er opposition to Wing "8" inch dive bombing threat. Three total of her touchy point was the start of the threat. E. T. Layton, head of the engineering students, lost two of his knowledge to the threat. Even with the best protection, the threat remained. You will have to fight it out.

If it is true that students remain confined to their dorm rooms, it is easy to see why the threat is so dangerous. The students are forced to remain inside their rooms for safety. This can be a frustrating experience for those who are used to being able to go outside and enjoy the weather. However, it is important to remember that the threat is real and must be taken seriously.

It is also important to remember that the threat is not just a threat to the students. The teachers and staff are also at risk. The teachers are responsible for providing a safe and welcoming environment for their students. The staff is responsible for maintaining the safety of the building and its surroundings.

In conclusion, the threat to the students is real and must be taken seriously. It is important for the students to stay inside their rooms and avoid going outside. The teachers and staff must also be vigilant and take all necessary steps to ensure the safety of everyone.

To Each Own Study Method: Four Scholars Describe Theirs

No Time for Calculation
Chemical engineering senior Devon Clausen does everything to save time when studying for her classes at University of Cincinnati. The president of one engineering club and active in two others, Clausen is forced to use what limited study time she has very efficiently to maintain her 3.7 grade average.

"My freshman year I did all my homework every night," she said. "As I got more involved in activities, I didn't have time to do all of it. That's when I started finding shortcuts."

Most of an engineer's study time is spent working problems, she said. To save time, Clausen sets up the equations to solve the problems and makes sure she understands them, but she stops short of doing the actual calculations.

For non-engineering courses, Clausen will read assigned material before a class only if she expects the teacher to call on her for an answer. Otherwise, she prefers to read the material as time permits after the professor has lectured on it.

Clausen keeps books for non-engineering classes in the "library" in herjohn," and is "able to keep up pretty well that way."

Ready, Set, Write
For most students, writing papers at the last minute is a last act of desperation. For Katherine Donnelly, University of Chicago sophomore, it's just good strategy—one that produces "A's."

When Donnelly has a paper to write, she reads over the relevant material two or three times and thinks deeply about her topic. Then she waits. When her mind is ready, she begins to write. Donnelly arranges her notes and books on an isolated library desk and sits down to write. The words pour out quickly and steadily, racing against the clock to meet the Friday deadline. Donnelly proofreads the paper she's created and tosses it into a folder, to be turned in the next day.

The last-minute papers almost always earn "A's," says Donnelly. Papers she writes over a long period come out sounding stilted and usually receive "B's."

"When I'm under pressure to do it, I tend to just say exactly what I want to say and get it over with," she says. "You don't have time to overthink it."

Although her last-minute method has proven itself over and over again, Donnelly—a very conscientious student—has reservations about using it.

"I don't always trust it. Sometimes inside me says, "Don't leave it until the last minute."

Booking It
Robert Rusch, a senior at St. John's College, won't have any tests this year, but he often spends six hours a day studying in the library—for the fun of it.

This self-motivation is typical of students at the small school in Annapolis, Maryland. The demanding St. John's curriculum emphasizes traditional liberal arts such as grammar, logic and rhetoric. The reading list includes most of the "great books" of Western tradition.

There are no tests at St. John's, but grades based on papers, homework and class participation are recorded on each student's transcript. More important than grades, however, is the "don rag"—an annual oral evaluation of each student's progress.

Without the threat of impending exams, St. John's students must discipline themselves to study regularly, says Rusch.

"You've got to form habits. Once you're into the habit of studying, you're there and over again, Donnelly—a very conscientious student—has reservations about using it."

Reading, writing and thinking are the keys to success at St. John's, says Rusch. Although her last-minute method has proven itself over and over again, Donnelly—a very conscientious student—has reservations about using it.

"I don't always trust it. Sometimes inside me says, "Don't leave it until the last minute."

In the Swim
Yale University senior Dan Ortiz finds that swimming every day helps him think. "Keeping in shape and having that mental relaxation is good," he says. "It gives my mind an hour or so to rest."

"If I don't swim I feel strange and feel heavy and fatigued," begins Ortiz. "It makes me feel lighter and more alert." Ortiz, an English major whose grades earned him entry into Phi Beta Kappa honorary society, tries to break his study time into two- or three-hour blocks. He says he can't concentrate much longer than that. He also enjoys changes of scenery when he studies.

For writing, which he finds difficult, Ortiz relies on "a rather sterile engineering library. He doesn't know many engineers, so he's not distracted by friends interrupting.