# ExecuRead Progress Report

**LESSON No.**

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<th>LESSON No.</th>
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**Course Results**

- H/W Drills Completed: ........... / ...........
- Prescribed = ..........% 
- Speed Improvement: .................% 
- Comprehension Improvement: .................% 
- Reading Efficiency Improvement: .................% 

**Course Evaluation**

- 1 = Poor, 5 = Excellent 
- Content: .........................
- Relevance: .........................
- Instructor: .........................
- Value for Money: .........................

**OVERALL COMMENT:**
TO THE NEW STUDENT

Welcome to the world of ExecuRead®. You have just taken the first step into the world of personal self-development and information mastery — the same first step that has been taken by millions of people before you. The ExecuRead® program is designed to help you to read faster, more efficiently, and with improved comprehension and retention. No other system for developing reading skills has been so thoroughly tested and has brought such remarkable results.

If you go to the top of any field, you will find ExecuRead® and Evelyn Wood Reading Dynamics® graduates. You will find them among U.S. presidents, Cabinet members, heads of state, legislators, presidents of major corporations and community leaders. Each, in his or her own way, has benefited from the reading skills acquired through ExecuRead® & Reading Dynamics®, in increased productivity, improved communication and organizational skills. [Evelyn Wood and Reading Dynamics are registered trademarks of FPS Training Corp in the USA and Speed Reading International in the RSA. ExecuRead is the registered trademark of Dr Bruce W Stewart]

With more than 25 years training experience as an Evelyn Wood Reading Dynamics® Instructor & Institute Director and the practical application of these skills during my years as a trial lawyer and company executive, many of these techniques, PLUS my own unique enhancements, are now available to you through this ExecuRead® program which will prove to be an investment that will last a lifetime for you and every member of your family.

This easy-to-follow ExecuRead® program takes you step by step on a time-tested path that will help you breeze through newspapers, magazines and correspondence; conquer technical and textbook reading; and develop organizational skills along the way. ExecuRead® will prove to be one of the most exciting and valuable learning experiences of your life.

Within the pages of this Workbook are forms to help you keep track of your practice hours, and articles and diagrams to help you, and to illustrate how you can gain the most from the course and the books you read. Every time you look at this workbook, remember that over 99% of the students in our training centers, who did their home practice, increased their reading proficiency.

As Victor Hugo said, “There is nothing in this world so powerful as an idea whose time has come.”

When Evelyn Wood launched her Reading Dynamics® program in the United States, she took the country by storm, with students learning to read two, three, five, even ten times faster than before. When President Kennedy introduced Reading Dynamics® into the White House in 1962, the nation was stunned with the realization that there is in fact a better way to read. For the first time ever, the phenomenal reading speeds attained by people like President Kennedy, President Roosevelt, Jan Hofmeyer, John Stuart Mill and H L Mencken became available to the vast majority of the reading public.

The need for high-speed reading applies to all sectors of the community. Over 500 000 new books are published annually in the English language alone. Over 60-million pages of technical information are published each year. There are hundreds of thousands of web sites on the Internet with millions of pages of information and this is increasing at the rate 3000 to 5000 new web sites every week. Knowledge is
now doubling every 9 months. A survey at Harvard University revealed that a first year freshman, reading at a rate of 400 words per minute, almost double the reading rate of the average reader, has about sixty-five hours of reading to do each week! Business executives and top professionals should be reading at least one hundred thousand words of new information each day! Putting it simply, none of us can afford the luxury of reading at slow rates, rates that are pretty much the same as those of readers one hundred years ago.

This course is a condensed training course from Speed Reading International (USA, UK, RSA), with a number of unique refinements emanating from years of instructional experience in the Evelyn Wood Reading Dynamics® program.

The story of how Evelyn Wood pioneered Reading Dynamics® between the years 1947 to 1959 and built the most successful speed reading training organization of all time, is well-known.

The concept of training people in the skills of SuperReading (our 8-week classroom course) has its roots in 1976 – when I graduated the Reading Dynamics® course and was invited to join the ranks of Reading Dynamics® instructors. My early years as an instructor, teaching as many as 9 courses a week, gave me the opportunity to study not only my students but also the vast quantum of information on rapid and perceptive reading skills. Unfortunately, these years were also characterized by my staying true to the well-worn instructional path that Evelyn Wood had determined through her research. Students would commence their training at an average speed of 250 words per minute (wpm), increase to 750 wpm at Lesson 2 and then penetrate the linear (line-by-line) barrier of 1000 wpm at Lesson 4. This would be followed by gradual increases in reading speed, up to about 1500 wpm, with occasional students reaching speeds of 1500 to 2500 wpm. For many years, my teaching style remained fixated on the 6 to 10 times improvement objective.

However, as I continued to develop my own speed reading skills, I found that as my speed increased, progress became slower and slower, with understanding fluctuating between good and bad. At the same time I realized that my understanding of the material being read was, at times, no more than having a reasonable to good understanding of the words I had read. However, at times I had the distinct feeling that I simple KNEW, with absolute clarity, what the author was trying to say, and yet I could not remember ACTUALLY HAVING READ THE WORDS. I described this as a sort of perceptive understanding of the IDEAS in the book, rather than an understanding of the WORDS in the book. I found this both disconcerting as well as unsatisfactory – I could neither control nor predict what my performance level would be in my reading.

In the early 1990’s, I happened to be watching the movie, “The Right Stuff”, with Chuck Yeager’s attempts to break the sound barrier. As his speed approached the sound-barrier, his aircraft experienced increased turbulence. Aero-dynamics, as understood at the time, seemed to be working against him and against the design of his aircraft. When he finally broke the sound-barrier, he experienced unexpectedly smooth flight, with his aircraft becoming highly responsive to even the slightest touch of the flight controls.

This planted a seed of thought in my own mind. Was I experiencing something similar in my own pursuit of speed? Could there be something out there, a calmness of high-speed perceptive understanding, attainable by the average reader, if only
he/she were to keep pushing reading speed in spite of uncertain understanding.

The clues were there – Thomas Vaughan who read Tolstoy’s War and Peace in 18 minutes, John Stuart Mill who could read as fast as he could turn the pages, H L Menken who found page-turning to be the most boring part of reading, and other fast readers such as Presidents Roosevelt and Kennedy, Napoleon and jurist Oliver Wendell Holmes. But these were famous characters, intelligent and almost larger than life. What about people like me?

My break-through came in 1992. An executive in one of my classes was experiencing great difficulty on the course. He was under pressure at work and needed the speed reading skills as a matter of urgency. Every time he increased his speed, his comprehension went down. On the verge of abandoning the course, he came to me for advice.

We talked about my own experiences and my theory that if only we are willing to push the envelope, we just might find something out there. I explained my theory that in every one of us, there is a point at which the sum total of our intelligence, back-ground understanding, skills, home-practice and alpha and beta wave-patterns, will pull together and work in harmony. A point at which we no longer have to search for meaning, but rather to open our minds and simply let our minds absorb and perceive.

John Steinbeck, in describing Cannery Row, wrote “How can the poem and the stink and the grating noise – the quality of light, the tone, the habit and the dream – be set down alive? When you collect marine animals, there are certain flat worms so delicate that they are almost impossible to capture whole, for they break and tatter under the touch. You must let them ooze and crawl of their own will on to a knife blade and then lift them gently into your bottle of sea water. And perhaps that might be the way to write this book – to pen the page and to let the stories crawl in by themselves.”

Similarly with reading, I explained. Don’t restrict yourself by worrying about the words in the book – all you will be doing is reducing the ideas to broken tatters and you will have to rebuild everything afterwards. Simply open your mind and let the stories crawl in by themselves.

We started pushing speed from a base of 235wpm. Each week, as we increased John’s speed, his comprehension dropped lower and lower. Our frequent meetings were successful in maintaining his morale and enthusiasm. By the 6th week, his speed was at 3000wpm and his comprehension at no more than 10 percent. We then looked at a couple of books – Hemingway’s Old man and the Sea, and Albert Camus’ The Stranger. John liked the idea of the Hemingway novel – he had grown up at the sea and, as a child, had gone fishing with his grandfather. We agreed on a time for the book and he completed the novel at a speed of 5000wpm. In utter disbelief, he started the 20-question test-paper and scored 60 percent. Half an hour later, he completed Albert Camus at a speed of 8000wpm and scored 75 percent in the test-paper. Two weeks later, he completed a 126-page novel on Albert Einstein at 9500wpm and scored 92 percent.

That same year, 1992, I introduced a new objective for our students in South Africa. The criteria for successfully passing the course would still be a X3 increase in Reading Efficiency (an index combining speed and comprehension in standardized testing – for example 250wpm @ 50% at Lesson 1 = REI 125. At Lesson 8, 1500wpm at 50% would yield an REI of 750 and an increase in REI of X6 (750/125)). As a
further incentive, I introduced the Gold Award for Excellence in Reading – a reading speed in excess of 5000wpm and an REI increase of X15 or more. For the average student reading at 250wpm @ 70% comprehension, a Gold Award would require him to increase his speed by at least 2000 percent to 5000wpm, while at the same time increase REI by at least X15 (a minimum of 52.5% comprehension at 5000wpm, although the objective would still be to maintain at least original comprehension levels).

We started pushing the speeds and some months later, one of our students, Garth Homan, became the first Gold Award student – a reading speed of 10 000wpm at 65% and a Reading Efficiency Index increase of X15.66. The next Gold Award was only achieved in 1995, but as we perfected the training techniques, speeds were on the increase. By the year 2000, a substantial number of our students were achieving Gold Awards and reading speed increases topped X20. For a summary of the Gold Awards and the results of the top-performers, see the Gold Awards page on our web site. At the same time, these examples spurred other students to greater efforts, with the result that our students are now achieving higher results that at other speed reading training institutes around the world. Our graduates are increasing reading speeds by an average of X15 without any material loss in comprehension.

During 1997, I developed a strategic alliance with Speed Reading International in the United Kingdom. This relationship added a further dimension to my training methodology & techniques and by early 1998 we started referring to the new training courses in South Africa as SuperReading and ExecuRead® in order to distinguish them from Evelyn Wood’s Reading Dynamics course.

Since then, SuperReading and ExecuRead® have been taught to thousands of students, including a number of in-house training courses at leading national and international companies, including Microsoft, Credit Suisse, TransAmerica, Coca-Cola, IBM, Lotus, Hewlett Packard, Price Waterhouse Coopers, Deloitte & Touche, Investec Bank, Anglo American Corp, De Beers and Unisys.

As people from all walks of life accept the fact that reading is fundamental to mastery of the information explosion, I have little doubt that the new range of Speed Reading International ExecuRead® and SuperReading courses will play a vital and important role in making people masters of their destiny rather than victims of information overload.

In the development of the ExecuRead® Program, our objective is to offer a course aimed at enhancing reading skills, instilling a passion for reading and teaching an effective method of studying. A course which would be time-effective, affordable and results-oriented.

In this course, our aim is to increase your reading speed 2 to 5 times, from an average 250 words per minute up to a practical maximum of 750 to 900 words per minute. Depending on the profile of people in my classes, I usually expose them to some of the SuperReading techniques, thus enabling them to achieve reading speeds as high as 5000 to 8000 words per minute.

At the same time, we will be looking at concentration, comprehension, retention and recall and a number of additional information management skills

Enjoy the course and good luck.
Dr Bruce W Stewart
EXECUREAD® OVERVIEW

EXECUREAD OVERVIEW

One hundred years ago, our world was a lot smaller than it is today. We didn’t have phones, faxes and emails, we didn’t travel much and so our interface with new information was pretty small and our need for new information was equally small. Life was slow and we learned to read at about 240 words a minute. There was information that we knew and information that we knew we didn’t know and we never really concerned ourselves about the information which we didn’t know that we didn’t know. Education taught us to prepare for a good job and a stable environment.

One hundred years later, we are in the middle of an information explosion. Total knowledge is doubling every 9 months, our world has become faster and increasingly complex, we are being bombarded by a flood of information, our educational system is out-dated and few of us read any faster than people did 100 years ago. Instead of having a broad-based knowledge, we have had to specialize. General practitioner doctors cannot keep pace with new medical developments, and so they specialize. This applies equally to virtually every profession – massive specialization, incredible knowledge depth, but very little knowledge breadth. The big picture has become fragmented and knowledge fragmentation creates ignorance and confusion.

At the same time, the pressure to do more reading has increased. While the system of teaching us how to read has remained essentially unchanged, our personalities and behavioral patterns have changed. We live in a world of immediate gratification, a world of electronics and electronic gizmos. And while the satisfaction of movies, TV, computer games and PlayStation is immediate, reading a book takes hours, weeks, even months. How often have you heard the comment “I don’t have time to read”, or “I fall asleep while reading”, or “Reading bores me”, or “I hate reading”, or “I can’t remember what I have read”?

The bottom line is that old-fashioned reading is long past its “sell-by” date. Our needs have changed. We have changed. And reading techniques need to change as well. Education can’t teach us everything. Neither can on-the-job training. In order to develop and expand our knowledge we need the tools to unlock that knowledge. Right now the reading skill we are using to unlock knowledge, was taught to us at the age of 5 and by a teacher who was a slow reader. And that’s the skill we have today. Slow, inefficient and loaded with bad habits – we regress - going back and rereading words, phrases, sentences, even whole pages; we fixate - plodding along reading one word at a time; and we sub-vocalize – mouthing the words or imagining the sound of the words while reading. We get bored, sleepy, lose concentration, regress some more and finally realize that we cannot remember any of what we have just read. If this describes you, then you are perfectly normal – a victim of an out-dated system of teaching us how to read. Welcome to ExecuRead® – where we teach advanced reading skills – something that school teachers don’t / can’t!

Let’s look at the different types of information which we need to process.

When we start out in life, we know nothing – total ignorance. By the time we get to school, college or job, we are faced with “Survival Reading” – the day-to-day immediate reading that, if not done, will have immediate consequences.

