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HOW TO GET STRAIGHT A'S

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by

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This essay is aimed at Junior High and High School students; However, college, university, medical school, pharmacy, law and graduate students will be able to profit from this, and, hopefully, add to it.

Now there is good reason for you to pay attention to what I have to say because I've had a lot of experience in school. I didn't learn how to study all of a sudden, rather, little by little over the years I've picked things up. I went to a Jr. High and High School in a middle-class to affluent type neighborhood, and one thing that was noticeable, none of the teachers came out and told you how to study, in spite of the school's location (they threw you out in the water to sink or swim by yourself). All they would ever say was "go home and study", but they NEVER gave advice on how to do it. Usually, those who would study, would be the ones who had appropriate parental influence. So a lot of things I've had to pick up over the years by myself, since our secondary educational system was of little help.

When I was in Jr. High School there was one kid in the class who used to get a perfect score on the German test every week. I asked him how he did it, and what his secret was, and he replied, "a continuous review over the whole semester". I looked at him, kind of half-listened to him, and I went on my own way, concentrating on basketball. I didn't really follow what he said.

Then one Chemistry professor said something significant in college. After one student kept asking him questions, the professor said, "why are you asking me all these questions for?, it's all in the book anyway": (which implies you really don't need a teacher in some instances, because it's all in the book anyway). Another profound statement he said was, (which follows from the previous sentence), "you'll find, as time passes, you are your own best teacher, and after you go all through your education and you count how many good teachers you've had, you will find that you've only had about five good teachers in your entire life, and most of the time you are going to have to end up teaching yourself things anyway."

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Gregory M. Glavinovich

To point out another good reason to listen to what I have to say: I took a course in Physical Chemistry (which is the application of Calculus to Chemistry). It has the reputation of being the toughest class on a college campus. I had the highest point total over a 20-year period, according to my professor, Dr. Noble. Also, when I went to medical school I had the highest score in Anatomy class on the first exam (as was true of most of my exams for medical school and science classes in college). Now, I'm not saying I'm someone special, with a better brain than others. Rather, I had success in college because I worked hard. It was not because I was smarter than everyone else. Anyway, they say we use only 10% of our brains. Can you imagine if we started using 15% or 20% or more? We'd all be geniuses!

HOW TO STUDY: At U.C. Berkeley I took a course in Organic Chemistry, which is famous for being very difficult ... it's kind of like a weeding-out class for people that are trying to get into medical school. The professor handed out a paper, to the 500 kids who were sitting in front of him, which gave advice on how to study for his class. He said, "anybody can get an A in my class if they follow my advice in this handout." What he had in his handout: It's best to recopy your notes as soon as possible after a class. If you wait more than 2 hours you will forget things and you won't be able to add extra notes that weren't initially written for lack of time. You should recopy your notes as soon as possible; if you have a free hour after class you should recopy them right then and there. Then when you go home in the evening, you review for 15 or 20 min. what was said in the last class. (So if today was Friday, the last class might have been Wednesday, or might have been Thursday, depending on what class it was.) Then spend 15-20 min. reviewing what happened in the class before that, which would have been Wednesday, or could have been Monday, (if it was a daily or a Monday, Wednesday and Friday class, respectively.) In addition, what I would do: After every class, when people leave, there is always a log jam of people at the door trying to get out of the room. So I would just sit in my seat and rifle through my notes and in 5 min. or less I would try to review everything I wrote down and fill in some of the blanks: like if I put down W as an abbreviation, so I wouldn't forget, I would put W=Wyoming in the margin (or whatever the abbreviation was,) because, sometimes you abbreviate so much when you are taking notes in college that you forget what the abbreviation stood for. Also, as more time passes, you'll forget a lot of the lecture and won't be able to add many important ideas not written down yet, since, many times you can't write down everything the professor says. I recommend to people taking organic chemistry: To read the book (and outline it if you can or develop 3 X 5 or 5 X 8 flash cards for all the reactions) during the summer (or winter) before the class starts. This is

good to do for any "tough" class. It lightens your load for the up-coming semester.

I became such a good student towards the end of medical school that I wish that I had known these techniques when I was back in Jr. High School. Another reason for starting up your own system, taking something from me or anybody else ... (you don't have to use my ideas, you can use anybody's system or develop your own), is that you have to develop something now because you don't all of a sudden leave High School and get into college and become a good student overnight. You have to have systems in place, because the information that is thrown at you in college comes so fast, you have to have a manner to assimilate or organize it and be able to review it for exams. In High School I tried to develop things, (especially note taking strategies and abbreviations) and later on I can tell you some of the things that I developed. High school is a joke compared to college. Many times I tell people: go straight from Jr. High to College. Don't even waste your time in High School. In High School you'll do the same classes as you do in college: Chemistry, History, etc., but they are all watered down.

OK, so when you go into class, when you take notes from the professor, find out if he is left-handed or right-handed so you know which side of the room to sit, so that when he is writing on the chalkboard, his body is not in the way when you are trying to read it. So, in summary:

- 1) Read the topic the night before (first do a quick skim of the main words, phrases, and look at the pictures, diagrams)
- 2) Re-read the section to take notes (don't take notes during the first reading) (Don't be too detailed - you can fill in later on) (Leave space between sentences and leave a wide margin, to provide room to fill in more detailed or additional notes during the professor's lecture or later on - you may want to keep the professor's notes and the book's notes separate, depending on the class and the professor - maybe use different colored pens - your mind will remember).
- 3) Review the notes (which should, ideally, be a 1 to 2 page summary) before going to bed.
- 4) Do a quick review of the notes taken last night while walking to class, at stop lights, on the subway, bus, or while sitting in class, before the teacher begins.
- 5) You take notes (while listening to the professor).

