetaking, speed reading, studying and time management* North York: Skills Development Publishing.

Presents practical information on taking notes, speed reading, studying and time management techniques to encourage a comprehensive and integrated approach to studying.

5

Improving Your Memory

Content Guide

What is Memory?

The 7 Ways to Improve Your Memory

The Place System

Mind Games

Peg Words

Memorizing Poems, Speeches and Songs

Remembering People's Names

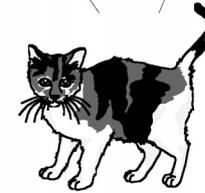
Exercise Your Mind

Memory Map



Place System

Match images
w. floor plan



PAW COST

Practice
Attention
Wonder

Creativity
Organize
5 Senses
Techniques

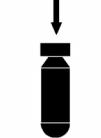
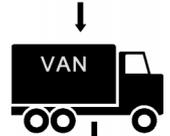
Memory Tricks

Mind Games
Hand Tools
Visual Stories
Peg Words (one = thumb)

Highlight poems, songs,
verses, speeches
Math Tricks

Remembering Names

"Hairy"



Hairy van Bomb Mill

Introduction

In today's world someone who has and uses information well is more powerful than someone who does not. This time period in the history of the world is often called the Information Age because of our focus on information. If information equals power, then memory is a tool to master that power.

There are seven main ways to improving your memory. They are:

PRACTICE Using Your Brain,
Paying **ATTENTION**,
Looking for **WONDER**,

CREATIVELY Using All the Other 6 Ways in This List,
ORGANIZE Your Information,
Using all 5 of Your **SENSES** (sight, hearing, smelling, tasting, touching),
Constant Use of Memory **TECHNIQUES**.

How will you remember these parts to improving your memory? Think of this little story:

Picture yourself in your bedroom in the morning. You are a little tired and want to sleep in for a few more minutes, but you know you must get up so you leap out of bed with a glad cry and land right on your cat's **PAW**. Your cat is the boss in your home and you know your error is going to **COST** you big. It probably means you have to cook him his favorite meal on a silver dish for supper.

The key words are PAW and COST. PAW stands for Practising paying Attention and looking for the Wonder in your life. COST stands for Creatively Organizing and using your Senses and memory Techniques. Read the story and explanation two more times today and

tomorrow and I guarantee you that you will remember these seven ways to improving your memory. The story is only a memory aid. It is quite likely that you'll soon remember the meaning of PAW and COST without needing to remember the story behind it.

Improving your memory is about improving your ability to remember facts, figures, names, and ideas. But it is more than that. Improving your memory is also about remembering stories, fond childhood memories such as your first trip, and the memories of life's lessons that you have learned from your parents, teachers and friends. It is also about creating new memories of happy times, loving times and times of learning to overcome difficulties.

There are ways to strengthen our memories, such as being in good health, daily practice of using our memories, and learning "tricks" of memory building. There are also ways to weaken our memories. We can weaken memory by ruining our health through over stress; abuse of alcohol and drugs; by living in a passive information world of television, radio and music; and by learning facts through rote memory or "tricks" without thinking about the information.

Pleasant life experiences strengthen our memories and serve us well during difficult times. Memories remind us of what is important in our lives. Visual memories of people, places and things can also help us relive moments of contentment, joy and peacefulness. For example, Viktor Frankl explains in his book **Man's Search for Meaning** how he used memories to survive the daily indignities and horrors of concentration camp life during World War II. People who have lost an ability to read, see or hear often speak about their use of memory to keep in touch with what is important in their lives. Memory lets you use your imagination and will power.

What is Memory?

There are many theories about what memory is, and is not. The following describes just a little bit of the controversy in this field of study. The rest of the material in this chapter will concentrate on practical methods of improving memory regardless of the actual mechanics our minds use to remember information.

Aristotle, the great Greek philosopher, was one of the first to write about memory. He described memories as facts learned, thought about, heard or seen; scientific facts, past experiences, remembering people, places and things, the passing of time, mathematical ideas and practical uses, and the process of thinking. In 86-88 B.C. the Romans had a textbook on memory techniques called **Rhetorica ad Herennium**. Some of those techniques are still used today. These include the place system and the exaggeration of “petty, ordinary and banal” things into the “exceptional, dishonorable, unusual, great, unbelievable or ridiculous”. For example, to remember the names of North America’s Great Lakes you remember HOMES (Huron, Ontario, Michigan, Erie, Superior). But how do you remember that HOMES is the clue? Imagine a map of North America with the Great Lakes in the middle. Out of the map comes several huge HOMES growing and growing so that they actually fill the room you are sitting in. Out of the HOMES comes giant Sherlock HOMES (purposely misspelled) wearing his funny hat and cape smoking a pipe. He reminds you that the clue for the names of the Great Lakes are within the word HOMES. Ridiculous, perhaps, but memorable!

Research into memory has increased over the past decades but began thousands of years ago. The difficulty in understanding memory is that theories are constantly being developed and redeveloped using different information and are based on different assumptions. Much of this work has been done by psychologists who have often assumed that memory systems can be examined sepa-

rately from other brain systems.

A standard belief is that memory happens in various stages. The first is getting information into our brain through our five senses. The second is keeping that information in our brains for later use. This stage is the most likely spot where we “forget” things depending on how important they are to us. The last stage is remembering that information when we need it.

Bolles, in his book **Remembering and Forgetting**, presents a recent theory that memory is an act of imagination and not a process of storing information in our brain for later use as described above. He uses modern research to support his view that we create memories over and over again whenever we remember something. To him, forgetting is a failure to recreate a memory rather than a failure to retrieve memory stored in our brain.

Some people believe that memory depends mostly on our emotions, our ability to pay attention to details and ideas, and our ability to understand what we are seeing, doing, hearing, tasting, smelling, and touching. These abilities, which are present in everyone to varying degrees, are lacking in computers and therefore the metaphor of the mind as a computer (or a storehouse) does not work.

Gillian Cohen summarizes the wealth of research findings this way: memory is an overloaded system. To be effective it must be selective and dynamic; link past, present and future; be able to construct hypothetical representations; be able to store both general and specific information; and recognize that memories are retrieved in different ways (spontaneous, calculated, serendipitous). She concludes that “considering how grossly it is overloaded, memory in the real world proves remarkably efficient and resilient” (p. 22).

If we have such a powerful memory, why do we forget so much? Ebbinghaus (a German scientist who was one of first to study memory from a scientific, versus a philosophic, perspective) came up with a forgetting curve. He determined this curve by studying himself and

found that memory loss was 40% within 20 minutes; 58% in one hour; 62% in 8 hours; 64% in one day; 68% in 2 days and 75% in one month (Baddeley, 1982, p. 47). Others have put the numbers as 80% loss of new material within one day. Whatever the figures, it is obvious that we do not store verbatim everything we read or hear. We are selective, based on our immediate needs and our memory skills.

Yet, an example of the untapped power of our memory is given by Georgi Lozanov. He writes of Brahmans who chose special students to memorize the ancient Brahman teachings by heart. Even just one of these **Vedas** has 1017 hymns made up of 10,550 verses or a total of 153,826 words. Added with the other three **Vedas** the students had a huge volume of words to memorize. This practice was to ensure that the ancient texts could never be lost as long as one of these students were alive to write them down again should all other texts be destroyed.

We come up with many memory aids to help us improve our memory. Some of these have included: shopping lists, first-letter memory aids, diaries, the place method, writing on our hand, the story method, mentally going over a sequence of events or actions (e.g. trying to find a lost wallet!), alarm clocks, cooking timers on stoves, the peg word method, turning numbers into letters, memos, face-name associations, alphabetical searching, calendars (on walls, by phone, day timers, etc.), the string around finger, and telling other people to remember for you.

The following material will present some of the more practical long-term methods you may be less familiar with. I hope they will help you improve your memories dramatically and wonderfully.

The 7 Ways to Improve Your Memory

You may remember there are seven main ways to improving your memory. They are:

PRACTICE Using Your Brain,
Paying ATTENTION,
Looking for WONDER,

CREATIVELY Using All the other 6 skills,
ORGANIZE Your Information,
Using all 5 of Your SENSES (sight, hearing, smelling, tasting, touching),
Constant Use of Memory TECHNIQUES.

How will you remember these parts to improving your memory? Do you remember the story from the Introduction? To remember important things you need to practice paying attention to information and details and looking for the wonder in using your brain to its fullest. Here is the story again since repetition is one form of constantly improving your memory.

Picture yourself in your bedroom in the morning. You are a little tired and want to sleep in for a few more minutes, but you know you must get up so you leap out of bed with a glad cry and land right on your cat's PAW. You do not weigh very much so your cat is not hurt but a little ticked off at your clumsiness. Your cat runs the house and you know your error is going to COST you big. It probably means you have to cook him his favorite meal on a silver dish for supper. The key words are PAW and COST. PAW stands for Practising paying Attention and looking for the Wonder in your life. COST stands for Creatively Organizing and using your Senses and memory Techniques. Read the story and explanation two more times today and

tomorrow and I guarantee you that you will remember these seven ways to improving your memory.

Improving memory is just not about using special techniques, although they are important. Memory is about exercising your mind and enjoying using your brain power in ways that go beyond our normal range of experience. It's about having fun — not about memorizing useless information. Let us look at these seven key methods. They are based on common sense and thousands of years of experience.

Practice

Any method to improve memory requires practice. Like all learning skills improving your memory involves trying new ways of doing things or improving your natural ways of remembering things. Some of the memory techniques we use are completely natural and I hope we will build on those strengths through the ideas described in this material. Other information is harder for us to remember because we do not like it, are forced to learn it or because we have not discovered a more creative way to remember it. The goal of this material is to help you practice improving your memory without reminding you of any boring or painful memory training you did in the past.

Attention

Whenever someone pays attention to something they like they remember it more easily. Children who do poorly in mathematics but who have an interest in sports may not be able to multiply 4×9 but will be able to tell you all the statistics relevant to their favorite sports star. They have great memories but not for things they pay little attention to. The trick is to help ourselves find ways to pay attention to information we may not necessarily be interested in. One of the best methods for that is to look for the wonder in it.

Wonder

Wonder is both a noun and a verb. As a verb it looks at how we marvel, think, puzzle, doubt and question the things around us. As a noun it describes miracles, ideas, sensations, admiration, amazement and awe. Almost everything has wonder built into it. If you doubt this, go with a small child and examine how they view the things we take for granted every day. Things such as weather, grass, books, garbage, insects, birds, music, sounds, and so much more. Count the number of times they laugh everyday looking at the same things we do. People who can reclaim a sense of this wonder have excellent memories and they have more energy than most people.

Creativity

Creativity is about doing the ordinary in an extraordinary way to make things more memorable and enjoyable. Combining creativity with practice allows for many fun ways to improve your memory. For example, do you remember how you learned to rhyme words? It was not in a stuffy creative writing class or in a grammar text. It was probably singing very simple songs with a parent or friend or listening to nursery rhymes. I remember much more about the physics of speed, accelerations, vectors, volume and laws of gases through taking flying and scuba diving lessons than through any of my science classes in high school. Doing things out of the ordinary helps make the information more interesting and long-lasting in your memory. The extra-ordinary can sometimes also be stressful yet full of memory building lessons. After taking three driving lessons my instructor told me he could teach me nothing more about driving — I was ready for my test. The next day I crashed into our garage door. My father told me that now it was HIS turn to give me driving lessons. I remember so much more from his lessons than from my instructor. It was an extraordinary experience and very memorable. In hindsight, it was even an enjoyable memory of time with my father!

Organize

We must combine creativity with organization or else we have no way to know in what areas we want to improve our memories. Organization is about knowing where we put information that we have written down or read. Organization is about taking raw information and remembering only the parts that are important to our personal or professional development right now. It is about putting the information in some kind of priority system so you know what is most important to remember and what is least important to remember. Lastly, it is about being able to communicate what we learn to ourselves and to others.

Senses

Seeing, hearing, smelling, tasting and touching are our five senses. It is through our senses that we receive information that our minds sort out into useful pockets of information. When we smell a certain perfume we may be reminded of a favorite elementary school teacher. When we taste a particular spice we may remember a visit to a wonderful place we went to years ago. When we hear a song we remember a joyful, or tearful, experience.

As important as our senses are, we tend to limit ourselves to the two most obvious ones: seeing and hearing. The other three senses are under used. Whenever you can find ways to increase their importance to your memory, you are more likely to combine creativity with your senses to help improve your memory.

Techniques

Much of the information written in this material is about specific memory techniques. These techniques do not replace your natural forms of remembering but are meant to improve them. Some of the techniques may seem a bit difficult at first. That is where practice and creativity come into play. If you persist with only some of these

techniques you will amaze yourself (and others) with your new abilities. Remember, however, that techniques without the other six key ways of improving your memory will limit your abilities a great deal. Combine all seven to get the most out of this material. After all, you already have to pay the COST of stepping on your cat's PAW so you might as well get all the benefits out of this material that you can!

Memory Tricks: The Place System

Memory tricks may be helpful in remembering facts, figures, and seemingly unrelated items on a list (e.g. grocery list). The “tricks” will serve you well when they shorten the amount of time you need to remember things. If the “trick” takes more time than simply writing down a grocery list, then save your energy for more meaningful study and use paper and pencil!

One of the most famous techniques for remembering was developed in ancient Greece (and later in Rome). It is called the place system. Aristotle (384-322 B.C.) referred to it four times in his works on memory. In its Roman form, the place system uses two sets of images: (1) a series of places (e.g. houses on a street you are familiar with or rooms within a large house or building); (2) any list, sequence of thoughts (e.g. a speech, poem, song). Each fact or idea on this second list is matched to an image. You then place the second set of images, in sequential order, throughout your street or building. When you need to remember the information you mentally walk through the street or home and remember each fact or idea, in their correct order. You will be able to visualize the list of facts or ideas quickly and accurately every time.

The most dramatic example of the place system took place 25 centuries ago. The poet Simonides of Ceos recited a poem in honor of an athlete. His host’s palace collapsed just after he left, crushing all of the many guests. Simonides could remember where everyone sat and was able to identify all the bodies for proper burial in their family plots. He did this by remembering where everyone was sitting when he recited his poem. As he went through the poem in his head again, he could actually picture his audience sitting in their proper places reacting to his words. He later thought he could use this system of place (space) with images (people) to improve his memory abilities.

The place system is similar to a blackboard (the houses) and writing (the second set of images). You can use the same blackboard over and over again to remember new lists, facts and ideas. Using a street or rooms in a building allows you to examine the facts in any order without worrying about forgetting any of the points. For example, imagine a street scene with ten houses. Every house has ten rooms in — five on the main floor and five on the second floor. Someone needs to memorize a list of 100 facts or ideas. Then someone else asks you to look at every fifth point in that long list. You look at the first room on the main floor and on the second floor of each of the ten homes to get your new list of 20 (every fifth one out of 100). It becomes as simple as that! People with exceptional skills and life-long practice have used this method with hundreds (and some claim even thousands) of homes on their street to remember very long lists of facts, long poems, etc.

How can you use this method? Try the following exercise.

EXERCISE #1

The Place System

Draw a floor plan of your home below. If you have more than one story in your home, pick the one with the most rooms on it. Label each room on the plan.

Once you have your floor plan drawn out, color each room a different bright color. For example, the living room a bright red, the kitchen a brilliant water blue, etc. Write in black the number of the room beginning with #1 for the room closest to the front door.

Examine your floor plan, the colored rooms and their numbers, but this time with your eyes closed and imagining yourself walking through the main door into this floor plan. In your mind, walk through each of the rooms and see the bright colors you have picked out for each room. (If you lived in the White House in Washington D.C. this would be simple since the rooms are colored coded there!) Now imagine on the wall of each of these rooms the room number in a large black color. This will help you keep the rooms in the same order whenever you use them again.

Go back and imagine walking through this floor plan several more times always coming in through the same door and walking through the rooms in the same order.

Since I do not know how many rooms are in your design I will assume you have 7. Try the following ideas to see if they help you remember information.

1. Write out a list of 7 objects that you need to remember either for a short grocery list, things you need to pack for a trip, books you want to get at the library, or what ever. Now imagine those items in a very large size with one per room in your floor plan. For example you might imagine a huge white chicken in your bright red living room; a loaf of fresh baked bread sitting on top of your toilet in the bathroom, a razor blade doing dishes in the kitchen, etc. The more bizarre the image the more likely you are to remember this. Use lists like this to practice this skill for fun. In real life a quick note on a piece of paper may be enough. This is just for practice.
2. Imagine a paper you have to write for school, a presentation

you have to make at work or a short "Thank You" you have to give to someone at a meeting you are attending. You have to make anywhere from 2-7 main points. You do not want to use notes so you try to remember the points, in order of importance. Write the main points, one per room, in your floor plan above. With practice you will not even have to write them out, but for now, physically writing them out will help your memory. Picture yourself walking through your floor plan seeing the main points written in six-foot letters against a wall in each of the colored rooms. Practice this several times and when it comes time to remember the points and in the right order you will be able to speak clearly and confidently. Excellent public speakers use this technique all the time and rarely lose their train of thought.

3. Once you have mastered steps one and two, you can add onto your floor plan. You can use another floor in your home or use similar floor plans from the homes of your neighbors. In this way you can develop your memory to the point where you can remember dozens of facts or ideas without using paper. You just start at your own home, go through the colored rooms, walk outside and into a neighbors home and go through their colored rooms and on and on and on until you have enough. Your neighbors will never know how helpful they have been.

Memory Tricks: Mind Games

Many of us have used mind games to help us remember information. The following are some examples that you may have used as a child. Use them as examples of what you can do with a little up-front energy to remember facts, figures and ideas that are important to you.

Acronyms

Using the first letter of a group of words is a common way to remember lists that do not change. For example, the colors of the rainbow in order.

ROY G BIV = red, orange, yellow, green, blue, indigo, violet (or VIBGYOR).

To remember the Great Lakes in Canada and the U.S. (which hold 20% of all the fresh water in the world) you can use:

HOMES: Huron, Ontario, Michigan, Erie, Superior. [Also use SHMOE = Jewish word meaning jerk, drip or naive twit.]

Do you remember what **PAW** + **COST** mean? Check the Introduction for the answer if you have forgotten. Repetition is the key, after all.

Rhymes

We often use a rhyming or melodic poem or song to remember facts as well. For example, to remember where the notes on a piano keyboard are:

“All the G and A keys
Are between the black threes,
And ‘tween the twos are all the D’s;
Then on the right side of the threes

Will be found the B’s and C’s;
But on the left side of the threes
Are all the F’s and all the E’s.

To remember the notes on written sheet music we learned that:

“Every good boy deserves fudge. FACE.” This meant that the lines equalled the notes E,G,B,D,F from bottom to top while the spaces were F,A,C,E.

To remember how many days per month in the calendar:

Thirty days has September, April, June and November. February has 28 except every four years when it has 29. All the rest have 31 days.

The planets in order from closest to the sun to farthest can be remembered by:

Men Very Easily Make All Jobs Serve Useful Needs Promptly which represents: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.

To remember the 8 fruits of the spirit (Galatians: 22-23):

Large aPpLe and KeG oF MeaT: love, peace, long suffering, kindness, goodness, faithfulness, meekness, temperance.

The first four hydrocarbons:

Mary eats peanut butter: methane, ethane, propane and butane.

The 12 cranial nerves (for medical or nursing students):

On Old Olympus’ Towering Top A Finn and German Vault and Hop = olfactory, optic, oculomotor, trochlear, trigeminal, abducent, facial, auditory, glossopharyngeal, vagus, spinal accessory and hypoglossal.

Order of the Animal Kingdom:

King Peter Came Over From Germany Seeking a Fortune = kingdom, phylum, class, order, family, gens, species and form in that order.

Stories

In David Lewis' book he quotes an unnamed college freshman who came up with this story to remember the U.S. Presidents:

In **Washington, Adams** and **Jeff made money. Adams** went to **Jacksonville** to get a **burr haircut** and a **tie** for a **polka**. His **tailor filled more. Pierced** by a **cannon**, he **linked** on to **John's grand Hazel** in **garden** and **field**. As an **author**, he **cleaved** to **hair** and **cleaved** to **magazines**. He **roasted taffy willy-nilly**, but **hardly cooled** his **hoofs**, then **rose** and **truly eyed** his **kin, John's next** son. [NOTE: I have added the following to update the story — **Nix on** us by **forning** a stream we **carted** our **regal bush** to **Clintonburg**.]

The bold words stand for:

- | | |
|------------------|--------------------|
| 1. Washington | 22. G. Cleveland |
| 2. J. Adams | 23. B. Harrison |
| 3. Jefferson | 24. G. Cleveland |
| 4. Madison | 25. McKinley |
| 5. Monroe | 26. T. Roosevelt |
| 6. J.Q. Adams | 27. Taft |
| 7. Jackson | 28. Wilson |
| 8. Van Buren | 29. Harding |
| 9. W.H. Harrison | 30. Coolidge |
| 10. Tyler | 31. Hoover |
| 11. Polk | 32. F.D. Roosevelt |
| 12. Taylor | 33. Truman |

- | | |
|----------------|----------------|
| 13. Fillmore | 34. Eisenhower |
| 14. Pierce | 35. Kennedy |
| 15. Buchanan | 36. L. Johnson |
| 16. Lincoln | 37. Nixon |
| 17. A. Johnson | 38. Ford |
| 18. Grant | 39. Carter |
| 19. Hayes | 40. Reagan |
| 20. Garfield | 41. Bush |
| 21. Arthur | 42. Clinton |
| 43. Bush | |

Hand Tools

Use the knuckles of your hand to remember how many days there are in each month of the calendar. Begin with the first knuckle (do not use the thumb) for January (long month) followed by hollow for a short month. When you get to the fourth knuckle you go back to the first knuckle. This corresponds to July and August both having 31 days. This method is widely used in Greece, Finland, Russia, China, Tibet and most of South America.