Then we have the “Reconnaissance Reading” – that which although not
 EXECUREAD® OVERVIEW (cont)

essential, does impact on us, on our decision-making abilities. Internally, what’s happening within other departments and divisions of the company and how do these circumstances impact on me? Externally, what’s happening outside the company, nationally and internationally – to interest rates, commodity prices, R&D, competition, etc and how does this impact on me and on my ability to assimilate this information in order to clearly “join-the-dots” to get the big picture? All too often, in large organizations, the left hand has no idea what the right hand is up to – it’s no longer a company’ but a gathering of independent people working independently of one another.

And finally we have “General Knowledge Reading” – that which enriches us, expands our horizons, identifies new opportunities, overcomes obstacles, gives us wisdom and ‘gut-feel’.

The problem right now is that few people have time enough even for survival reading, and rarely spend time on reconnaissance reading and general knowledge reading.

ExecuRead increases your Survival Reading rate 2 to 5 times, frees up time and shows you how to best leverage your time in order to manage Reconnaissance and General Knowledge Reading.

If you can play golf, you can become a faster reader. The key is to define purpose and adjust your reading rate to suit that purpose. This is one of the essential pillars upon which ExecuRead® is based.

Using the following “rate-to-purpose” graph, let’s look at how to apply this to your daily inbox.

Your inbox contains 3 types of material – junk-mail, stuff that is relevant, but not to you, and stuff that is relevant to you. If your purpose is to sort through the inbox with the sole purpose of deciding whether to “keep-it”, “can-it” or “forward-it”, how much comprehension do you require and how fast can you do this task?

Then, of the stuff that is relevant to you, some will be stuff that you already know, some will be stuff that you don’t know (but require a general understanding thereof), and some will be stuff that you don’t know (but require a detailed understanding thereof). How do you process this in order to satisfy your purpose and objective?

And finally, once you have identified that which is new and critical, how do you process this material in order to maximize comprehension, retention and recall?

When playing golf, some strokes require
distance-prioritization while some strokes require accuracy-prioritization and some require a balance of distance and accuracy. **ExecuRead** shows you how to find the perfect ratio between reading speed and reading comprehension – based upon reading purpose.

And finally, how do you increase your reading speed, without losing comprehension. All too often, we hear the concern about not being able to concentrate, not being able to understand what is being read, not being able to remember what has been read. The key is concentration – the ability to focus on one thought or idea to the exclusion of all extraneous thoughts and ideas. With more than 30 years of experience in this field, we have developed techniques to unlock massive amounts of concentration through Brain – Cortex – Acceleration.

**Brain - Cortex Acceleration**

These drills increase concentration at higher reading speeds and this increases comprehension. No other advanced reading course is able to match the rapid growth of reading speed and concentration that is achieved with our techniques. And it is through these techniques that **ExecuRead** is able to consistently increase reading speeds 5 to 10 times in just 10 hours, a feat equaled by few other coaching organizations.

**I can't remember what I've read!** Sound familiar? Ever wondered why? Simply because no-one ever taught you how to remember and recall. In fact, most schools unwittingly contribute substantially to your INABILITY to remember.

Perhaps the following graphic, comparing a computer with the human brain, will clarify the solution to problems with recall. **ExecuRead** improves your recall by linking comprehension to reading purpose. Perhaps our educational system has been overly concerned with simply reading to comprehend, for the sake of comprehension, rather than reading with the objective of getting the right degree and type of comprehension to satisfy a particular purpose.
### EXECUREAD LESSON PLANS

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## EXECUREAD LESSON PLANS (cont)

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People have been concerned with systematically increasing reading speeds since 1925. This is when the very first formal Speed Reading course was conducted at Syracuse University in the United States. But at many times in writing history, literate people have considered how to speed up the reading process. For example, in the mid-1600s, a man named Antonio di Marco Magliabechi was reportedly able to read and comprehend and memorize entire volumes at a rapid rate. But while 1925 appears to be the first formal presentation of a Speed Reading course, much research in the area was being conducted before that date.

It was a French ophthalmologist, Emile Javal, who unknowingly laid the foundations of Speed Reading with his eye-movement experiments in 1878. Javal discovered that the eyes move in a series of jumps (saccades) and pauses (fixations), stopping on average three or four times, while reading a line of text. It is only during these fixations, when the eyes are steady, that word recognition can occur. Prior to Javal’s work, it had been believed that the eyes would stop on each letter, or at least each word, while reading.

His discovery was foundational because it demonstrated that our field of focus (number of characters that the eyes can recognize per glance) is wider than previously imagined. If our eyes can fixate on a number of words at a time ‘naturally’, then perhaps we are capable of reading faster than commonly believed. It did not take people long to challenge the knowledge of the day and ask how reading rates could be improved upon. As early as 1894, articles were being published in magazines, such as The Educational Review, about the advantages and methods of Speed Reading.

Coupled with the increased interest and desire to improve reading speeds was the mass public education of the late 19th and early 20th centuries. At that time, literacy rates were rapidly increasing in the United States, which in turn prompted more people to read - for business, for learning and for pleasure. These increases not only generated a great demand for printed materials, but also prompted research interest in the area of text legibility.

Legibility, for conventional print, denotes how physical characteristics of written text affect factors such as visual fatigue, reading speed and comprehension. While publishers were interested in the quality and appearance aspects of printed materials, reading researchers focused on the relationship between physical characteristics of text and its effect on the outcome (visual fatigue, speed and comprehension). The concept of Speed Reading at that time focused very little on visual or perceptual elements, but focused more on sheer effort on the reader’s part in order to improve.

Further advancements in Speed Reading were made by an unlikely group, the United States Air Force. Their discoveries represent the first large-scale usage and acceptance of Speed Reading as a phenomenon, and stemmed from the life-and-death experiences of their pilots. Tacticians noticed that some pilots had difficulty identifying aircraft from long distances. The goal of the tacticians and the United States Air Force was to improve the visual acuity of their pilots.

The psychologists and educational specialists working on the visual acuity question devised what was later to become the icon of early Speed Reading courses, the tachistoscope. The tachistoscope is a machine designed to flash images at varying rates on a screen.
The experiment started with large pictures of aircraft being displayed for participants. The images were gradually reduced in size and the flashing-rate was increased. They found that, with training, an average person could identify minute images of different planes when flashed on the screen for only one-five-hundredth of a second.

The results had obvious implications for reading, and thus began the research into the area of reading improvement, using the tachistoscope. Using the same methodology as in the aircraft example, the Air Force soon discovered that they could flash four words simultaneously on the screen at rates of one five-hundredth of a second, with full recognition by the reader. This training demonstrated clearly that, with some work, reading speeds could be increased. Not only could they be increased but the improvements were made by improving visual processing. Therefore, the next step was to train eye-movements by means of a variety of pacing techniques in an attempt to improve reading.

The reading courses that followed used the tachistoscope to increase reading speeds, and discovered that readers were able to increase their speeds from 200 to 400 words per minute using the machine. The drawback to the tachistoscope was that post-course timings showed that, without the machine, speed increases rapidly diminished.

Following the tachistoscope discoveries, Harvard University Business School produced the first film-aided course, designed to widen the reader’s field of focus in order to increase reading speed. Again, the focus was on visual processing as a means of improvement.

Using machines to increase people’s reading speeds was the trend of the 1940s. While it had been clearly established that reading speed increases of 100% were possible and had been attained, lasting results had yet to be demonstrated.

It was not until the late 1950s that a portable, reliable and ‘handy’ device would be discovered as a tool to promote reading speed increases. The researcher this time was a mild-mannered school-teacher with a passion for underachievers and reading, named Evelyn Wood. Not only did she revolutionize the area of Speed Reading, but she committed her life to the advancement of reading and learning development.

Her revolutionary discovery came about somewhat by accident. She had been committed to understanding why some people were natural speed readers, and was trying to force herself to read very quickly. While brushing off the pages of the book she had thrown down in despair, she discovered, quite accidentally, that the sweeping motion of her hand across the page caught the attention of her eyes, and helped them move more smoothly across the page. That was the day she discovered the hand as a pacer, and called it the Wood Method.

Not only did Mrs. Wood use her hand-pacing method, but she combined it with all of the other knowledge she had discovered from her research about reading and learning, and she introduced a revolutionary new method of learning, called Reading Dynamics in 1958.

It made its debut in ‘Speech 21’ at the University of Utah. It was so dramatically effective that students and faculty anxiously stood in line for hours waiting for an open desk.

Mrs. Wood introduced Reading Dynamics to the public in 1959, having piloted the program at the University of Utah for a
year. She moved to Washington DC and opened the first Evelyn Wood Reading Dynamics Institute. Soon, her Institutes were all over the world. Evelyn Wood’s name became synonymous with Speed Reading. She sold the business in 1967, but continued to teach. Mrs. Wood died in 1995 at the age of 86.

In viewing the various trends of the history of speed reading, it stands out quite clearly that one method used consistently throughout is the training of the eyes to move more effectively. Whether it is a tachistoscope, a film-aided approach, or the hand as a natural pacer, this element remains today to help increase a reader’s speed.

*Reprinted from Chapter 4 of “10 Days to Faster Reading” (Warner Books)*
*by Abby Marks-Beale*
WHY DO YOU READ SO SLOWLY?

You read slowly because you were taught to read slowly, in a very plodding fashion. The basic reasons for slow reading are:

READING ONE WORD AT A TIME. Since the eyes are limited in the rate that they can make a single focus or fixation to 1/4 of a second, this means reading four words per second, or 240 words per minute on average.

MAKING REGRESSIONS. The average reader's eyes regress or reread one word for each 10 words read. This cuts the average reader's rate below 240 words per minute.

SUB VOCALIZING. Since we were initially taught to read aloud, the next step was to read "to yourself", which most people continue to do. While not necessarily bad in itself, it tends to ensure that you will read only one word at a time and this helps to keep your rate down. This habit of 'saying' or 'hearing' the words while reading them is called sub vocalizing.

USE MIND POWER

John Kehoe, a Canadian, developed a fascinating course on Mind Power. His book, by the same title, should be available in your local bookstore. It is strongly recommended reading.

HOW TO COMPUTE WORDS PER PAGE (WPP)

a. Total number of words on three average lines: ................
b. Average words per line (line "a" divided by 3): ............
c. Number of lines on an average page: ..................
d. Average words per page (line "b" times line "c"): ..........

HOW TO COMPUTE READING RATE

Words per Page (wpp) divided by Time (minutes) equals Words per Minute (wpm)

THOUGHT FOR THE DAY

It is estimated that more people climb Mount Everest each year, than complete Speed Reading courses. Sounds hard to believe, doesn’t it? Here’s the reason – mountaineers clearly visualize the rewards for success and the penalties for failure. They bring huge amounts of preparation, motivation, dedication and a positive attitude to the task. Failure is simply not an option. They know it will be hard and this hardens their resolve to succeed. The effort required to succeed is determined by the task, not by the individual.

However, our experience has shown that all too often, prospective speed readers come to the course with serious doubts as to their potential for success, little to no pre-course preparation, little willingness to invest time and energy in making success happen, and an expectation that it will be easy. And at the first sign that the job is going to really challenge them, their resolve weakens and their expectations are lowered. The individual is determining how much effort to invest and often disregards how much effort the task requires for success.
DEFINITIONS USED IN READING

READING: to observe and understand the meaning of something written.

COMPREHENSION: understanding what you are reading while you are reading it.

RECALL: remembering what you have read after you have read it; a mental or written representation of what was read in order to aid retention.

ADEQUATE COMPREHENSION: amount of comprehension sufficient to meet your needs and purposes in reading.

PRACTICE: moving the eyes, paced by the hand, across and down the page at speeds faster than that at which satisfactory comprehension can be achieved.

CORTEX ACCELERATION: Stimulating the brain by moving the eyes, paced by the hand, across and down the page at speeds faster than that at which any comprehension can be achieved.

REGRESSION: the conscious or unconscious movement of the eyes back over material already read.

SUB-VOCALIZATION: (inner speech, sub-articulation, auditory reassurance) - the tendency of the reader to say and hear the sound of the words on the printed page and to rely on the sound of the words for comprehension.

EVELYN WOOD READING DYNAMICS®: (Available in South Africa in its original version, and as a watered-down short course in other parts of the world). The World’s most popular speed reading and study improvement course, endorsed by the US Government, NASA, the universities of Stanford, Princeton & Harvard, the Department of Manpower and the MBA faculties of leading universities around the world. A process of reading quickly, easily and smoothly from right to left as well as in a downward motion on the page rather than along each line, using the hand as a pacer. This is done in such a manner that words are allowed to come in through the eyes and trigger the mind directly, thereby greatly reducing the "inner speech" step used by the reader who says or hears or thinks the sounds of the words he reads.

SuperReading: An 8-week ultra-fast speed reading course, developed by Dr Bruce W Stewart – an Evelyn Wood Reading Dynamics instructor and institute director for more than 30 years. SuperReading is the course undertaken by many of the world’s fastest readers.

ExecuRead® for Students: a speed reading and power learning program for the busy student who needs to improve study and exam skills as well as to improve reading efficiency through more advanced linear reading skills, but who cannot afford the time to undertake the more comprehensive SuperReading program.

ExecuRead® for Managers, Executives & Professionals: a time & information management program for the busy executive who needs to improve reading efficiency through more advanced linear reading skills, but who cannot afford the time to undertake the more comprehensive SuperReading Program.

SURVEY: as the student looks at the book, he notes the title, the author, publisher and any other information contained on the jacket; then opens the book, observes the print and looks through a few pages seeking names, numbers,
YOUR QUESTIONS ANSWERED

sub-headings and places. These he writes on a card to be placed at the side of the book as he reads through it.

PREVIEW: a view in advance. It is the first step in the reading process. The student practices through a directed amount of the material at rates in excess of his AC rate, maintaining the highest speed at which he can get the "Gist" of the material. This process can be shortened or lengthened as the need demands.

GESTALT: an organized whole of configuration, referring to seeing something as a whole rather than looking at each separate part when reading.