- 6) Before everybody walks out of the classroom, or while you are walking to the next class, you review today's notes rapidly (fill in or add notes if you can).
- 7) Find a place to sit down (maybe the same classroom, if possible) as soon as possible to recopy today's notes. You always recopy your notes taken from the professor because at 2 or 3 in the morning (if you are cramming) you might not be able to read the tiny little handwriting scribbled on the page, (it's a strain on the eyes). You recopy notes on clean paper. Do not write on the back side, Just write on the front side, because later on you might be looking for something and it's lost if you put it on the back side and you can't remember that it's there. Also, you can compare or correlate different pages easily if you don't have to flip back and forth from the front side to the back side of the paper. More on this later (mnemonics).
- 8) When you go home that evening, for 15-20 min. you review your notes, i.e. what happened during the last class (you can do this on campus, if you wish, right after step #7). This is where I use a new blank page or a blank page facing my notes (the flip side of the previous page) and write down the beginning letter of key words and later on (like a different day, e.g. tomorrow, or later on in the night) I try to guess the words and reconstruct the notes in my mind.
- 9) Then for 15-20 min. you review one prior batch of notes - the class prior to step (#8). Maybe develop some mnemonics.
- 10) At the end of 3 weeks (if the first exam is after 6 weeks) you review everything. That way, when the exam comes around, you just spend 1 or 2 hrs. reviewing everything the night before (instead of cramming all night, you get a good night's sleep), So that's a total of at least 10 or 12 reviews. And you have reviewed the material so much that you are going to ace the exam. Usually the night before the exam (or sometimes sooner) I like to summarize my 50-80 pages of notes down to just one page by putting down just the real important items and abbreviating a lot or using symbols (or at least boil it down to 2 or 3 pages). Usually, at the end of the semester

I boil it all down to 2-3 pages - - but this includes writing with smaller letters and leaving no space between words and sentences.

- 11) Review the notes during breakfast (the day of the exam).

When I would organize my notebooks, in the upper right hand corner, I would number the pages. Also, on top of each page, (in the middle) you put a circle around (#1) (if it's lecture #1), and then for each page of that lecture you put #1 (circled, ie ①) on each page at the top, in the middle. It helps you thumb through and find lectures quickly. In the upper right hand corner you put 2/5 if it's the second page of 5 pages of notes. (Put this right under the page number or right next to the circled lecture number). Then, every time you sit down to recopy "today's notes" you make up a "Table of Contents" (this is the first page of the notes) as you go along. On the left hand side (of the table of contents) you put Lecture #1, 2, 3, 4, 5, and in the next column, after that, you put the topic of each lecture. Then to the right of that you can put down the page numbers in the notes where it begins and ends, a column of how many pages are in that batch of notes, and a column to put an X for every time you review that batch of notes in order to check your progress. So if you didn't have time to review certain things because you were just busy or something happened, you have an idea of how much emphasis of review you have put into it so far.

If you are right-handed, don't write on the paper so the holes are on the left side, you should do it the other way around, or get paper without holes so that when you write on the paper, (when you are recopying your notes), you are putting it in a folder on the left hand side of the folder; on the right hand side you will be looking at a blank page (because on the flip side there are written notes). So while you are reviewing your notes on the left hand side, you can abbreviate or write down the first letter of key words on the opposite blank page on the right hand side (i.e. the side of the paper you're not supposed to write on - remember, I said to just re-copy your notes onto one side of the paper so you can have the flip side free to make a prompting device of the page facing it, so you can quiz yourself later on). You do it the other way around if you're left handed. This way it's not awkward to abbreviate or take notes while looking at the original notes at the same time - - by awkward - I mean, if you do it the wrong way, your arm will have to stretch or write at an uncomfortable angle, and your arm will be blocking your view of the original notes as you write on the opposite blank page. Some professors sell their notes in bookstores based on whether the student is right or left-handed so they can take notes easily during class. Just take the first letter of important words, and if there are 10 things to memorize you can make a little story from those 10 letters. Or the 10 letters can serve as a prompting device to quiz yourself.

Whenever you hear things in school for the first time, you don't necessarily remember it later on. I heard a French professor say that to learn something in French you have to forget it three times. Sometimes that's the way the brain works. You don't capture things at first (or your brain has to make a memory trace). It takes time. Repetition, reviewing things again and again makes the memory trace in the brain develop better.

WIRING THE SYSTEM:

There is another thing that I picked up in medical school (and I kinda had an idea of this in college) that is absolutely invaluable. This is something that is difficult for you to do in Jr. High and High School because there's not much freedom there (except at break or lunch time). It's like this: You should always talk to people who are one semester, or one year, or maybe two or three years ahead of you to find out what classes are good, which teachers are good (what kind of tests or evaluations they do), which books are good to buy (anyway, in Junior High School and High School you never have the freedom to choose your teacher - you're "assigned" to a teacher). Also, this applies to future jobs; ask others in positions or careers that you'd like to get into; what it's like to be in their shoes. During the day, in Medical School or College, you sometimes have an hour or two to blow off or kick around between classes. You can waste it with your friends, at the cafeteria, television, etc. OR you can spend it studying. You have a lot of freedom as compared to High School and you can end up wasting a lot of time, get poor grades, and even flunk out. No one is around to tell you what to do next. You're all on your own. College is competitive. You have to push and motivate yourself. No one is around to baby you like in High School. But once a week or so you might want to take off one hour and sit in on some of the classes that you might take next semester or next year. Usually there is a choice of 2 or 3 or more professors for each class. You need to find out which is the best one. Then you sit next to somebody who looks like they are a good student, and they are taking notes and are industrious. Make friends with them after class. It's best to sit next to girls because they have good handwriting, and then you ask them if at the end of the semester you can photocopy their notes and old exams. Also ask them about the professor, the class, the labs, the term papers or projects and the testing. (Also talk to people in fields that you are thinking about going into. I've heard many nurses tell the same story: If they knew what nursing was like before they got into it, they never would have gotten into it in the first place). That's why we have a nursing shortage and the USA has to recruit nurses from overseas. A lot of USA-trained nurses just quit or go into Administrative (i.e. paper-work) or supervising positions.

One thing I'd like to say - - I should say it at the end, but I'd like to say it now because I just thought about it and I don't want to forget to mention it - - is, if you use any of these techniques or methods of study, that's fine. But if you see somebody at school who is struggling, you should share with them your ideas about how to get straight A's, because the world should not be a cut-throat place. The audience I have right now: I don't think you are those kind of people, but, when you study Pre-Med in college, people are cut-throat: When you turn your back or go to the bathroom, your chemistry experiment is likely to be destroyed by someone who wants to lower your grade point average. The reason for that is, parents are forcing or pushing their kids to become doctors. When you look at U.C. Berkeley, 60% of the Freshmen are Pre-Med. A tip that I could give you if you want to be a doctor is when you go to the interview, one question that will catch you by surprise in the first interviews is, when they look you straight in the eye and ask you why do you want to be a doctor. Many times people don't know what to say or they falter. Even though they've thought it over; they are caught off guard. But if you say anything about money, you won't get into the school. To give you a hint about the interview, the correct answer is, is that you want to help people, because that's what medicine is all about. Nevertheless, you'll find, when you go to college, Medical School and also in Residency, most people go into medicine because they want to make money. You can just listen to people's conversations and figure it out, it's obvious.