Teaching the 9 times table in arithmetic. Hold up both palms facing towards you. Begin by numbering each finger from left to right beginning at 1 for your left thumb and ending in 0 for your right thumb. Now pick any number from 1 to 10. Whichever number you pick, bend that finger down toward your palm. For example if you pick 9 times 4 then bend your left ring finger (#4) down toward your palm. To the left of your bent finger count the number of remaining fingers. In this case 3. To the right of your bent ring finger count the number of remaining fingers. In this case 6. The answer to $9 \times 4 = 36$. Try this with the other fingers. Note that if you choose 1 there will be 9 fingers to the right of your left bent thumb. If you choose 10, there are 9 fingers to the left of your bent right-hand thumb and you just add a zero. When children do this often enough

of course they will just naturally remember their 9 times table without having to use their fingers at all.

EXERCISE #2 Mind Games

A. Here is a list of the seven management principles I use in teaching management courses. Choose any mind-game method described above to help you remember these 7 principles of managing people effectively. I have used **bold lettering** of some key words that may help you.

Management – A Simple Perspective

The principles of management are **simple**, although not always easy, to implement. Whenever you have difficult management decisions to make, think about the “simple” solutions before making the situation more complex than is necessary.

1. Have a personal and predictable **VISION** and **style**.
2. Have clear **expectations** of what your staff should be doing and well understood methods of praising and criticizing their performance.
3. Provide people with real **choices** (3 or more) whenever possible to give them a sense of control.
4. Incorporate and encourage the use of **humor** and fun at work to help create positive work **memories** for your staff.
5. Understand that everyone, including you, is doing **what they think is best for them and best for others** with the information and skills they have right now.
6. Understand that people only hear or read **20%** of what anyone, including you, say. They forget **80%** of that within 24 hours. Therefore, **repeat** important instructions, and use verbal and written backups.

7. Understand that people learn up to 7 new things at a time (therefore don't overwhelm them with information). People learn best through experience (50%), through role models and relationships (30%) and through formal education (20%). As a manager you can provide a **learning environment** where success and mistakes are used as a learning experiences.

Once you have learned these well the first time through, copy them out onto a separate page and hang them by your desk, refrigerator, bathroom mirror or other visible spot. For the next few days, use your mind game to continually go over these principles. Within a week you will know that material and be able to apply it professionally and personally.

- B. Pick any two of the mind-games described in this unit as a method of learning some important information for your profession. It may be a list of important items, ideas, concepts, or principles that you should have in your memory but usually have to look up to make sure you have it right. Use the two mind games from above to help you practice remembering these facts. After a while you will notice that you no longer need to use the “trick” to remember the information. As in Part A of this exercise, you may want to write out the answer on a card and hang it on your desk, home refrigerator or bathroom mirror to help you remember the information until it is firmly in your mind.

Memory Tricks: Peg Words

Peg words are often used to remember lists of information that you do not need to keep in your memory for very long. These peg words always stay the same. The idea is to link the peg word in a picture with whatever you are trying to remember.

First memorize the peg words. You might use the old song “This Old Man Came Rolling Home”.

PEG WORDS:

one = thumb	two = shoe	three = tree
four = door	five = hive	six = sticks
seven = heaven	eight = gate	nine = wine
ten = hen		

Now take a list of ten ideas, items, facts. For example the names of Canada’s ten provinces in order from west to east. The territories of Yukon and The Northwest Territories are easily remembered since, for now, there are only two of them.

- | | |
|-------------------------|------------------|
| 1. British Columbia | 2. Alberta |
| 2. Saskatchewan | 4. Manitoba |
| 5. Ontario | 6. Quebec |
| 7. New Brunswick | 8. Nova Scotia |
| 9. Prince Edward Island | 10. Newfoundland |

Read the following story several times and imagine the pictures in your mind. Note the peg words are typed in CAPITAL letters. The words that sound like the provinces are typed in **Bold** print.

You are a captain of the large sail boat. For the people standing on shore your ship looks like a large THUMB with a **British**

Union Jack flag hanging from its mast. The people cry out in joy: “Look it is the second coming of **Columbus**”. You have come to explore this strange land called CANADA. Wearing hiking SHOES the size of Big **Al** and **Bert**’s feet combined, you walk across the Rocky Mountains. You get lost among all the TREES so you look for somewhere to get directions. Finally in a clearing you find someone to **ask at** the **Chew-On** Inn. The lady dressed in a long practical dress invites you through the DOOR to listen to the **man** play his **tuba**. As interesting as this is, you follow her directions to continue on your walk across the prairie plains. As the land changes shape from plains to hills you accidentally step on a bee HIVE that makes you run **on air** screaming **eeh oh!** You keep running and running until you cannot run any more. You must sleep. You gather some STICKS to make a fire and warm yourself. You think back to jolly old England to your girl **Kay Beck** of the London Becks. It is a HEAVENly dream of remembering her in her **new brown wicker** chair sitting on the porch. You walk up to her front GATE and see the radiance of her **nova** star gaze that reminds you of your honeymoon in **Scotland**. When you awake you realize you must hurry to get to the east coast. You have slept long enough. You have an appointment to drink WINE with his Royal Highness **Prince Edward** on his **Island** off the coast. So you find the first 6-foot HEN that comes your way and ride off, at full speed, to the **New found land** you know as Canada.

A strange, bizarre story isn’t it? Read it twice more and try to tell it to someone else. Do not tell them why the story is about learning Canada’s provinces. Add or subtract from the story to make it your own. Using the peg words to help you ensure that the story is going in the proper order.

You do not need such an elaborate story for all lists. For exam-

ple grocery lists, business supply lists or items that need to go into a report may just need a quick visual image tied to the peg word. For example a list of 6 business supplies you have to pick up this afternoon:

1. **thumb** pressing down on FAX paper,
2. **shoe** filled with carbon paper,
3. **tree** made of paper clips,
4. **door** opening onto a warehouse of laser printer cartridges,
5. a bee **hive** filled with bees sewing legal-sized note pads together,
6. **sticks** drumming out the beat on blank video cassettes.

Again you could probably write this list faster now than thinking up these images but the idea of this exercise is to get so good at it that it improves your memory naturally and enjoyably over time. These easy exercises will make memorizing more complex lists or ideas much easier later on.

Instead of using the suggested peg system above you may want to personalize one for yourself. You could use the names of family members and friends (always in the same order) and visualize them doing something bizarre for each item on a list. You could also come up with your own peg that rhyme with the numbers 1 to 10, or even 1 - 20.

Memorizing Poems, Speeches and Songs

When you talk to older people who learned to memorize poems, speeches or songs as children, you find that they remember so many of them 60-70 years later. They can quote long passages by heart. I asked some of them why they bothered to memorize. Many of these people told me that memorizing keeps their minds fresh and alert. It also helps them when they can no longer read or see very well or when they are bed-ridden. They go back into their memory and recite long passages of meaningful poems, songs, religious verses, or speeches of people they admired. They say that no matter what else is not working in their bodies they can always go back to the beauty of words and memories. These are some of the same comments made by prisoners of war or people who survived concentration camps.

The post-1950s generation did not spend a lot of time memorizing because we thought it was a waste of time. We thought, if we really want to know something we can just look it up again in the book. Perhaps the problem was more what we were expected to memorize versus learning memorization as a skill. Maybe my generation should think again about the value of memorization and learn its secrets from our elders.

The following are some basic suggestions for memorizing any text. Remember these suggestions are based on PAW COST so practice, pay attention and look for the wonder in the words you choose to learn.

1. Read the whole piece out loud once. Repeat any parts you find particularly enjoyable.
2. Write out the piece. If it does not have indents or breaks between paragraphs add some to make it visually easier to learn.

Use colored markers to highlight key parts. For example in the poem below I have used:

CAPITAL LETTERS for important words in a sentence or phrase to help you remember the rest,

BOLD to highlight words that rhyme,

underline for words starting with the same letter or sound (alliteration),

[] around sections that are repeated

{ } around words that have the same vowel sounds

You may come up with other words or phrases to highlight for different reasons.

3. Understand the meaning of the words. Look up any words you do not know in the dictionary. Then understand the meaning of parts of the piece and then the whole piece of text together.
4. Read it out loud again. Try to learn the chorus (if any) by heart having read or written the piece three times now.
5. Find parts of the piece that are the same or are repeated throughout and learn these by heart. This often means you have learned a good portion of the piece already.
6. Attach the piece to your refrigerator door, bathroom mirror or in your appointment book. When you pass by it, read the piece to yourself or out loud. Later while waiting at a bus stop, in a line up or before going to sleep, recite whatever parts of the piece you can. Do not worry if you cannot get some parts of it. Continue reciting the rest and look up any missed pieces later on.
7. ENJOY. Memorization for memorization's sake is boring and a waste of time. Memorizing things for the exercise, for the wonder of the words or because you are interested in the piece makes it a gift you give yourself for future use.

I have chosen the following poem for you to practice. It is written by A.P. Herbert (1890-1971) to the woman sitting behind him in a theater.

I chose it because many of us have faced this exact situation and have not found diplomatic language to deal with it well. Tell your family you would like to recite a poem to them over dinner. After they have stopped laughing at you, recite the poem and then they will join you in laughter.

“At the Theater (to the Lady Behind Me)”

Dear MADAM, you have seen this **play**;

I never saw it 'til **today**.

You know the details of the **plot**,

But let me tell you I do **not**.

The AUTHOR {seeks} to {keep} from **me**

The murderer's **identity**.

And you are not a friend of **his**

If you keep shouting who it **is**.

The ACTORS in their funny **way**

Have several funny things to **say**.

But they do not amuse me **more**

If you have said them just **before**.

The MERIT of the DRAMA **lies**

I understand, in some **surprise**.

But the surprise must now be **small**

Since you have just foretold it **all**.

The LADY you have brought with **you**

Is, I infer, a HALF-WIT **too**.

But I can understand the **piece**

Without assistance from your **niece**.

In short, FOUL WOMAN, it would **suit**
 Me, just as well if you were **mute**.
 In fact to make my {meaning} **plain**
 I trust you will not {speak} **again**.

And – may I add one HUMAN **TOUCH**?
 Don't breath upon my NECK so **much**.

If you look at and remember the important words in capital letters you will remember what comes before them.

Remembering the rhymes may help you remember the order of the poem.

1. Madam play - today
2. Author plot - not
3. Actors me - identity
4. Merit Drama his - is
5. Lady Half-Wit way - say
6. Foul Woman more - before
7. Human Touch; Neck lies - surprise
 small - all
 you - too
 piece - niece
 suit - mute
 plain - again

Remembering People's Names

For many people, remembering someone's name is one of the most difficult memory situations. For whatever reason, we remember people's faces but often forget their names. Here are a few basic techniques that will help you increase the likelihood of remembering names.

1. When you are introduced to someone for the first time, make sure to repeat their name out loud. For example, if you were to meet me for the first time and someone said my name too quickly for you to catch it, ask me to repeat it and show interest in the name.
 "Excuse me. I want to make sure I have your name correctly."
 "Harry van Bommel."
 "How do you spell your last name?"
 "van Bommel."
 "Is that a Dutch name?" "Yes it is. I was born in Holland."
 "Thank you Mr. van Bommel."
 NOTE: I often end using their last name as a reminder of the name itself and as a sign of respect. People often then repeat their first name and ask me to use that so I end up practising both names!
 This short, often repeated conversation that I have with new people tells me they are interested in who I am and what my name is. You cannot do that with every new person you meet but if it is important for you to remember their name – it is important for you to learn it and use it.
2. For people whose names are important to me I add them into my address book or calendar along with the names of their spouse, children, organization they work for and any other information I think will be helpful. Politicians have whole data

- bases of people's names, their interests, families, etc., to help them meet the needs of their constituents and get re-elected.
3. When I am likely to meet people again at their jobs, in social situations, or through telephone conversations I look up their names and any other information I have about them. This helps me appear competent and interested. People's names are very important to them and every effort you make to remember them will encourage them to do the same for you.
 4. My name is not easy to remember so I help people remember it. I often introduce myself and, if the situation is informal enough, I tell them that my first name is easy to remember just by looking at my face. I have a hairy beard so they just have to look at my beard and remember my first name is Harry. My last name is harder. Again if the situation is informal enough I suggest that they imagine my beard driving a moving VAN dropping a BOMB over a large Mill. The image sticks for a while and, more importantly, they get the pronunciation of my name correct for the next time. See the memory map on page 3 as an example. Help people remember your name as well.
 5. When you forget a name, ask someone else what the name is. Practice saying it and using it in conversations. If you cannot get that kind of help, ask the person to repeat their name for you. Most of us have a hard time remembering names so people are usually not offended if you tell them you have forgotten their name. They feel flattered that you want to remember it.
 6. Some names are easier to remember because they represent something we already know. For example, names like Carpenter, White, Shoemaker, Land, Smith, McDonald, Wright, Forman, Hammer, Karr, Darling, etc., are easier to remember. They fall into some of the following categories:

Occupations	Colors	A famous name like Bogart
Descriptions	Nicknames	Places or Things

- Names may also remind you of people you already know. For example, someone named Katherine may remind you of Katherine Hepburn. Or someone whose name ends in "witz" may remind you of Mrs. Horowitz who lived down the street from you when you were a child. Use any and all linkages you can to other people to help you remember their name.
7. Many last names do not easily fit into any of the categories listed above. With these names you need to be more creative, which takes some time and practice. Look back to the story of how we can remember the names of Canadian provinces. Names like Saskatchewan, Quebec, Manitoba do not easily come to mind for people who have never heard them before. With a little effort, though, you substitute words that sound like the ones you are trying to remember and all of a sudden you have words or phrases like "ask at Chew-on Inn", "man at tuba", "Kay Beck (of the London Becks)" or even a "HAIRY beard driving a moving VAN dropping a BOMB on a huge Mill".

EXERCISE #3: Remembering Names

1. Look at your address book, your business contacts and/or a recent list of people attending a conference with you. Choose 10-15 names you need to remember to help you improve your effectiveness at work. Pick some relatively easy names that correspond to categories listed in #6 above. Then pick some more difficult names that fall within category #7 above.

Using some of the techniques described in this material come up with visual ways to remember their names so that the next time you meet them you can address them by their correct name without hesitation. Write out your visual clues below:

2. Pick 20 first names of people who you come into contact with regularly and whose names you cannot remember. They may include some of the people in the exercise you have just completed. Perhaps you think someone looks like a David you once knew, but their name is really Duncan. Write out your visual clues below. Try and use the same visual for everyone with that same first name. For example, for everyone with the name Harry, try to imagine them with a bushy, hairy beard.

Exercise Your Mind

Improving your memory means exercising your brain. The more things you do with your brain muscle, the more you will improve your memory, your creative skills and your enjoyment.

There are many good books in your library that teach children and adults alike memory magic. These may be books specifically on math tricks, card tricks that involve using your memory, slight-of-hand magic tricks and others. There are puzzle books, mathematic problem-solving books, mystery novels that require you to remember things you have read, and books on tricking your brain into working harder than you are used to. The Reference section of this material gives you a random sample of only some of these books. Use them to improve your memory and entertain your friends and colleagues.

The following are some mind games that stretch your intellectual muscle and memory.

Math Magic

You will need two pieces of paper or recipe cards. On one piece of paper you will write three 20-digit numbers. Give someone the list of numbers and tell them you have memorized all three 20-digit numbers and would like their help in testing your memory skills. Ask them to tell you which number they would like you to write down on your piece of paper or recipe card (e.g. the first, second, or third number). When you have written it down, pass your paper to them to make sure you have done it correctly.

I will give you an example of one such number and you will write out the other two for yourself. My number is:

29,101,123,583,145,943,707. Can you figure out how I came up with this number?

The trick is to pick any two numbers for your first numbers. In my case they are 29, for my birthdate. Add those two numbers together. If the total is 10 or more just write down the last number. In this case $2 + 9 = 11$ so write down 1 after the comma 29,1. Continue to add the last two numbers to continue until you get 20 numbers. Add along with me:

$2 + 9 = 11$ 29,1
 $9 + 1 = 10$ 29,10
 $1 + 0 = 1$ 29,101,
 $0 + 1 = 1$ 29,101,1
 $1 + 1 = 2$ 29,101,12
 $1 + 2 = 3$ 29,101,123,
 $2 + 3 = 5$ 29,101,123,5
 $3 + 5 = 8$ 29,101,123,58
 $5 + 8 = 13$ 29,101,123,583, (keep going to 20 numbers)

Once you understand my number you can pick your own two. Of course you can pick numbers that are longer or shorter than 20-digits.

Longest Word Memory Tester

Do you know the longest word in the English language? If you grew up in the 1960s you might think it is “Supercalifragilisticexpialidocious” (from “Mary Poppins”, the movie) but you would be wrong. For a while many of us were going around thinking we knew the longest word was “antidisestablishmentarianism” (28 letters) which meant people who opposed the disestablishment of a church or religious body. This word was used in the 1860s in Ireland when Gladstone disestablished the Irish Church (Protes-

tant). Isn’t trivia fascinating?

The actual longest word, according to Webster’s Eighth Dictionary is:

pneumonoultramicroscopicsilicovolcanoconiosis

which is pronounced:

NOO mon oh UL tra MY cro SCOP ic SIL i co vol CA no CONE ee OH sis. This practically useless word will impress your friends and doctors especially when you say it knowingly and correctly. It means a lung disease caused by a tear (CONIOSIS) of the lung (PNEUMONO) that miners get when they breathe ULTRAMICROSCOPIC particles of sand (SILICON) as they dig through VOLCANO rock.

The second longest word is more practical to end this section. It is:

floccinaucinihilipilification.

This word (29 letters and so just beats out antidisestablishmentarianism) means deciding something is worthless! Have fun with both of them.

Summary

How would you summarize this memory unit? Do any stories of jumping out of bed and stepping on your cat's PAW COSTING you a favorite meal ring any bells?

PRACTICE Using Your Brain,
Paying ATTENTION,
Looking for WONDER,

CREATIVELY Using All the other 6 ways in this list,
ORGANIZE Your Information,
Using all 5 of Your SENSES (sight, hearing, smelling, tasting, touching),
Constant Use of Memory TECHNIQUES.

Do you remember the story (more or less) of teaching someone the 10 Canadian provinces in order from West to East? Or how about what HOMES stands for? Do you remember my name and how you remember it?

Improving your memory is a skill that can be lots of fun to share with your whole family. Helping children remember boring facts is something you can spend some of your travel time doing together. Playing math games or helping others be more observant of their surroundings are other ways you can make exercising your brain more fun. Remembering why the poet was so upset by the woman behind him in the theater is just one of many ways to get your mind going at peak performance.

Improving your memory and creating new memories both involve humor, laughter and playfulness. **Write to me if you come up with some unique memory aids that I can pass on to other learners.**

Self-Evaluation

Whenever you finish learning new information it is helpful to take a moment or two to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?

2. List at least three techniques from this chapter that you could use immediately.

3. What other concepts, ideas or techniques do you want to learn?

4. Is there anything you have learned that you could pass on to your colleagues, family members or friends?

5. Do you have any further comments or ideas you want to record based on what you have learned?

References

The following references are only a few of the many useful resources that you can find in your local libraries, within your school library, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people in your school.

For more intensive research, read the suggestions in the chapter “Writing and Researching Papers”.

Austin, Benjamin Fish. (1894). Rational memory training. St. Thomas, Ontario: The Journal. 124 pages.

Presents a turn-of-the-century approach to moral and ethical memory development using examples of well-known people with exceptional memories. Disputes grandiose claims of those teaching mnemonics but demonstrates some simple mnemonic techniques for those who require this “crutch”. Examines theories of memories and classical memory techniques.

Baddeley, Alan. (1982). Your memory: A user’s guide. Toronto: McGraw-Hill Ryerson. 222 pages.

A visually-oriented guide to improving your memory and a book most suitable for a college introduction text on memory: background, development, research and practical techniques.

Bolles, Edmund Blair. (1988). Remembering and forgetting: An inquiry into the nature of memory. New York: Walker and Company. 315 pages.

Bolles strongly believes that memory is not a process of storing information in our brain for later retrieval. He sees memory as an act of imagination and uses recent research by psychologists, brain scientists, and clinical doctors to prove his points. He summarizes the effects of emotional memory through look-

ing at John Dean’s Watergate testimony; factual memory through Shereshevskii’s limitless memory abilities; and interpretive memory through the writings of early 20th century French writer Marcel Proust.

Carruthers, Mary. (1990). The book of memory: A study of memory in medieval culture. New York: Cambridge University Press. 393 pages.

Detailed examination of the importance of memory in medieval society. Uses examples of how medieval writers such as Hugh of St. Victor, Dante, Chaucer and Thomas Aquinas used memory development to develop their communication skills. Presents the medieval view that human learning is based on memorization rather than the present view of learning through the communication process.

Cohen, Gillian. (1989). Memory in the real world. London: Lawrence Erlbaum. 247 pages.

Academic review of recent research into memory including an analysis of the limitations and advantages of the naturalistic approach to memory. Presents models and conceptual frameworks to help explain and interpret research finding and observations.

De Bono, Edward. (1985). De Bono’s thinking course. London: BBC Books. 156 pages.

De Bono’s series of books on thinking including his lateral thinking books highlights creative ways of perceiving information, using that information and remembering it.

Eysenck, Michael W. (1977). Human memory: Theory research and individual differences. New York: Pergamon Press. 366 pages.