READING EFFICIENCY INDEX (REI): a result obtained by multiplying the rate [wpm] by the score [%] obtained in a standardized test. i.e. 300wpm X 75% = 225 REI, 600wpm X 50% = 300 REI

PROGRESS REPORT FOLDER (PRF): a record of your results and performance that is returned to your instructor at the conclusion of the class.

QUESTIONS & ANSWERS

Does your present reading speed determine what your new speed will be?
Generally, no. One's attitude and application are more important factors. Reading, being basically a physical skill, is more dependent upon attitude and practice than upon I.Q. or initial reading speed.

Will this new skill change old habits?
Definitely, if you want to change and try to change your bad reading habits.

What effect does fatigue have on your being able to take the course?
Eye fatigue should lessen as you learn to make fewer fixations per page. Body fatigue may lessen with correct posture when reading. Mental fatigue, or even emotional fatigue, should decrease when reading becomes more exciting and challenging - as it will when you read rapidly.

How do you measure comprehension?
Comprehension is understanding what you are reading; recall is understanding and remembering what you have read. Mental, verbal and written tell-backs are measuring methods. No single test or single reading adequately measures either comprehension or recall. We use prepared, standardized tests, structured recall patterns, verbal tell-backs and other objective and subjective measures. Together, they give a general picture. There is no known way to measure comprehension accurately, since who can tell you exactly what you should get out of any book?

What happens when you come across the unfamiliar word?
If it is likely to appear again, read on and let the context tell you the definition. If it is
unusual, stop and look it up in a dictionary. Remember that the chief function of a dictionary is to give contexts for a word and that the reading also does this. It is a choice for the reader which method he will use in each case. Resorting to a dictionary too frequently destroys the "flow" of a reading and can be overdone - as any good translator will tell you.

When you read that fast, do you retain any of it?
More than most slow readers. The slow reader reads for minutiae, and the rate of forgetting is rather high with overly cautious reading habits. Rapid reading, with a formal recall, has been proven to retain more for 63 days than a slow reading without recall can retain for 1 day.

Does this work for technical reading?
Yes, with different hand motions and slower rates. Research at the University of Delaware proved that a multiple reading approach, averaging speeds above 1000 wpm, proved as successful for rapid readers as a far slower rate did for slower readers. Slowness is the only answer for more comprehension in difficult material for the average reader. For the rapid reader it is not the only or the best answer. A rapid reader learns better techniques.

How does vocabulary affect ability?
What you cannot understand, you cannot read at any rate, fast or slow. Your ultimate reading speed, with training, is determined by the speed at which you can think. Building your vocabulary by increasing and broadening your reading is the best method.

Will your rapid reading rate fall if you don’t continue to practice?
Yes, just as your golf game falls off when you play once a month rather than twice a week.

What is the most important thing for me to bring to this skill in order to make good progress?
An attitude of confidence in yourself and the desire to work at the skill faithfully, consistently and by following directions.

Can you still enjoy a book read at high speed?
Yes. Speed is only a number. 1000wpm might appear fast to some but slow to other readers. Think of 1000+wpm as normal and 250wpm as unusually slow.
WHAT HAPPENS WHEN YOU USE EXECUREAD SKILLS?

Reading is thinking with an aid. The aid is the printed page containing the symbols which act as stimuli for the mind. These symbols trigger the mind to think along specific lines.

To improve your reading you must sharpen your thinking. Learning to read generally down the page is mentally challenging. It involves learning and using new methods of perceiving. The SuperReading / ExecuRead method requires the use of the hand as a pacer always!

The student trains himself to move generally down the page, seeing all of the print on the page, all of the words. Not skimming!

He learns to get above the print and view it as if he were in an airplane viewing the city below. As he moves down the page, he sees whole areas of print.

He does not make the eyes follow each motion of the hand slavishly, but lets them go where they will.

He looks for total concepts within which he becomes aware of details, all of them, when he reads intensively.

As he sweeps his eyes generally down the page, he sees all the words on the page, in groups, not individually. He does not hang on to individual words or phrases.

Thus he learns to allow all the words to come in rapidly. He does not have time to stop and consider each one individually, to color the meaning with bias and boredom. Words come in so fast that we do not have time to evaluate them until they have become part of the whole idea.

As you read generally across and down the page, you become more dependent upon feeling, atmosphere, mood; you become part of the story, thinking with the author; therefore, you usually receive from the reading more vivid and lasting impressions.

Strive to do all of your reading this way. You must be relaxed, but read alertly. You are becoming a visual, rather than a vocal reader. During the transition period, do NOT try to evaluate progress by comparisons with your old way of reading, since visual reading does not sound like vocal reading; down-the-page reading does not feel like line-by-line reading; and recall ability at rapid reading rates takes time to develop adequately. Only consistent, daily, correct drilling will develop your potential - there are no easy shortcuts.
USE OF THE HAND AS A PACER

USING THE HAND AS A PACER

No-one has ever succeeded in developing high speeds as easily without using the hand as a pacer. The best demonstration of this is simply to clock an untrained reader’s reading rate, and then have him use his index finger to read. He will immediately begin to eliminate regressions and will accelerate.

For his master’s thesis, a Reading Dynamics® graduate investigated the importance and function of the hand as a pacer. Graduates of Reading Dynamics® were tested with an eye-movement camera and with two standardized reading tests under “hand” and under “no-hand” conditions.

The results indicated that the subject’s reading rates and spans of recognition were significantly higher, with no differences in comprehension, when the hand was used to pace. The study also indicated that without the use of the hand, the rates of the dynamic readers tested became lower.
**TESTING**

What to test, how much to test, and what to do with the test results, is a matter of great controversy. Answering questions is so basic a feature of education that teaching could not be considered complete without testing in the normal way.

Always, an examination consisting of a collection of questions generates anxiety and panic. If the test is too simple the teacher is on the spot. If it is too difficult, no-one cares - the student must just work harder. Tests as we know them, are made to show principally what the student does not know. If the test is too easy, it must be made more difficult before it can be given again. The teacher is often judged by how hard the student has to "work" to be able to pass the exam.

At present there is serious questioning about the nature of tests and testing. This is nothing new; in his article in the October 1965 Saturday Review under the title, "Why Teachers Fail", B F Skinner suggests that tests are held as a threat over the students. He says they have become a standard index to their level of achievement. To do poorly in a test is a criterion upon which some form of punishment can be contingent - a guilt feeling, which is also a whip over the head of the student.

But people love to learn. From the time they are small children, they ask questions, tell the news, spread the details of what they observe.

However desirable, it is not practical to teach simply by giving the student the opportunity of learning in a natural way. Also, some method of determining how much the student knows, must be found.

Alexander Fraser in the NEA Journal asks the question, "Are our learners free to learn?" He suggests that the efforts to break through a narrowed concept of education, which was inherited from another generation or era in which resources for learning were limited and ideas of what youth could and should learn were founded upon what everybody must learn, determine many of our education policies today.

Dr Fraser suggests three restrictions that hold back learning: firstly, too closely graded content, parcelled out a bit at a time; secondly, the use of a single test; and thirdly, over-concern for group achievement. The ideal situation, he says, is that everybody should learn what we agree to be important for all to learn, but that everybody should be allowed to learn a great deal more than he only needs or wants to learn.

Such a procedure would make a difference in the kind of testing to be administered on a subject. Such a philosophy will also require a long time to implement. In the meantime, articles on testing and its pitfalls continue to be written in leading magazines and books, while the student in school must still continue to take many kinds of tests, good and bad. So his ability to read must be geared to meet the needs of the most exacting test, but it must also open up to him a freedom of learning unlike any he has been given before.
testing for comprehension

comprehension can best be defined in terms of the two variables, content of the material and the range of the responses of the reader. the response of the reader is the most important. no material has content independent of some human being's capacity to observe, interpret and understand it. there is no "meaning" on any printed page. "meaning" exists only in people.

any test, made by another, to test your comprehension of reading material, can only test a narrow range of the information you may have obtained from that material.

authors of tests know this when they construct the tests. they ignore it when they score the results. the scores represent your "degree of comprehension" on this limited area, which is then assumed to be your total knowledge of the subject, as well as your knowledge of a large number of things the test was not designed to cover.

one of the most critical limitations of tests is that "odd" items must be excluded: only questions the majority might answer are usable in the test. thus tests do not take into account your tastes, your interests and your background (or lack of background) in the subject material, but only what you might get from reading the material. all that you bring to the test counts only if it helps you answer the particular questions that the instructor asked.

thus, comprehension scores leave much to be desired.

when you realize that no test can actually test your comprehension, you begin to see the limitations of testing. a standardized test gives you an index of what the average person at a minimal level is supposed to get from the material. but, to truly test your comprehension of the material read, obviously a different attitude towards testing must be followed.

you need to evaluate what you read in terms of your own background, interests, needs and the purpose for which you read. consequently, we will need to use several different kinds of measurements to supplement the objective test score and to give a more valid measure of your reading ability.

execuread® takes these factors into account and strives to build a comprehension and recall ability that can meet the needs for all kinds of testing.
HOW FAST CAN YOU READ?

One of our favorite stories is about the bumblebee: An engineer once carefully measured and studied the bumblebee and proved by all the principles of aerodynamics that this insect simply cannot fly. Its wings are not big enough for its weight, and the shape of its body is all wrong. By all the rules that aircraft designers follow, the bumblebee is doomed to remain on the ground. And yet the bumblebee, in its ignorance of human notions of what is possible, somehow manages to fly very well indeed.

The story illustrates pointedly the all-too-human tendency to reject and to label as impossible those advanced ideas that do not fit accepted concepts and standards. Even today there are many experts arguing over how fast people can read - 400 words a minute, 600, 900 or 1200?

Whatever rate some expert decides is the top reading rate, there is somebody who has been able to read a little faster - John Stuart Mill, Theodore Roosevelt and Samuel Johnson were three such men who could read as fast as they could turn the pages. Colin Pretorius, Leon von Moltke & Louise Howell averaged three to four pages per second. Like the bumblebee, they may have been unaware of the principles, theories or laws that explain their performance, but they continued reading rapidly in spite of it.

The key to your progress is rapid reading practice. Once you have learned how to do it, you should practice as often as you can. When you practice going much faster than you can actually read, pretty soon, when you slow down, you will find that you are reading faster than you ever knew was possible.

RELAXATION AND ITS RELATION TO LEARNING RAPID READING SKILLS

No-one reads well if he is tense. Many of you who enroll in the classes come in with fears. You are afraid that you will not be able to read rapidly. These fears create tensions. Every-one says "Relax", but no-one tells you how to do it. Fear is the greatest enemy of relaxation. You may have a variety of fears:

- Fear that you will miss some of the words
- Fear that you will not get good comprehension
- Fear that what you get will not be what you want
- Fear that your neighbor will do better than you

The control of fear is relaxation, but learning to control fear is not a simple process, for nervousness spreads, as does a fire. Begin with your arm. Is it tense? Tighten your fist for two or three seconds - then let it go completely. Note how your arm feels. Proceed from your arm to your foot, leg, body, and lastly your head. Tense them, then let go, taking note of how you feel when you are relaxed.

As you read, if you feel yourself tightening up, tense more tightly, and then relax, until you can begin to carry this relaxed feeling over all your body.

Mors vita est – Death is life. To unleash the greatest potential of life, you must first overcome the constraining fear of death. To unleash the greatest potential of success, you must first overcome the constraining fear of failure.
DYNAMIC RELAXATION

One of the most important aspects of learning to read dynamically is "dynamic relaxation". Most of us are familiar with passive relaxation in which a person allows himself complete repose. He lets go temporarily, relaxing all of the muscular and psychological tensions as an antidote to fatigue. This is most satisfying, but we cannot be in this state of complete rest all the time, except when we are asleep and for a few minutes during the day when we take a nap or relax after a meal or a period of activity.

Musicians, actors, singers and dancers create their finest works of art through "dynamic relaxation". No great artist has ever created when he has been tense, worried or fearful; neither can he be totally relaxed and achieve his goal. He must learn to relax in a manner that is called "dynamic relaxation". This can be defined as the state of the body and mind that is associated with natural and normal functioning. This state of relaxation must often be consciously acquired, and it can be attained by anyone who is willing to learn the necessary techniques. When this relaxation has been achieved, the strain that is associated with impaired functioning disappears and the involved organs do their work in a condition of "dynamic relaxation".

THE CONCEPT OF PRACTICE READING

It is very important that you understand the concept of Practice Reading, in order to practice in a beneficial manner and to understand its value.

Practice Reading means forcing yourself to go faster than you can comfortably understand the words, or perhaps faster than you can seemingly understand anything at all. To the novice, it may appear that this is a waste of time and that you are merely looking at your finger or turning pages.

While Practice Reading, you should not be getting comprehension at an acceptable level. However, you should be getting some comprehension, at least in the following sense: If you can recognize that the words are in English, this is a certain level of comprehension - albeit not a very high one. If you can distinguish between descriptive paragraphs and dialogue, that too is a low level of comprehension, and that is part of Practice Reading.

You must never be going so slowly that you have acceptable comprehension, and you must never be going so fast that you cannot recognize that the book is in English. Push yourself as fast as you can, but always be trying to get something out of it, even just a word or two.

The purpose of Practice Reading is very important, for it is the very key to success in learning to read more rapidly.

When you learned to read, you were taught to visually recognize the word and also to say it out aloud. You are now training yourself to depend more on the visual recognition of words in order to get comprehension: the more you do it, the better you will become at it.

Every time you Practice Read, you will improve a little bit. And the more you Practice Read, working at rates far faster than you can comfortably comprehend, the faster you will be able to improve your own basic reading rate.
BRAIN ACCELERATION & VISUAL AGNOSIA

BRAIN ACCELERATION

“Sight” involves 5 elements:
- The EYES that ‘photograph’ the image,
- The OPTICAL NERVES that ‘transfer’ the image from the eyes,
- The CORTEX that ‘receives’ the image,
- The BRAIN that ‘processes’ the image,
- And UNDERSTANDING – the brain must have been pre-programmed with information in order to recognize the data that it collects from the Cortex.