Let me return to the topic above - share information with your fellow students. I remember walking to the library one day and I saw a girl just standing by the side of the walkway crying. It was obvious to me what was happening. She must have been Pre-Med, I thought to myself, and she was crying because she just flunked one or more exams. I vaguely knew her from High School (I knew her brother): I did know her father was a doctor. At the time, I "thought", "I was busy", and hurried on into the library to do some studying. If I could re-live or re-play that episode in my life, I should have stopped and offered to help her develop some good study techniques. (A twist on the story: Ten years later, I spoke with her mother: She told me her daughter was having crying spells because of unexplained pain. Shortly thereafter, she was diagnosed as having breast cancer, but the diagnosis came too late and the treatment wasn't successful. So... what seemed "obvious to me" turned out to be an entirely different situation).

In Medical School I had anatomy during the first year. I had reviewed those notes maybe 9 or 10 times well and I got a very nice score in Anatomy. In fact, I had the highest score on the first exam (102). It was a surprise for my fellow students who were predicting that I would flunk because "I didn't know Spanish". (I had studied Spanish 10 hours per day for two months before going to

Mexico, so I knew the grammar, but I didn't pronounce words too well). Let me look at my grades here and I'll see about some of these classes. I had a class in Dog Surgery ("Surgical Techniques") and I had my wife's notes which I recopied and then I reviewed them like 10 times during the summer before the class even started. I had the class wired. Then I had an Orthopedic class. I had my wife's notes plus Sergio's notes. Sergio had the best notes, and great handwriting with great drawings. He was one semester ahead of me and I always asked to photocopy his notes. So for orthopedics I knew what the professor was going to say before he said it because I recopied my friend Sergio's notes in my own handwriting and then I reviewed those notes like 10 times during Christmas break before the class even started (he was a rough professor with a great sense of humor). I also had a nice, concise ortho book, with which I tried to stay ahead of the professor. Same thing for Dog Surgery class during the summer. I reviewed those notes a whole bunch of times before the class started, because the class had a reputation of being a real ~~thing~~. (Also tell them about embryology and physiology).

Real good advice for getting into Medical School is to prepare for Organic Chemistry. My advice to everybody back then was to do it like I did: to read a textbook of Organic Chemistry in the summer before you even take the class, because that class is very competitive. Also: Review your notes for biology, chemistry, physics before the MCAT and get a MCAT review or question book.

Obstetrics and Gynecology class. Now this is significant. He was an expert in Endocrinology as it applies to Gynecology. An expert in fertility as well. Everybody was afraid of him because he was so hard-nosed and difficult. So everybody went with the other professor and I was the only student in his class. This is the best learning situation, one student and one teacher. Also it is the most gratifying too. Anyway, he wouldn't give the class - - I gave the class every day. I would take notes out of my Gynecology book, which he was co-author of, and I also read two other books. I would take notes on the topic that we were going to discuss the next day. Then, while walking to the hospital, I'd review my notes. Then I would go up to the chalkboard and I would give the lecture to him. Sometimes I would put the class up on the chalk board ahead of time and then I would just lecture to him. But usually he wouldn't let me use my notes. I had to give the whole lecture from memory. So I would have to memorize the notes before I got there. If I walked in there with my notes and he saw me talking from those pages, he'd tell me to put it down. All he would do was sit there and correct me. Then the essay exam was easy, because I already had everything memorized.

Now one of the best ways to study (which I really didn't take advantage of because I was always spending lots of time reading two or three books on each subject when I was only supposed to be reading only one, plus I had notes from other people to review) was

what Rudolfo and Carlos were doing. Rudolfo Fierro and Carlos Dunker were excellent students. We had a really tough Microbiology teacher and her exams were the toughest of the school (the toughest in my life). A lot of people would flunk. However, these guys would get 90, 92 or 94 on exams. I'd get like 85 or 87. They would sit in front of me and I would look at what they were doing. They would come to class...

Organic Chemistry at U.C. Berkeley: The professor of Organic Chemistry at U.C. Berkeley would recommend, after those two reviews of two prior batches of material, you spend an hour studying for the next topic or the next chapter. (You spend an hour recopying notes and an hour reviewing previous class material, and then you spend an hour preparing for the next class by doing some reading). It really helps to learn something if you read ahead of time on the subject. My advice regarding what I just told you about what that Organic Professor said: You can't apply it to every class. If you do, you are not going to have enough time to eat and sleep. So there are certain classes that you can apply that to, maybe 2 or 3 classes in a semester in college. There might be 1 or 2 classes each semester that are either Mickey Mouse, or, because you've heard about the teacher or the exams, you know you can get away with not studying so much. Sometimes you don't have time to apply every technique to every class. You have to roll with the punches, or, just as in baseball, if they are hitting your fast ball, you change to your curve ball. You have to adjust to what's going on.

... They would come to class...going back to what the two kids in Microbiology were doing: These were two sons of doctors. They would read the chapter beforehand. Every day we had a new chapter to talk about. They would outline the chapter the night before the class. Then they would just sit there and listen to the teacher with their outline in front of them. And then the teacher acted as a review for them. That's what a teacher or professor is. He should be a review for you. He is reviewing for you what you read last night. and you just sit there and listen. It is difficult to learn something when you are writing really fast. Sometimes you can't think and digest what you are writing down so quickly. Writing all these notes fast, you don't have time to listen. Sometimes you walk out of class in a daze and you don't even remember what he said because all you did was spend time writing quickly. But sometimes you have to write because you didn't have time to study last night what he said he was going to talk about, or sometimes he never tells you what he is going to talk about, or he jumps around, or he doesn't follow the book or, for one reason or another, you do have to take notes. I can show you some abbreviations that I used. I still rely on them - I can write really quickly. But this lady in Microbiology spoke so fast it was difficult to write down notes. It wasn't until about the fifth semester that I became real proficient in writing down notes quickly. Microbiology was in the fourth semester. She was impressive and she would speak like a machine gun. It was

difficult to write as quickly as she spoke. So while I'm writing as fast as I could, these other two guys are just sitting there listening. So they were able to absorb everything. I used to do this sometimes: read the chapter, outline it, and then enjoy that wonderful secure feeling when you are able to just sit there and understand everything she said because I read it last night. And then all these guys would do, was to make notes in the margin every now and then if she said something that was not in the chapter. So that's the best way to do it.