Academic evaluation of memory as part of the International Series in Experimental Psychology. The book explains current (1970s) information-processing accounts involved in human learning and memory and the second part of the book deals

with individual differences in learning and memory.

Frankl, Viktor E. (1959). Man's search for meaning. New York: Simon and Schuster Pocket Books. 226 pages.

Frankl describes life in a concentration camp and the methods people used to survive the ordeal. Also presents an introduction to his logotherapy theory.

Kellett, Michael C. (1977). How to improve your memory and concentration. New York: Monarch Press. 166 pages.

Explains the basic principles of memory and concentration, how to listen, and specific factual memory techniques.

Larrowe, Marcus Dwight. (1896). Assimilative memory: How to attend and never forget. New York: Funk and Wagnalls. 170 pages.

Writing under the name Professor A. Loissette, Larrowe presents various memory techniques popular at the time including methods for remembering names, numbers, using the senses, prose and poetry, and facts with many specific examples.

Lewis, David V. (1973). The miracle of instant memory power. West Nyack, NY: Parker. 200 pages.

Examines specific techniques, attitude, and use of senses to improve one's overall and specific memory.

Lorayne, Harry. (1988). Memory makes money. New York: Signet Books. 252 pages.

Memory techniques adapted for use in the business world including remembering people's names, and keeping your day calendar in your mind rather than on paper.

.. (1985). Page a minute memory book. New York: Ballantine Books. 161 pages.

Summarizes various proven techniques for improving memory including the substitute word system, the link system, and the peg system.

Lozanov, Georgi. (1978). Suggestology and Outlines of Suggestopedya. Translated by Marjorie Hall-Pozharlieva and Krassimira

Pashmakova. New York: Gordon and Breach.

Bulgaria's Lozanov defines suggestology as the science of the art of liberating and stimulating the personality both under guidance and alone. Suggestopedya is suggestology applied through teaching. This work is one of the first modern texts leading to modern developments in accelerated learning.

Luria, A.R. (1968). The mind of a mnemonist. (Translated from the Russian by Lynn Solotaroff). New York: Basic Books. 160 pages. Professor Luria taught psychology at the University of Moscow. He studied the almost limitless memory of a "Jewish boy who, having failed as a musician and as a journalist, had become a celebrated mnemonist. His study of Tovarisch Shereshevskii over nearly 30 years examines his methods (especially the place system) and the use of all his senses but also his weaknesses: his inability to forget and his passive reaction to life.

Norman, Donald A. (1976). Memory and attention: An introduction to human information processing. (2nd ed.) New York: John Wiley & Sons. 262 pages.

Academic summary of information on memory and attention. Includes such topics as the learning information, short-term memory, mnemonics, and practising specific skills.

Sorabji, Richard. (1972). Aristotle on memory. Providence: Brown University. 122 pages.

Sorabji's translation of Aristotle's works on memory De Memoria et Reminiscentia. Emphasis is on the philosopher's view point which the translator views as fuller than later-day British empiricists and therefore, he believes, a better introduction into the subject of memory.

6

Researching and Writing

Content Guide

RESEARCH PREPARATION

1. Overview
2. Define Purpose/Thesis
3. Who are Your Readers?
4. Define Your Terms
5. State Your Assumptions
6. Designing a Research Plan
7. Define Your Scope
8. Using Cue Card Method to Research
9. Discard Most Information
10. Compartmentalize Information
11. Organize Your Cards & Write 1st Draft
12. Revise Draft
13. Further Revisions
14. Final Writing

RESEARCH MATERIALS

- Introduction
- Print/Non-Print Media
- Resource Location - Public Library
- Special Libraries
- Other Sources (Experts)
- 6 Steps to Successful Interviewing
- Reference Texts & Indexes

WRITING

A. Writing Techniques

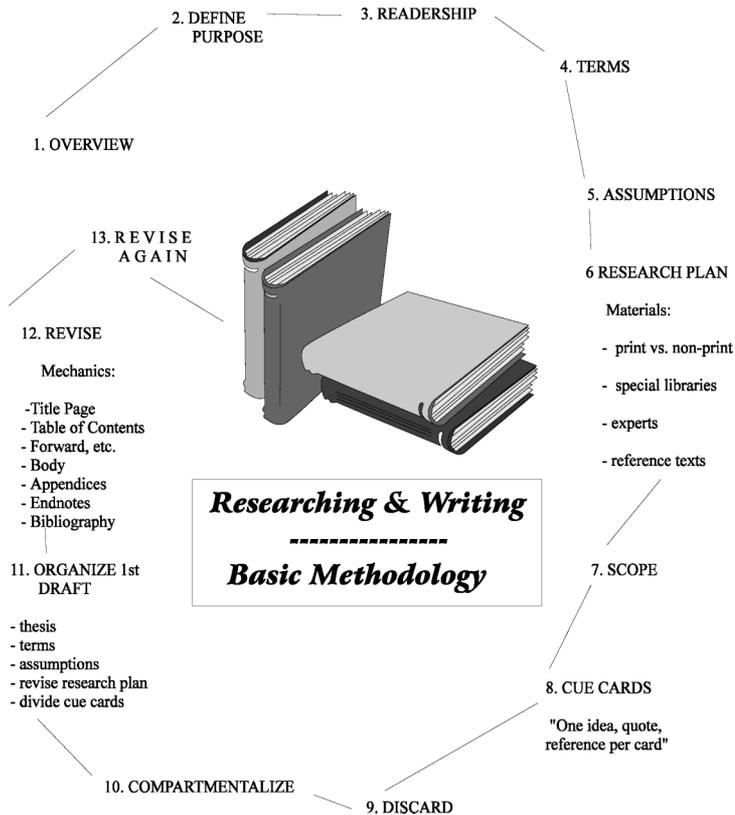
1. Revise Purpose/Thesis Statement
2. Define Your Terms
3. State Your Assumptions
4. Revise Your Research Plan
5. Discarding Information
6. Divide Cue Cards
7. Further Division of Information
8. Write First Draft
9. Revise Draft
10. Further Revisions
11. Final Copy of Your Work

B. Mechanics of Writing

1. Title Page
2. Table of Contents, Illustrations, Appendices
3. Forward, Preface, Introduction
4. Body of Your Work
5. Appendices
6. Endnotes
7. Bibliography

Summary

Memory Map



Introduction

DON'T PANIC by the length of this chapter! Sometimes, explaining a process takes longer than using that process. Take your time in reading and using this chapter. I assume you already have some research skills so pick up those tips and techniques that can improve the abilities you already have.

This chapter is for anyone involved in any aspect of research and writing. It can be used as a reference guide for writing reports or researching academic papers. Whether they are called reports, essays, proposals, comprehensive memos, reviews or evaluations, the method is the same.

There are three sections in this chapter:

1. Preparing to Do Research,
2. Research Materials,
3. Writing Procedures.

Research Preparation

Before beginning active research you must get a clear idea of what you want to write. That is what this section deals with. Once you have your purpose clearly defined you can begin specific research confident in the knowledge that you have saved yourself dozens of hours of needless work.

Basic Methodology

The basic methodology for researching a report or paper is:

- 1) Prepare an overview of your main topic.
- 2) Define the purpose or thesis.
- 3) Determine who your readers are.
- 4) Define your terms (different people have different definitions for the same words ie. terms like success, rewards, liberal politics, bottom-line).
- 5) State your assumptions (ie. How much knowledge do you expect the reader to have?, How does your own background influence your work?).
- 6) Design a project plan similar to a table of contents and then divide each section into smaller units.
- 7) Define your scope (how much information will you need to research).
- 8) Use the cue card method of research described later in this section.
- 9) Discard about 90% of the possible sources to examine. Concentrate only on the information relative to your purpose or thesis.
- 10) Compartmentalize information. Begin dividing your cue cards into the main sections of your plan and divide information into smaller units.

- 11) Organize your cards in order of presentation and write your first draft directly from the cards turning each card over as you continue.
- 12) Revise draft (preferably a few days after not looking at it!). The best way to know if your writing is smooth is to read it aloud to see if there are any difficult parts to read.
- 13) Depending on amount of revisions and importance of the paper you may wish to do a second or third draft.
- 14) Final writing.

1. Overview

When first presented with a problem or research topic we often do not know enough about the subject to define a specific purpose or thesis and, therefore, to prepare a thorough plan.

The purpose of the overview is **not** to do detailed research but to get a general understanding of the subject. Use standard reference texts, encyclopedias, or an article in a magazine or specialized journal. Use the cue card recording method detailed at the end of this section to take notes.

While doing the research, ask basic questions so that you can find the information you need more quickly. You will need to know WHO, WHAT, WHERE, WHEN, WHY, & HOW.

2. Define Purpose or Thesis

The purpose of your research needs to be clearly written in one or two sentences. For reports, such a statement is called the purpose of your work. In academic essays this sentence is called a thesis statement.

Writing a purpose or thesis sentence may sound quite simple.

In fact, this sentence often takes hours of work and revision to get it just right. Without a clear and concise purpose or thesis statement you are doomed to the many hours of wasted effort that most students complain about after finishing their essays.

Before writing the purpose or thesis sentence you must decide on the type of written work you are doing. The form your written work will take will help you prepare a concise purpose or thesis sentence. The following is a list of some different forms of research.

- a) A **comparison** of points A and B e.g. comparing two proposals, reports or books to choose the most suitable one.
- b) A **cause and effect analysis** e.g. Does too little education adversely affect a person's ability to cope with change?
- c) A **specific argument** e.g. Corporate executives in the 1980s must become actively involved in a physical health program for at least 30 minutes each day to reduce their risk of heart attack.
- d) A **sequential presentation** e.g. Between 1940-1950 the Canadian government increased its control over the social economy of Canadians. (This statement implies that you will present the pre-1940 situation in Canada, the evolution of change between the war years 1940-45, and the post war years 1945-50.)
- e) A **classification method** e.g. There are three types of love: spiritual, emotional and physical.

When writing a purpose or thesis sentence we must define **specifically** what we want to write about or prove. Compare the following sentences:

"The peace movement is long overdue."

"The peace movement is not only long overdue but the only method through which people will survive this century."

The first sentence is too broad in its scope and would require considerable restrictions because the reader does not know if you are referring to the peace movement in all countries, in Canada or the U.S. The term "long overdue" makes multiple assumptions including that the present peace movement is original and effective.

The second sentence is called a multiple thesis because it adds even more scope to an already complicated argument. Again there are many assumptions about what the reader believes in, and there is no chronological or geographical limits.

A possible revision would be: "The call by scientists of both the western and eastern blocks for nuclear disarmament in the 1980s is a necessary step to encouraging both governments and the general public to demand more aggressive disarmament talks between the U.S. and the Soviet Union."

* As you continue your research you may find that your purpose or thesis statement requires revision. Make any revisions that make your purpose more concise and clear.

Testing Your Purpose or Thesis Sentence:

You can use the following steps to test the accuracy and effectiveness of your purpose or thesis (remember I told you this step would take time!):

- a) Is the subject of the research the subject of your project? (Seems obvious but take the time to make sure.)
- b) Does your purpose or thesis sentence accurately describe the ideas you want to prove?
- c) Is the purpose or thesis sentence a singular or multiple one? Can you handle the scope of your project?
- d) Is the purpose or thesis sentence restrictive enough?
- e) Does the purpose or thesis sentence tell your reader what you intend it to? Ask a colleague to review your purpose or thesis sentence before researching and writing.

- f) Is your purpose or thesis sentence consistent with the form of your research ie. comparison, cause and effect analysis, specific argument, sequential presentation, or the classification method?

If you can answer yes to the above questions you can move on to the next step.

3. Who are Your Readers?

Are you writing for your colleagues, your supervisor, a committee, a professor or instructor, your friends, the “general public” or a publication?

Each audience requires a different perspective and scope. Your colleagues already are aware of what you are doing and therefore you needn’t spend so much time explaining definitions and assumptions.

Your supervisor or a committee will probably want your work presented briefly yet concisely.

Your professor is looking for your ability to research, draw conclusions, and present your ideas in a format somewhat standardized by the subject matter.

The general public requires more background information on your topic. You must “sell” your work to them so they need to know why you are writing it and why they should read it.

When writing for a publication there are often standards and formats you must follow. Check with them in advance to save you some time and effort.

There are resource guides to help you write for all types of audiences. Check with your colleagues, librarians, and resource lists.

4. Define Your Terms

Too often a person’s total argument or presentation is discounted because the reader has a different definition for a term used by the author. Words such as legal, medical or political terms or the use of adjectives (e.g. obscene, right or wrong,) are not specific enough unless you give your own definition. The reader may not agree with your definition but at least there is common ground upon which to continue reading.

5. State Your Assumptions

Assumptions are often not stated and therefore are also a reason for losing your reader’s attention. Assuming that they have a certain knowledge or understanding is the most common error.

A less common assumption is believing that your readers agree with your general argument or presentation before having read your work. An example would be assuming that the editor of a professional journal sees the same importance in a topic that you do. By making such an assumption you do not spend the necessary time “selling” your idea. Spend the necessary time to examine your assumptions and give them to your readers.

6. Designing a Research Plan

In designing this chapter I began by jotting down topics in a memory map diagram that I felt a writer or researcher would find important. (See the chapter on “Taking Notes” for more information on memory maps.)

Basically I wrote down the section titles of this chapter and then wrote them in a more detailed way as a Table of Contents. After having the general headings I divided each section into smaller units

just as this section was divided into 14 points.

With this “Table of Contents” or plan before me I researched each topic using cue cards (described in this chapter) and put completed cards in piles divided by unit names.

The need for a plan cannot be emphasized enough. Without a clear purpose or thesis sentence and research plan you will spend far too much time researching useless information. With a plan you can be quite brutal as to what information you discard no matter how interesting it might be.

The other main advantage to having a plan is that it forces you to find the right answers to your own questions and forces you to present your information in a clear and sequential way. Without a plan you will often do too much research and writing.

Note: As you continue your research you may decide to revise your plan to meet the changing requirements of your research. Revise your plan only if it makes your work more organized and easier to read.

7. Define Your Scope

If you are writing a 20-page paper you will not need to review 100 text books and articles, or interview dozens of experts.

By narrowing your purpose or thesis and having a clear plan you will be able to decide how much information you need and where best to find it. For example a short biographical sketch will not require much “PRIMARY” source research. Primary sources include **unpublished** diaries, personal photos, letters, and journals. A biographical sketch can often be done by researching “SECONDARY” sources, which include published books, articles, photographs, and videos.

By defining your scope you must examine realistically how much time you have to research. Often deadlines are very demanding and

do not allow sufficient research. Therefore you must use indexes (see section on “Research”) , reference texts, and other readily available resources to limit your scope and concentrate on information best suited to your work.

8. Using Cue Card Method to Research

Cue cards, or scraps of paper, should be 3" x 5" (larger or smaller sizes are not as effective). These cards will be used for two purposes:

- 1) to write the bibliographic citation for each source to be used later in your work, - you can number your citation so that you can write the number on each new card you use to take notes;
- 2) each **single** fact, quote or summary must be written on a separate card. Even if the fact is very short (ie. Mr. Smith was born August 27, 1943) you use only one card.

You should never use two cards to copy a quote for that indicates that the quote is probably too long.

Also use a single card for each of your personal ideas, conclusions, questions, and things to follow up. When you begin to write you have these ideas available to incorporate into your work.

Below are two examples of the cue card method.

NOTE to Computer Users: If you input your information directly onto computer you can: (1) input the correct bibliographic citation for each source directly into your bibliography; (2) Divide a computer file by generic headings (e.g. intro; short, detailed facts; personal ideas, conclusions, questions; quotes;) which you can later reorganize in much the same way as you would cue cards. If you already have a general structure to your paper or report, you can begin to divide your file by those headings and input information to

the specific heading to which it applies.

BIBLIO CITATION

(1) van Bommel, Harry.
The Busy Person's Guide to
 Research and Writing. North
 York, ON: Skills Development
 Publishing, 1985.

1. [the #1 refers to the
 number of the p. 13, 14
 bibliography citation on the
 card above.]

van Bommel says: "only **one**
 fact, quote, conclusion, or idea
 per card".

9. Discard Most Information

Writing the information that you need to collect is time consuming enough without writing out unnecessary information as well. Although it is a simple matter to discard cards you do not need it is still best to avoid writing out the information in the first place.

Concentrate on information that is relevant to your work. Although this is a repetitive point, it is one that is **crucial** to successful research.

10. Compartmentalize Information

As you do your research place the cue cards into groupings to help divide them according to your outline. Have a separate grouping for only bibliographic citations. Have another grouping for each chapter or section heading based on your research plan. Also have a separate grouping of cards for the following sections of your work: Forward, Introduction, Preface, Conclusions, Recommendations and other divisions you think are useful.

11. Organize Your Cards & Write a First Draft

Once your research is complete and you are ready to begin writing divide your cards within each grouping in the order that you want to present the information. When you begin to write your draft turn over each card after you have written the information down.

For those of us, including myself sometimes, who have no time to write drafts before certain deadlines, this method will allow you to use the cards to write your final draft right away. This is only possible if you use the cards to record single facts, quotes and personal ideas and conclusions. If you should go straight to writing a final draft you must pay special attention to use sentences to join paragraphs smoothly together. These joining sentences should help make your report easy to read and understand.

For the bibliographic grouping you will organize the cards in alphabetical order. An alternative is to list the resources alphabetically by type ie. books, articles, films, interviews.

12. Revise Draft

A revision of your draft can be successful only if you do not attempt to do it just after writing it. It is best to leave the work completely

alone for a while so that you can get a new perspective of it when you read it again. It will allow you to see the corrections you need to make more clearly.

Perhaps the best tip ever given on revising drafts is to read your work aloud. At points where you stumble you will know that the style needs revision. By reading it quietly you will naturally skim over sections you feel confident about.

13. Further Revisions

Sometimes you will be blessed or cursed with the opportunity to make further revisions. Do so only after you have put the work aside for a few days or weeks.

You might get some outside criticism from a colleague or perhaps an expert in the field you are writing about. If the work warrants the effort you might make a few photocopies of your draft and ask for such advice.

It is always best to read the paper aloud again after revisions to assure smooth reading for your audience.

14. Final Writing

This final writing should not require major effort. If you have not already done so, this is the time to celebrate a job well done! If you have followed the majority of the recommendations you have done your work in an organized and professional manner.

FINAL NOTE: Although this plan appears lengthy it takes very little practice to discover its time-saving method. Once you have used it a few times you will find its applicability for all of your future writing whether it is for further education, professional purposes or writing for pleasure.

Research Materials

Introduction

The research portion of any written or oral presentation can be the most exciting or the most frightening part of your work.

The 1980s is called the “Information Age” and although we are fortunate to have great libraries, computer data banks, and access to many experts we are also the first generation to be overwhelmed by DATA.

To make research the adventure it was meant to be, we must discount 99% of all accumulated data and find that 1% which we call useful information.

This section deals with the short cuts to finding that 1% of useful information and discount the rest no matter how interesting it may be.

To research effectively we must narrow the scope of our project by defining the purpose or thesis as specifically as we can. The previous section on “Research Preparation” should be reviewed before continuing with this chapter in order to save you many hours of needless work.

RESEARCH AREAS There are four main areas available for research:

- 1) print and non-print media,
- 2) interviewing people,
- 3) personal observations,
- 4) personal reasoning based on information.

We will look at all four areas.

Print and Non-Print Media

PRINT MEDIA

- a) **Books:** serials, reference texts, general works, specific works;
- b) **Journals/newsletters/newspapers:** general and specific works;
- c) **Indexes:** on just about every topic there is a specific index (see examples at end of section);
- d) **Abstracts:** in most fields of interest which give sources based on specific “key words” ie. if you are looking for recent articles on delinquency check subject headings in Crime & Delinquency Abstracts;
- e) **Primary sources:** unpublished manuscripts, handbooks, work-books, diaries, notes, letters, written speeches (any printed matter that has not been previously published).

NON-PRINT MEDIA

- a) **audio-visual materials:** films, cassettes, videos, microfilm, filmstrips, photos, slides;
- b) **games & simulations** (generally computer operated);
- c) **computer data banks;**
- d) **maps, charts, globes, models.**

THE INTERNET

With a click of a computer mouse and a search engine, you can travel the world in seconds. You can visit the library in the Vatican or see if your favorite musician has a web page with personal information. You can visit historic sites or ‘interview’ professors anywhere in the world with expertise in your topic. The options are endless — and that is the challenge.

The vastness of knowledge available to you now at school, work or at home can be overwhelming. Sources listed at the back of this unit list specific books that will help you research the Internet more thoroughly. The technology is changing so quickly that no book or resource can remain up-to-date. Understand some of the basics and then use newspapers, speciality magazines, Internet search engine sites and colleagues to remain current.

To search the World Wide Web using the Internet requires a search engine. These engines are similar to library catalogues. You can search by author’s name, subjects, code words, and more. Each search engine will provide you with the specifics of how to do a basic search (which usually provides too many responses) to more advanced search techniques. Take the time to learn the ‘tricks’ of each engine. Each site is a free lesson in using the vast world wide network without having to buy a book to learn or take an expensive course.

Some of the most popular search engines are:

www.google.com

www.altavista.com

www.excite.com

www.lycos.com

www.yahoo.com

If you are searching for a specific book or resource you can try several of the on-line book selling sites, such as **www.amazon.com**, and **www.chapters.ca**.

In most fields now there are specific web sites that describe the field with links to related sites. For example, many medical schools now have web sites that provide information and links to related sites on all areas of medicine. There are also consumer or professional associations that have sites that can lead you to related sites. An association of scientists specializing in a specific area of science can be a gold mine of information. You can find these associations or sites through a search or by referral of your professor/boss or colleagues.