When READING, the first step is VOCABULARY – the brain requires that the meaning of words has been ‘pre-loaded’ into its ‘data-banks’. Without vocabulary, the brain cannot understand the data that it is collecting from the Cortex.

When we first started learning to read, the eyes photographed words, transferred these via the optical nerves to the cortex. The brain however, could not process this information, there was no understanding, as the brain had not been pre-programmed to recognize and process the inputs. The phenomenon is called VISUAL AGNOSIA or ‘not knowing what we are seeing’.

Through the process of education, we ‘programmed’ the brain with the meaning of things that we were seeing, and reading, whether it was the printed word or our physical surroundings, became understandable.

With Speed Reading, all we are doing is increasing the ‘rate-of-flow’ of the words through the eyes to the cortex. However, the brain has been accustomed to a very slow rate-of-flow, and at first, the brain cannot process a faster rate-of-flow – the words appear to be blurred.

One solution to increasing reading speed would be to increase the rate-of-flow by 10% and to maintain this for a period until the brain became acclimatized to the higher rate. Then to increase the rate by an additional 10% for a period and so on. This is essentially what we have been doing since we first learned to read – increasing our rate-of-flow very slowly and gradually. The problem is that it takes too long to achieve any really fast speeds.

What we are doing in the Speed Reading International Courses is increasing the rate-of-flow by huge amounts (Practicing), to an extent where the brain has little chance of processing the input. But at the same time, we don’t allow the brain to ‘give up’ – we challenge the brain to TRY to process the information, even at these very fast rates. And if we try hard enough, the brain will very gradually start getting used to these very high speeds. Then when we slow the rate-of-flow down to a speed that is a lot slower than the Practice Rate, but still a lot faster than the ‘old’ Reading Rate, the brain finds it easier to process this accelerated rate-of-flow.
CONCENTRATION & CONTEMPLATION

CONCENTRATION – is having the ability to focus your attention on one idea or concept to the exclusion of other thoughts. Like a magnifying glass held still long enough to focus the sun’s rays – keep it focused and it will burn the paper. Allow it to lose focus and it achieves nothing. The mind likes to wander – it is always reacting to other stimuli. It needs gentle discipline rather than will-power to convince it to focus. And your ability to concentrate is like developing a muscle – it gets stronger with practice and training.

CONTEMPLATION – exercises the mind and develops concentration. It adds insights and brings greater understanding to whatever you are contemplating. Don’t intellectualize a thought or idea – take the idea and focus on it. Consider it, ponder it, dissect it, think about all of its implications. Stay with the idea even if the mind says it’s boring. Aim to break through the surface and see the idea or concept on a new level.

WHY A RECALL PATTERN?

A Recall Pattern is a schematic method for relating associated remembrances. It is a very simple and effective way to increase the retention of what you have read. The purpose of this is to begin to develop a habit of immediate recalling - this is the first important step in developing your recall ability. Although we will deal with recall more fully later in the course, it is important that the habit of immediate recall gets started right away, even during the first week.

Once you have finished a reading or practice reading session, close the book, and on a sheet of paper, draw a diagonal line from the bottom left-hand corner up a few inches.

On this line, write down the main thing that comes to mind; simply answer the question, “What’s it about?” Starting at the bottom of the diagonal line, draw lines alternately on the two sides, and put down anything you can recall, working up the line as you go. Use key words or phrases - no sentences! Put down anything you remember or think you remember from any part of the reading.

An example of a Recall Pattern for "Goldilocks and the Three Bears" is on the next page; note that only enough words have been recorded to allow the writer to recall the story. For some stories, you will need more detailed recalls; for familiar material, it will take only a few key words to trigger your recall.
Sample Recall Pattern
“Goldilocks & the Three Bears”

Goldilocks in Woods
Tries Chairs
  Too Soft
  Too Hard
  Just Right
Tries Beds
  Too Soft
  Too Hard
  Just Right
Goldilocks in Woods
Tries Porridge
  Too Sweet
  Too Salty
  Just Right
Bears Return
  Girl Flees
  Find Girl
  In Bed
  Aleep
  Note Disturbances
  Empty Bowl
  Broken Chair
Tries Porridge
  Eats it all
  Just Right
Tries Beds
  Sleeps
  Too Soft
  Too Hard
  Just Right
Sits
  Too Soft
  Too Hard
  Just Right
Sleeps
  Broken Chair
  Find Girl
  Girl Flees
  Asleep
  In Bed
  Lost
  Wanders
  Empty Bowl
  Bears
  Enter
  Explores
  Empty
  Find Girl
  In Bed
  Aleep
  Note Disturbances
  Empty Bowl
  Broken Chair
  Eats it all
  Just Right
  Too Soft
  Too Hard
  Just Right
Canadian John Kehoe developed a brilliant training course on developing your Mind. His book, by the same title, is strongly recommended. Even more so his 4-week Mind Power Training course.

The human mind, as intricate and powerful as it is, came with no instruction book.

**INNER & OUTER WORLD**

We live in 2 worlds – the inner world of our mind (the world of thoughts, fears, hopes, aspirations, happiness, confidence) and the outer world of physical reality (the world of situations and circumstances). These two worlds are separate and independent of one another but have the ability to influence one another.

In the inner world, we react to stimuli from the outer world. We are in a constant state of reaction. Therefore we have no personal powers, because we are always living in reaction. In the outer world, there is no confidence, fear, worry, hope. These are created in the inner world in reaction to stimuli from the outer world. We become dominated by the outer world and use the inner world as a mirror for the outer world. The inner world is always reflecting things that are happening to us. Thus we have no power because reality dominates us all the time.

**THE GOAL IS TO GET THE OUTER WORLD TO REACT TO STIMULI FROM THE INNER WORLD.**

All is law. All is cause and effect. Everything is governed by laws. We are governed by laws and the things that happen around us are governed by laws.

We are the cause of everything that happens to us. Who and what we are now is an accumulation of all the thoughts, actions and circumstances that have happened to us.

We have the ability to create our own reality by who and what we are. Our energy and our vibration causes things to happen to us. Thus, as we take control of our inner world and as we take responsibility for our lives, we are able to create the circumstances we want to happen to us and reality will change and alter in reaction to this new personal vibration.

**THOUGHTS AND THE EFFECT OF THINKING.**

Thoughts are real forces – every thought is a force and energy. Weak and scattered thoughts are weak and scattered real forces. Strong and concentrated thoughts are strong and concentrated real forces.

The mind is a sending and receiving station of thought – we send thoughts and energy and the outer world reacts. We receive thoughts from the outer world and the inner world reacts.

**Law of Attraction** – thoughts attract similar thoughts. A small incident can suddenly trigger a whole bunch of other negative thoughts. (For example – your company announces the need to cut back on overheads. Negatively you think you may be retrenched. Suddenly, this means being unemployed, losing your house, not being able to pay school fees, having your son become a criminal and your daughter a prostitute, she getting aids, dying and having a pauper’s burial – the result – panic!)

**Law of Control** – we have the power of thought selection – we can entertain thoughts or dismiss thoughts. Negative thoughts that persist in our mind are only there because we allow them to be there. Do some mind-housekeeping – chuck out the negatives or inadequacies and get rid of all the junk.
JOHN KEHOE : MIND POWER (cont)

Law of Insertion – we also have the power and ability to insert any thought of any type into our mind. We have the ability to create any thought and insert it into the mind. Even if the thought is not real, we can still insert it into the mind. Regularly create thoughts about health, success, happiness and insert these into the mind. Whether these thoughts are real or not, they make no difference – they may be no more real than thoughts of unhappiness, poverty or failure, but the forces created are very real and have a major impact.

Law of Connection – the inner and outer worlds are connected. Inasmuch as the inner world reacts to the outer world, so too does the inner world influence and affect the outer world. Learn to control and direct your thoughts if you wish to control and direct your outer world circumstances.

CONSCIOUS MIND
The Conscious Mind is both our friend and our enemy. It is in constant motion, always at work. But it is a great trickster and we cannot always believe what our mind tells us. And our mind is often filled with a lot of useless thought going on inside our conscious mind – worry, fear, anxiety, negative thoughts.

THE GOAL IS TO TAKE CONTROL OF THE CONSCIOUS MIND
Use self-observation. Stop and observe yourself. Consider what you are thinking about. Are your thoughts positive or negative, constructive or destructive? Be aware of negative thoughts.

The big problem with negatives is that the subconscious mind cannot differentiate between constructive and destructive thoughts. The mind works with whatever you feed it, or it feeds itself and while it does not matter to the conscious mind what thoughts it thinks, it matters absolutely to you.

Four techniques for removing a negative thought.

* Cut it off – replace the negative thought with a different thought.
* Become the observer of the negative thought – disassociate yourself with that negative thought.
* Exaggerate the negative thought into ridiculousness.
* Counteract the negative thought with its exact opposite positive thought.

The rule is: Negatives only have power over you if you react (negatively) to them. Always remember that the mind will feed you negatives (as well as positives – it cannot differentiate between the two). It is your responsibility to recognize the negatives and to deal with them, without giving them the credit of being seen as adversaries.

A PAUSE FOR REFLECTION & CONTEMPLATION

Have you ever watched the construction of a new building? At times you wonder whether it will ever be built – for weeks, even months, all they do is dig holes and move tons of earth around. It appears that absolutely no progress is being made. And then suddenly, from no-where, the walls seem to rise by the day, higher and higher.

The reality is that those walls and the height to which they may grow, are entirely dependent on how much time and effort was spent at the beginning. All that apparent messing about, with little visible progress, was the preparation of the foundations. Without those foundations,
there can be no walls.

For the past few drill sessions you have been preparing the foundations for the growth of your reading speed and comprehension. Or have you?

In the next few work-sessions, are your walls of speed and comprehension going to be built on a foundation of solid and dedicated homework or on the treacherous results of a mind that has been playing games with you?

FROM JOHN KEHOE’S “MIND POWER”

KNOW THYSELF
Come to a deep and clear realization of what it means to be a human being with a mind, the scope and magnitude of which has never been measured, whose limits have never been reached. Understand your depth and capacity, know your potential, know and understand the role that thoughts play and learn to use your thoughts.

YOUR MIND – think of your mind as a rich and fertile garden. Whatever thought is planted in this garden, tended and nourished, will grow. This garden may be cultivated or neglected – its cultivation will reflect in its yield. If you do not consciously feed it, it will feed itself. Your mind will work with destructive thoughts just as easily as it will work with constructive thoughts – it makes no difference to the mind, but it makes all the difference to you.

You must cultivate and work in your inner mind. Your life will always accurately reflect the condition of your mind. What is happening to you is your harvest. You are the master gardener of your inner mind.

If you have things happening in your life that you’re not happy about, ask yourself “what thoughts have you been dwelling upon to bring about the conditions and circumstances you are now experiencing” and “what can you do to change these conditions?”

To change conditions in your life, change the causes that have created those conditions. Begin to create. Begin thinking thoughts (real forces!) independently and beyond what your present and normal circumstances would suggest. Always remember – you are not limited to reality when working with your thoughts. You must learn to create reality and not just react.

SEEDING THE MIND
Seeding is inserting a specific thought into your mind and holding it there to the exclusion of all other thoughts. The thought you hold is that you already have the thing you desire. Claim possession of your desire in the inner world – bathing and soaking in the feeling. Vibrate with the feeling. You have it! You are it! Then begin experiencing what it would feel like to have the thing you want. Use your imagination to picture it. Then feel it throughout your body. Just relax and soak in that feeling. Be aware of the positive energy being created. The outer world will respond – the inner and outer worlds are connected in a continual state of action and reaction, cause and effect.

VISUALIZATION IN THE MIND
Use your imagination to see something in the inner world that hasn’t happened yet. Go into your mind and create the exact conditions and circumstances that you want to have happen to you. Project in the
inner world what you want to see happen to you in the outer world.

Think of visualization as a motion picture that you create in your mind. Imagine the details. Act out the exact scenes, conditions and circumstances that you want to have happen to you. See those conditions with clarity and detail. See it as an existing fact, not something that is going to happen to you, but something that has happened. And remember the power of persistence – the more you do it, the stronger it will become and the more energy it creates. And the outer world reacts to the energy of the inner world.

REALIZATION
Your power to choose your thoughts is your power to create your life.

EXAMPLES
I have a couple of techniques using seeding and visualization in solving problems.

Having defined my problem, I imagine jotting it down on a piece of notepaper. Then I imagine placing that note on my desk with all of the other notes on things I have to do. After every task that I do, I pick up my ‘problem’ note and consider whether I have a solution yet. If not, the ‘note’ goes back on my desk and I do something else. Every time I pick up the ‘problem’ note I am directing my mind at the problem. I am seeding my mind with the problem. When I place the problem back on my desk, I am not discarding the problem but rather re-directing my conscious mind to something that I can do and which makes me feel good. At the same time, my mind is still aware of and considering the ‘problem’.

Then comes the kicker. Visualize the setting. You are drifting in the air above ground. It is early dawn. Below you is a still pond of water. Motionless. Around you is still, gray early morning mist. The sky is gray. All is gloom. The sky, the mist, the ground, the water – all gray, silent and very still and calm. Imagine dropping your problem, like a pebble, into the center of the pond. The pebble makes a hole in the water. From this point you watch the perfectly circular concentric circles of ripples move outward towards the edge of the pond. Focus on these moving ripples as they move outward, away from the source. The ripples move quickly at first and then slower and slower the farther they get from the center of the pond. As the last of the ripples reaches the edge of the pond, I see this happening to my mind. It is opening up. The circle of my mind is getting bigger and bigger. Now I imagine those big circles starting slowly from the shore, moving faster and faster, getting smaller and smaller as they travel toward the center of the pond. The circles are becoming focused, as is my mind. The circles reach the center of the pond and disappear into the hole. Where did the circles disappear? Look into the hole and see the solution!

ATTITUDE
Of the thousands of thoughts we think each day, how many are productive? Every thought creates “causes” which result in an “effect”. All is law. All is cause and effect.