A college class is only 50 min. Not everything can be said in 50 min. One professor can't cover everything in the book, so you have to do outside reading. I have to emphasize that you are your own best teacher. You know how to teach yourself things. You'll find ways to come up with mnemonics and I could tell you a little bit about mnemonics. If you have a list of 10 things to memorize, like 10 persons, or in Biology there might be 10 different ways to characterize something: On another piece of paper you put the numbers 1 to 10 or 1 to 7 or whatever, and then you put the first letter of each item, and then you cover up the original, or come back at a different time so you don't remember what it was on the other page and then you try to remember what those letters stand for. If you are still having problems, you can make up a little story. You make the letters stand for a different word, and then you make up a little story. In my mnemonics, if the number 22 came up, like if we might have to memorize a list of 50 questions for asking symptoms on a gastroenterology problem (ROS) with a patient, and if number 22 came up, it was always Tim Natseus, because that was his number as a basketball player; if number 24 came up it would either represent the number of hours in a day or a clock, or Willie Mays: his # was 24. So in my little story I would associate Tim Natseus doing something either to item number 21 or whatever stood for number 21, which is prior, and number 23, which is next. (The book by Jerry Lucas explains various memory techniques/systems really well).

The mind remembers pictures. Some of the ways of using mnemonics, I developed myself and they work with me (you have to set up your own system). MS can be multiple sclerosis or (depending on the mnemonic) also could be Mike Sandifer (an old friend), and if the two words to be memorized were reduced to MS, then I would put my old friend (or multiple sclerosis) into the story, and I would picture him doing something. The mind remembers pictures. If I tell you not to think of a pink elephant, you can't do it, can you? You're thinking of it. I almost forgot to tell you. The book to get is Jerry Lucas' book, "The Memory Book", Ballantine Books/Random House NY: "virtually all learning is based on memory" ... "at least 90% of schoolwork is memory work". It'll teach you how to memorize things. Have you seen it? It's by Jerry Lucas and Harry Lorayne. Harry Lorayne is currently running around on Sunday mornings trying to sell videos for like \$49.95 (for his memory techniques). You can get all that in this cheap paperback.

It is written by two memory experts: Jerry Lucas was a famous basketball player with the New York Knicks and he has done a lot of memory stunts, memorized parts of the New York phone book, etc. Harry Lorayne is on TV every now and then. Read the memory book, it will give you ideas. You don't necessarily have to use the peg system or any of his ideas, but it will stimulate your thinking about how to memorize things and you'll develop your own methods. It's worth getting.

Another thing I would do was to expand things and contract things. How I would expand things: - originally I would take my friend's notes and if he had 50 pages of notes it would turn into 100 pages for me (after I recopied it). I would recopy his drawings and I would put extra space or room between the sentences and drawings (providing me with space where I could add notes later on during class or while reading). I would make the margins wider so I could scribble notes there later if I wanted to. This would serve to expand things. Right before the exam I would contract things. One way I picked that up, is that I had a couple of professors in college who would let you put whatever you want on one piece of paper and take it into the final exam. This forced you to review your notes and decide what was and what was not important. (You also learned to write tiny and compactly. You found out by doing this, that you really didn't need that piece of paper anyway when you took the exam because the process of summarizing helped me learn it well). That would happen a lot in mathematics. Later, in Medical School, I would condense things and try to put the entire semester's notes on one or two pages. Sometimes it turned out to be 2 or 3 pages. I would make a lot of abbreviations, a lot of contractions of words (usually I'd throw out the vowels, like the Jews and Arabs do with Hebrew and Arabic. For example "never" is written as NVR and "sometimes" is written as SMT). That would be helpful, because, instead of going and reviewing one page after another, page 1, 2..., 3 ... and eventually you'd get up to page 77, etc., I would have all the important things on one page where my eye could quickly jump from one topic to another without flipping so many pages. Another nice thing you could do, is if you had something you'd have to memorize for a class, a poem or 10 things, or a list of 7 things for a Biology test or whatever, and you are finding it particularly difficult because you couldn't come up with a mnemonic, or you reviewed it many times and you still don't know it ... tape that list of things next to the mirror in the bathroom or next to a room entrance. Every time you brush your teeth or leave the room, look at the list. How do you know your face? You know your face or you have memorized your face because you have seen it in the mirror many times. How do you know your phone number or your address? It's because you have reviewed it every time you have dialed it or written it down. You know your face because you've seen it so many times. So if you see that list of things many times, like every time you visit the bathroom or every time you leave your room or home, you're going to have it memorized soon.

Another way, one doctor told us: when you are doing some reading, put things on 3X5 cards. Then when you are standing waiting for a bus or subway, review that card and put it on the bottom and review the next one and put it on the bottom. Actually it is continuous review of things that you want to learn that semester. When you are going from class to class, or waiting for the bus, or stop light, etc., if you don't have notes to look at, you can look at 3X5 cards (or 5 X 8 cards, if you're rich).

I had another attending (Dr. Marino who ran the Intensive Care Unit) who would tell the residents, "when you study for the Boards"...(well his idea was to make fun of the colored highlighters. I love to mark up my textbooks with colored markers. I'm kind of lazy). But his idea is good: To learn something, if you just go around coloring things and then study from that and then go on to something else... you are not really going to learn it that well. When studying for the Boards, or whatever, you should study like this: Read a paragraph or two, or read the whole page or chapter and then you go back and take notes as you read it again. Then you review those notes at least 2 or 3 times (not all on the same day) at some future date. That's really the best way.

Also I had another professor say, (another Math professor, Mr. Newey), "at the end of the week, or at the end of the chapter you should actually sit down and write down on a blank piece of paper, with no help, everything you can remember from the chapter, of what you learned. If you can't write down anything, you haven't learned anything."

In coming up with mnemonics, sometimes things just don't jump out at you right away unless you are gifted. Sometimes I have to review it, and after the second or third review and after looking at the letters for a while, a mnemonic will come to me. You have to play with the letters. You see the letter W and you want to change it into "west", or you hook things up. If you have a list of 1 to 10 (or a longer list), of the things you have to memorize, you change the words into letters: 1 Wyoming W, 2 Polygraph P, 3 Calligraphy C (better to write it in a vertical column to make it easier for you):

1	W	Willy
2	P	Pushed
3	C	Cathy
4	etc.	

Willy Pushed Cathy. It helps if you know someone named Willy and Cathy. Your mind can remember picture stories easier than abstract letters or words. If you have no story, or, in addition to the story, you tie in the letter with the numbers, like number 1 and W, and you tie those two together somehow (for example: 1W: ONE WAY); and then the number 2: you make it so that the number 2 will remind you of the letter P (which comes next), for example: 2P: TWO-PEE almost sounds like the word "toupee"). Or P will remind you of

number 2, and visa versa. C is for "calligraphy" is the third item you have to memorize. C for calligraphy - remember the C and you relate it to the #3. (for example, note that the shape of the number 3 is like the shape of the letter C, drawn twice and backwards). Then the letter C you tie it to the letter above it which is number 2 (for example, picture a toupee on top of the number 3) and you tie C down to the next letter (#4) in some way ("tie", i.e. "relate"). So what happens is that it flips in your mind like a series of dominoes, and one thing reminds you of the next. That's what Jerry Lucas does in his book; and he does a better job than I do of explaining it, so buy his book!! One thing reminds you of the next, so you can reproduce all your notes from memory. But when you remember what the letters are, the trick is, what does the letter represent? Let C represent or stand for California or whatever you choose to help make a good mnemonic. You have to have a way of making that connection, so whatever the word was supposed to be, you have to come up with some action sequence or some picture or story in your mind. (see the book by Jerry Lucas).