CAUTION: The web is also filled with information that is inaccurate or misleading. Before you take information from a web site find out who is behind the site, where they get their information and whether other reputable 'experts' in any particular field either link to the site or recommend it.

Some general sites for researchers and writers that may prove helpful:

Hypertext Webster dictionary **<http://c.gp.cs.cmu.edu:5103/prog/webster>**

Dictionary & Thesaurus **www.dictionary.com**

Almanac-type information **www.infoplease.com**

Quotes **www.columbia.edu/acis/bartleby/bartlett**

Virtual reference library **www.refdesk.com**

CITATIONS

When citing information taken from a web site you must consistently present:

Author or organization's name, date material accessed, publication name and date (if article or online book), web site location, page number.

van Bommel, Harry. (September 18, 2003). *Family hospice care* (2002 – online book).

www.legacies.ca.

Resource Location - Public Library

Knowing what materials are available for us to complete our research and having narrowed down our purpose or thesis we can now examine specific locations for finding the research materials we want.

REMEMBER to use the card method of recording information outlined in the "Research Preparation" section.

It will be no surprise to most of you that the best source of information is the public library and the best resource person is the librarian. Always present a **cordial** and **professional attitude** toward librarians because they can save you endless hours of research and advise you of sources not generally used by the public. A smile and sincere thank you will go along way to establishing a rapport that will extend over future projects.

Other than the normal books and magazines at the library there are

many time-saving sources available:

- 1) indexes, abstracts and directories;
- 2) government reports and data bases;
- 3) vertical files (usually divided by subject and containing newspaper articles, brochures, posters, etc.) are a good source for background information or recent information on a specific topic or person.

INDEXES, DIRECTORIES AND ABSTRACTS are the key to time-saving research! At the end of this section is a sample list of useful sources. When you use these sources for the first time they may appear overpowering. They are large books with small print and they use a lot of abbreviations which is why they are neglected by most researchers. Look at the explanation page for a key to abbreviations and experiment with them. NEVER NEGLECT THEIR USE for your own sake.

GOVERNMENT SOURCES: most government levels (municipal, provincial or state, federal) have an information hotline (find number through government inquiry number in phone directory). Expect to be passed around to various departments before finding the right person.

Each government level has its own archives with information as wide ranging as Voter Lists, tax assessments, Royal Commission Reports, historical documents, official Minutes of meetings, and personal papers of politicians.

MICROLOG is a publication by Micromedia Limited which indexes any report or document of research value by federal, provincial and municipal governments.

STATISTICS CANADA has offices throughout Canada and has valuable information on every facet of Canadian life.

REMEMBER the librarian can help find the short-cuts with you if you only ask.

Other sources such as Audio Visual (A.V.) materials, diaries, and photos can be found at many libraries. When beginning work in a new library take a good look at all the resources available, introduce yourself to the chief librarian and ask about any special collections that are available.

Special Libraries

Special libraries are kept by not only governments but also hospitals, universities, professional associations, corporations, unions, personal collections, not-for-profit organizations, newspapers and others.

Check the following sources for libraries most accessible to you:

Directory of Special Libraries in the Toronto Area

The Canadian Library Handbook (published by Micromedia Limited)

Directory of Associations in Canada

local library for sources specific to your location

Other Sources (Experts)

Non-print sources such as experts in a particular field are invaluable for finding further printed sources and also for personal information and usable quotes.

Most of us are reluctant to interview “experts” because we believe they are too busy to talk to us. If you present a professional attitude and sincere interest in their field of expertise then you should have little difficulty. Although these people are busy they also remember that they too had to go to experts in order to attain their present level of knowledge.

Trying to locate the correct person to talk to is not very difficult. Consult: the [Directory of Associations in Canada](#), your personal contacts in universities (professors) or in your organization, book titles for authors living in your area, your local newspapers for journalists in the area, and your librarian.

Once you have the names of people call or write them to set up an appointment of 20-30 minutes so that they don’t feel that it will take too much time.

7 Steps to Successful Interviewing

- 1) You may choose to send the person your questions and the purpose of the interview in advance so they can prepare the information you need. If you want a more spontaneous interview, you would only tell them the general purpose of the interview.
- 2) Be polite and professional in your manner.
- 3) Opening Remarks: explain your purpose and credentials and

mention any interests you may have in common (be brief).

- 4) Be prepared with a list of questions (and answers you might expect).
- 5) LISTEN: learn to listen, keep eye contact, although you may anticipate an answer don’t assume you have heard it before moving on to the next question. Allow the person to wander a bit off topic if you feel it will lead to a more open discussion.
- 6) Remain Objective: keep the “who, what, where, when, how and why” in mind. Look at body language to determine if person is telling the truth, and listen for self-serving answers.
- 7) Closing Remarks: ask an open ended question i.e. “What else do you think you can tell me?” or “Is there anything I have not asked you that you thought I was going to ask you?” At the end of the interview summarize main points to determine if you understood them correctly.

Note: Try to meet person in a place that is comfortable to them eg. their office or work place, their home, or a nearby restaurant where they are most relaxed. If you are interviewing a “difficult” or “long-winded” person summarize their answers in quotable terms and ask “Is that correct?”. In this way you can be sure you understood the main points correctly. Another technique is to use some pre-written answers you thought might summarize the person’s viewpoint and ask them to confirm it for you.

Avoid using tape recorders with people who are nervous. Generally a well prepared interview does not require recording equipment. As well, using such equipment puts an interviewer too much at ease

and you may miss some important body language, verbal cues or summarizing. Last note: **do not be surprised by answers--do your homework** before interviewing someone otherwise they will not give you the detailed information for which you are looking. For example, if you are interviewing a veteran of WW II and half-way through the interview you find out that they never saw overseas duty, your whole interview may be wasted. Or imagine interviewing someone about what it feels like to have a child die of sudden infant death without knowing (or checking) whether or not they are comfortable talking about such a painful experience.

Reference Texts & Indexes

This section is just a sample of the many resources available in libraries. No one person will need to use all of the resources listed below.

Do not become overwhelmed with these time-saving sources. Although the first time you use them they will be somewhat intimidating, they will become your most valuable tools.

Surprisingly these are not all the tools available to you. They are a modification of various Source Lists mentioned in the bibliography. Always check with librarians, colleagues or professors who may know just the right index, reference text, dictionary or data base that you are looking for. Also, check with your librarian to see if they can do a COMPUTER SEARCH for you. A computer search uses many indexes and saves you the effort of going through the indexes yourself.

Put an asterisk beside sources most valuable to you or add further sources in the sections provided.

In the following sections check **both** general sources and the specific subject sources for the issues you are interested in.

Outline of Subject Headings Available in Libraries

General Sources

Government Sources

Business

Social Science: General materials:

Anthropology

Economics

	Education
	Geography
	Law
	Political Science: General
	International Affairs
	Labor
	Psychology
	Social Work
	Sociology
Humanities:	Applied Arts, Theater Arts, film, dance
	Fine Arts
	History
	Literature: General Works & Prose
	Poetry
	Drama
	Music
	Philosophy
	Religion
Natural	General
Sciences:	Biological Sciences (botany, zoology, agriculture)
	Chemistry
	Earth Sciences (geology, hydrology, meteorology, oceanography)
	Medical Science
	Physics & Mathematics
	(astronomy, engineering, space)
Urban &	Architecture
Environmental	Environmental Studies
Studies:	

General Sources

The Alternative Press Index (P.O. Box 7229, Baltimore, Md. 21218) covers over 150 alternative & radical newspapers, magazines and journals. Difficult to find in general libraries.

American Library Directory, by R.R. Bowker, New York. Lists 30,000 U.S. and 3,000 Canadian Libraries. Lists contents of each library.

Biographical Index, by H.W. Wilson Co. Biographical data from 2,400 periodicals, books, obituaries, etc.

Canadian Almanac and Directory, published by Copp Clark Pitman, Toronto. Names and addresses of leading officials and departments at all federal, provincial, municipal levels, list of associations and other information.

Canadian Business Index, published by Micromedia Limited, Toronto. Indexes about 200 business publications.

The Canadian Encyclopedia, publication of Hurtig, Edmonton. Several volumes covering all aspects of Canadian life.

Canadian Library Handbook, published by Micromedia and lists about 5,000 libraries (public, university, government, special libraries).

Canadian Medical Directory, published by Seccombe House (Southam Communications), Don Mills, Ontario. Lists doctors and hospitals by province and town or city.

Canadian News Index, by Micromedia. Indexes seven major daily newspapers by subject and journalist.

Canadian Periodical Index, by Canadian Library Association, Ottawa. Indexes about 100 periodicals by author and subject.

Canadian Who's Who, by University of Toronto Press.

Directory of Associations in Canada, by Micromedia. Lists about 8,000 associations under 800 subject headings and lists their serials.

ENCYCLOPEDIA: Check library encyclopedias for type best suited to your research.

Encyclopedia of Associations, U.S. version of Directory of Associations, by Gale Research Company.

Guide to Reference Books, by American Library Association. General source book for librarians with 1,000 pages of brief descriptions of books on all subjects.

Guide to Reference Material, by London Library Association, R.R. Bowker, New York. British resource guide similar to U.S. Guide to Reference Books.

National Directory of Newsletters and Reporting Services, U.S. listing by Gale Research Company, Detroit, Michigan.

The New York Times Index, contains brief abstracts of newspaper contents on thousands of subjects.

Omni Online Database Directory, by Collier Macmillan, Don Mills, Ontario. Lists and describes over 1,000 data bases available to the public.

Polk's City Directories, by R.L. Polk Co. Publishes 1,400 U.S. & Canadian city directories. Includes residential data on people plus corporate information. Some city directories go back to 19th century.

Poole's Index to Periodical Literature, lists by subject only for periods 1802-81, 1882-1906.

Popular Periodical Index, (P.O. Box 739, Camden N.J., 08102) lists 36 magazines not listed by Readers' Guide, ie. Mother Jones, Playboy, Rolling Stone, Conservative Digest, T.V. Guide.

Readers' Guide to Periodical Literature, index of about 180 general and nontechnical U.S. periodicals by subject, author.

Reference Books: A Brief Guide, by Enoch Pratt Free Library, 400 Cathedral Street, Baltimore, Md 21201. (180 page paperback for \$2.50) Excellent resource guide.

Special Libraries Directory of Greater New York, by Special Libraries Association of New York. Lists 1,200 special libraries in New York City and environ. (*Check local library for similar listing

for your city.)

Standard Periodical Directory, indexes 68,000 major publications in U.S. and Canada by 230 subjects.

Subject Collections, by R.R. Bowker, New York. Lists U.S. libraries and special collections within libraries by subject headings.

The Times (London), indexes British daily newspaper.

Ulrich's International Periodicals Directory, by R.R. Bowker, New York. Similar to *Standard Periodical Directory* but includes international listings.

Who Knows What: Canadian Library-Related Expertise, by Canadian Library Association. Directory of librarians and other research specialists.

Who Was Who in America, summarizes biographies of Americans now dead.

Who's Who, British version published since 1849.

Who's Who In America, by Marquis Who's Who, Inc. Brief biographies of notable living Americans. Also check regional Who's Who books published by same firm.

The World Almanac, published for a century. Standard American book of facts. Used widely by newspaper editors, and researchers.

General Sources Not Listed

(Add sources you have found most useful for future work.)

Business Sources

The Blue Book of Canadian Business by the Canadian Newspaper Services International, Toronto. Over 100 profiles of major businesses plus information on more than 2,400 other companies.

Business Periodicals Index lists 300 periodicals covered since 1958. Includes *Fortune*, *Forbes*, *Harvard Business Review*, and *Business Week*. It's predecessor, *Industrial Arts Index* started in 1913.

Canadian Business Corporations Act and Regulations is published annually by Richard De Boo, Don Mills, Ontario. Federal act with required forms to be completed by the businesses.

Canadian Key Business Directory has two volumes by Dun and Bradstreet, Toronto. Profiles 14,000 Canadian businesses.

The Card Index by the Financial Post's Corporation Search Group of Maclean Hunter, Toronto. Detailed profiles of 600 publicly owned by Canadian corporations. Check other services offered by Maclean Hunter.

Directory of Directors, by the Financial Post. Lists leading business people and their backgrounds; by both companies and by individual directors.

F & S Index International Annual by Predicasts, Cleveland, Ohio. Indexes over 750 business publications, newspapers and reports on international corporations, products and industries.

Funk & Scott Indexes lists articles about international companies.

Gebbie Directory Magazine Directory is bi-annual (P.O. Box 1111, Sioux City, Iowa, 51102). Guide to "in-house" publications of many corporations not listed in other indexes because they are generally not available to the public. Can sometimes get specific editions or be put on a mailing list.

Guide to American Directories by B. Klein Publications (P.O. Box 8503, Coral Springs, Florida, 33065). This is a guide to the major business directories in the U.S. covering all industrial, professional

and mercantile categories.

How to Find Information about Companies by Washington Researchers, 918 16th Street N.W., Washington, D.C. 20006. Guide to researching private and public companies in the U.S. including Canadian companies operating in the U.S. Must order from Washington Researchers (202-833-2230).

Inter-Corporate Ownership by Statistics Canada, Ottawa shows foreign ownership and corporate structures of corporations operating in Canada.

Moody's Investors Service Moody is a subsidiary of Dun and Bradstreet Corporation. Six annual manuals profiling 20,000 international businesses and corporations including financial data.

1001 Valuable Things You Can Get Free by Mort Weisinger (Bantam Books) is a guide to useful information produced by public relations sources.

Scott's Industrial Directories has information on manufacturers in Canada in seven individual directories.

Sources of Information for Canadian Business by Brian Land and published by Canadian Chamber of Commerce, Toronto. Excellent resource.

Who Owns Whom in North America by Dun and Bradstreet showing corporate structures including subsidiaries and associated companies. Similar sources by Dun and Bradstreet for Great Britain and the Republic of Ireland.

ALSO CHECK:

1. Indexes and directories of specific industries, e.g. *Canadian Oil Register*.
2. Directories and reference texts for specific professions e.g. *Directory of Canadian Charter Accountants*. Check with specific associations by calling or writing (check the *Directory of Associations* or *Encyclopedia of Associations* for addresses and phone

- numbers).
3. Specific Investments Sources e.g. *Ontario Securities Act and Regulations*.
 4. Specific handbooks and dictionaries for accountants, advertisers, business managers, etc.; e.g. *Dow Jones Investor's Handbook* or the *Handbook of Business Administration*.
 5. Check your library for specific information sheets on business sources.

Business Sources Not Listed

Government Sources

Access to Information Act is a federal act that allows you to examine or obtain copies of records of a federal government institution except in limited and specific circumstances. Read [Using the Access to Information Act](#) by the International Self-Counsel Press, Vancouver.

Annual Report of the Provincial Auditor of Ontario is printed annually by the Queen's Printer of Ontario. Similar reports by all provinces. Call provincial government book stores for information.

Congressional Directory is a biennial guide to the resources of American federal government, i.e. the Congress, it's committees, federal courts and judges, agencies and officers of the Executive branch of government.

Congressional Record is a verbatim transcript of the U.S. Senate and House of Representatives.

The Corpus Administrative Index is published annually by the

Southam Communications, Don Mills, Ontario (also its subject guide). Lists leading personnel in federal and provincial governments with their phone numbers.

Data Users Directory: Who to Dial at Statistics Canada, by Statistics Canada (twice yearly) free of charge. Lists department heads at Statistics Canada.

Hansard is the official transcript of proceedings in the House of Commons and the Senate of Canada. Similar reports are made by each province.

Index to Federal Programs and Services is published annually by Methuen Publications, Agincourt, Ontario. Examines federal government's spending.

Information U.S.A., by Penguin Books, New York is a detailed book on how to access U.S. government information.

Microlog by Micromedia, is printed monthly with a yearly cumulative index. Lists reports of all levels of Canadian government and institutional sources.

Personal Information Index by the Supply and Services, Ottawa. Describes information under the control of the federal government relating to individuals. Libraries and post offices often have a copy.

The Public Accounts of Canada is published annually by the Receiver General for Canada. The three volumes give information on federal government spending habits. (Provinces have their own "Public Account" reports.)

The Report of the Auditor General of Canada to the House of Commons, by the Auditor General. Critically examines federal government spending with specific emphasis on a different ministry each year.

The Source Book: The Corpus Almanac by Southam Communications includes a lot of information on Canada plus government addresses and telephone numbers across Canada.

Statistical Abstract of the United States has been published annually since 1879 by the U.S. Bureau of the Census. Similar to Statistics Canada publications including areas of demography, social statistics, finance, business and economics.

Government Sources Not Listed

(Add sources you have found most useful for future work.)

Humanities Sources

General Sources

Humanities Index covers more than 250 periodicals.

Applied Arts, Theater Arts, Film and Dance

Costume Index: A Subject Index to Plates and to Illustrated Tests by I. Monro and D. Cook, Wilson, 1937.

Directory of the American Theater, 1894-1971 by O.L. Guernsey, Dodd and Mead, 1971.

Film Literature Index, Filmdex Inc.

Guide to Dance Periodicals, University of Florida Press, 1963.

Guide to the Performing Arts, Scarecrow.

Index to Characters in the Performing Arts, Scarecrow, 1972.

Index to Critical Film Reviews

Index to Critical Reviews of Books About Film, Stephen E. Bowles and Burt Franklin, 1975.

Fine Arts

Art Index

Sculpture Index, J. Clapp, Scarecrow, 1971.

History

A Guide to Historical Method, Dorsey, 1974.

America History and Life, 1974.

L'Annee Philogogique, bibliography of Greek and Roman antiquity.

Annual Bulletin of Historical Literature

Historical Abstracts

Index to Book Reviews in Historical Periodicals, 1972 to present.

International Bibliography of Historical Sciences

Reviews in American History, 1973 to present.

Reviews in European History, 1974 to present.

Check Indexes and Abstracts for specific geographic regions re: historical information.

Literature

GENERAL WORKS and PROSE

Abstracts of English Studies

A.L.A. Index to General Literature

Alternative Press Index

American Recognition of Canadian Authors Writing in English, 1890-1960, 1964.

Annual Bibliography of English Language and Literature

Book Review Digest, 1915 to present. Index of 80 U.S. popular magazines and journals.

Book Review Index, 1965 to present. Index of 200 popular and scholarly journals.

Books in Canada, 1971 to present. Monthly magazine of reviews.

Brick, 1977 to present. A mixture of reviews.

Canadian Book Review Annual, 1975 to present.

Canadian Essay and Literature Index, 1973 to present. Listings not found in the Canadian Periodical Index.

Canadian Literature, 1971 to present with an annotated bibliography.

A Concise Bibliography of English Canadian Literature, by Michael Gnarowski, McClelland and Stewart, 1978.

Current Book Review Citations, 1976 to present. Indexes reviews of 1,000 journals including little-known titles.

Index to Book Reviews in Historical Periodicals, 1972 to present.

Index to Book Reviews in the Humanities, 1960.

Index to the Science-Fiction Magazines, 1926-1950, D.B. Day, Perri, 1952.

Internationale Bibliographie Der Rezensionen Wissenschaftlicher Literature, 1971 to present. Over 2,000 periodicals indexed in German with English cross references.

M.L.A. International Bibliography of Books, Articles (also known as P.M.L.A. Bibliography).

New York Times Book Review Index, 1973.

Quill and Quire, 1935 to present. Canadian book trade magazine.

Science Fiction Story Index, 1923-1973.

Short Story Index, D.Cook and I. Monro, Wilson, 1953.

The Times (London) Index

Women's Studies Abstracts, 1972 to present.

POETRY

American Library Association, Subject Index to Poetry for Children and Young People, A.L.A., 1957.

Index of American Periodical Verse, Scarecrow, 1973.

DRAMA

Cumulated Dramatic Index, by Faxon, Bates & Sutherland, C.K. Hall, 1965.

Dramatic Criticism Index, P. Breed and F. Sniderman, Gale Publishing, 1972.

Index to Plays in Periodicals, by D. Keller, Scarecrow, 1971.

Ottomiller's Index to Play in Collections, J.H. Ottomiller, Scarecrow, 1971.

Music

Guide to the Musical Arts: An Analytical Index of Articles and Illustrations, S.Y. Belknap, Scarecrow, 1957.

Music Index, 1949 to present.

Philosophy

The Philosopher's Index

Repertoire Bibliographique de la Philosophie, 1966 to present. Reviews over 350 international philosophy journals.

Religion

Index to Jewish Periodicals, 1964.

Index to Religious Periodical Literature

Religious and Theological Abstracts

Sources in Humanities Not Listed

(Add sources you have found most useful for future work.)

Natural Sciences Sources

General Sources

American Men and Women of Science, by R.R. Bowker & Co. Over 100,000 U.S. and Canadian scientists' biographies.

Applied Science and Technology Index

British Technology Index

General Science Index Covers about 90 general science periodicals.

Science Abstracts

Science Citation Index

Biological Sciences: (Agriculture, Botany, Zoology)

Agricultural Index

Biological Abstracts

Biological and Agricultural Index

Catalog of Medical and Veterinary Zoology

Wildlife Abstracts

Chemistry

Chemical Abstracts

Earth Sciences: (Geology, Hydrology, Meteorology, Oceanography)

Abstracts of North American Geology

Bibliography and Index of Geology

Chemical Abstracts

Meteorology and Geostrophysical Abstracts

Ocean Abstracts

Physics & Mathematics: (Astrology, Engineering, Space)

Astronomy and Astrophysics by D.A. Kemp, Archon Books, 1970.