Every time you consciously and purposefully visualize, seed, affirm or create an idea, you are taking control. Remember – you are either consciously creating your life or you are reacting to it. When you can control and direct your thoughts, you can control and direct your circumstances.

If you tell yourself that you cannot do something or that something cannot be done, then you will seek to confirm that belief. The negative belief will soon
become reality. Because of cause and effect, the inner world will change the outer world. However, if you convert the negative into a positive – the word CAN’T does not mean CANNOT – it means CANNOT YET – thus the inability or difficulty is merely temporary in nature and if temporary, it suggests that it CAN be done.

Don’t be concerned about the outer reality. Be concerned about how you REACT to the outer reality. Your mind and your inner thoughts do not care about whether something is possible or not. When the world did not conceptualize flight, and said it was impossible, the Wright brothers ignored reality and from their thoughts, created a new reality.

You CREATE reality with your thoughts. You don’t have to understand HOW! Thoughts and beliefs don’t have to be real – they create reality.

THREE QUALITIES TO ADOPT IN TRAINING

DECISION - Clearly know and understand what it is that you want. Visualize your goal – “This is what I want.” Be specific.

ACTION – You must act on your vision. Knowledge does not apply itself – you must do it.

PERSISTENCE – You must persist even when you are not seeing results. Persist in “creating” in your inner world until you realize your goal in the outer world.

NEVER BE NEGATIVE - on any training course, remember that everyone is here for the same reason – they want to succeed. If you choose to be negative, remember that no-one wants to hear your negatives.

HOMEWORK

Homework is hard and needs discipline. There are 157 reasons why you cannot do your homework. The mind is the great trickster and will resist change. The hardest part of any work is to START doing it. To make work easier, there must be a payoff line. Who would go to the office every day if there were no salary at the end of the month? The bigger the payoff, the bigger the motivation to work. In developing a positive attitude toward homework, visualize the payoff of succeeding at that training course – what positive impact will it have on your life, your work, your career, your earnings.

CREATION, AFFIRMATION & ACKNOWLEDGEMENT

CREATION – Train yourself to think in new and different ways, to create rather than react. Don’t be limited by reality. Don’t let the circumstances of your life determine how you are going to think. Leave behind the reality of your life – see, feel, visualize and seed the exact circumstances and conditions that you want and then live the conditions and circumstances as if they were really happening to you. Opportunities open up when you open up your thoughts.

AFFIRMATIONS – are statements you repeat to yourself, over and over again. You do not have to believe the affirmation. All you have to do is repeat it over and over again. The conscious mind will hear it and begin to think thoughts about it. The affirmation becomes imprinted into your consciousness. And thoughts become reality. Keep your affirmations rhythmic, short and very simple ... and always affirm in the positive.

ACKNOWLEDGEMENT – Acknowledging is recognizing areas where you have achieved some success, both in the
present and in the past. Generally, as soon as we achieve something, we tend to forget it. We focus on what we are NOT and what we wish to accomplish in the future, and totally forget / ignore what we are and have achieved in the past. We lose the success vibrations. And nothing breeds success like success.

We need to acknowledge in order to create an energy of success and a feeling of accomplishment within ourselves.

Acknowledging creates a vibration of success and achievement in the “now”. The more we acknowledge ourselves, even in the smallest detail, the more we build up a pattern of success and well-being to follow in the future.

STUDYING AND THE USE OF TIME

Too often, students "cram" prior to taking their examinations. This results in some inevitable risks. The information is not permanent, as it has not been pondered upon or associated with previously learned knowledge - the concepts thus become difficult to learn and understand, and recall is sporadic and jumbled.

During this cramming, students tend to study for hour after hour until late at night, going into examinations physically and mentally exhausted. REMEMBER, one remembers far more if studying is done in short frequent duration of high concentration, rather than in one or two long sittings.

Concentration spans vary with the individual. This can range from 20 to 60 minutes and then one's mind seeks a break. Therefore, when setting a study roster, this concentration span (of say 45 minutes) must be taken into account.

Study for 45 minutes and then have a 5-minute break. This break must be physical - walk around the garden, do some exercise; but TAKE this break and do NOT do any form of mental work! Study again for 45 minutes, but then have a 10 minute break and next time a 15 minute break, repeating the sequence of break-periods 5-10-15-5-10-15 and so on. During your 45-minute study sessions, do not eat, drink or smoke - rather give your utmost concentration to the material.

During your study time, set yourself a goal; for example, get through an entire chapter or 20 pages and make sure that you get through the allotted section in the allotted time. Set aside a fixed time each week for going through all your study recalls of the past week. This process will ensure that you relearn that week's information and will also facilitate the retrieval of information when it is needed.

Remember, time is precious and a sensible approach to the use of this limited resource will benefit you. With any form of work that is mental, do not try to concentrate for more than 45 minutes. After 45 minutes, you must have a mental relaxation period. Do not think that you can concentrate for hour after hour. Your performance will wane more and more as time increases.
STUDY TECHNIQUES

PRE-READING TECHNIQUES: STRUCTURE AND PREVIEW

PURPOSE

The purpose of pre-reading is to ensure you of having a general concept of the scope of the book, notes on the characters, setting, and story-line, which will not only facilitate your reading but will also aid in recalling. You should:

- acquaint yourself with the general structure and content.
- determine the print size, page and chapter format.
- evaluate what prior knowledge you have on the subject.
- establish what method (study, etc.) you will use to read.
- see if you are familiar with the author or with any of his prior writing.
- determine why the material was written.
- know the range of information the material will cover.
- be familiar with illustrations, charts and diagrams.
- get the mood and general meaning.
- be acquainted with characters, places and unfamiliar words that are used profusely.
- develop a mental “set” for the material.
- decide on what you want from the reading.
- decide on an appropriate reading range and hand motion for such material.

STRUCTURE

As the term suggests, the first step in preparing to read is to note the structure of the material and to plan an appropriate recall style for it.

- Look over covers, title, author, and jacket blurb (book); title, author and head note (article).
- Look over all material prior to Chapter 1, such as preface, introduction, forward, table of contents, copyright, dedication and the index.
- Look through the material for additional aids: headings, pictures, charts, diagrams, etc.
- Set up appropriate basic Recall pattern.

PREVIEW

Add some general recall notes on character, setting, ideas and general development or content (who, what, when, where, why, how) by proceeding through the material using one of the following methods:

- Preview selectively through the material once at a "gist" rate. Add periodical notes to your Recall.
- Preview the first and last few pages of several chapters. Add to Recall after each chapter.
- Preview summaries and the first and last sentences of paragraphs quickly for the "gist" of an article, report or letter, and add to your Recall.

NOTE: The preview is NOT a time for becoming involved in complexities. Do not slow down in difficult passages - just recognize their existence and basic content. (A proper preview rate is about 2 to 4 times faster than your reading range for the material.)
To learn to study effectively, you must study to learn. Study reading differs from other kinds of reading in:

**PURPOSE:** The purpose is to master the material and remember it.

**METHOD:** The method is a systematic, carefully-planned procedure for going after substance, background, and details, at a level you have established for yourself.

**DEMands:** Study reading demands sharp thinking. It is active. It demands real effort, and it exacts proof that you know what you have read.

**Material:** The material that is used involves textbooks in the fields of science, theology, philosophy, psychology, etc. It also includes work materials that are complex and must be mastered, such as field manuals, specifications, research materials, etc. These materials are difficult in content, technical and specialized in vocabulary.

However, their logical development frequently permits, or encourages, rapid reading by those readers who possess definite purpose, vocabulary and self-assurance. Thus, a lawyer may read at top speed in basic legal documents while a novice would require slower rates and a dictionary.

To read a textbook, you must train yourself to do a careful Preview of the chapter or article you wish to read. The mind goes quickly but carefully through the pages, sorting out the related ideas and examining them in the light of previous experience. Then read to answer your own questions.

University experiments affirm that students who have a specific amount of time for studying, generally make better scores on their tests if they spend **AT LEAST HALF** their study-time in reflective thinking. Yet, unfortunately, many people do not consider reflective thinking to be a vital part of studying.
THE MATTER OF STYLE

by A. B. Chapin

One of the most persistent fears of the average reader is that any growth of reading rate might lessen his appreciation of "style". The fear is groundless because any growth in reading ability cannot at the same time be a decline in understanding. After all, you improved your own reading rate about ten times from first grade to Lesson 1 of this course with no loss of "style".

The point is that one who can appreciate what he calls "style" at his old rate can appreciate the same "style" at a new, improved reading rate. Rate of reading does not destroy understanding, as understanding must be part of the reader's ability even before he attempts a rate.

Perhaps more important is the matter of "style" itself. A reader should understand that "style" is not his opinion of, or reaction to, an author's manner or tone; it is a matter of stylistics, and one cannot "read" stylistics, he must analyze them. Any other concept of "style" is sheer metaphysics.

Thus, in the pure sense, "style" is not something one READS but something one must ANALYZE. This is why Arthur Dimnet warns readers in THE ART OF THINKING: "Never read for the style." Perhaps Dr L T Milic is more to the point in his recent article, "The Criticism of Style": "...analysis of style cannot proceed without technical detail. It becomes metaphysical by default."

Let us go one step further. The better the "style" the faster one should be able to read the content. One sign of good style is certainly clarity and readability. "Good style" and "precious writing" are opposed terms. Thus, when readable material slows you down, below a reasonable rate for such content, you may suspect poor stylistic technique on the author's part.

A majority of authors agree on "style" - it is best when most readable. A few well-known writers say it this way:

"Style exists in the order and the movement which we introduce into our thought." Buffon, "Discourse on Style".

"I write as I walk - as straight as I can - because that is the best way to get there." H G Wells, EXPERIMENT IN AUTOBIOGRAPHY.

"Style is (1) a way of writing; (2) a GOOD way of writing." F L Lucas, STYLE.

"Style is not fine or fancy writing - these are penalties of adolescent writing...the subject is the reason for any writing - style should serve the subject." Macauley and Lanning, TECHNIQUE IN FICTION.

"The more time it takes to receive and understand each sentence, the less time and attention can be given to the contained idea; and the less vividly will that idea be conceived." Herbert Spencer, "The Philosophy of Style".

Good "style" in prose ENCOURAGES efficient reading; it does not resist it.
Traveling around the country, I find that more and more people have an urge to pry into such difficult subjects as science, philosophy, religion, economics and political theory. One clear sign of this is the widespread circulation of the serious books that are now found everywhere in paperback editions.

Decidedly, people want to go further and deeper in their thinking about many things that we used to feel were the monopoly of specialists and scholars.

More often than not, this urge soon dries up. People find that the book that they open with high hopes of enlightenment turns out to be beyond their grasp. They think that the subject must require more background than they have, and they quit.

Actually, any book intended for the general reader can be understood if you approach it in the right way. What is the right approach? The answer lies in one important - and paradoxical - rule of reading. YOU SHOULD READ A BOOK THROUGH SUPERFICIALLY BEFORE YOU TRY TO MASTER IT.

Most of us were taught in school to go to a dictionary when we met an unfamiliar word. We were told to consult an encyclopedia, scholarly commentaries, or other secondary sources to get help with statements we couldn't understand. The rule to follow on tackling a difficult book calls for exactly the opposite procedure.

Look first for the things you can understand, and refuse to get bogged down in the difficult passages. Read right on past paragraphs, footnotes, arguments, and references that escape you. There will be enough material that you can immediately grasp, and soon it will add up to a substantial foothold from which to climb further. The amount you understand by a quick reading - even if it is only 50 per cent or less - will help you to carry some light back to the places which left you in the dark.

The tremendous pleasure that comes from reading Shakespeare was spoiled for generations of high-school students who were forced to go through Julius Caesar, Hamlet, or Macbeth, scene by scene, to look up all the new words, and to study all the scholarly footnotes. As a result, they never really read the play. By the time they had got to the end they had forgotten the beginning and lost sight of the whole. Instead of being forced to take this pedantic approach, they should have been encouraged to read the play in one sitting and discuss what they got out of that first quick reading. Then they would have been ready to study the play carefully, for they would have understood enough of it to be able to learn more.

The best proof of soundness of this rule - FIRST GIVE A BOOK A SUPERFICIAL READING - is what happens when you don't follow it. Take a basic work in economics, such as Adam Smith's "The Wealth of Nations." If you insist on understanding everything on one page before you go to the next you won't get very far. In your effort to master the fine points, you will miss the big points that Smith so clearly makes - about the role of the market in determining prices, the evils of monopoly, the reasons for free trade.

What is true of the Wealth of Nations in the field of economics is equally true of J S Mill's "Representative Government" in the field of political theory. These books are open to the layman if he approaches them in the right way; so also are a host of other books. In religion, the writings of Martin Luther, Reinhold Niebur, and Paul Tillich; in philosophy and psychology, the writings of William James, Sigmund Freud, John Dewey, Bertrand Russell; in science, the words of Galileo, Newton, Darwin,
Einstein. The writings of such specialists are probably not completely understandable by the layman, nor need they be. It is a considerable achievement if we can grasp the essential part of what these great men are saying about their principles, their methods and their aims.

In addition, it is well to remember that books can be, not only good friends, but also passing acquaintances. Some of them can tell us what we want to know - or all they have to tell - from a brief chat, if we use them properly.

Giving a book a quick once-over is also a threshing process that allows you to separate the chaff from the real kernels of nourishment. You may discover that what you get from this superficial reading is all the book is worth to you for the time being. It may never be worth more. But you will then at least know what the author's leading contention is, so that the time you spend with the book will not have been wasted.

For reading, the following steps are a good way to begin giving the book a once-over:

- Look at the title page and preface, and note especially the subtitles or other indications of the scope and aim of the book or the author's special angle.
- Study the table of contents to get a general sense of the book's structure; use it as you would a road map before taking a trip.
- Check the index for the range of subjects covered or the kinds of authors noted. When you see terms listed that seem crucial, look up the passage. You may find the key to the author's approach.

Look at the chapters that contain pivotal passages or summary statements in their opening or closing pages. Then dip into a page here and there, reading a paragraph or two, sometimes several pages in sequence. Thumb through the book in this way, always looking for the basic pulse-beat of the material.