If You have a list of 50 items to memorize, your mnemonics may only run for 3 or 4 or 5 words (items) (maybe more) and then you have to pick up and start off a new story or memory trick for another string of letters. (If you use "The Memory Book", you'll be able to memorize 100 or more items in sequence, easily).

I had a Physics professor who used to say that "you are responsible for your own education". Don't sit back and be "entertained" or spoon-fed by the teacher. Go after the experiences you deserve/need. (the most difficult exams I ever took in my life were for my physics class - but they were also the best because they made me think ... and my Physics Professor used to say that an exam should be a learning experience and make you think.

Work ALL problems. In Math or Chemistry or Physics: If the professor said to work on the odd-numbered problems at the end of the chapter or section ... I never did. I used to work out all the problems, (even and odd numbers). Because most of the time, the exam consisted of "problems to solve". Use Schaum's Books for additional problems (collections of problems worked out for you - try to solve the problems before you see their solution) on almost any subject.

You don't have to follow the studying techniques I used. You can develop your own or use others. Also, as far as developing abbreviations or mnemonics goes, the best ones, (the ones you remember), are usually the ones you develop yourself. You make them up as you go along. But, ask around, sometimes you can share mnemonics with others in your class.

If you see somebody who is successful at school, go up and ask him or her, in a nice way, what their studying methods are.

Unfortunately, these studying techniques don't work for all classes. English is an obvious exception. They will help with History, Math (mnemonics will help with the formulas), Science classes, Social Science classes, etc.

It is good to use as many different ways to handle the material to be learned as you can: you listen to the teacher, you write notes, read the book, make mnemonics, talk into a tape recorder and listen to the tape as you drive to school or walk between classes, discuss topics with fellow students, quiz each other at a study group (a good place to get your hands on old notes/exams) on the weekend. Each of these uses a different area of the brain, and because you're using more than one area of the brain, you are learning it better than if you just sit and listen, or just sit and read. This is in order to use different parts of the brain, so it'll be stored in more than one place.

Now, one of the best ways to study is to form study groups of fellow students that meet once or twice a week. They work best if everyone is prepared. (These are more frequent and more excellent in graduate school). Going over the topics, discussing them with others, and asking each other questions.

Perhaps the best way to learn a subject, is to teach it to someone else, either as a tutor or teaching assistant for a class you had last semester (this helps you prepare for the MCAT) or as a graduate student teaching undergraduate classes. It forces you to think about what you are saying and really analyze the subject matter. My physical chemistry professor said he didn't really learn thermodynamics until he taught the class. Dr. Hurwitz (Peds. derm.) said if you want to really learn a subject - try writing a book about it.

Also, here's another good piece of advice - whatever you turn in to the professor: if you did a real good job on an essay or project and you're real proud of it...beware...it may never come back. Once you turn it in, the teacher considers it his property, even if you want it back.

For example, I was really proud of a term paper and speech I did on Louis Pasteur. Also, I really liked Pasteur and he became one of my heroes. The professor (French literature) claimed she lost it. I should have photocopied it before I handed it in !!

I also hear other stories of graduate students turning in work and then becoming angry later on when they find out the professor has published their work (in a journal or as a chapter in a new textbook), but didn't use their name. Or sometimes they'll lecture from your research and not acknowledge who did it.

EXERCISE: The mind works better, learns better, etc. when you have regular exercise (every other day is sufficient for girls,

guys, every day?; at least 30 minutes of continuous exercise).

Some college professors keep old exams on file in the library (U.C. Berkeley). Investigate! Several semesters might go by before you find out. Also, Fraternity (and probably sorority) houses (UCB) keep old exams on file. So - make friends - everywhere you can. And the friends are nice to have after college -- networking, parties, etc. Please note that many times, the classmates who you think would be good friends, are never seen again in future semesters (because there are thousands of kids on campus). Therefore be sure to get phone numbers and addresses before the semester ends in order to keep in touch.

Unfortunately, it's been rumored that certain ethnic groups, for example at UCLA, will hoard old exams and lecture notes and not share them with anyone outside their ethnic group. That's horrible and despicable! People! Learn to share!! The world will be a lot better place to live in, if people learn to share (you're supposed to have learned that in KINDERGARTEN). ... and USC has a reputation (stories from former students) of classes where students are so wealthy and competitive that they pay professors for grades.

ALSO, OPTIONAL:

Get a TUTOR - especially for a "B" or "C" student OR an "A" student who totally wants to dominate a class.

To find a tutor - ask a counselor how to get one; some campuses have tutoring services (college students) on campus for free or low cost; hang around the class you're going to take next semester to find out who are the good students and whether they are able to tutor you the next semester; find a bright, successful student at the top of your current class; check bulletin boards or put up your own advertisement on bulletin boards, (BEST) * * find someone who just had the class last semester (maybe the professor can recommend one or tell you which students got an "A" last semester) and they're probably your best bet for arranging review sessions with them 3 times a week or once a week end or once after each class in the evening, or right after each class (I don't recommend the last one - - better to use this time to re-copy your notes). Try to get 3 or 4 fellow classmates to join you with the tutor. This will help decrease the cost to you for a tutor. A free tutor: bring lots of questions to your T.A.'s or Prof's "office hours" (this is one way to get to know the professor if you need a letter of recommendation later on).

The tutors will give you advice on their techniques on how they did so well in the class, and we usually could remember questions from last semester's exam to tell the students. (the daily tutoring helped jog our memories for questions on last semester's exams). This is very helpful for professors who won't let students keep the exam after it's been graded and reviewed. They do this to

avoid the need to retake the exam. (Some professors are lazy and give the same exam every semester). If you know a professor (particularly one you're going to take next semester) is going to briefly hand back exams on a given day and then collect them in the same class period, then ask a friend if he wouldn't mind if you went in with him and reviewed the exam with him so you could take notes on the exam's questions or ask the friend to jot down the questions for you (sometimes they might say no because they anticipate an embarrassingly low score).