Engineering Abstracts

Engineering Index

Mathematical Review

Physics Abstracts

Medical Sciences

Abstracts on Hygiene

A.H.A. Guide to the Health Care Field, American Hospital Association, (annual).

American Drug Index

Cumulative Index to Nursing Literature

Current Medical Information and Terminology, A.M.A., 1971.

Dictionary of Medical Syndromes, by S. Magalini, Lippincott, 1971.

Encyclopedia and Dictionary of Medicine and Nursing, by Miller & Keane, Saunders, 1972.

Index of Legal Medicine, by W.V. Nick, Legal Medicine Press.

Index Medicus

International Nursing Index

Medical Legal Dictionary, by Bander & Wallach, Oceana, 1970.

Parr's Concise Medical Encyclopedia, Parr & Young (eds.), Elsevier, 1965.

Toxicology of Drugs and Chemicals, by Deichmann & Gerards, Academic, 1969.

Natural Sciences Sources Not Listed

Add sources you have found most useful for future work.)

Social Science Sources

General Sources

ABS Guide to Recent Publications in the Social and Behavioral Sciences by American Behavioral Scientist.

Canadian Periodical Index

A Dictionary of the Social Sciences by J. Gould, (ed.), Free Press, 1964.

International Encyclopedia of the Social Sciences, D.L. Sills (ed.), Macmillan, 1968, previously the *Encyclopedia of the Social Sciences*.

The Literature of the Social Sciences by P.R. Lewis, Libraries Associations, 1960.

The Public Affairs Information Service Bulletin, (P.A.I.S.). A major current social science index for the world.

A Reader's Guide to the Social Sciences, B.F. Hoselitz, Free Press, 1970.

Reference Books in the Social Sciences and Humanities, R.E. Stevens, Illinois Union Bookstore, 1968.

Social Science Abstracts

Social Science Citation Index

Social Science Index

Anthropology

Abstracts in Anthropology

Abstracts of Folklore Studies

Anthropology Index

Biennial Review of Anthropology 1959-71 renamed *Annual Review of Anthropology*, 1972 to the present.

Catalog of Folklore and Folk Songs, Cleveland Public Library (John G. White Department) with 110,000 listings. G.K. Hall, 1964.

Encyclopedia of Anthropology, D.C. Hunter & P. Whitten, Harper and Row, 1976.

Index to Current Periodicals, Royal Anthropological Institute of Great

Britain and Ireland.

International Bibliography of Social and Cultural Anthropology

Child Development

Child Development Abstracts and Bibliography

Criminology

Crime and Delinquency Abstracts

Crime and Delinquency Literature

Criminal Justice Abstracts

Criminology and Penology Abstracts

Economics

McGraw-Hill Dictionary of Modern Economics

A Dictionary of Economics

World Economic Review by the U.N. Department of Economic and Social Affairs.

Index of Economic Articles

Economic Abstracts

Education

British Education Index

Canadian Education Index

Current Index to Journals in Education

Dictionary of Education

Education Abstracts, UNESCO Education Clearing House.

Education Index

Encyclopedia: Check ones at hand to determine which is best suited to your work.

Research in Education by the Educational Research Information Center (ERIC), U.S. Department of Health Education and Welfare.

Resources in Education

Geography

A Dictionary of Geography, F.J. Monkhouse, 1970.

Current Geographical Publications, an annual report.

Geo Abstracts

Geographical Research and Writing by R.W. Durrenberger, Crowell, 1971.

Yearbook of World Affairs

Political Science: Labor

Collective Bargaining Information Sources by Industrial Relations Information Service of Labor Canada, Ottawa.

Corporations and Labor Unions Returns Act, annually by Statistics Canada.

The Current Industrial Relations Scene in Canada, annually by Industrial Relations Center, Queen's University, Kingston, Ontario.

Directory of Labor Organizations in Canada, annually by Labor Canada.

Population

Population Index

Psychology

Annual Review of Psychology

Child Development Abstracts and Bibliography

Encyclopedia and Handbooks: Check various editions to choose one best suited to your work.

Literature and Psychology Bibliography

Mental Retardation (Annual Review)

Mental Retardation Abstracts

Mental Retardation and Developmental Disabilities Abstracts, 1974-76.

Psychology Abstracts

Psychopharmacology Abstracts

Social Work

Abstracts for Social Workers, 1966-1976.

Human Resources Abstracts, Sage Publications (preceded by Poverty and Human Resources Abstracts)

Sage Family Studies Abstracts, Sage Publications.

Social Work Research and Abstracts, National Association of Social Workers, 1977 to present.

Sociology

Black Information Index

Combined Retrospective Index to Journals in Sociology 1895-1974, Carrollton Press, Washington, 1978.

Drug Abuse Bibliography (Annual)

International Bibliography of the Social Sciences: Sociology, Tavistock Publications, 1960 to present.

Sociological Abstracts

Women's Studies

Women's Studies Abstracts

Social Science Resources Not Listed

(Add sources you have found most useful for future work.)

Urban and Environmental Studies Sources

Architecture

Avery Index to Architectural Periodicals, Columbia University.

Comprehensive Urban Planning: A Selective Annotated Bibliography,
M.C. Branch, Sage, 1970.

Encyclopedia of Urban Planning, A. Whittick (ed.), McGraw-Hill, 1974.

Guide to Architectural Information, M. Phillips, Design Data Center,
1971.

Index to City Planning, Libraries Exchange Bibliographies, Council of
Planning Librarians, C.P.L., 1974.

New Communities: A Bibliography, U.S. Department, H.U.D., 1970.

Quarterly Digest of Urban and Regional Research, University of Illi-
nois.

Urban Canada, Canadian Council of Urban and Regional Research
(formerly *Urban and Regional References*).

*Urban Environments and Human Behavior: An Annotated Bibliogra-
phy*, Bell and Roeder, 1973.

Environmental Studies

Applied Science and Technology Index

Air Pollution Control Association Abstracts

Biological Abstracts

Chemical Abstracts

Ecological Abstracts

Environmental Index

Pollution Abstracts

Water Resources Research Catalog

Urban & Environmental Studies Resources Not Listed

(Add sources you have found most useful for future work.)

Writing

Beginning to write your work is perhaps the most difficult aspect of your task because it is at this point that you must communicate, in a clear and active way, all the research you have done and the great ideas you have developed up to this time.

The written work is what will be evaluated by your readership and no matter how excellent your ideas or how detailed your re-search, if your readers cannot understand what you have written or find it too boring, they will not read what you have written -- rather they will read or skim what they think you have written.

Readers have only so much mental energy. If they use up too much energy to understand the meaning of your words or sentences then they have much less energy to make effective use of what you have written.

We have all read "heavy" books written to impress academic or professional colleagues. The authors have not given enough regard to the larger readership they are trying to write for and therefore much of their sound ideas and research goes unread.

To avoid these errors in judgement always consider who you are writing for and remember the old "K.I.S.S." method of writing: **Keep It Short & Simple**. Remember that clear language does not mean "simple" as in dumb.

Do not use compound or difficult words when short, compact ones will do. For example rather than writing "At this particular point in time..." write "now". Although the English language continues to evolve, especially through the neutral answers by politicians to direct questions, it does not mean that writers have to use such neutral phrases as "are of the opinion that" (instead of "think that").

Another error of many writers is to write in the passive voice rather than the active voice. Although we all need to write in the passive voice occasionally it is used too much by writers trying to

remain objective or neutral.

To put it technically the passive voice has the object of the verb leading the sentence or clause rather than the subject of the verb. For example, "This book was written by me to express in real terms effective and practical methods to better studying techniques for time-constrained people." This is a pretty dull sentence with too many words and the emphasis at the beginning of the sentence with the object "This book was". Often the passive tense has the verb "to be" written as "was" or "were".

The same sentence above in the active tense with less ten-dollar words could be written: "I wrote this book to give busy people effective and practical studying techniques." This type of sentence has the subject of the verb **actively**, rather than passively, involved in the sentence. By shortening the sentence at the same time it makes it easier to read and easier to understand.

Always try to remember that your writing is meant to influence, educate or entertain your readership. When you read your draft copy aloud to check for smoothness also check to see if your work is too lengthy or boring.

Before beginning to write your work I suggest you review the section on "Research Preparation" to understand the use of cue cards, a project plan and how to write for a specific audience.

This section will concentrate on:

1. writing techniques
2. mechanics of bibliographies, footnotes or endnotes, and physical presentation of work.

1. Writing Techniques

Although the following points look familiar from the "Research Preparation" section they serve to emphasize the importance of con-

sistency in your work.

You have basically come full circle in much less time than you would have otherwise. You have done this in a professional, consistent and effective way.

The list below allows you to continue with your plan revising those portions that require modification. At this point much of your concentration should be with getting your ideas on paper in a clear and active way. Using the cue card method you have already decided what your thesis is, how you will present the information and what your conclusions are--**YOU HAVE ALREADY MADE THE MOST IMPORTANT DECISIONS** and I congratulate you!

- 1) Revise purpose or thesis statement.
- 2) Define your terms.
- 3) State your assumptions.
- 4) Revise your research plan.
- 5) Discard any cue cards with repetitive or unnecessary information.
- 6) Divide cue cards (if not already done) by chapter or section headings.
- 7) Divide cards within each chapter or section in the order you plan to use them.
- 8) Write first draft (if you have insufficient time to write a draft, write the final copy taking extra pains to make sure that sentences and paragraphs are joined in a logical and smooth struc-

- ture).
- 9) Read draft aloud and make revisions (begin this process a few days after completion of draft.
 - 10) Read revisions of draft after a few days of not looking at your work. Do this step over as many times as necessary depending on the time you have available and the importance of the work.
 - 11) Prepare the final copy of your work. Check the section of this chapter relating to the physical format and presentation of your work.

1. Revise Purpose or Thesis Statement

Throughout your research you may have revised your purpose or thesis statement to keep consistent with the research materials available to you. At this point it is necessary to write the purpose or thesis statement as clearly as possible using the test outlined in the Research Preparation section.

Write the statement for your work but also write it on another cue card to tape up to the wall in front of you, on the desk or somewhere you can constantly refer to it to keep your work consistent throughout.

2. Define Your Terms

You have previously defined your terms so this is the time to review your definitions for clarity and brevity.

3. State Your Assumptions

Review your list of assumptions to make sure that they are clear. Also ask yourself if you have other assumptions that you should

give your readers e.g. are you assuming that your readers understand the differences between people from various cultural backgrounds and the effect of those differences on your report?

4. Revise Your Research Plan

The research plan plus your purpose or thesis statement gave you the direction to complete the research portion of your work. Based on your research you may decide at this point to revise your plan one last time by changing some of the section or unit headings, placing them in a different sequence or combining parts of them. This is not the time to redo your plan and begin further research. Your concern here is for designing the clearest and most interesting presentation of your work.

5. Discarding Information

Depending on your personality type discarding information can either be a personal triumph or a real discouragement. By getting rid of repetitive or unnecessary information you are taking control over your work. If you find it difficult and feel that a bit of information **must** get into your paper in some way then you should do so in a footnote.¹

6. Divide Cue Cards into General Chapters or Divisions

If you have not already divided your information into general sections or divisions do so now. You must do this general division for **all** of your cards before going on to divide cards within each section.

If you find that certain information needs to go into more than one section then make out appropriate copies onto other cards and continue dividing the rest of the cards.

7. Further Division of Information

You can either divide the information sequentially in all chapters or sections at one sitting or you may decide to divide and draft one chapter or section at a time.

8. Write First Draft

- 1) Begin your paper with your thesis or purpose statement (not necessarily in the first paragraph but near the beginning).
- 2) Catch your reader's attention and interest. If you are writing to a specific audience do not alienate them with statements to which they are expressly opposed because they will not continue to read.
- 3) **PREVIEW** your readers at the beginning of your work and the beginning of every chapter or section with what you are going to write about. Giving a preview to your readers forces them to ask questions about your topic and encourages their interest throughout.
- 4) Be interesting, relevant and concise.
- 5) Use the **ACTIVE VOICE** as often as possible.
- 6) At the end of each section and the end of your work summarize your main points and re-emphasize any key arguments. Make your **CONCLUSIONS** forceful, active and thought-provoking.

Remember that a reader often remembers only the preview and conclusion of a work with odd bits of information to support **their** point of view. Knowing this allows you to make sure they are getting your point of view as well as a thorough understanding of the key points.

KEY TO A SUCCESSFUL DRAFT: write without editing. It is extremely important to write as much as you can without worrying

about grammatical structure, spelling and other errors. You will have time to correct the mechanics of your work once you are relieved of the pressure of "getting it all down on paper".

At the same time it is very important to record your footnote or endnote references accurately so that you will not have to return to your sources during later revisions.

9. Revise Draft

After a few days or weeks re-read your draft **aloud** looking for smoothness of structure, correct spelling, grammatical errors, and consistency of purpose relative to your purpose or thesis statement. Once you are satisfied with the overall smoothness and effectiveness of your work look for ways in which to simplify some of the words and phrases. Remember the **KEEP IT SHORT & SIMPLE** method to make it easier for your reader to understand your important points. I began this chapter by saying that readers have only so much mental energy and your duty is to encourage your readers to use that energy on the substance of your work, not the grammar!

The following are editing and proofreading tips to help make your work more readable and professional looking.

Good communication is not written but rewritten.

You write the first draft using your **creative skills** to write everything you want to say, without stopping to correct grammar or spelling. Once everything you want to say is on paper you can edit using your **detail-oriented skills** to improve your style, your content and your grammar. Proofreading corrects typing mistakes, spelling errors and other technical features of your work.

- 1) Re-work the prose, putting sentences into the active voice, short-

ening sentences and paragraphs, changing paragraphs and sections around.

- 2) Rewrite weak sections where a point is not well made or transitions are unclear.
- 3) Re-read the piece over again out loud and begin with step two again until you are satisfied.
- 4) If you are using a computer, remember that a spell-check program does not fix content or grammar mistakes. There are some programs that help with grammar reviews but they can be quite time consuming.

Remember that your goal is to write well. You can never be the perfect writer so do not over-edit your work.

Proofreading

You proofread to check for typing errors, spelling and other technical mistakes. Proofreading requires a special frame of mind. You are looking for specific details and cannot let outside distractions interfere with your work. It is easier to proofread someone else's work and perhaps you can work with a colleague to correct each other's work.

To proofread you must orient yourself to small details. There are too many things to look for at one time so I suggest you go over a piece of work several times looking for different things each time.

Some people find proofreading very tedious work. If you set your mind to the mystery of finding and correcting errors the work can be quite fulfilling. Use a colored pencil or pen for corrections.

- 1) Scan the work for any obvious errors. Often a typing error will

jump out at you when you are scanning.

- 2) Read the work out loud for obvious grammar and style errors, e.g., do subjects and verbs agree, are the sentences too long, does your tongue trip over parts?
- 3) Go over the work a second time **reading backwards** looking at each word for spelling. Does the author use American or Canadian spelling? Be consistent in your spelling.
- 4) Check each title and sub-heading for spelling, location and format.
- 5) Check each page number to make sure the pages are in sequence and in the correct location.
- 6) Are margins and indentations consistent? Are there any pages where a paragraph begins at the bottom of the page (move it to the next page if this happens).
- 7) Are numbers consistently spelled out (e.g. for numbers less than 10)?
- 8) Are footnotes in sequence and accurate?
- 9) Are the page references in the Table of Contents, Index, and other tables accurate?
- 10) Is there enough "white space" on each page to make the page easy to read and pleasant to the eye?
- 11) Is the work free from gender, culture and ethnocentric bias?

- 12) Take an extra minute to get a global look at the work to see if there is anything you have missed.

10. Further Revisions

Depending on the importance of your work and the time available you may go through more than one revision. If you are this fortunate then ask a colleague (generally not a family member) or associate to review your work.

The **CARDINAL RULE** of getting constructive criticism is not to defend your work. A person asked to critique your work generally does so objectively with none of the personal energy or emotion that you used to write it.

Note criticisms and thank them for their considerable effort. Do not defend your work nor debate grammatical, structural aspects of your work.

Perhaps the most helpful saying I have heard regarding critiques is: "It is not what you write that is important it is what the reader reads." In other words if the readers believes you meant X when you actually meant Y, then the fault is with your presentation and not with the reader.

Once you have the critique, decide which parts of your work you will change and which you will keep the same. Everyone writes in a different style and although a critical reviewer may suggest that you rewrite a sentence in a certain way does not mean you have to do that. Consider the importance of the recommendation and act accordingly.

11. Final Copy of Your Work

The final copy requires close attention to the form of presentation depending on the format generally used in your field of study or

business. The second unit of this section deals with the mechanics of final presentation. This chapter does not deal with sending your work to graphic designers or printers so you should get more advice if your work is going to be professionally produced. The bibliography also lists books dealing with these aspects of final presentation.

Once your work is complete make a photocopy of it before submitting it to your employer, professor, colleagues or friends, then go out and celebrate!

NOTE: When you receive your grade for a paper go to your professor or instructor and discuss that grade. So often professors or instructors grade a paper without enough information to tell you what you have done well and what needs improvements.

When I was a student I went to my professors to discuss my grades. The most difficult point to get across was that I was not there to talk them into increasing my grade. In fact when I received a very good mark I still went to the professor (much to their surprise!).

No matter what you submit to a professor you are never sure what you will get as a grade. By going to see your professors you can find out in greater detail those areas where you are consistently doing well and those areas where you can improve. A grade does not give you that information.

B. Mechanics of Writing

It bears repeating that the best way to see if your paper is grammatically correct is to read your work aloud to check for its smoothness. Any "rough" spots usually indicate bad grammatical structure. By reviewing a few grammar texts you will find your own weak areas and can improve your skills accordingly.

For those of you who have the time it is always advisable to take a few writing workshops to get some objective criticism and assist-

ance with your writing. Professional writers continue throughout their lives to take workshops to keep their styles alive and energetic.

This section will cover the mechanics of writing by the following divisions:

- 1) Title Page,
- 2) Tables of Content, Illustrations, Appendices,
- 3) Forward, Preface, Introduction,
- 4) Body of Work,
- 5) Appendices,
- 6) Endnotes,
- 7) Bibliography.

General Notes:

When submitting educational papers or presentations it is best to use white bond paper, double spaced text and visual presentation (i.e. margins on all four sides) that are pleasing and easy to read.

Check with your professor or instructor to determine normal standards within your field of interest or study.

The golden rule in presenting written work is to be NEAT. Therefore do not allow type-overs, smudges from a hot dog and fries, or creased pages.

1. Title Page

Follow the general standards of your profession or field of study but make sure that you include:

The Title

Your Name in Full

Student Number (when applicable)

Name of Professor

Name of Course

Date of Submission

2. Tables of Content, Illustrations, Appendices

Tables of content, illustrations and appendices act as previews to your work. They aid your readers in understanding where you have decided to put the emphasis on your research and it encourages them to ask questions about your work.

Tables of Content can either list the main division headings or they can subdivide within main division headings to give a more specific breakdown of your work. The nature of your work will determine the necessity for a more specific breakdown to aid your readers in understanding your work.

3. Forward, Preface, Introduction

All of these sections allow you to emphasize certain preliminary points. Included in a forward or preface can be a list of acknowledgements or you can have a separate section to thank the people who have helped you with your work.

Generally you do not have all three sections in your work, but often an author will use the Preface to give some background information about the work and thank the people who helped her, while using the Introduction as a preview of her work outlining in summary form the key points she wishes to write about.

A Forward or Preface can also be written by someone else as their introduction to your work.

4. Body of Your Work

Each new chapter or section of your work should begin on a new page to clearly indicate a new division in your presentation.

Single QUOTES are included in the body of your work using quotation marks while long quotes (do not use these often) are typed in a single-spaced block that follows a colon in the main body of the work.

When writing the NAMES of articles, poems, stories, books, magazines always underline them or type them in Italics.

If you use a large ILLUSTRATION or TABLE then have a separate page for it. When a person previews your work they will see it clearly and understand its importance. Smaller ones can fit directly into the body of the work.

FOOTNOTES are the same as ENDNOTES in style. The difference is that footnotes are placed at the bottom of the page to which it belongs while endnotes are collected and listed at the end of a chapter or the end of your work.

Footnotes and endnotes are indicated by putting a number directly to the right of a word, a phrase or sentence. The footnote either explains the source of a fact or quote or it can give supplementary detail to a point raised in the main body of your work. For examples of footnotes and endnotes see the section on ENDNOTES.

Remember that it is better to use a few extra sheets of paper to make a work pleasing to see and read than cramming your work too closely together!

5. Appendices

Appendices are used to give information that supplements the main body of your work. Reading the appendices is not critical to understanding your work but gives more detail for readers who require it.

For example if you are writing a historical work that describes various letters of importance you may include a copy of each letter in separate appendices.

As well in committee presentations you may include budgets, legal documents or accounting forms in separate appendices.

6. Endnotes

Like footnotes, endnotes give sources for facts or quotes and also allows you to add supplementary details to information contained

in the main body of your work. They also allow you to make a cross reference to information found in another section of your work.

Although there are different forms to both endnotes and bibliographic citations it is important to follow the norms of your profession or field of study and to use the same style consistently throughout your work.

There are shortened versions of footnotes and endnotes that are often used the second time the citation is used:

a) a shorter version of author and title e.g.

Carr, Growing Pains, p. 47.

b) Ibid. (Latin for ibidem, in the same place).

This word indicates that this reference is the same as the previous one. Volume and page numbers are indicated if different.

21) Eugene P. Odum, Ecology (New York: Holt, Rinehart & Winston, 1963), p. 64.

22) Ibid., p. 72.

c) Op. cit. (Latin for opere citato, in the work cited). It may be used only if the full identifying details have been previously given.