All this will add to your alertness when you read. How many times have you day-dreamed through pages, only to wake up to find that you have no idea of the ground you've been over? That cannot happen if you have a system for following a general thread.

One word of warning: If you use this approach and start to read superficially through a book, you may end up discovering that you aren't reading superficially at all. You are reading it, understanding it, and enjoying it. When you put the book down it will be with the realization that the subject wasn't such a tough one after all.

Mortimer J. Adler
SEMANTICS

THE IMPORTANCE AND UNIMPORTANCE OF WORDS

Before the concept of comprehension can be understood we must understand the relative importance and unimportance of words. Since words must be perceived at such rapid rates, we can no longer hear the sound of each word and expect to read. We must accept several concepts about words. Words are signals that call forth a response in the deep-well "storage banks" of the mind. If the words stand alone, the response may be incomplete or erroneous. Words only stand for things we know. The larger the "word meaning group" the more accurate and complete comprehension may become. As it is not possible to see large meaning groups at slow rates, the advantage of faster rates for building comprehension becomes apparent. One never has totally accurate comprehension until he has seen all the words. The idea, or the concept, apportions the meaning to each word and delegates the relative significance of each word.

The Reader must also understand the function of the eye in reading. The eye is an extension of the brain. The delicate tissues of the brain must have some protection. The eye offers that protection. The eye makes it possible for the mind to receive image impressions from external sources. The eyes are to the mind what the feelers are to the insect. The eyes are to the brain what the antenna is to the radar. The eyes project pictures to the mind. The mind constantly tells you what is in front of you. Sight, in the sense of understanding, is in the brain. When you have mastered the advanced SuperReading Techniques, your mind moves your eyes down the page searching for meaning.

There can be no comprehension if there is nothing in the mind with which to associate the words viewed. Hundreds of thousands of words must have been placed in the storehouse of the mind before it can be of much value to you.

Meaning is in people, not in words. Reading is seeing it with the eye and knowing it with the brain. Reading is thinking with an aid; the aid is the book. One should therefore be able to read as fast as one can think.

KORZYBSKI, "THE FATHER OF GENERAL SEMANTICS"

KORZYBSKI, The Father of Semantics, in his book, SCIENCE AND SANITY, Page 439, has the following to say about man and his latent powers:

"Let me recall that one of the most fundamental differences between animal and man consists in the fact that no matter how many orders the animal may abstract, its abstractions stop on some level beyond which the animal cannot proceed. Not so with man. Structurally and potentially man can abstract indefinitely, many orders, and no-one can say legitimately that he has reached the final order or level - beyond which no one can go. In the older days before man understood the structure of man, the majority of the people copied the animals - and stopped abstracting (progressing) at some level as if this were his final level."

Korzybski is explaining that many people stop growing and developing long before they reach their capacity - for man, unlike animals, has no limits to his ability except those he places upon himself.

On the importance of learning to visualize, Korzybski (on page 459) has the following
to say,

"It is known that all people are not able to visualize equally well, but in some beings as well as animals...the visual stimuli are physiologically weaker than the auditory - obviously then, the auditory types are enmeshed by words, further removed from life than the visual ones, and so cannot be equally well adjusted. This fact should not be neglected, and on the human levels we should have educational methods to train them in visualization".

Korzybski recognizes the need for training in visualization that would allow the individual to become enmeshed with ideas rather than words and be more aware of everything that goes on in the world around him.

Korzybski states also, "It is known that not all people are able to visualize equally well. The auditory channels that connect us with the external world are less subtle and effective than the visual ones. The eye is not merely a sense organ. Embryology shows that the eye is part of the brain itself, and what is called the optic nerve, must be considered not as a nerve but as the genuine nervous tract.

"This would assign to the eye a special semantic importance, not shared with other sense organs or receptors. We ought not to be surprised that the visual types are better educated than the auditory types.

"As most of our observations are accomplished with the aid of the eye we should expect auditory types to be poor observers, in the long run, further detached from actualities than the visual types. Even to common sense it seems clear there is a significant difference between knowing the world by hearing, and knowing it by seeing".

Korzybski points out the value of being visually aware of the world around you, and of being able to respond visually to it. Reading, of course, is a visual skill in the aims, values and skills to be learned. The author points out the value to the reader of acquiring the visual skill.

Korzybski is interested in language and its usefulness or hindrance in allowing man to become the great power he can become. He feels that even as Einstein had to have a more realistic language to use if he gave to the world the Quantum Theories, so man is held back by the absolute nature of the language we speak.

When man first invented language he gave words to the objects he saw. This was possible when the world in which we lived was less complicated. Certainly the use of language made possible man's great growth and progress.

But as civilization became more complicated, the word "apple" did not describe all the apples. Each apple was different and to be accurate, the apples should be designated as apple (1) or apple (2) and the problem of generalizing all apples in one word could lead to problems.

On Page 476, he speaks concerning words:

"Words or labels represent conveniences, and are not the objects themselves. We should carry these labels in our pockets, so to say, as we carry our money, checks for hats or trunks, and not identify them emotionally with what they eventually stand for, because monetary values change, and hats and trunks get exchanged, lost or burned. To accomplish this we must have objective labels that we may handle and carry in our pockets and also an objective something to which we can attach the label. "Thus the event is not
the object; the object is not the label; a proper name is not the person, place or thing". "The characters ascribed to the events, objects or labels are not identical, and an object or situation is not identical with another object, situation, event or feeling. There is an absence of identity between the word and the object, for the word is not the object"

"We accomplish this by stressing that one cannot sit on the word "CHAIR" or drink the word "MILK" or write with the word "PENCIL". We live on an objective level that cannot be reached by words alone ... a toothache isn't the actual pain ... and belongs to an objective unspeakable level ... emotions, moods, etc. that go on within us are also not words"

On Page 478 Korzybski says, "one fact should be stressed, namely; we can always invent words, but even the most ideal and structurally adequate language will not be the things or the feelings themselves"

He says, "People expect that by some primitive magic the word becomes identical with the thing, but this is not so"

For the students who want to hold on to each single word, fondle over it and caress it, Korzybski has the answer, for WHO WANTS TO FONDLE THE EMPTY SHELL WHEN THE VALUABLE PEARL IS GONE?

WHAT IS READING?

The definition of reading is not something upon which reading experts agree. We define reading as a process of perusing print to meet your purpose in terms of the comprehension you need. Thus, many different techniques are often called for. Some of these are defined as follows:

LINEAR READING: A process of looking over each line in the manner that we have all been taught, focusing on each word. Using the hand as a pacer, it can be done much more efficiently than before.

SKIMMING: A process of selective linear reading. For instance, reading beginning and ending paragraphs of a chapter, or reading the first sentence of paragraphs. It is a useful technique for previewing expository materials and for postviewing something you've read.

SCANNING: A process of looking over all of the material in order to locate a specific item. A good example of this is looking over a whole chapter to see if a certain character appears in it by just looking for his name. This is also useful in locating subheads and seeing organizational patterns, as well as locating information that answers a question.

VISUAL READING: A process of reading at very rapid rates (more than 1500 wpm) and understanding the words without saying each one to yourself. It is somewhat similar to scanning, as you see all of the words. But unlike scanning, you are not looking for something specific; you are reading for general information. THIS SKILL IS THE BASIS OF OUR 24-hour SuperReading PROGRAM
The mark of an efficient mature reader is the ability to adjust reading speed to reading purpose, to the nature and difficulty of the material, and to the reader's experience and knowledge of the subject. Accordingly, controversy about skimming versus scanning versus reading, and speculation about "what is your rate of reading" become pointless.

More realistic would be such questions as: what is your rate of reading science? or mathematics? or history? Or what is your rate of reading a novel in order to obtain a substantial overview of the plot and its development, or what is a satisfactory reading rate in a novel when comprehension is measured by ten true or false questions?

One must either accept the need for flexibility in adjusting reading rate to purpose, or reject the concept and seek a uniform rate of reading to be used regardless of the circumstances. If one accepts the merits of flexibility, then the comprehension and speed traps should be avoided. For example, if the reader's purpose is to obtain a substantial overview of the plot and development of a popular novel, three levels of comprehension success are possible - firstly, the reader himself may be satisfied that he has attained his objective; secondly, the reader may check his recall and evaluation by reviewing his knowledge with another person; and thirdly, the reader may undertake a test and measure his success - the test must be valid and recognized as adequate to test the reader's grasp of the story, plot and development. In addition, the tester must have determined in advance what percentage of comprehension is required.
**COMPREHENSION AT RAPID RATES**

You will remember from our discussions that we made a clear distinction between comprehension and recall.

## COMPREHENSION

Let's look at comprehension first. At the very outset, please accept that you will never comprehend something by reading it once only. Comprehension is understanding the printed word. Comprehension takes place within the reader. Because a word only has meaning within the mind of the reader and because words only have meaning in relation to words in context, and because the meaning of words are relative to the interpretation and experiences of the reader, reading one word at a time and once only, will never result in total comprehension.

In order to master the skills of comprehension, you will need to understand a few basic concepts about yourself and about language. Firstly, you were born with the vision to see more than one thing at a time. We call this vision, your natural vision. Look around you. You are able to see a large number of things simultaneously. Now look down at a word on the printed page in front of you. Suddenly, you will notice that your eyes tend to narrow their focus onto a single word on the page. We call this tight focus or tunnel vision. This tunnel vision is not natural to you. It was taught to you during your early reading years, and while there is nothing seriously wrong with it, it does tend to limit your reading to only one word at a time.

Through the drills that you will be doing, we are opening up your vision horizontally, so that your eyes are able to see more than one word at a time. All we are doing is beginning to apply part of your natural vision to the printed page.

You might not be aware of this, but it is happening. But your question, no doubt, is ‘that’s fine, but how do I get to understand or comprehend this increased flow of words?’

## LANGUAGE & WORDS

The answer lies in understanding what a language really is. Words have no meaning in themselves. They are merely symbols which, when seen, stimulate mental pictures, feelings and ideas in us, but only if we have learned what mental pictures to think about when we see certain words which are nothing more than letter sequences. For example, what do you think of the following statement? BRUSH YOUR PEGGERS, CLEAN YOUR WEAKS, DRINK YOUR GOOK AND GO TO DOEDOE. You think I’m crazy. Actually I’m not. That statement is a language, but it contains certain words which are not in your vocabulary. You have never learned that PEGGERS are teeth, WEAKS are ears or that GOOK is milk. Likewise, you have never sat on the word chair, or felt the word tooth-ache. You have merely experienced something which is labeled with or described by a series of letters familiar to you. The meaning of a language therefore takes place within you. All you need to do is transfer the picture of the word into your mind, and your mind will respond with a mental picture or feeling or idea.

## GESTALT / SHAPE / FORM

Let’s take this concept a little further. A clock is a circle, twelve numbers, two arrows, plus knowledge. Without the knowledge, it would remain a circle, twelve numbers and two arrows. When we were children, we learned to see the things around us by seeing them as whole concepts. Later on, as part of the learning process, we learned about the components of the things that we knew so well. We were taught to look for the parts, rather than to consider the whole idea. We
became analytical. And this analytical approach is especially prevalent in our reading. To draw an analogy between reading and seeing is like looking at the Mona Lisa through a straw, seeing only one tiny segment of the painting at a time and then trying to visualize the whole picture afterwards. It simply doesn't work. To comprehend ideas, we need to read ideas.

**WORD ORDER**
A final point about languages. Most of us tend to believe that words must always appear in some acceptable grammatical sequence. This is not always true. For example, if I give you the words THROW THE COW OVER THE FENCE SOME HAY, you understand me perfectly. Likewise, if I told you that I was going to THROW YOU WITH A STONE, you would very quickly take up a defensive position. In the same way that you had to get used to words given to you in a certain grammatical sequence, so too can you get used to words that are given to you out of normal sequence. It takes time and practice. Remember, in this program, all we are doing is opening up your horizontal vision, and teaching you to read two, three or four word phrases at a time, instead of each word individually. It's really not that difficult to master.

**COMPREHENSION AT RAPID RATES**
Comprehension at rapid rates is a new kind of comprehension. It does not always rely on the hearing of words or on the one plus one accumulation of words.

It is scant and spotty at first. With practice, you should begin to feel more secure when you read at rapid rates, but perhaps you need assurance that what you get from the page is what you should be getting at this point. You will overcome self-doubt and be able to achieve both rapid rates and comprehension if you understand the following:

It is natural for you to wonder if you are comprehending anything when you are passing so rapidly over words. You may not yet have complete confidence in the new method of comprehension that we label **"Eye-Mind Reassurance."** Eye-Mind Reassurance is being substituted for the familiar auditory reassurance. Thus, you may be disturbed because you do not hear and register the sound of each word. You may confuse the lack of auditory sensation with the lack of comprehension.

Your new reading rates have been acquired through a series of drills and "practices" which do not seem to you to be "reading" at all, as you define the word.

For the first few weeks, when you are learning to see words at rates that amaze you, you may discover that you are actually comprehending some parts of the material but can't believe it. You may understand for two or three pages, then go for paragraphs, even pages, understanding nothing. You may think that you understand only to discover when you are finished that your mind is a blank.

At first the mind will not comprehend as fast as the eyes project pictures to it because the mind has been conditioned to slowness in reading. The reader must learn to consciously direct his minds activity until it becomes accustomed to the new responsibilities and possibilities.

The student who experiences the above or other bewildering experiences should realize that Eye-Mind Reassurance works on the "feedback" principle.

The brain, like a computer, can absorb, file, and later, upon request, give back large quantities of information.

Hours, even days, after a student has read material that he did not feel he comprehended at the time, he may recall
COMPREHENSION AT RAPID RATES (cont)

the main ideas and even many details.

Comprehension will increase with practice, and with the growth of confidence in Eye-Mind Reassurance.

This new process demands total involvement. You, the student, can no longer be a passive reader.

Your practice must begin with short readings in order to recall what you read. Gradually you will increase both the amount read and the amount recalled.