We got around this in my Histology class: When Dr. Apodaca passed back the corrected (graded) exam for us to review, each student memorized or wrote down 5 questions and their multiple choice answers before we handed the exam back to the teacher. Then we got together afterwards, typed it up, and photocopied it for everybody. It was great, because a lot of these questions were also on the final exam.

A test should be a learning experience (applying what you learned in class, rather than regurgitating class notes), according to Dr. Parnell, my Physics professor. And her's were. Her exams made you think and were also some of the most difficult exams I ever took. Nevertheless, she called me her super star. But she never let us keep the exams if she wrote a good one. Some teachers don't know how to write exams.

There is an interesting story regarding cooperative efforts to obtain banks of questions: The FMGEMS/USMLE (?) exam is given world-wide at multiple sites on "the same day". At one site (New York?) a group of doctors memorized so many questions each, before leaving the exam, and then, FAX'ed the questions to other cities that were still "sleeping", so that some doctors got their hands on the questions 3 to 4 hours before the sun came up in their part of the world. One way to stop this is to give the exam at the same time everywhere even if it means giving the exam in the Phillipines at 2 AM, or, give the exam only at one location.

One professor of Psychiatry (Louisiana) had a unique way to avoid the need to retake any of his exam questions because of medical students passing the exam to the younger students the next year: For his exam, he gave the same questions every year; he just changed the answers.

LETTERS OF RECOMMENDATION

The professors have so many students, that after 4 to 5 years (sometimes sooner), they forget who you are.

Sometimes it might be good to ask for a letter of recommendation right after the semester finishes and ask the professor to keep it in his files. Then you can request it to be sent any time in the future. Offer to supply envelope/postage stamps, because some

departments have low budgets.

The letters carry more weight if you sign a form to waive the right of access to the letter. Then the professor is "free" to speak his mind about you.

Some teachers take group pictures of their students, so that they can remember you when you return years later asking for a letter of recommendation. (People's faces change with time). Or you might want to leave a picture for the teacher's file.

NOTE

If you have any suggestions, comments, or if you can contribute an essay, anecdotes, or advice please send it to the address below.

In addition to my essay here, on how to get straight A's, I plan on having a collection of essays on what its like to be, and how to become, a nurse, a lawyer, chiropractor, optometrist, engineer, airline pilot, pharmacist, cardiologist, neurologist (etc.).

I'd also like to receive an essay on "how to do well in English classes" (I've never had a good English teacher) and one on "how to write an essay for English Prof's. Also, please send me an essay or step by step advice on "how to research and write a term paper" (we almost never had to write term papers for Science classes).

Also desired: Advice for the GRE, grad school, LSAT, Law School, the Bar, and after the Bar (the real world).

I plan to distribute this "Straight A's" essay to every P.T.A., Jr. High, High School, and State Board of Education. My goal is to put a copy of this on the desk of every Junior High and High School student, free of charge; (as well as to as many colleges as I can).

Donations to help defray the cost for typing, photocopying, envelopes, postage, and distribution can be sent to:

Gregory M. Glavinovich
6513 Loch Alene
Pico Rivera, CA 90660

SOME ADDITIONAL OBSERVATIONS/THOUGHTS

In my medical school, there were certain clinical subjects that you couldn't pass (even if you read Harrison's three times) unless you got your hands on the professor's notes.

Usually these notes were underground and passed down from one semester to the next semester OR they were passed out years ago and the professor assumed you had them; but you couldn't get them unless you had friends with them OR as happened too many times,

"the class notes" (which contained some information that was never covered in class) would mysteriously "surface" 1 to 2 weeks or a month before the final exam.

My brother majored in Biochemistry as an undergrad, so when he took Biochem in Med School, he became cocky and stayed home to study other subjects instead of going to the Biochem lectures.

Then he had problems with the first exam because the professor wasn't lecturing out of a standard Biochem textbook, rather, his lectures were based on his original research. After that my brother attended every lecture.

In some schools, e.g. U.C. Berkeley - there are note taking services - "The Sleeping Gorilla", and others - usually done by grad students - such that you can just sit and listen, and then pick up the notes after class.

In a book, I believe is titled "The Neon H" (?) written by a first year Harvard medical student about the first year, the author said, there was so much info in one (?) of his classes (I believe it was Physiology or, maybe it was all of his classes), he figured the only way he could pass the class/classes was to do what it seemed everyone else was doing at Harvard Med. - namely, staying home and studying all day and all night - - studying at home was more efficient than going to class (and the med students had the class notes handed out to them at the beginning of the semester anyway.

I met a girl studying medicine at Texas Tech: She, mockingly said that, "our pharmacology professor handed out the class notes at the beginning of the semester, and all he does is "stand up in front of the class and read them to us", well, I can read, so I don't go to his class; I just show up for the exams."

What she didn't realize: is that you use a different part of your brain when you listen. Also she was missing out on question/answer interaction with the professor.

I've heard of law students never going to class because they were able to pass it by studying from class notes that they got their hands on.

On the Rush Limbaugh Radio Talk Show, a 17 year old complained that they weren't learning much in his High School because they weren't assigning much homework.

My response to that is: "My approach is that you are responsible for your own education. Education is not a show or television show where you sit back and expect to be spoon fed or entertained. If you "aren't learning much" —————> then go out and get the info yourself - - from your text, from the library, from nature, from people working in the field you're studying, etc. (especially

college libraries with real college texts). High School texts are generally written for BABIES (one professor refers to the students as "diaper draggers").

My goal, in each class, was "to try to learn more than the teacher knows." This isn't too difficult in High School (all you need is a "C" average in college and you can be a teacher) but it's a lot more difficult in college and med school - nevertheless, I tried anyway.

Most of the teachers in grammar school, Junior High and High School are mediocre or poor (I know, there are a few exceptions) as compared to college instructors. We can help attract better/more intelligent and more dedicated teachers to the profession if we significantly raised their salaries. I heard once that Michael Jordan's salary in 1992 was equivalent to paying 850 school teachers for a year. That's ridiculous and frightening. A teacher is much more important and much more valuable to society than an "entertainment figure" - like a basketball player (the same can be said of the Hollywood crowd, as Rush Limbaugh likes to label them). The money isn't spread around properly as it should be. Society/big business doesn't look upon students as "a product". But we should, so we can get better results. Big Business thinks of education as a drain on their profits (taxes). But look what is happening in business today, with remedial classes in many companies, for their workers.