If the author has more than one source listed then include both their name and shortened source title.

36) Carr, Op. cit., p. 49.

37) Feldon, Beginnings, Op. cit., p. 23.

In the following section on Bibliography I will compare footnote and endnote citations with their correct bibliographic citation.

7. Bibliography

Also called "Sources Used" the bibliography must cite all books, articles, films, interviews, speeches, etc. that are used in preparation of

your work.

Below are **samples of both bibliographic and footnote or endnotes** from the same source. The *numbered example* represents a footnote or endnote with the numbers representing the footnote or endnote mentioned in the body of your work.

The main **differences between bibliography and footnote citations** are:

- a) author's last name begins bibliographic citation
- b) bibliographic citations divide the three main points by periods (after name, title and publishing data).

Note the position of commas and periods and be consistent throughout your work.

Note if you have more than one work by the same author then the second and subsequent entries may use a series of 8 consecutive dashes in place of the author's name:

-----.

NOTE: There are many resources that provide standard formats for citing resources, e.g. A Guide to Writing Essays and Research Papers, the APA Guide written by the American Psychological Association, and The Chicago Manual of Style. The APA Guide methods have been used in the chapters of this book as a comparison to the more generic guidelines given below.

The important thing is to use the method required by your readership (if any) and to be consistent throughout your work.

Print Sources

(Remember the numbered example is a footnote/endnote and the second example is for the bibliography or Reference section of your work.)

Book by one author:

- 1) Emily Carr, Growing Pains (Toronto: Clarke, Irwin & Company,

1946), p. 83.

Carr, Emily. Growing Pains. Toronto: Clarke, Irwin & Company, 1946.

Book by two or three authors:

- 2) Richard C. Gossage and Melvin J. Gunton A Parent's Guide to Streetproofing Children, (Toronto: Seal Books, 1982), p. 54.
Gossage, Richard C., and Melvin J. Gunton. A Parent's Guide to Streetproofing Children. Toronto: Seal Books, 1982.

Book by more than three authors:

- 3) A.G. Croal and others, General Biology (Toronto, Copp Clark, 1955), p. 134.
Croal, A.G., and others. General Biology. Toronto: Copp Clark, 1955.

Book by one author, revised or translated by another:

- 4) R.M. Dawson, The Government of Canada, Rev. Norman Ward, (Toronto: University of Toronto Press, 1970), p. 154.
Dawson, R.M. The Government of Canada. Revised by Norman Wade. Toronto: University of Toronto Press, 1970.

Multi-volume work:

- 5) Thomas B. Costain, The Tontine (New York: Doubleday, 1955), II, p. 133.
Costain, Thomas B. The Tontine. 2 vols. New York: Doubleday, 1955.

Book as part of a series:

- 6) Douglas Bosh, English Literature in the Earlier Seventeenth Century, 1600-1660, 2nd ed., (vol V of Oxford History of English Literature, ed. Bonamy Dobree and E.P. Wilson), (Oxford: Clarendon Press, 1966), p. 401.
Bosh, Douglas. English Literature in the Earlier Seventeenth Century, 1600-1660. 2nd ed. Vol. V of Oxford History of English Literature.

ture, ed. Bonamy Dobree and F.P. Wilson. Oxford: Clarendon Press, 1966.

Book that is a collection of various writers' work:

7) Judith Krantz, "A Few Words to a Beginning Writer", in Sylvia K. Burack, ed., The Writer's Handbook (Boston: The Writer, Inc., 1982), p. 12.

Krantz, Judith. "A Few Words to a Beginning Writer", in Sylvia K. Burack, ed., The Writer's Handbook. Boston: The Writer, Inc., 1982.

Book issued by organization:

8) Special Products Committee, Canadian Authors Association, The Canadian Writer's Guide (Toronto: Fitzhenry and Whiteside, 1985), p. 76.

Special Products Committee, Canadian Authors Association. The Canadian Writer's Guide. Toronto: Fitzhenry and Whiteside, 1985.

Signed Encyclopedia Article:

9) H.L. Ferguson, "Acid Rain", The Canadian Encyclopedia, 1985, (Edmonton: Hurtig Publishing), I, 6 & 7.

Ferguson, H.L. "Acid Rain", The Canadian Encyclopedia, 1985, I, 6 & 7. Edmonton: Hurtig Publishing.

Unsigned Encyclopedia Article:

10) "Icebreaker", Encyclopedia Americana, 1971 ed., XIV, 707.

(The bibliographic citation is the same as the footnote citation and is placed in alphabetical order by article title.)

Signed Periodical Article:

11) Elena Hannah, "Quality Time", Today's Health, Volume 1 (February-March, 1983), p. 37.

Hannah, Elena. "Quality Time", Today's Health Volume 1 (February-March, 1983), 34-38.

Unsigned Periodical Article:

12) "Getting the Most from Your Snacks", Today's Health, Volume 1 (February-March, 1983), p. 24.

"Getting the Most from Your Snacks", Today's Health, Volume 1 (February-March, 1983), 23-26.

Government Publications:

13) Government of Canada, Department of National Revenue, Tax Reform and You - Valuation Day (n.d.), p. 8.

Government of Canada, Department of National Revenue. Tax Reform and You - Valuation Day. Undated pamphlet.

(each document will have a different style depending on its source. Remain consistent throughout work.)

Letter or Memo:

14) J. Klees, letter to H.F.M. Haas, August 27, 1985.

Klees, J. Letter to H.F.M. Haas, August 27, 1985.

15) A.J. Levins, memorandum to staff on proposed union, June 2, 1978.

Levins, A.J. Memorandum to staff on proposed union, June 2, 1978.

Instruction Manual:

16) Ditto Duplicating Made Easy, Bell & Howell (6800 McCormick Road, Chicago; n.d.), p. ii.

Ditto Duplicating Made Easy. Bell & Howell, 6800 McCormick Road, Chicago; undated.

Work Quoted in another Work:

17) I.A. Richards, Science and Poetry (1926), cited in David Daiches,

Critical Approaches to Literature (Englewood Cliffs, N.J.: Prentice-Hall, 1956), p. 135.

Daiches, David. Critical Approaches to Literature. Englewood Cliffs, N.J.: Prentice-Hall, 1956.

Non-Print Sources

There are no acknowledged standards of non-print sources. Below are some suggested styles keeping in mind that citations are to help readers find the same resources you have used.

Record or Tape:

18) Joan Baez, Baptism (Vanguard: VSD 79295, n.d.)
Baez, Joan. Baptism. Vanguard: VSD 79295, n.d.

Film or Filmstrip:

19) Xerox Films, The Guitar, From Stone Age Through Solid Rock, color, 14 mins., 1971.
Xerox Films. The Guitar, From Stone Age Through Solid Rock. Color, 14 mins., 1971.

Live Theatrical Performance:

20) George Bernard Shaw, The Devil's Disciple (performance at Shaw Festival Theater, Niagara-on-the-Lake, Aug. 1, 1974).
Shaw, George Bernard. The Devil's Disciple. Performance at Shaw Festival Theater, Niagara-on-the-Lake, Aug. 1, 1974.

Radio or Television Broadcast:

21) "A Matter of Conscience", CBC Radio, Toronto, Sept. 24, 1985.
"A Matter of Conscience". CBC Radio, Toronto: Sept. 24, 1985.
22) Brian Mulroney, interviewed by Peter Truman on "Conversation with the Prime Minister", Global Television, September 3, 1985.

Mulroney, Brian: Interview by Peter Truman on "Conversation with the Prime Minister". Global Television, September 3, 1985.

Lecture:

23) M.S. Hornyansky, lecture in English 191, Brock University, Mar. 15, 1974.
Hornyansky, M.S. Lecture in English 191, Brock University, March 15, 1974.

Interview:

24) James Wright, Librarian at National Library, (an interview, July 6, 1981).
Wright, James. Librarian at National Library. An interview, July 6, 1981.

The Internet

When citing information taking from a web site you must consistently present:

Author or organization's name, date material accessed, publication name and date (if article or online book), web site location, page number.
van Bommel, Harry. (September 18, 2003). *Family hospice care* (2002 — online book). www.legacies.ca.

Summary

Researching is much like detective work. Detectives do most of their research in libraries, government offices and by interviewing people. They have to use many short cuts to get the relevant facts quickly. You can benefit from those same short-cuts.

Effective research requires you to be clear about what you specifically need to learn and within what boundaries. If your purpose is unclear you could be researching dozens of resources that are interesting but not specifically relevant to your work.

You must understand the audience you are writing for.

Researching techniques can save you valuable time. Using cue cards, outlines and using the reference guides in libraries will speed up your research.

Once you are clear about where you are going with your research you need to decide how to present your information. You need to identify your own assumptions about the work and what words need to be defined for your audience.

The actual writing requires you to organize your information and then present it in an acceptable style for reports and papers. You must know what styles are acceptable to your audience before you begin to do the writing.

Writing long reports and papers can be intimidating. Time management and breaking up the work into small manageable units will result in success. See the work as a detective might see it and enjoy the hidden treasures of information you will discover.

The writing can be very rewarding if you give yourself enough time to write and enough time to get various people to read the draft and recommend changes. A finished paper is tangible proof that you have accomplished a major project. Reward yourself!

Self-Evaluation

Whenever you finish learning new information it is helpful to take a moment or two to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?
2. List at least three techniques from this chapter that you could use immediately.
3. What other concepts, ideas or techniques do you want to learn?
4. Is there anything you have learned that you could pass on to your colleagues, family members or friends?
5. Do you have any further comments or ideas you want to record based on what you have learned?

References

The following references are only a few of the many useful resources that you can find in your local libraries, within your school library, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people in your school.

Bell, Barbara Gurrier. (1984). Tools in the learning trade. New Jersey: Scarecrow Press.

Presents and her eight indispensable tools for college students with specific recommendations and critiques of: dictionaries, synonym books, writing guides, one-volume general encyclopedia, research guides, style manuals, calculators and computers, and handbooks on creative thinking.

The Chicago manual of style. (1982). Chicago: University of Chicago Press. 737 pages.

This style manual is updated regularly by the University of Chicago and is considered by many as the standard style guide for Americans.

Coggins, Gordon. (1983). A guide to writing essay and research papers. Scarborough, ON: Nelson Canada. 94 pages with illustrations and exercises.

Concise presentation of how to begin your research, various short-cuts to finding answers in the library through indexes and other resources, how to take notes, and how to write the actual paper or report.

Crampton, Esme. (1980). Good words, well spoken: A handbook of speech for people in all walks of life. Toronto: The Norman Press. 179 pages with illustrations.

Although this book is primarily for public speaking and using

the telephone effectively, it does give useful information for people who have oral exams or must defend their papers or dissertations before an academic committee.

Gowers, Sir E. (ed). (1965). Dictionary of modern English usage (2nd ed). Oxford: Oxford University Press.

Basic grammar text.

Grossman, Jeremy. (1976). Quickhand: A self-teaching guide. New York: John Wiley & Sons.

A form of short-hand writing to replace the more complex forms studied by secretaries in school. Quickhand does not use vowels. It also has an abbreviated form for the 35 words we use most often in our language and it contracts the rest of the words using consonants.

Overbury, Stephen. (1989). Finding Canadian facts fast. Toronto: McGraw-Hill Ryerson. 193 pages with Index and examples.

Research techniques and examples for people who need to find business, government, and legal facts.

Ross-Larson, Bruce. (1982). Edit Yourself: A manual for everyone who works with words. New York: W.W. Norton and Company. 108 pages.

A professional editor's guide to: choosing better words, cutting down the "fat", pronoun references, order in sentences, shorter sentences, dangling constructions, abused relatives, active voice use, parallel constructions, consistency, and other basic tools. Very much a professional's approach with many lists and comparisons to assist editors in reducing the text and confusion of bureaucratic writing.

Strunk, William Jr., and White, E.B. (1979). The elements of style, (3rd Ed.). New York: Macmillan Publishing. 85 pages.

Easy to read text for describing elementary rules of usage, elementary principles of composition, approaches to style and form, and words and expressions commonly misused. Not ef-

fective as a reference text but a good read to refresh your memory.

Todd, Alden. (1979). Finding facts fast: How to find out what you want and need to know. Berkeley, CA: Ten Speed Press. 123 pages with Index and examples.

Basic, intermediate and advanced researching techniques for American people in business, government and the law.

van Bommel, Harry. (1985). The Busy Person's Guide to: Research and Writing. North York: Skills Development Publishing.

The main points within this chapter on "Researching and Writing Reports and Papers" are covered in van Bommel's book.

Weisberg, Robert and Bucker, Suzanne. (1990). Writing up research: experimental research report writing for students of English.

Englewood Cliffs, NJ: Prentice-Hall. 202 pages.

For learners in technical and scientific studies.

6. Time Management

Content Guide

TAKING CONTROL

Priorities

How to Achieve Goals

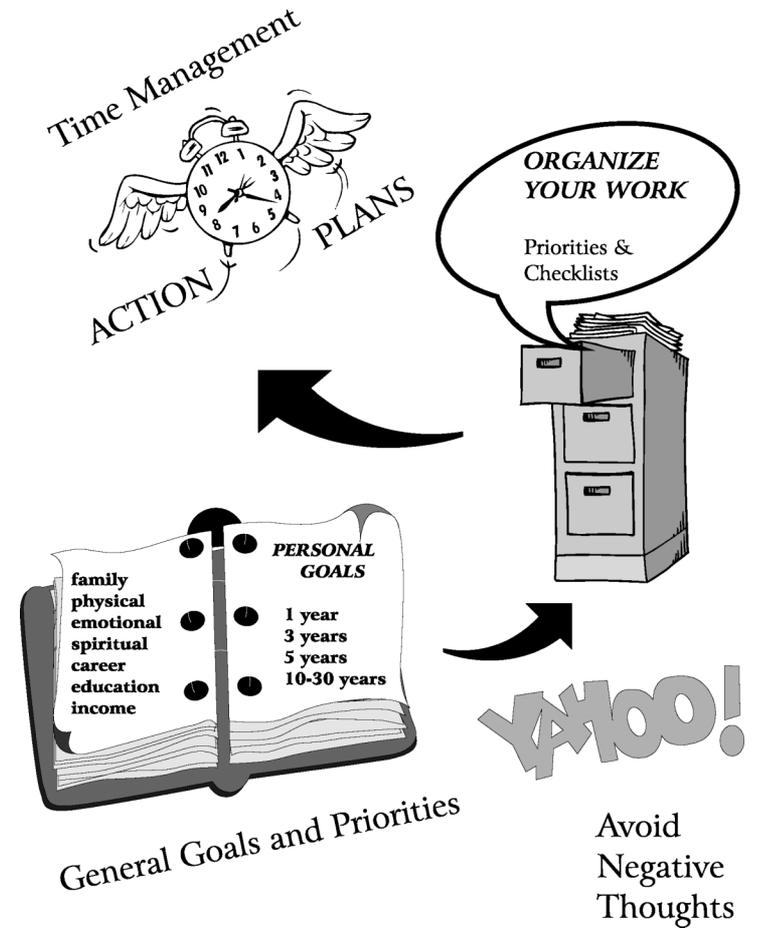
Note on Negative Thoughts

SPECIFIC METHODS:

1. Questions to Ask Yourself
2. Planning
3. Things to Remember

Summary

Memory Map



Time Management

Time management for studying is similar to other forms of time management.

Everyone has exactly the same amount of time everyday. It is controlling the use of time that divides those of us who never have enough time from those of us who do.

The most frustrating aspect of life whether in working, studying, enjoying your social life, or during an illness, is losing control over the decision making process.

Time management is simply **TAKING CONTROL** over your time and being personally responsible for its use.

It is important for you to recognize that your time is not simply divided between studying and personal things. We must break down our day more specifically to include such activities as:

studying, working part-time or full-time, (perhaps parenting), sleeping, eating, time with family and friends, listening to music, watching television, travel time to school, shopping, writing letters, personal phone calls, socializing (dating, going to concerts, the theater, movies), vacations, weekends away, illnesses, and very importantly, time to do absolutely nothing but relax!

Time management then becomes a matter of personal priorities. Some people find it extremely important to work very hard to achieve financial success. Other people find it more important to have enough time at home with children or to do volunteer work or to study. The decision has to be yours.

Having decided, in general terms, what is most important to you, you can begin scheduling your time.

This section will highlight some specific short-cuts to time management for studying.

General Method

1. Priorities

To divide your valuable time effectively you must decide which of your goals have priority over your other goals, such as:

- a) time to travel Europe, Asia or South America in the next 18 months,
- or b) an overall average of B+ in your university/college courses (therefore not as an intensive an effort to get an A in each course),
- or c) more time at home to be with your children for the first 5 years of their lives,
- or d) increased physical fitness to compete in sporting events.

2. How to Achieve Goals

Once you have determined what your short and long term goals are, you must decide what amount of time you need and what skills you will require to complete your goals.

For example if you decide you want a higher grade average at school you may find that you require some new skills such as a workshop in research skills particular to your field. Use the exercises at the beginning of this book to help you sort out what learning skills you want to concentrate on in the next few weeks and months.

Knowing both your goals and what you will need to achieve them allows you to prepare a specific time management plan.

3. Note on Negative Thoughts

The real enemy of time management is our negative thoughts. This is true in all aspects of our work and study but is especially true in time management.

Negative thoughts about our abilities to meet a deadline or to achieve our goals drains our mental and physical energy. There is no power more debilitating than our own self-doubts. There is a story about a 75 year old man who reviewed all his self-doubts over the years and found most of his worrying was unfounded and extremely time consuming. Speak to anyone over 60 years old and they will agree that we waste too much time worrying about things we cannot control. So why bother?

The reason for our negative thoughts can usually be found in our view of any task as a whole instead of its smaller parts. When beginning to write my first book I thought the research and subsequent writing was overwhelming in scope. To break the habit of doubting my ability I had to break down the task into general divisions and each divisions into smaller units. Therefore I didn't go to the library to research a book but rather to research one section at a time. Writing the work was exactly the same; I wrote smaller units one at a time until a whole book was completed.

Breaking down any task into smaller tasks makes any project manageable!

EXERCISE #1

Below list some of your educational goals for the next 3-12 months and what actions you will need to take to ensure you accomplish them:

1.

2.

3.

4.

Specific Methods

Throughout this section I will use the example of someone studying at college or university. The methods are just as applicable at work or in your home.

1. Questions to Ask Yourself. Questions to Ask Yourself

- 1) When do I study best?
- 2) Where do I study best?
- 3) Can I keep distractions out (e.g. phone, T.V.)?
- 4) How long will my study periods be?

Answer these questions honestly and then move on.

2. Planning. Planning

- 1) Begin with a relatively long period of time (6-month period, a course semester).
- 2) Get a calendar that covers your time frame.
- 3) Using a pencil, mark in events that you know in advance such as: vacations, exams, family holidays (birthdays, anniversaries), social commitments, sporting events, and deadlines for papers.
- 4) Consider your studying time as if it were a job with appointments made for research, writing, and studying. Once made, appointments cannot be broken unless rescheduled in a respon-

sible way.

- 5) If you have chosen a high grade point average then you pencil in study related activities before social activities. Consider yourself a professional student. I use the term “professional” for I believe it is at school that we develop or enhance our best habits for our careers. If studying is done in a “professional” way it will reflect in your grades and in your job!
- 6) At the beginning of a term, schedule time for previewing texts (see the “Speed Reading” chapter) and preparing research plans for assigned works.
- 7) As the term progresses and you are aware of deadlines, schedule time for research, reviewing lecture notes, reading, writing, studying for tests and exams.
- 8) Schedule time for your family, social activities, hobbies, simple relaxation, movies, “going out” volunteer work, and other activities you enjoy.
- 9) At the beginning of each day use a cue card to list what activities you have scheduled for that day plus any extra items that come up: phone calls you must make, groceries you need to buy, errands you have to do, etc.

As each item is completed check it off the list. It feels good to get it over with! At the end of the day anything that was not accomplished is added to the list for another day.

3. Things to Remember

U Schedule small tasks rather than big ones:

10:00 a.m. to 11:00 a.m.

- will research 2 text books for term paper (do not write “research for term paper” because that is too large a task; two books is a reasonable amount of research to do in one hour).

U Plan something pleasurable after you have accomplished a particularly difficult task.

U Schedule least favorite task when your energy is at its peak.

U Schedule favorite tasks when your energy is low to rejuvenate yourself;

U Creative tasks are often best at your energy peaks **or** when you are most relaxed. Often your best ideas come just before you fall asleep or during the night, therefore keep paper and pencil by your bedside.

U Allow yourself ample “break time” in your schedule otherwise you will not follow your schedule.

U Once you schedule an “appointment” to study do not break it unless it is unavoidable. Re-schedule immediately usually replacing some leisure time.

U Assume that your well thought out calendar schedule will be interrupted by illness, personal periods of inactivity, family situations, personal relationships, etc. Long term planning requires you to be flexible enough to adapt to unexpected changes. Don’t ignore these possibilities in your scheduling but revise your pencilled in

schedule when necessary.

U When you have scheduled a studying appointment do not accept telephone calls, surprise visits or hunger pangs. You would not do these things during a business appointment so be consistent.

U If you are consistently **not** meeting your study goals, take a break to honestly consider your priorities. You might discover that your family is more important than you thought and, in fact, your priority is to spend Sundays with them and settle for a “B” in your studies. These changes should not be viewed as a personal failure, but a wonderful step towards knowing yourself.

EXERCISE #2

Write out 15 ways to treat yourself during a scheduled break:

Write out 5 special ways to treat yourself at the end of a difficult study session or study task:

EXERCISE #3

Below are quotes that have helped me with my studying. Copy out those quotes that may help you and add any others you are fond of. Put them by your desk or work place.