Comprehension at rapid rates corresponds to the thinking process. While at slow rates, the reader adds word to word to word to get comprehension and depends on memory to retain what he has read. At rapid rates, we do not forget so much because we see the relationships, maintain the mood, feeling and atmosphere, and do not need to constantly re-establish these things. We perceive more and what we perceive is more than what we have read.

It is difficult to state a clear definition of comprehension. Comprehension is understanding WHAT you are reading WHILE you are reading. It is knowing. Meaning is in people, not words. The more information stored in the memory “bank”, the better the material will be understood. The more meaningful the material, the greater will be your visual response and retention.

The dictionary defines comprehension as understanding the written symbol on the printed page, but it does not say HOW MUCH understanding one must have before it becomes comprehension.

How much understanding" then becomes the "unstated" part of any definition of comprehension.

Dr Russell Stauffer of the University of Delaware Study and Reading Center, SPEED READING : PRACTICES AND PROCEDURES, Volume X, page 116, defines comprehension as ADEQUATE "when the student finds a valid answer to his PURPOSE in reading." The purpose in reading for pleasure is quite different from the purpose in study, and even in study the purpose may vary.
CONCENTRATION

Concentration is not something that we can just improve by switching a switch. We improve concentration by becoming active thinkers rather than passive bystanders. Passive bystanders are non-participants. If you are with a group of people who are having a discussion, and you are not really interested in what they are saying, nor keen to participate in the discussion, you will pretty soon get bored. However, if you are actively involved, thinking about what is being discussed, challenging the arguments, defending your own ideas, digging up knowledge from the depths of your mind, you will find that you become awake, tireless, even hyped up.

The same principles apply to your reading. Don’t just sit back and let the information flow aimlessly and pointlessly into the bottomless pit of your brain. Get involved. Think about what the author of the book is saying. Does it make sense? Do you agree or disagree? Does it tie up with your existing knowledge? If not, why not? Test yourself by trying to recall what you have read. Recall is a great stimulant for concentration. It makes the mind work.

Developing comprehension and concentration must begin with short reading sessions and regular recall sessions. Gradually, you can increase both the amount read and the amount recalled. Like eating a steak. Small mouthfuls, chewed well and swallowed properly, leads to good digestion and enjoyment. Shove the whole thing down your throat and the results are disastrous and most unenjoyable.

Comprehension at rapid rates corresponds to the thinking process. While at slow rates, the reader adds word to word to word to get comprehension and depends on memory to retain what he has read. At rapid rates, we do not forget so much because we see more of the relationships, we are able to maintain the mood, feeling and atmosphere, and do not need to constantly re-establish these things. We perceive more, and what we perceive is more than what we have read.

Comprehension is understanding what you are reading, while you are reading. Comprehension is adequate when you are able to find a valid answer to your purpose in reading. The purpose in reading for pleasure is quite different from the purpose in study, and even in study, the purpose may vary.

This might sound like a pretty big mouthful, and yet it is one of the key elements to our reading attitude. Regularly, you pick up some reading material. Why are you going to read that book? What do you hope or expect to get out of that book, and why? What do you intend to do with the information that you are getting from the book? How much do you already know about the subject? How are you going to use the knowledge that you have gained from the book? Do you agree or disagree with what the writer is saying? Why do you agree or disagree?

From this, you will conclude that comprehension is largely influenced by the purpose you have in reading something. If you have no clearly defined purpose, you have no reason to read the material and you will have no reason to become actively involved in what you are reading about. You will remain a passive non-participant, and your concentration will soon want to wander off to something else. Some other subject about which you are more interested and want to think about.
PLATEAUS IN LEARNING

Anyone familiar with the basic principles of psychology is aware of what psychologists refer to as learning plateaus. A learning plateau is simply a period of time when a learner is acquiring a new skill, and it appears that he isn’t making any progress at all. Maybe you’re facing that with your new skills in rapid reading.

Learning plateaus are very valuable periods, and it is important to understand them so that you achieve their maximum benefits. When you first begin to learn a new skill, you are likely to progress very quickly; then you may hit a learning plateau. You may even feel that you are regressing!

A learning plateau should be thought of more as a period of consolidation, and welcomed with that knowledge. After you have made very fast progress, you need time to practice your new skills. You need this time in order to be prepared to move ahead and make more progress.

In learning any new skill, your attitude toward it can be a key factor in your progress. It is important to acknowledge and realize the benefits of learning plateaus, welcoming them as "rest stops" rather than fearing them as regressions. If they are looked upon positively, then you will move on more quickly. If you begin to fear them and develop a negative attitude about them, then you will begin to fear failure, and although you may not cause yourself to actually regress, you will not be helping yourself.

Try to relax and accept an inevitable plateau as another sign of your progress - one that indicates that soon you will be moving ahead again.

KNOWLEDGE

Gaining more knowledge builds up your knowledge base and your understanding of the possibilities, and this shows you how to combine, mix-match, develop and modify your existing knowledge to fit the unique situation you are faced with.

Knowledge does not necessarily give you any big answers - it shows you how to be creative in searching for new answers.
RECALL

One of the biggest problems facing most people is the fact that they cannot remember bits of information. Names, places, events, appointments and so on, seem to get forgotten. This is not totally true. We have not forgotten the information, we simply cannot find the information in our memory banks. The problem is not one of retention of information, but rather a problem with recall.

Recall, in the context of ExecuRead® & SuperReading, may be defined as the ability to write, tell or think, in your own words, what you have seen, experienced or read. It is a thinking skill. It is the process of making your brain give back information, when you want it. Recall is not a gift, so if you cannot remember information, this does not mean that you are deprived, or mentally deficient. It means that you have never taken the time to develop this skill. In short, the ability to recall information depends on three pillars - a desire to remember, the application of effort to remember, and frequent usage of this new skill.

Take the example of a disorganized wardrobe. There is no system at all, and clothes are just stuffed in wherever there is an open place. When you want something, you cannot find it. The easiest things to find will be those that were put in most recently - they are on the top of the pile. Something that was put in a long time ago may take hours to find and you will sooner or later give up trying. A particular garment that is worn often will gradually establish its own unique place in the wardrobe. Why? Because you are getting sick and tired of always looking for it and eventually develop a desire to find it quickly and a system to do so. But what about those items that you do not use all that frequently. How are you going to remember where to find them? Develop a logical system that can be activated by logical reasoning rather than by hit and miss searching. For example, a place for winter shirts, a place for thick woolen jerseys, etc.

There are two types of recall. Immediate recall, which is the ability to recall information absorbed within the past 20 to 30 minutes, and long-term recall that is indefinite. Unless you develop your immediate recall you will never be able to develop long-term recall.

The ability to recall information is the result of the following mental processes - registering or recording the information, retaining the information and then recalling the information. You can read, see or hear something without actually registering or recording it. Take the TV news for example. We watch it, we understand it, and we have no idea afterwards of what we were hearing or of what we were seeing. Why? Because we did not register or record the information. So, how do we make sure that information seen and heard is information recorded? By thinking about the implication of that information - what does it mean? who does it affect? is it good or bad? If you are passively watching the news, and not considering the implications, you might just as well be deaf and blind. You are passively seeing and hearing, but you are not actively looking and listening.

The first step therefore, is to become an active listener and looker. Do something with the information. Think about it. Process it. Look and listen reflectively. Do this often and do it all the time. It involves changing your entire approach to your environment.

Once you have developed an attitude towards registering or recording information, you are now in a position to
RECALL (cont)

attempt to recall that information. Remember, information that has not been registered cannot be recalled. The first step of the recall process is to activate the Feedback Principle. In short, this concept involves the interrogation of your mind. Asking specific questions that can be answered. There is no point in asking vague questions? It must be something specific. What is the title of the book? Who is the main character? Where is the story set? What type of book it is? What is the author trying to say? By asking a specific question, you can elicit a specific response. Likewise, by asking a vague question you are left in the air. For example - please do something? ........ your immediate reaction is WHAT? We have got no-where. A silly question basically received a silly answer!

This might appear difficult at first, simply because recall skills have never been taught at school or college. But practice will make perfect and this should not only be limited to your reading, but to all walks of life - to books, newspapers, conversations, meetings, events, movies, etc. Become a listener and looker who can do something constructive with information, rather than someone who sees and hears without point or purpose.

Immediate recall is therefore the result of constant practice. Long-term recall on the other hand, is the process of taking recorded information and storing it in such a manner that it will be available for usage at some indeterminate future date. It is the process of filing the right information in the right mental file in an organized, logical and systematic manner.

Let's take a computer database as an example. Before we start loading information into the computer’s memory, we have to set up a memory system. This memory system layout is going to be determined by how we are going to try to retrieve the information later on. If we just stuff a whole lot of miscellaneous data into one big hole, we will never be able to get it out on time and in the correct format. Therefore, with a computer, we firstly determine the mechanics of recall and then we load the computer according to that recall system.

Let's apply this scenario to the way we currently absorb new information? One bit of information at a time, taking all these tiny details and pouring them like confetti into the big hole between our ears. Now, when we try to recall, we are not trying to retrieve confetti, but rather something a lot more substantial. The result - it doesn’t work. We have not matched the information registered or recorded with the information to be recalled. So, what’s the solution?

The solution lies in using a combination of multiple viewing or reading and a schematic, logical or visual recall pattern or mind-map. In order to read in such a way that recall will be encouraged, we use what we refer to as a multiple reading process, a process of reading something more than once. Each step of the multiple reading process is designed to satisfy a particular purpose.

The first step of the multiple reading process is the preview. The purpose is to read to find the gist or basic story outline, for this is invariably the first recall question. By looking at the cover and the fly-leaf and then skimming through the book, look for the basic story. For example, in an extremely simple book that virtually everyone knows, Goldilocks and the Three Bears, the basic storyline is as follows. "Girl .... woods .... house .... bears .... chairs .... food .... bed .... sleep .... run away"

The second step of the multiple reading
RECALL (cont)

The third step of the multiple reading process is now to find the **details** of the story, since this is the next level of recall. Since you now know the story-line and the general content of the story, you can now concentrate on the specific details. Using the linear hand-movement, and going a bit faster since you are now working in familiar material, the details can be summarized as follows: "Little girl.... long blonde hair.... wanders ... gets lost ... house in clearing ... double story ... three bears .... daddy, mummy and baby .... food is porridge ... porridge too hot .... three chairs, big, medium and small .... big chair too big ... medium chair too soft .... baby chair just right..." Do you get the idea? The process of recalling this information at a later stage would therefore follow the following sequence: recall the structure of the story from the recall pattern. Then from the structure of the story, recall the main events. Now analyze the main events by recalling the individual details surrounding each event.

In order to apply this technique to developing your ability to recall everyday events, you will need to actively work at this skill. Try it out on the evening news on television. You can do this mentally or on paper. As the newsreader gives you the items to be contained in the news broadcast, see these items as file headings and look for the sequence - local news, international news, general news, financial news and sport.

When they start giving you the full story, try to identify the key message in each item and then relate the details to that key message. You can reinforce this by evaluating the key message and the details in terms of yourself and the country. Good or bad news? Why? Effect?
RATE OF FORGETTING

Remember, the ability to recall effectively is not a gift. It is a skill and skills are improved by constant usage, a desire to remember, effectively registering information, being actively involved in the process and constantly evaluating what you have seen, read or heard. Stored information is protected and preserved by filing the information in a structured recall pattern or mind-map.

IN SHORT, PREPARE FOR RECALL BY READING, LISTENING AND SEEING IN ORDER TO RECALL.

RATE OF FORGETTING

THREE MEASURES OF RETENTION
HOW TO IMPROVE YOUR RECALL

HOW TO IMPROVE RECALL

Recalling what you have read is similar to recalling any other experience. The more impressive the experience the easier to recall; the more frequently an experience is recalled the stronger the impression remains.

Recall is the weakest link in the memory chain of REGISTERING, RETAINING, RECALLING, RECOGNIZING. We REGISTER more than we RETAIN, we retain more than we RECALL and nearly half the time we cannot RECOGNIZE whether our recall is accurate unless we plan and structure a recall.

Memory experts claim: (1) that we do not possess a "memory center" in our brain, but that we do consistently make memory traces; (2) that no-one has a "bad memory", but that few have trained their remembrance patterns; (3) that there are many kinds of memory and to train one kind (e.g., remembering names) will not affect different remembrances (e.g., remembering dates); (4) that there are different ways to improve your remembrances, especially recall (the Gates experiment on recall proved that 20% reading and 80% recalling was twice as effective as 100% reading with no recalling).

THE WAYS TO IMPROVE RECALL ARE:

DESIRE TO REMEMBER WHAT YOU READ, BUT BE SELECTIVE. You cannot remember everything. Read to learn something because knowledge creates interest and interest leads to more knowledge, and a better memory of it. Be confident that you can remember what you read.

DEVELOP A POINT OF VIEW TOWARD THE MATERIAL. Grasp its structure or theme. The Pre-reading techniques supply this need. Establish what meaning you want from what you read - memory is the reward of meaningful experiences. See the material as part of a larger whole and be sure that you understand it as you read. Read ideas, not words.

READ WITH A DEFINITE PURPOSE TO SATISFY AN INTEREST. Plan a Recall before reading and read in order to fulfill your plan. You generally cannot remember what does not interest you or when concentrating on something else. Involve your ego by making each thing you read important to your own growth.

AFTER READING, DO SOMETHING CREATIVE AND USEFUL WITH THE FACTS. Written recall should be patterned logically, not just spatially, and should REPRESENT the content, not reproduce it. The writing of a Recall is itself a good disciplinary process requiring mental organization; it also reinforces your reading. Recall in your own words AFTER, not during, a reading. Recall from memory (if the material is not in your mind now it won’t be there later, so re-read what you cannot recall). All facts or ideas are associated with other facts and ideas - recall by associations, the more the better.