College is much more interesting than High School. The classes aren't watered down, the professors are usually excellent: They know their fields, and make it interesting, such that college can be fun and exciting with respect to knowledge, as compared to High School.

I had one Spanish teacher in College who didn't want to give us "too much" material to learn during each class. So, I dropped his class, because ... the main idea is not "how little you can learn", rather, it is "how much you can learn".

Consider again the law students mentioned above:

Imagine - passing classes without going to class?, by using handed down notes (and standard textbooks)? This raises the question, perhaps teachers are not needed or are obsolete (for mature, hard working students)? Or, why waste money paying salaries for law professors?

Another twist to this question of how best to learn: In view of the 500 or more television channel network coming up (as they've had in Italy for years)... why don't we place all of the classes of the 5 or 10 top colleges on television ?, U C Berkeley, MIT, Cal Tech, Harvard, Stanford, Yale, Princeton, Cornell, Columbia, Brown, UCLA, USC, etc. and local schools (e.g. Junior Colleges)

etc...their undergrad curriculum... history, english, math, french, business and bio and science classes etc...their graduate classes...as well as their professional courses --- law, medicine, pharmacy, nursing, optometry, chiropractic.....

Junior High and High School students (and their parents) could watch instructors from different college campuses and have a more informed decision on where they go away to school; college students could catch their classes on television if they were sick with the flu, class sizes could be increased (study from home) thereby increasing the revenue to the school, and if the top professors from law and med schools out did the garbage on Sally, Vicky, Donahue or Geraldo Rivera (there would be no competition), or the morning game shows or the afternoon soaps (everyone would be curious to see "Real Life" law and medical classes - remember how popular "Paper Chase" and "St. Elsewhere" were?, and how popular "E.R." and "Chicago Hope" will be?): then the money made from televising the classes (each class is 50 minutes, leaving 10 minutes for commercials) could be used to decrease the ridiculous tuitions (some are in the range of \$15,000 to \$25,000 and are passed on to the consumer after graduation). But then the soap opera actors would be out of work. Looking on the bright side, the soap opera actors could get real jobs, like picking grapes - instead of doing mindless soft-porn on the television.

And these videotapes of classes have to be recorded such that, if you wanted to review a given class a month or so ago, you could, just by pushing some buttons on your "computer/television/telephone/FAX machine". And hopefully the information super highway can place all the movies, and all the songs ever produced (as well as all of the books, journals, sporting events, periodicals, and paintings ever produced) in your computer's memory. Then we wouldn't have to hassle with video or record stores or libraries or book stores anymore (a real freedom of information act). Using the computers/super highway, one could publish and market/distribute a book or make a movie at home, thereby doing away with the need for publishing houses, movie producers, agents, movie theaters, actors, etc. And then the actors could do some "real" work - like picking grapes. (Seriously, Except for a few, like Al Pacino, Robert DeNiro - - 2 excellent actors, who are "different" in every movie they're in - - most actors are mediocre or poor. Actually they are what Howard Stern labels them: "They are not actors, they are out of work waiters". John Wayne, Kathryn Hepburn, etc. etc. - they have the same personality/character in every movie they've made.)

Taking this information/super highway to a ridiculous scenario: Since Congress (and State Legislatures) are involved in spending billions and billions of our dollars as well as being involved in important decision making as well as getting involved in imbroglios and other dubious activities; why don't we have a videocam/television camera following each

Why watch a "10 second" news clip of Joe DiMaggio, Babe Ruth, W. L. P. Willie Mays, Pete Monovich, Joe Namath, Elgin Baylor etc? Duke Snider in the past. we should be able to watch any game in the past.

Connie Hawkins
Rick Barry
Lewis Tiant
Scudery

Newsclip

all
the
Sports
H.S.
College
pro

congressman/legislator/mayor/governor around day and night, as they're doing their work; as well as maintaining cameras in all the rooms of their various offices, at all times... then we'd know what they're up to just by flicking on the television. i.e. A CAMERA WATCHING BIG BROTHER ! ! ! They're working for us anyway, right? And it has to be day and night, so they won't be working on any secret deals behind our backs. The government should be open to the public, they are working for us and represent us. We should know what they are doing. "If the people lead, the leaders will follow" (bumper sticker). With instant feedback to Congress via the TV/Computer/Super Highway, telling them how we feel on any given issue, RUSH LIMBAUGH would be out of a job (just kidding Rush). (I saw a great bumper sticker the other day: "D.A.R.E. to keep the CIA off drugs" - they bring it in with the mafia: read "Double Cross" by Chuck and Sam Giancana, Warner Books - it tells of how the mafia and the CIA KILLED JFK, RFK, and Marilyn Monroe -- it was written by the brother and godson of the number one mobster in Chicago - so they had direct access to all sorts of inside info).

Certainly, for political campaigns, we should do like they do in England: Every candidate is given so many hours of free television time (establish political TV channels for this) and he or she can get up there and say whatever they want. This would eliminate expensive, wasteful political campaigns and give a chance to people who aren't wealthy. (In thirty seconds you really can't say much anyway). Also, special interest groups would no longer be able to "buy" politicians. Some rich people are so greedy and pushy for power that they buy off both candidates for a given race. Also, Establish parallel channels or split TV Screens that let the common people talk about their wants/needs and their complaints/opinions of the elected officials and the issues of the day.

With the "500 or 1000 Channels" on TV, the local grammar school can be programmed into it: You won't need to wait for the semi-annual parent-teacher meeting to ask how Junior's doing - - because you'll be able to flip on the television and watch from home (or from the car, or from work, etc.) daily.

Parting Words of Advice:

My brother played for an excellent Basketball Coach (John Toomasian) at Fresno City College. J.T. was a disciplinarian and in an effort to motivate players and correct their play, he used to do a lot of yelling and ranting and raving at the players. This would, at times, upset or unnerve the players and they'd argue back, defend themselves, become angry, or their spirit would become depressed or broken (depending on the individual). The end result of this was - - they really weren't listening to the coach and their subsequent performance would be substandard.

J.T. once said that my brother was the only one who always kept his cool, no matter how much yelling and screaming went on

during practice or games. My brother was the only one who would just stand there and listen, and absorb the message, and then go out onto the court and did exactly as the coach had instructed him. My brother did not talk back, argue, defend himself, etc.

And that's my message for life - - be it a teacher in school, your parents, your coach, the authorities (police, etc.), or your Boss at work ... find out what the Boss wants, and, do it. That's the simplest formula for success you'll find anywhere. It doesn't matter in what tone of voice or what your "Boss" wants, just be cool ... try to understand how he or she wants something done ... and do it. If you can't stand the yelling, find a new boss (controlling people by means of irritation or anger is the worst way to "lead" or "control" people (Dr. Dobson) - - it worked well for Vince Lombardi, other autocratic people, and the Military - but maybe we can evolve out of it).

