

Study Skills

Most students have developed study skills of some sort that enable them to get by in University. But, those students who really want to be effective and get the most out of their university career, will probably want to learn better ways of studying.

The philosophy behind the Dal Study Skills Programme is developmental—that is we provide skill training for students at all levels of development. No matter what level of study skills you have, there are techniques that can help you to study better. Some students need to develop their basic skills such as scheduling and concentration; other students may want to work on more specific skills such as reading and essay writing.

The key to our programme is better efficiency.

Almost all students are unaware of how efficiently they use their time. Study efficiency is how you use your time when you study. As a first step you might want to keep track of your study efficiency for a day or two by using the following formula:

$$\text{Efficiency} = \frac{\text{Work time}}{\text{Ready time}}$$

Each time you study, mark down on a 3 x 5 card your ready time. Ready time is the actual time you set aside and plan to study. Also record your work time. Your work time is the amount of time you actually work. For example, if your ready time was one hour and you actually worked 30 minutes, your efficiency would equal 50%. Many students find that by just monitoring their efficiency, it improves.

You can also monitor your distractions, that is, take a look at what distracts you from working during your study time. It is easy to make up a code for these activities and keep track of your distractions on the same 3 x 5 card. After you get a specific idea of what is distracting you, you will be in a better position to develop a strategy to defeat your distractions.

These are just a couple of

Kelly's Stereo Marts

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Atlantic conflict continues

by Valerie Mansour
Atlantic Bureau Chief
Canadian University Press

Many Atlantic student councils have had it with the Atlantic Federation of Students (AFS). The growing dissent, begun last year by a few student unions, is now more widespread and some institutions have vowed to end their association with the organization.

In August executive members of 10 Atlantic Student Unions gathered in Halifax to discuss a common concern—the elimination of AFS.

They weren't very specific about the problems with AFS, but there is one thing they were clear on—they don't want the organization around. There was talk of simultaneous campus-wide referenda in hopes that students will cease their support of the organization.

AFS presently consists of 15 member institutions whose students, after approving membership in a democratic election, each pay a \$1 levy to the federation.

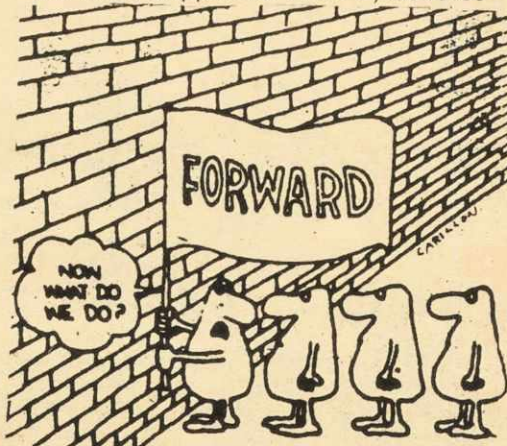
Dalhousie student union president Mike Power hosted that summer meeting but doesn't like to be accused of being the ring-leader of the anti-AFS sentiment. He wants to avoid being compared with last year's executive which created major obstacles for the organization's development.

Power says there is a credibility gap in AFS. To him, the organization is not representative of students.

"There are two distinct parts to AFS—the federation and the membership. I tend to think the reps on councils are of the same ilk as those they represent. The AFS executive is ideologically different, he says.

It's an argument heard last year—the more "conservative" council members against the more "radical" AFS people. Staffperson Tony Kelly admits that people can't lie about what they stand for. "However, AFS policy is determined democratically by the membership—a policy that stands for accessible and quality education. Suggesting social justice, however, is often interpreted as being radical," he explains.

Diane Wright, whose council at Mount Saint Vincent has been one of the most supportive of AFS, believes



the basic problem with AFS is the membership. "Many people are not trying to utilize the structure. The structure is set up to function if people participate. Those complaining don't want to do any work."

Denise Roberge, Nova Scotia rep on the executive, concurs the structure is sound. She believes the problem is in the way people view their roles. "They see themselves as something apart from the federation. The student unions and the executives should analyze their roles."

The four provincial caucuses in AFS each have a representative on the executive. "The only problem that might lie there", says Roberge, "is that Newfoundland only has two member institutions and P.E.I. only has one, creating difficulties in forming strong provincial caucuses. However, it would be a bigger problem if the provinces decided to work alone."

Kelly, the most optimistic person about the future of the organization, said the structural weaknesses are not overwhelming problems. "The problems are inherent in a regional organization spread over such a large area", he says. "Our weaknesses in the past have been because of budget problems and a misunderstanding of the organization on the part of some council people."

B.J. Arsenault, Acadia student union president, is also fed up with the organization. "Student unions have tried to work with AFS. Acadia has always tried to be a leader. 'Let's give it one more chance' was the attitude in the past. Now it's time to do something else."

Both Power and Arsenault believe in the existence of a student organization. Arsenault sees the emergence of four provincial organizations. "The way things are organized now, with the central office, Halifax tells people what to do. If there were 4 organizations, each would know their own province."

Power thinks a new organization would be more service-minded. He believes individual student unions have enough power to deal with governments on their own without the

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the study skills techniques you can initiate on your own. There are many more. Our Study Skills Programme consists of a series of one hour sessions which focus on the following topics: Concentration, Time Scheduling, Listening and Lecture

Notetaking, Reading and Learning from Textbooks, Writing Papers, Preparing for and Writing Exams, Motivation.

For more information about class times and registration, contact, Counselling & Psychological Services, 4th Floor, S.U.B., 424-2081.



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on

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