These quotes have forced me to practice what I preach. As honorary president of the Procrastination Society in university I know the temptation to watch just one more T.V. show or to spend just an extra half-hour or two with friends!

90 percent of all things
can be done **immediately!**

Procrastination is often our way of
avoiding evaluation of our work.

The fear of evaluation and our own self-doubts/negative thoughts are of our own making.

Design your schedule to break tasks into manageable units.

You have the power to control your time and your abilities.

T a k e C o n t r o l
and enjoy yourself!

Summary

Manage your time well so that you can relax during your studying and when you have to write the exam or give the presentation. Study consistently and you will also have more free time to enjoy other activities.

When you schedule your study sessions make sure that you also schedule other activities like work, family time, socializing, and leave enough flexibility for unexpected visitors or illnesses.

Set priorities for your studying and limit your studying to those times. You have a whole life to live and you should not spend all of your free time studying.

Break up major study sessions into smaller units of time. Any large project is more manageable when you break it down into realistic units.

Self-Evaluation

Whenever you finish learning new information it is helpful to take a moment or two to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?
2. List at least three techniques from this chapter that you could use immediately.

3. What other concepts, ideas or techniques do you want to learn?
4. Is there anything you have learned that you could pass on to your colleagues, family members or friends?
5. Do you have any further comments or ideas you want to record based on what you have learned?

References

The following references are only a few of the many useful resources that you can find in your local libraries, within your school library, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people in your own school.

For more intensive research, read the suggestions in the chapter "Writing and Researching Papers".

Best, Fred. (1980). Flexible life scheduling. New York: Praeger Publishers. 267 pages with charts.

A different approach to long-term time management. Presents alternatives to the traditional school-work-retirement sequence of our lives including: alternative family life, having older workers, sex role differences, leisure versus money issues.

Bliss, Edwin C. (1983). Doing it now: A 12 step program for curing procrastination and achieving your goals. New York: Charles Scribner's Sons. 203 pages with illustrations.

Practical, simple action-oriented book in a question-and-answer format. Looks at reasons for procrastination, how to adjust our attitude, deal with fear of failure and success, how to raise energy levels and time management techniques.

Haynes, Marion E. (1987). Personal time management. Los Altos, CA: Crisp Publications. 70 pages with illustrations and charts.

Part of the "Fifty-Minute" Series of self-instructional learning resources filled with practical exercises and self assessment tools.

Mayer, Jeffrey J. (1990). If you haven't got the time to do it right, when will you have the time to do it over? Toronto: Simon and Schuster. 159 pages.

Humorous and practical look at time management errors and corrections.

Rowh, Mark. (1989). Coping with stress in college. New York: College Entrance Examination Board. 172 pages.

van Bommel, Harry (1985). The busy person's guide to notetaking, speed reading, studying and time management North York: Skills Development Publishing.

7.

Stress Management

Content Guide

Recognizing When You
Are Under a Lot of Stress

Ways to Start Dealing
with Stress

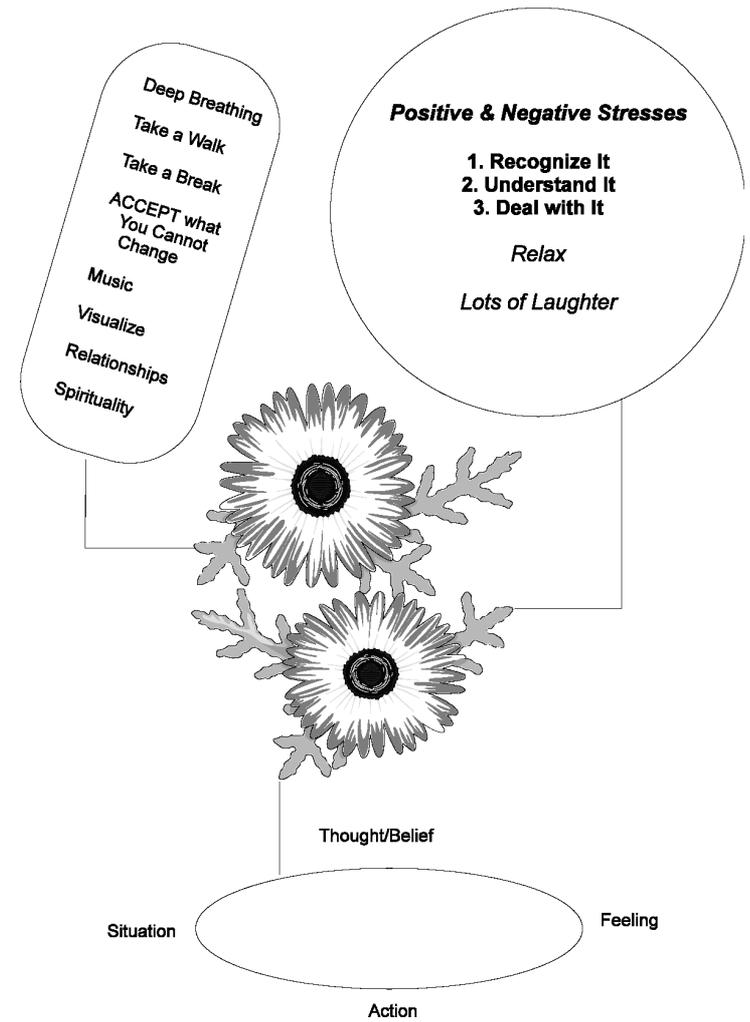
Deep Breathing

Negative Stress

For Particularly
Difficult Stresses

Summary

Memory Map



Introduction

This chapter is designed to help you understand what causes your stress and how you can deal with it in a productive and positive way.

Stress is inevitable. There are positive and negative stresses. Some of the positive stresses we accept daily are:

- ! adventures,
- ! self-motivated change,
- ! a new relationship,
- ! risks for possible personal gains,
- ! raising children.

There are also negative stresses which may, or may not, lead to positive changes:

- ! stagnation,
- ! fear, anger, conflict,
- ! change forced by others,
- ! believing we have limited choices.

The principle difference between positive and negative stress is our perception of the stress and our personal view about whether or not we have some control over that stress. For some people conflict is always seen as an opportunity for change or improvement while others concentrate only on their perceived powerlessness. For some people adventures in the “great outdoors” are chances to learn new skills while for others, adventures are just another way of describing an outdoor torture perpetuated by the knowledgeable against those of us who enjoy a good movie and popcorn!

The stress cycle for positive and negative stresses is the same:

In order to manage stress effectively, our responsibility is to recognize our own stress, to understand our feelings about that stress and to decide on an action that makes sense to us.

Recognizing When You Are Under a Lot of Stress

Watch for some of the following signs to warn you about excessive stress (whether positive or negative). Experiencing some of these stresses once or twice is common. However, if you experience some of these stresses regularly, then your stress may be hazardous to your physical, mental and emotional health.

- U You are working late more often than not, or harder than you know is really required.
- U You are having problems making any decisions, large or small.
- U You are constantly making “safe” choices, rather than taking realistic risks.
- U You use an increased amount of alcohol, drugs or cigarettes.
- U Your speech or writing patterns have become vague, disconnected.
- U You experience an increased level of anxiety, worry over relatively trivial concerns.
- U You constantly repeat the same topic in conversations even though you know the point is not particularly important.
- U You experience inappropriate anger, hostility or outbursts of temper.
- U You are constantly putting yourself or others down.

- U You become overly concerned about your health.
- U You have greater difficulty sleeping, or eating.
- U You begin to confuse or forget dates, places, times or other details which you remembered easily before.
- U You are having difficulty in getting along with people.
- U You just know that something is wrong but are not sure what it is.

EXERCISE #1

Review the previous list of stress signals you may have in your life right now. Put a check mark beside those signs that apply most specifically to you.

Try to identify major stresses in your life now that cause these signs to appear:

Which of these stresses is most dominant in your life right now? You may choose this example for Exercise #3 to identify ways of dealing with this stress.

Ways to Start Dealing with Stress

The following suggestions reflect a wide range of alternatives for dealing with stress. Each of us deals with stress in one form or another. Choose some of the following techniques to build onto the stress management skills you already have.

Some of these suggestions can help you resolve short-term stresses immediately. Improvise these tips to fit your own situation. These are not golden rules as much as a helpful techniques.

- ë Laugh! Few stress reduction techniques work as well as laughter. Laughter relaxes you physically (15 minutes of belly laughing equals 5-6 hours of meditation according to Buddhist monks) and laughter relaxes your mind. Laughter is also contagious and your family members or colleagues can join in the laughter and make you feel even better.
- ë You cannot control some things. There is a famous prayer that reads: ***Grant me the serenity to accept the things I cannot change, the courage to change the things that I can, and the wisdom to know the difference.*** An overbearing teacher is unlikely to change until you are able to resolve some specific conflicts. In the mean time you do have control over how you react to any situation so use your sense of humor to help you get through.
- ë Work on developing the capacity to recognize when you are under stress. If you don't recognize the stress you are under, you will never deal with it well.
- ë When you are facing a stressful situation try to isolate what the particular stress is. Can changing your perception reduce the

- stress? For example, many people think going to the dentist has to be stressful. Can you visit your dentist with a big grin, ask them how they are doing, ask them to educate you about what they are going to do, tell them you are nervous and ask them what other patients do when they are nervous? Use the stressful situation as an opportunity to learn, to laugh and to understand why the situation is stressful.
- ë Ineffective use of your time is a leading cause of stress. Don't procrastinate as much as you usually do. We spend 80% of our time doing only 20% of the things we need to do, eg. re-arranging our desks or going through our mail three times before deciding what to do with it. Learn new time management techniques to use your valuable time wisely.
 - ë 60-hours of steady studying is not productive, so cut back. Research shows that productivity drops among people under high stress, but peaks under moderate stress. Long weeks are sometimes necessary but good time management means you should have fewer of these long weeks.
 - ë We need friendships to reduce stress. Make an effort to improve a few supportive relationships. Remember friendships take time. People who have supportive relationships suffer less under moderate and severe stress than people who are socially isolated. Remember social isolation is a method we use to punish prisoners.
 - ë Not every argument is worth winning. Give in when you have little to gain. Save your energy for what is really important but do not let little irritations build up to a major problem. Talk things out with people before problems escalate. Learn conflict

- resolution skills to minimize conflicts.
- ë When you are uptight it is important to breath deeply and to stretch your muscle groups. You can also tense and relax your muscles starting with your arms, face and neck, shoulders, abdomen, and finally the legs. These exercises can be done while you are sitting at your desk, while standing at a bus stop, or relaxing at home.
 - ë Don't try to control family members, friends or colleagues. Be supportive instead of judgemental. A supportive environment is much less stressful than one where people play power games.
 - ë Take a warm shower or bath to soothe tense muscles and provide a few moments of heavenly privacy.
 - ë For immediate relief of stress try to take ten minutes away from the situation for a quick walk. Coffee breaks filled with coffee and sugar treats tend to add to the stress. A quick walk outside, or to another area within a building, will increase your energy, clear your mind, and give you some needed perspective.
 - ë Go to the library, or other quiet place (outdoor if the weather permits) to read a magazine article you don't have to read for school. It is a wonderful place to hide from reality for a short time.
 - ë When things pile up to unmanageable levels, break up major projects into workable units with realistic time frames. You can accomplish all major projects, or combination of projects, if you begin with the priority items and accomplish the other parts of the project as required.

- ë If you are worried about a small problem with a colleague, spend some time talking with that person and telling them how their behavior (and not them personally) is affecting you.
- ë Stop comparing yourself with everyone else. No matter how hard you try you probably cannot paint like Emily Carr, sing like Lena Horne, write like James Michener or win the Nobel Peace prize (unless that is your goal). You may be able to do some things exceptionally well, but not everything and that's okay! So don't put yourself down if you are not as good as someone else; they can't do everything well either.
- ë Learn to feel comfortable talking about your problems, hopes and fears. A close friend is a valuable resource, but avoid dumping on the same person all the time. Make sure you also take the time to listen to your friend's concerns.
- ë Read a good book.
- ë Watch a good comedy on television or rent a video.
- ë Get physical. Gardening or long walks are great ways to boost your energy.
- ë Take a daily music break — with eyes closed sit back and listen to 10 minutes of soothing music. If you play a musical instrument, take time everyday to play a tune or two.
- ë Avoid doing everything quickly. High stress people often try to do too much within the same 24 hours we all have. Slow down, learn to say no and remember to have time to reflect — North Americans spend too much time doing and not enough time thinking!

- ë Instead of an after-studying cocktail, try ice water followed by a 10-minute quiet time, relaxing with your eyes closed. There is great peace when the world is quiet for a short time. This gives you the energy to spend quality time with your family, friends or by yourself later on.
- ë When you arrive home from school and you need to unwind, explain to whomever you may be living with that you need one half-hour to yourself before being together. Make sure you give other people in your home the same consideration when they need some quiet time.
- ë Try to make your study and living areas as pleasant and comfortable as possible with pictures, plants and ornaments. Personalize your study area.
- ë One of the greatest stress releasers is a big hug from a family member, friend or trusted colleague. Silent empathy is a great healer. Begin by giving other people that kind of support if they feel comfortable with it.

These suggestions are not a cure for stress. They are short term coping techniques to help you through some rough spots.

At some point you must recognize what your stresses are and develop a whole range of techniques for dealing with them in an ongoing way.

Remember your sense of humor. The perspective that you have of stressful situations in your past can provide great background for humorous stories or stories for teaching other people new skills. (Remember that horrible date you once had, the day everything at work went berserk, the vacation trip that failed before you even left!) Imagine yourself in another 10 years and try to view your present stresses from that perspective.

Physically Coping with Stress

Deep Breathing

Deep breathing, taking a brisk walk, doing relaxation exercises, tensing and relaxing our muscles are all ways to immediately relieve the pressure of stress. Deep breathing is one of the easiest techniques to master since it is useful at work, at home, and at times when you cannot do any of the other techniques.

Deep breathing can take only 10 seconds or last a half-hour, depending on the circumstances. Regardless of the length, use it to the fullest and enjoy the feelings. Here's one method of deep breathing.

- (Place your hands on your abdomen, right below the navel. The fingertips of each hand should touch one another.
- (Breathe in through your nose; it is healthier than breathing through your mouth.
- (Inhale slowly; as you do, push the abdomen out as though it were a balloon expanding. With your eyes open or closed "feel" the air passing through your nostrils.
- (As the abdomen expands, your diaphragm will move downward, allowing fresh air to enter the bottom of your lungs. Keep your back straight to aid the process of maximizing your breathing. Exhale through your mouth.
- (As you continue to breathe imagine the air filling your lungs, your abdomen and, with each new breath, imagine the air filling your arms, legs and every part of your body. This will help

you to concentrate on the various parts of your body and should help you to relax each area.

- (When you feel comfortable, take deeper breathes and hold the breath for a count of 3-5 seconds. Do the same when you exhale your breath, hold for 3-5 seconds before taking your next breath.
- (Picture yourself in a place where you feel particularly comfortable (e.g. on a beach, in a favorite room, playing a sport, in a childhood memory). Pick just one spot to concentrate on while you continue to deep breath for as long as you wish.
- (When you are ready, slowly begin to stretch your muscles as if you were yawning. As you feel more relaxed you can begin to return to "the real world".

Negative Stress

One of the most effective steps towards managing negative stress is learning to recognize what causes you negative stress. Each person's list is unique and individual. Think of your friend who never gets upset in traffic jams but faints at the sight of blood.

EXERCISE #2

Pick a day, or a few days, and list the ordinary, day-in, day-out little annoyances that seem inevitable at work or at home. Also list those stresses that are constant in your life (e.g., an unhappy working relationship, financial concerns, car problems). Once you have listed some of these stresses, develop some actions that you could try to minimize, prevent or conquer these stresses. Put a star beside techniques or actions that really work for you. Use your imagination!

STRESS**WHAT YOU CAN DO****For Particularly Difficult Stresses**

Use this form to help you resolve some of your really tricky stresses that seem “hopeless”. Keep in mind that all stresses are an opportunity to learn about yourself and to discover ways to deal creatively with those stresses. People have gone through concentration camps, wars, the death of a spouse or child, and physical disabilities and many of them survived and have grown stronger. **So can you!**

STRESS:

OVERCOME: How could you overcome this stress?

AVOID: How could you get away from or prevent the stress from happening again?

ACCEPT: How could you live with the stress?

How could you build up a resistance to this stress?

How could you change yourself or your perceptions about this stress?

WHAT IS THE BEST OPTION IN THIS CASE?

Summary

It is difficult to summarize the best ways of dealing with stress. Each of us copes in different ways with the same stresses. The following summary reflects my personal beliefs. Use those parts of the summary that fit your personal style and use the following page to add your own summary.

Few people can deal with stress alone. We need the support of other people. Therefore we need to have love and friendship in our lives. If you have these things in your life then you must constantly work to maintain and improve them. If you do not have love and friendship in your life right now then you need to develop it by showing how you care about yourself and how you can care for other people.

Make firm commitments to your family and friends and spend time with them to be supportive and to receive support. Encourage honest and open communication between you. Try to be non-judgmental and accept people as they are while you try to show them alternatives to the way they do things. Accept their ideas and suggestions for modifying your life as well.

People cannot support and encourage you without you caring about yourself. Identify what stresses you have and what strategies you can use to prevent or deal with these stresses. People respect someone who has the self-esteem to try new things to solve old problems.

Have more fun by laughing and being with happy people. Take time to do something by yourself everyday. For example to read for a few minutes, meditate or pray, and to reflect on what you have to be grateful for. Make an effort to think of something special you can do for each day to brighten someone else's day such as bringing in some home made cookies, sharing a new joke, lending them a video of a favorite film, or bringing someone a fresh rose.

5. Do you have any further comments or ideas you want to record based on what you have learned?

References

The following references are only a few of the many useful resources that you can find in your local libraries, within your school library, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people in your own school.

For more intensive research, read the suggestions in the chapter "Writing and Researching Papers".

Brown, Barbara. (1980). Supermind: The ultimate energy. New York: Harper and Row. 286 pages with index.

Brown uses her background in brain and behavior research to argue the existence of super mentality within people. She documents the poverty of scientifically acceptable notions of mind capabilities. She examines the mind-body connection and how that can improve or harm a person's health. Also examines the evolutionary argument for intelligence in humans and how the unconscious mind's potential needs further study.

Freudenberger, H.J. and Richelson, G. (1980). Burn-out: The high cost of high achievement. Garden City, NJ: Anchor Press. 214 pages.

Examines the phenomenon of "burn-out"; what is it, who does it affect, false cures, and ways to change it.

Hanson, Peter G. (1986). The joy of stress. (2nd Ed.) Toronto: Hanson Stress Management Organization. 278 pages with Index and illustrations.

Defines positive and negatives stress and how to cope in realistic ways.

Neidhardt, E. Joseph; Weinstein, Malcolm S.; and Conry, Robert F. (1990). No-gimmick guide to managing stress: effective options

for every lifestyle. (2nd Edition). North Vancouver, BC: Self Counsel Press. 122 pages with illustrations and charts.

A workbook for self-examination and self-developing in areas of understanding stress, personal planning skills, progressive relaxation training, quieting oneself, autogenic training, communication skills and your general health and well-being.

Rowh, Mark. (1989). Coping with stress in college. New York: College Entrance Examination Board. 172 pages.

Specific techniques to help college students adapt to the stresses of studying (both self-imposed stresses and those inherent in any post-secondary school learning).

Yates, J.E. (1979). Managing stress. New York: Amacon. 165 pages with charts.

Links stress reduction and business/management. Gives stress reduction insights and techniques. Ends with a “personal stress management program” workbook which involves work stress and how to change it.

9. Self-Directed Learning

Content Guide

How You Learn

Definitions

General Purposes of Adult Learning

Principles of Adult Learning

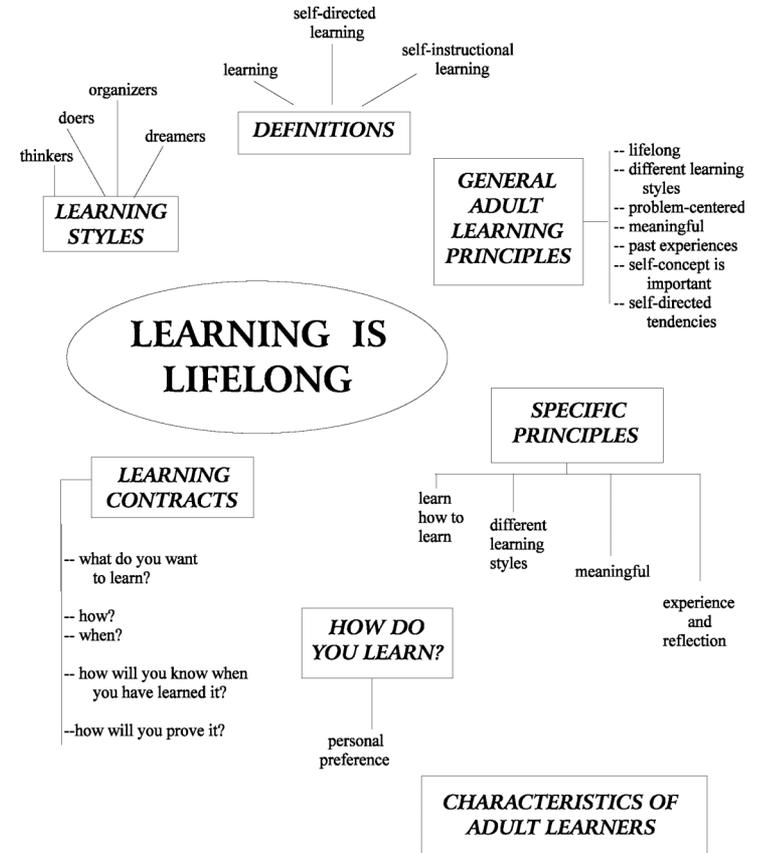
Characteristics of Adult Learners

Learning Styles

Learning Contracts

Summary

Memory Map



sources are designed by other people to help learners acquire the knowledge or skills in a very specific way.