A new service that campus bookstores should start: Teacher's/Professor's class notes from last semester, or any previous semester should be sold. Better yet, the class notes for the whole semester should be handed out in each class at the beginning of the semester as is done in some medical schools and in other countries, with instructions to read the notes and the book each night before each class.

In certain medical school courses there might be 10 to 20 different professors/lecturers for one course, each giving approx. one class lecture. Each one shows up and hands out his lecture notes or outline before beginning the lecture (and they usually have a slide show too). They do the same thing at all the Continuing Medical Education courses as well.

I knew of some students in College and med school who would tape record the prof's lecture (you need their permission to do this) or the students themselves would selectively put what they considered important on cassette tapes, and then listen to the tape in the car (or with the sony walkman on campus). - - This is especially good for long commutes. There are sets of tapes on the market for a whole Board Review - Internal medicine, pediatrics, etc. Or, monthly update tapes on almost any medical specialty - Orthopedics, Surgery, Anesthesiology, Pediatrics, etc: Audio-Digest, A nonprofit subsidiary of the California Medical Association, 1577 East Chevy Chase Drive, Glendale, CA 91206. I don't know if any companies do this now for college courses - but they should: It's a potentially huge untapped market for enterprising people.

D R U G S A N D A L C O H O L

You will find that there are those at school who will ridicule you and make you feel inferior if you don't experiment with or use drugs. What they are really interested in doing is getting you hooked on the stuff and then economically profiting from you by selling you drugs in the future. One thing important to point out is that you should not let others make decisions for you. You are responsible for your own education (and for your own life). If these other people insist on running your life for you and telling you what to do, and making you feel bad if you don't do it, then ask them if you should phone them up at 7:00 in the morning every day, like a robot, asking them what you are supposed to do every day, since they are implying that they are the ones capable of making all your decisions for you.

As far as alcohol goes, this is one of the worst drugs around. It breaks up families more than anything else. Actually it is the waste product (analogous to urine) of yeast cells. It is toxic (poison) and destroys brain cells. During the 10 years that we were in Vietnam, alcohol killed more people than the Vietnam war did (over 500,000 died on our nation's roads secondary to alcohol versus 58,000 killed in action in Vietnam (in the same decade). Also, alcohol damages the nerves, the brain and the liver. You will not see what is happening to your liver because it is like a black box (i.e. - you cannot see inside a black box) and it is inside your body. However, 10 or 20 years down the road there may be some irreversible changes that cannot be reversed. NOTE: As far as damaging the lungs, one marijuana cigarette is equal to 16 regular cigarettes. Also, cigarettes don't just cause lung cancer: They are one of the top risk factors for heart attacks, they promote atherosclerosis (and hence hypertension, arrhythmias, strokes, renal failure, angina, etc.) increase the need for femoral popliteal bypass surgery and make people lousy kissers with their bad breath. Cigarettes addict people far more strongly than does heroin.

NOTE:

<u>RATIO:</u>	Per year in the USA:
100	450,000 Emergency Room visits for bicycle accidents
to	
1	4,000 child abductions (by strangers), of which 50 to 100 are killed.

Therefore, fingerprinting of children shouldn't be emphasized, rather, bicycle safety should be emphasized.

M E D I C A L S C H O O L

This chapter will be expanded in the future with advice on how to get into medical school. For now the most important advice I could give you, that you should keep in mind if you want to be a doctor, is that when you get into the interview at each particular medical school, and when they ask you the famous question, "Why do you want to be a doctor?" To let you in on a secret, the answer you should give is, "because I want to help people". If you say anything about money or wanting to get rich with respect to this question, you will never get into medical school. If you are not into medicine for altruistic reasons, you should forget about it.

Also important in regards to getting into medical school is volunteering, like being a candy striper, or volunteering in doctor's offices, or doing medical research, and of course, getting good grades in school and participating in extra-curricular activities.

This section (getting into medical school and surviving there and picking a residency, and pitfalls, and surviving after residency) will be expanded more in the next edition.

Read "Becoming a Doctor" by Melvin Konner - an anthropologist from Harvard writes about the third and fourth years - the clinical years. Full of insightful anecdotes (it will definitely inspire you to become or talk you out of becoming a doctor). He went back to school to study Medicine after years of being a PhD.

Read "The House of God" by Samuel Shem (the hospital from an intern's point of view). Every parent of an intern or resident should read it to understand what their son or daughter is going through.

Read "The Medical Students Survival Guide" by Steven Polk, Trentland Press 1992, 3rd Edition. Excellent, also, gives a good run down on all the specialties. It also explains how the real world of medicine works after a Residency program actually its kind of cynical ... and then maybe you'll consider another profession.

Read "The Making of a Surgeon" by Dr. William Nolen. He also has written several other fine (i.e. enjoyable to read) paperbacks on medicine (stories about hospitals and doctor offices).

L A W S C H O O L

This section will be expanded on more in the next edition by ... Steve Goff, Phyllis Tucker Brian Putler, ... (if they ever find the time to help out).

- I HOW TO GET INTO LAW SCHOOL,
 (undergrad classes, clubs, LSAT,
 summer jobs, etc.)

- II HOW TO SURVIVE AND EXCEL IN LAW SCHOOL
 (Sets of notes, exams, law review)

- III HOW TO PASS THE BAR

- IV WHAT TO DO
 (Your options) and what its like in the
 real world.

MAXIMS OVERHEARD:

THE LSAT HAS NOTHING TO DO WITH SUCCESS IN LAW SCHOOL.

LAW SCHOOL DOES NOTHING TO HELP PREPARE YOU TO PASS THE BAR.

THE BAR HAS NOTHING TO DO WITH SUCCESS IN THE REAL WORLD.

A LAW DEGREE CAN HELP YOU GET GOOD JOBS THAT HAVE NOTHING TO DO WITH PRACTICING LAW.

WARNING:

People despise and distrust lawyers. (Did you ever wonder why the word "lawyer" sounds so much like the word "liar"?).

* Read * "Games Lawyers Play With Your Money", Blaine N. Simons, 1978, Condor Publishing 521 Fifth Ave, NY, NY 10017. An eye opening paperback book . . . all they have to sell you is their "time" ... why they need the fancy car so "it appears" they are successful and their time is "valuable", thereby validating their "right" to charge high legal fees, etc. etc. ----- read it, you'll learn all their tricks for running up the bill)

GMG: amc