Learning Styles. Everyone is forced to learn in many different ways but all of us have preferred ways of learning that we find more comfortable and enjoyable. Perhaps we enjoy lecture style learning or perhaps we enjoy working in group activities to learn. Our preferred way of learning will change in different situations. We also have preferences for the way we perceive, interact with and respond to learning. Some of us enjoy thinking about things rather than learning based on our feelings. Others like to experience learning in active ways while others like to observe people doing things. Learning styles looks at the structure and process of our learning rather than the actual content of that learning.

Principles of Adult Learning

Principles are the basic structures by which we understand the events and realities in our lives. Adult learning has basic principles to help learners and teachers understand learning more clearly and what each can do to help learners learn more effectively.

Listed below are specific principles of adult learning:

- ë Adults need to learn how to learn to achieve their personal and professional needs and hopes.
- ë Adults learn throughout their lives using different learning styles which change from situation to situation (eg. prefer lectures to reading for an overview of a topic but prefer reading to listening for details).
- ë Adults want learning to be meaningful in relation to their work, their families, their leisure, and their personal growth (however they wish to define it).
- ë Adults may choose to self-direct their learning, if they have the necessary skills to accomplish this, or they may choose to have their learning directed to acquire content and skills more quickly.
- ë Adults learn through experience and reflection about their learning, together with the use of a wide variety of resources.
- ë Children and adults both learn from experience, curiosity, benefit-oriented projects, and by constantly asking questions.
- ë It is necessary for educators to understand change events (versus developmental theory) so that they can adapt their assist-

- ance to meet exciting or traumatic changes within a learner's life.
- ë Learning can take place individually or within groups.
 - ë An educator's respect for learning means an acceptance that learning never stops for learners or educators.
 - ë Adults often learn what they think or know is expected of them rather than learning what they want to learn.
 - ë Culture, politics, religion, the physical environment, and peer pressures all influence one's learning and the methods educators use to assist learners.
 - ë Adults' physical (including disabilities, nutrition, eye sight, hearing), emotional, intellectual, biological and spiritual characteristics can help or harm their learning.
 - ë Learning can be mishandled by well meaning, but autocratic, educators who use various methods, including intimidation, negative behavioral techniques, or even discriminatory beliefs to socialize and harm a learner's development and sense of self-worth.
 - ë An educator and a learner's philosophy and principles of learning change over time to reflect their own evolution.
 - ë Educators and education are overrated relative to their effects on an individual's life and their learning outside of traditional education. This is not to say that educators do not have a role to play — perhaps just less of the traditional paternalistic role they, and so many other authoritative professions, have assumed for so long.

EXERCISE #1

Review the list above. Check off those principles you agree with or which best describe the way you learn now. If you become more aware of how you learned in the past you can take more control over how you want to learn in the future. You will be able to make choices based on your knowledge of what does, and does not, work for you.

There are elements to learning that affect how and what a person learns.

1. Physical differences:
 - é in hearing, seeing, tasting, smelling and feeling;
 - é in abilities;
2. Social differences in culture, religion (i.e. someone's cultural and religious attitudes towards learning), experiences, work, and types of enjoyment.
3. Psychological differences in our beliefs, goals, personal development, intelligence, and self awareness.
4. Economic differences between people may affect formal versus informal learning choices.
5. Differences in levels of education completed.

All of these elements: physical, social, psychological, economic and educational, influence how you see the world and what you decide to learn in that world. These elements are not limitations to learning. Understanding how these elements affect your learning frees you up to keep or change your beliefs about your own learning.

EXERCISE #2

Now may be a good time for you to go back to your responses in the first exercises. Does knowing some of the basics of adult education principles help you to answer the questions more fully?

Do you have any physical, cultural, religious, educational differences that affect your learning preferences?

Do your learning preferences change depending on what and where you are learning?

Learning Styles

We have already defined learning styles as our preferred way of learning rather than the actual content of what we learn. Everyone is forced to learn in many different ways but all of us have preferred ways of learning that we find more comfortable and enjoyable. Perhaps we enjoy lecture style learning or perhaps we enjoy working in group activities to learn. Our preferred way of learning will change in different situations, e.g. learning at work versus learning about your hobbies. We also have preferences for the way we think about learning. Some of us enjoy thinking about things rather than learning based more on our feelings. Others like to experience learning in active ways while others like to observe other people doing things.

David Kolb (1981) is a leading expert in this field. He did an extensive survey of 32,963 U.S. graduates and 60,028 faculty members to see if he could generalize the learning style preferences of various disciplines of study. To do this he used his own Learning Styles Inventory which categorizes learners into four distinct groups: doers, thinkers, dreamers and organizers. His study showed that business students were often in the “doer” category while science majors preferred the “thinker” style of learning. In a very general way (his theories are much more detailed) his categories are:

“Doers” (accommodators) enjoy learning situations where they are involved with people. They like to do things, implement plans and try new experiences. They prefer an unstructured learning environment with small group work. They learn best when actively engaged with teachers and other learners.

“Thinkers” (assimilators) like a more structured learning environment where they can watch people, think about what they see and hear and draw conclusions on their observations. They are very logical thinkers and prefer lecture style teaching over small group work.

“Dreamers” (divergers) enjoy looking at things from many angles while using their imagination to the fullest. They are explorers and ask many questions before they are satisfied with their own conclusions. They prefer an unstructured environment where they can spend time learning from and with others.

“Organizers” (convergers) learn best in structured environments where the learning objectives are clearly defined and the practical application of ideas is more important than the process of getting the idea. They prefer action over discussion and therefore dislike small group work.

Kolb’s model is often cited and used in schools and industry. He promotes the understanding of learning styles to enhance the flexibility and adaptability of learning to meet specific learning environments.

His work is based on the assumption that people do not have fixed learning traits, but rather, stable traits which can be changed by choice over time. We have preferred styles of learning based on elements of our personality as well as elements of our own education. However, we can modify and adapt those learning preferences to improve how we learn in different situations. Therefore Kolb’s categories act as a guide to how we learn now and they act as an invitation to try different styles so that you can adapt your learning to meet the needs of the situation you are in.

EXERCISE #3

Look at the four general categories. Which category sums up your learning style most of the time?

Does your preference change depending on what and where you are learning (e.g. at home, at school or at work)?

If you would like to know more about learning styles and how they affect your learning habits I suggest you read David Kolb’s 1984 book listed in the References of this chapter.

Learning Contracts

A learning contract is a contract made between you and another person or for you alone. The contract helps you organize a learning project that you are going to be in charge of from start to finish. You decide, sometimes with a professor's consent or advice, what you want to learn, how you will learn and more. The contract details:

1. what you want to learn,
2. how you are going to learn it,
3. when you want to finish the learning,
4. how you will know you have learned enough,
5. how you will prove that you have learned something,
6. what unexpected things you learned as a result of your contract.

You might make a contract with a professor, a fellow student, a family member or friend, or fill one out just to help clarify for yourself some specific learning project you are involved in.

1. The tricky part to a learning contract is describing what you want to learn. It must be written in a very concise and clear way. It is not enough to say you want to learn to understand what happened to people during the 1989 recession. You need to write what people in particular you want to study and what specific areas of results you will look at (or else the topic is much too big). Another project may be learning to be more assertive but that, again, is too broad a learning project. To break the project down into something manageable you might write that you want to more assertive when dealing with professors or tutorial leaders.

2. Once you have a specific learning objective you need to describe what kinds of resources you will use. These can include:
 - U experts (people love to give free advice or information),
 - U books, magazines, journals, newspapers, diaries, your own notebooks,
 - U videos, records, audio cassettes, film strips, slide shows, television, radio,
 - U friends, colleagues, family members,
 - U researchers,
 - U computer searches, indexes, abstracts,
 - U the public librarian.
3. Setting a target date is helpful to force you to co-ordinate this project with your other studying, your family, your social time, your relaxation time, and, perhaps, your work. You should break down your learning project so that you can succeed in a relatively short time (less than 6 months). Otherwise you may tend to procrastinate so much that you never accomplish what you want.
4. How will you know if you have learned enough? Perhaps you want to learn a skill. When you are able to do the skill or teach it to someone else you will probably have learned enough. One of the best ways to know how much you have learned is to ask yourself how comfortable you are with the knowledge or skill.
5. If you need to prove to someone else that you have acquired the knowledge or skill you can use various methods to prove it:
 - U writing a report,
 - U demonstrating the skill,
 - U have someone evaluate your knowledge or skill,
 - U ask friends, family or other students to ask you questions

or observe you while you learn,

U write a diary or journal of how you are learning,

U produce a finished product or service when you are ready (e.g. produce a video, give a course, take pictures, or present the information or skills).

U teach someone else and have them evaluate your knowledge and/or skill,

U present them with a finished degree, certificate or course completion form.

6. Most learning projects result in unexpected learning. You should record some of that unexpected learning as an extra reward for your efforts.

Important Note

Use the learning contract to help you narrow your learning focus to a level of knowledge or skill that you feel comfortable doing and accomplishing within a relatively short amount of time. Spending some time seriously thinking about what you want to learn can save you many frustrating hours of wasting your learning time!

Once you have written a draft of your contract you may find it helpful to have a friend, other student or professor/instructor to review it for you. Use the following questions to ask yourself if your contract is complete:

1. Are the learning objectives clear, concise, understandable, and realistic?
2. Do they describe what you want to learn (as opposed to what you think you will do)?
2. Is there any thing else you want to learn that is more important to you?
3. Is your description of how you are going to learn reasonable and realistic?

4. Are there other resources (people, books, articles, videos, other reports, etc.) that would be useful?
5. Does the evidence you are going to have seem relevant to the specific things you want to learn?
6. Is there other evidence you might want to have?
7. Is your method of proving the usefulness of your evidence clear, relevant and convincing?
8. Are there others ways to prove the usefulness of the evidence?

As a result of answering these questions and getting suggestions from others you might decide to change your learning plan.

Remember that the contract is a guide to your learning. If you need to change it as you go along, do so. If you need to get changes approved by a supervisor, then make the changes as early as you can in your learning process to avoid wasting your time.

Blank Learning Contract

1. I want to learn, [specific learning objectives versus what you want to do]:

2. I will learn this by, [give specific ways you will learn, e.g. speaking with experts, reading, doing an activity, etc.]:

3. I will finish this learning by, [give a specific date]:

4. I will know I have learned enough when, [e.g. when you are able to repeat or teach a skill, or when you are satisfied with your knowledge]:

5. I will prove that I have learned something by, [e.g. through doing a report, getting someone to evaluate your learning, etc.]:

6. I will record any extra learning I do as a result of this contract.

Summary

The key to successful learning is to know more about how you learn best, what learning situations are difficult for you and how you can adapt your learning preferences to fit any situation.

Once you know more about how you learn, why you learn, and what you need to learn for, you can use that knowledge to improve your learning skills of reading, writing, notetaking, studying, and managing your learning time. (See other chapters.)

If your learning is part of your school or work and you need the support of a teacher or supervisor, you might find a learning contract a useful tool to help you decide what, how, and when you will learn. As a self-directed learner you may also find a learning contract a helpful tool to guide your learning.

Regardless how you learn, there are short-cuts you can find and ways to be more flexible so that most learning situations will be more comfortable and more enjoyable. Learning is life-long so you might as well find ways to make it enjoyable!

Self-Evaluation

Whenever you finish learning new information it is helpful to take a moment or two to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?
2. List at least three techniques from this chapter that you could use immediately.
3. What other concepts, ideas or techniques do you want to learn?
4. Is there anything you have learned that you could pass on to your colleagues, family members or friends?

5. Do you have any further comments or ideas you want to record based on what you have learned?

References

The following references are only a few of the many useful resources that you can find in your local libraries, within your school library, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people in your own school.

For more intensive research, read the suggestions in the chapter “Writing and Researching Papers”.

Bell, Barbara Gurrier. (1984). Tools in the learning trade. New Jersey: Scarecrow Press. 179 pages.

Presents and her eight indispensable tools for college students with specific recommendations and critiques of: dictionaries, synonym books, writing guides, one-volume general encyclopedia, research guides, style manuals, calculators and computers, and handbooks on creative thinking.

Brookfield, Stephen D. (1986). Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practice. San Francisco: Jossey-Bass. 375 pages.

Detailed work on adult learning needs and motives; how adults learn and how educators can facilitate that learning.

Brown, Barbara. (1980). Supermind: The ultimate energy. New York: Harper and Row. 286 pages with index.

Brown uses her background in brain and behavior research to argue the existence of super mentality within people. She documents the poverty of scientifically acceptable notions of mind capabilities. She examines the mind-body connection and how that can improve or harm a person’s health. Also examines the evolutionary argument for intelligence in humans and how the unconscious mind’s potential needs further study.

Kidd, J.R. (1973). How adults learn (rev. ed.). New York: Association Press. 318 pages.

Classic Canadian text on lifelong learning, adult versus child learning, physical and sensory capabilities, motivation and adult needs, theories of adult education and environmental considerations. Kidd's underlining belief is that people of all kinds, ages, and from all places have a great capacity to learn, grow and enlarge.

Knowles, Malcolm S. (1986). Using learning contracts: Practical approaches to individualizing and structuring learning. San Francisco: Jossey-Bass. 262 pages.

Divided into two sections, Knowles presented an understanding of contract learning and how to develop and use learning contracts in various settings, eg. independent study, academic classrooms (nursing), professional development, and degree programs. Knowles described many specific teaching/facilitating techniques to assist learners in achieving their educational goals, eg. role playing, group dynamics, case studies, counseling techniques, use of media, and climate-setting methods.

Kolb, D.A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall. Promotes understanding of learning styles to enhance flexibility and adaptability of learning to meet specific learning environments. Kolb's theory based on works by Piaget (cognitive-development process on the nature of intelligence and how to develop intelligence shaped by experience), Dewey (pragmatist approach) and Lewin (phenomenological perspective of Gestalt psychology). His model, summarized in annotated notes of Kolb, 1981, is based on the assumption that people do not have fixed learning traits, but rather, stable traits which can be changed by choice over time.

_. (1981). Learning styles and disciplinary difference. In A.W.

Chickering and Associates (Eds.), The modern American college (pages 232-255). San Francisco: Jossey-Bass.

Through an extensive survey of 32,963 U.S. graduates and 60,028 faculty members, Kolb was able to generalize about the learning style preferences of the various disciplines in universities.

Mezirow, J. (1985). A critical theory of self-directed learning. In S. Brookfield (Ed.), Self-directed learning: From theory to practice (pages 17-30). New Dimensions for Continuing Education, No. 25. San Francisco: Jossey-Bass.

View of self-direction as requiring freedom from self-deception and coercion, and understanding cultural/ historical/biographical reasons for personal needs, wants and interests.

Ostrander, S. and Schroeder, N. (1979). Superlearning. New York: Delacoste Press. 342 pages with index and exercises.

Examines the concept and practical applications of superlearning, superperformance, and super-rapport. Presents exercises and examples of how people can achieve faster and more comprehensive learning with less stress and anxiety.

Rogers, C.R. (1983). Freedom to learn for the 80's. Columbus, OH: Charles E. Merrill. 312 pages.

Using examples from elementary, secondary and post-secondary institutional education, Rogers stressed the role of the facilitator, how adults learn, methods of self-evaluation and an example of his graduate program curriculum.

van Bommel, Harry (1985). The busy person's guide to notetaking, speed reading, studying and time management North York: Skills Development Publishing.

Presents practical information on taking notes, speed reading, studying and time management techniques to encourage a comprehensive and integrated approach to studying.

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¹I often included a humorous anecdote to a scholarly work for this reason!



The Personal Development Library



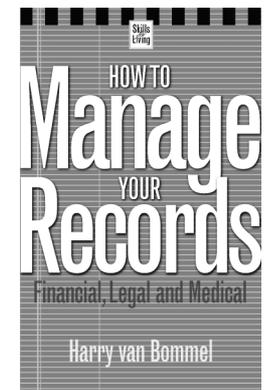
How to Manage Your Records **Financial, Legal and Medical**

People hate filling in forms! It really is that simple. There are a few people who love to file things away alphabetically, keep a family archive of every birthday card, photo, child's drawing and baby clothes ever used in the home. Most of us, however, do not.

Filling out forms may also save you a great deal of MONEY. Many people have little or no idea of where their money goes. They have no idea of what they own, nor what they owe. They do not have the information they need to get better rates on loans or to help them use their money more wisely. They do not have records of major purchases to give an insurance company in case of fire or theft.

The forms in this package are meant to help you take control of your personal information. For example, if you go to the hospital, the admitting clerk, nurse and doctor can look at your medical forms to understand your whole medical history. They can then spend more time asking you questions about your recent medical history.

If you go to a new lawyer or accountant, or if you need to go to a government department,



funeral home or cemetery, you can present the legal forms to help answer all the standard questions. This information will help your family greatly during an emergency, when you need information but are out-of-town, or in case of your death.

The forms in this short book are simple and specific. It will help you get control over all of your financial, legal and health care information. It takes a bit of time but most of it only has to be done once. There will be some changes over the years but, on the whole, the information does not change that often. For example, you only have to write in your childhood illness once!

80 pages, 5-1/2 x 8-1/2 inches, ISBN 1-55307-026-7,

\$15 ebook, \$20 paperback

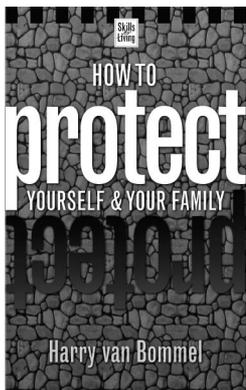


How to Protect Yourself and Your Family

Violent crimes are down in North America. You would be hard pressed to know that by watching the nightly news or reading a newspaper. People are afraid and they don't know what to do with their fear.

Violent crime is down because the aging Baby Boomers are the majority of the population and do not commit as many violent crimes as they might once have. This fact is cold comfort to those who experience violence because they are seen as "victims" long before an attack. This book is about not looking like a victim and provides specific strategies to taking control over your 'space.'

Awareness of the surrounding area and people's activities around you are the most important aspect of assault prevention. To help prevent or minimize your chances of being involved in an assault situation this book asks you to: **THINK** about potentially dangerous situations.



Imagine yourself, and/or your family, in different kinds of situations and ask yourself "What would I do if...?" Your imagination should include situations in your home, at work, using public transit, travel scenarios, and vacations away from home.

TALK about these situations with your family, friends, colleagues and neighbors. Compare and contrast solutions.

PLAN how you might react using your verbal and non-verbal skills plus any physical techniques you feel comfortable using (e.g., strong kick to the shins and then getting away). Take a self-defense program and then teach other family members or take a course together.

PRACTISE so that your mental reflexes are conditioned to respond rapidly and effectively. Your reaction time should be similar to how you would react if a child ran in front of your car.

Crimes are committed against vulnerable people; not against prepared people. Your body language, safety precautions at home and work, and the ability of your family to protect itself will tell you if you are vulnerable.

This short book can help you ensure that you and your family are not vulnerable. Enjoy learning them and keep in mind that different situations require different degrees of preparation. This resource is designed to help you determine your response before situations arise just as you would instinctively know what to do if a child ran in front of your car.

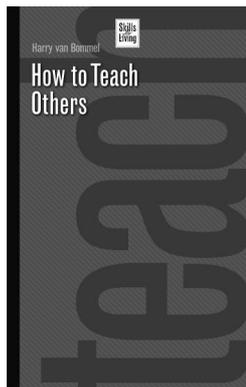
64 pages, 5 x 8 inches, ISBN 1-55307-019-4,

\$12 ebook, \$15 paperback



How to Learn Anything Shortcuts to Learning for College and University Students

In general, we learn up to seven new things at a time. We only read or hear about 20% of the information that we hear or read everyday. Unless we review new information within 24 hours we will forget about 80% of that information. That would leave only about 4% of any new information we may need to succeed in our learning. Therefore, it is important to use whatever



information you find important right away to help you remember and use that information effectively.

This book is designed to give you the learning knowledge and skills you need to remember and use a great deal more than the 4% of information you get every day.

This book was also designed to become your major source of information and learning skills forever. Learning skills are not new. The basic skills have always been the same. However, they have been largely untaught as learning was seen

as natural. Learning that interests us is natural. Learning that is required to succeed at school or at work is not always interesting. Therefore, we need helpful tricks of the learning trade to learn things quickly, remember them for a longer time, and use what we have learned as soon as possible.

Although this book presents some pretty standard learning skills the underlining assumption is that learning at its best is built upon the motto: Always look for wonder in learning!

This book is based on a few key learning principles:

1. We are our own best experts.
2. We are competent in our learning and all benefit from having that learning respected and helped.
3. We learn best when we are responsible for our own learning.
4. We need an opportunity to learn at our own pace and for our own reasons.
5. We need information that is flexible enough for us to adapt to incorporate our own learning style and our cultural, religious, and economic beliefs and customs.

Harry van Bommel has been teaching these and other skills for over 25 years. His use of accelerated learning techniques, music, his own songs, audio-visual materials and humor make him an exciting, dynamic and successful teacher and conference speaker.

192 pages, 5 x 8 inches, ISBN 1-55307-025-9,

\$20 ebook, \$25 paperback