Recall is related to reading, but develops separately. You may find your reading rates improving before your recall ability improves. Do NOT rely on slow reading rates to improve recall; work on the techniques of comprehension. Good recall is dependent on many other matters besides slower rates - slowing down is the most inefficient answer to the need for recall.
THE RECALL PROCESS

CONCEPT OF LEARNING:
All learning involves communication. Communication is a transfer of meaning between a source and a learner. Reading is a form of communication between an author's printed text and a reader. To learn, a reader must synthesize mentally, verbally or in writing the meaningful and manifold factors presented to him by the text.

Conceptually, most paragraphs, chapters, essays, articles in newspapers and magazines and even books can be represented in terms of a three-dimensional, many-faceted diamond. The APEX of the diamond represents the source, the author's text, and his main hypothesis. The upper facets of the diamond represent the factors, supporting arguments, or an elaboration of his hypothesis.

Most learners stop here. This is the learner who underlines or copies from the text, trying to retain the EXACT wording of the author. He believes learning to be a detailed, rote process of memorizing facts.

Objectivity, sensitivity.

The base of the diamond represents the conclusions of the author or a basic principle that the learner derives from the information collected and reflected upon.

We are going to learn the recall process in progressive stages, working our way from the apex to the base of our diamond.

For good Recall you must:
- Find main ideas or idea-words as you read.
- Associate them by similarity of details.
- Organize details by grouping them under or around an idea-word.
- Let idea-words trigger the memory of details without taxing the memory.

Distinguish between ideas and details knowing that ideas are words that stimulate further discussion, explosive and provoking words and the idea-words bring many details to mind. (Example: Think of the idea-word "cold" with regard to the story "How to Build a Fire").

You must decide now whether you will train yourself to remember ideas which will help you recall associated details or whether you will be satisfied with remembering details which, being an end in themselves, will not remind you of other details.

Example: If you were planning to buy 100 items from the grocery store, you would have difficulty remembering them. But a grouping of the items
- meats,
- canned goods,
- staples,
- fresh fruits,
- vegetables and
- luxury items,
would make the task much more simple.
ANALYSIS OF RECALL PROCESS

For good Recall the student must:
- Find main ideas or idea-words as he reads.
- Associate them by similarity of details.
- Organize details by grouping them under or around an idea-word.
- Let idea-words trigger the memory of details without taxing the memory.

Distinguish between ideas and details knowing that ideas are words that stimulate further discussion, explosive and provoking words and the idea-words bring many details to mind. (Example: Think of the idea-word "cold" with regard to the story "How to Build a Fire".)

The student must decide now whether he will train himself to remember ideas which will help him recall associated details or whether he will be satisfied with remembering details which, being an end in themselves, will not remind him of other details.

Example: If one were to buy 100 items from the grocery store, he would have difficulty remembering them. But a grouping of the items
- meats,
- canned goods,
- staples,
- fresh fruits,
- vegetables and
- luxury items,
would make the task much more simple.

Recall is the ability to write, tell or think in your own words what you have seen, experienced or read. It is the acid test of comprehension. It operates on a feedback principle: ... See .... Think .... Understand .... Tell Back (Recall).

Reading is a process of building relationships. The reader sees meaningful patterns of words. From these, he forms ideas that he groups under larger units of relationships.

When he recalls, he uses idea-words to bring back the details of the ideas by association. It is not unusual for a student in this course to have a Delayed Recall - one that develops some time after the reading. He may "go blank" at first then start remembering. A quick review will often start a chain reaction of recall in this case.

Through making a Structured Recall, a student can draw out even more material from his memory than an Oral Recall will produce.

Recalling develops only through practice. It is a separate skill from the reading process and requires separate practice to develop. Recalling doesn’t just happen; you must work at it. Confidence helps.
RECALL PATTERNS / MINDMAPS

Basic Progressive / Slash Recall Pattern

Applications: Thematic: Storylines, progressive concepts, presentations

“Ishikana” / “Arrow” Comparative Recall Pattern

Applications: Comparisons: Pharmaceuticals, treatments, case studies, houses, investments, policies, literary works
**RECALL PATTERNS / MINDMAPS**

**Linear / Progressive Recall Pattern**

- Excl “Mens Rea”
  - Criminal Defenses
  - Excl “Unlawfulness”
    - Automatism
    - Self-Defense
    - State of War
    - Necessity

**Applications**: Logical Formats: Text Books & Study Texts

**Radial Recall Pattern**

- Applications: Central Theme with sub-ideas
RECALL PATTERNS / MINDMAPS

Random Recall Pattern

Applications: Random concepts with associations that are not obvious

Pictorial Recall Pattern

Leonardo Da Vinci’s Vitruvian Man demonstrates the Divine Proportion of PHI - 1.618:1

Shoulder - Finger-tip
Elbow - Finger-tip

Head - Toe
Belly-button - toe

Hip - Toe
Knee - Toe

1.618
Quotient

RECALL PATTERNS / MINDMAPS

Random Recall for "Old Man & the Sea"

OLD MAN
"Can be destroyed but not defeated"

AGE
Worse experience of man
Apprentice

BOY
Tricks, control, ability

LUCK
Overcome bone spur
"Does things perfectly"

FISH
Almost unthinkable
11, 12 March

SEA
Kind of cruel
Affected by moon
Everything occurs to boy

THE UNKNOWN
Pregnancy, smile
Female "brave" "beautiful"

执读课程工作簿：版权：速度阅读国际
SETTING A PURPOSE IN READING

Setting a purpose in reading is simply the act of deciding the reason for reading something and then selecting the reading techniques that will best accomplish this aim. Setting a purpose is an essential act in all efficient reading. Without purpose, reading is hit-or-miss in method or rate, and disorganized in comprehension. Setting a purpose can be begun prior to the preview, during and after, but always prior to the actual reading step.

During the pre-reading steps, you should determine:
- where your needs are in relation to the material,
- what information you want that may be gained from the material,
- how much of this information is essential to your needs, and
- what reading techniques are therefore needed.

Setting a purpose will influence many aspects of reading. The type and degree of final comprehension is determined by the purpose.

Having pre-read the material, you may read only for main ideas or for detailed comprehension.

In one instance, purpose may demand almost complete retention, while in another, general understanding may suffice. Comprehension is improved by previewing and setting a purpose, since the reader becomes conscious of the information relative to his purpose.

Rate is largely determined by the purpose decided upon after pre-reading and in accordance with the development level of the reader's skill. By pre-reading and setting a purpose, materials may be quickly evaluated in terms of their basic importance and their value in reading time. When you haven't set a purpose, your initial reading may well be pointless and worthless. Such reading must often be repeated to redefine the purpose, with consequent waste of time and effort.

APPLIED READING TECHNIQUES

FULL STUDY SYSTEM

PREVIEW the book as a whole. Don’t try for maximum comprehension. Look for the ‘big picture’. There is not much point is studying a chapter on the “Stirrup” while thinking that the stirrup hangs on the side of a horse when in fact it is one of the bones in the auditory canal. The preview will also assist you in defining your purpose – you may find that you are familiar with material and don’t need to apply a full study system, but rather a review to refresh your thoughts.

PREVIEW the chapter or section to be studied.

SURVEY the physical characteristics of the material – paper, typeface, font size, presence or absence of a table of contents, bold-faced heading, footnotes, visual aids such as graphs, charts, maps, diagrams, questions.

OVERVIEW the material to get the ‘gist’ – do this quickly, dipping in and out of the material. POSTVIEW the material – read the footnotes and questions, look at the visual aids, read the table of contents and the bold-faced headings.

SKELETON RECALL PATTERN: Using the table of contents and / or the bold-faced headings within the section to be studied, prepare a recall pattern, using the
PURPOSE READING (cont)

bold-faced headings on each of the recall pattern branches.

STUDY READ the section, using the linear hand movement, reading for best comprehension, and placing a check in the margin to indicate points that appear important.

RE-READ the section, again using the linear hand movement, but this time with an increase in speed due to the now familiar nature of the material. Reinforce important points by adding additional checks to denote increased levels of importance.

RECALL the important points. After closing your textbook, use the Skeleton Recall Pattern as a guide to assist you in recalling the items indicated with checks ✓. Summarize the recalled information into essential key-words and record these on the Recall Pattern.

POSTVIEW the material. After opening your textbook, use the now comprehensive Recall Pattern to assist you in retrieving the material. Using the key-words on the Recall Pattern, recall the point, re-formulate the idea and check it in the text to establish what you know, what you don’t know and what you only partially know. Record corrections, additions and omissions in a new color (red).

RE-ORGANIZE your Recall Pattern by re-drawing it, using the same color code, (black for the bold-faced headings, blue for the recalled information and red for corrections, alterations, additions and omissions), but this time re-space the Recall Pattern so as to avoid overcrowding the information.

ANALYZE the links between main headings, sub-headings and details and insert explanatory key-words where required. Use Green for logical link explanations.

MULTIPLE READING PROCESS (MRP)

The MRP is an alternative to the Study Procedure and may be applied in those instances where a detailed study technique would be inappropriate for the material. The MRP can be applied to novel reading, magazines, newspapers, technical documents, general office reports, etc, where recall ability of the material read is vital.

PREVIEW : [largest organization] A sensitizer to the information. Scan through the material quickly, looking at the covers, introduction, text content, structure BFHs and physical characteristics. Can also be used to mark specific areas of importance or interest.

FIRST READ : [specific organization] Read for maximum / desired comprehension using an appropriate hand movement. Pencil mark areas of importance or interest.

RE-READ : [details] Re-read entire text at double speed. Alternatively re-read difficult and problematic areas at original speed. Double or triple mark important areas.

POSTVIEW : [checks the details] Spend a few minutes re-scanning the material to check and reinforce text, names, dates and structure. Mark physical characteristics for transfer to a recall pattern.

RECALL : May be done in one of two ways:
1. Establish a recall pattern at the end of
the MRP to test recall ability, then correct using a second color with the document open. (For high responsibility information.)

2. Recall after each of the above 4 stages of the MRP using a different color at each stage. Check after each stage that all information required is correct. (For recall-and-file information).

**BALANCING PREVIEW—READ—POSTVIEW**

**READING TECHNICAL / BUSINESS REPORTS**

**DON'T LET THE TITLE OR FORMAT FOOL YOU.** Reports frequently appear to be forbidding because of their scholarly and technical appearance. They look austere and frightening because of their terminology, titles, diagrams, footnotes, etc. Actually many are extremely well organized and easier to read than other types of material as a consequence. Others are actually innocuous despite their appearance.

**PREVIEW THE REPORT FIRST.** Technical / Business writing is usually well structured. Pay attention to the title, headlines, opening and closing sections, and visual aids such as diagrams, graphs, etc. Read any conclusion or summary thoroughly.

**DECIDE WHAT YOU WILL DO WITH THE REPORT.** Do you need to go any further than the preview? Maybe you got all you needed from the pre-reading. Perhaps the preview showed you the report was not worth reading. Or maybe it showed you that it would be both necessary and profitable to read the material in a more refined way.
PURPOSE READING (cont)

DETERMINE YOUR APPROACH TO THE MATERIAL. Are you interested in being familiar with the contents of the report? Maybe the preview will suffice or certainly a very rapid reading. But...if you find that the material deserves much closer attention then you should adjust your speed accordingly, check important points and do a written recall on the salient points of the report.

POSTVIEW - RAPIDLY - FOR PERSPECTIVE. Re-read the entire report at a high speed to get the total impact and context of the information. React to the ideas and facts as you read. Be sure the content is clarified in your mind.

RECALL THE SALIENT FEATURES AND ASPECTS. Depending on what you want from the report and your responsibility for its contents, do an oral, mental, or written recall. React to the material. Think about it... Ask questions ... Make applications ... Make modifications ... Synthesize...

REMEMBER : READING IS AN ACTIVE PROCESS - YOU HAVE TO BRING BACKGROUND, EXPERIENCE, CURIOSITY AND ALERTNESS TO THE MATERIAL.

READING ARTICLES IN SCIENTIFIC JOURNALS

STRUCTURE: Title, author, footnotes (check to see if they are sources of information or further explanations), study graphs, illustrations, charts, etc.

PREVIEW 1: Read abstract, introductory paragraph, bold face headings.

PREVIEW 2: Preview entire article, marking with a pencil, in the margin, the most important sections. (This method can save time by pinpointing sections the reader desires to read and can eliminate others such as the appendix which may be of interest only to the specialist).

READ: Read to achieve purpose using an appropriate hand motion; vary both hand motion and rate to suit print, content and comprehension requirements.

POSTVIEW: If necessary. Be selective.

RECALL: Mentally, verbally or if desired, write a formal recall.

ORGANIZE YOUR RECALL for the most efficient retention.

STRUCTURE OF ARTICLES IN SCIENTIFIC JOURNALS

Title / author.

Abstract - generally complete in itself. One should not have to read the paper in order to understand the abstract.

Introduction - one or two paragraphs. Its function is to state the exact limits of the subject, the terms in which to discuss it, the angle from which to approach it, and the plan of organization of the paper. This is often stated at the end of the introductory paragraph(s).

Paragraphs giving conclusions or recommendations are often stated in the next paragraph and then expanded and justified in the main body.

Main body: "meat of the document."

Concluding paragraph(s) includes summary, specific conclusions, recommendations.

Appendices give further data that may be of interest to a specialist in the field.
Acknowledgements (financial support is usually acknowledged in a footnote to the title).

READING BUSINESS CORRESPONDENCE

If you have to wade through a whole stack of letters every day, some short cuts: Riffle through the pile, looking at the letterheads, separate the important, interesting ones, from those that are not.

PREVIEW THE LETTER RAPIDLY: Start asking questions. Who wrote this letter? What does he want? What's his attitude? How does he have to be handled?


FOCUS YOUR ATTENTION ON THE MIDDLE SECTION OF THE LETTER: The opening and closing paragraphs of letters are usually perfunctory. The middle portion of the letter normally contains the material requiring a decision or a response. Adjust your speed accordingly through this section and speed up on the other sections.

DON'T LET PARAGRAPHS FOOL YOU: Conventional paragraphing is frequently ignored in business letters. Writers start new paragraphs whenever they feel like it, so don't rely on them to clue you in on the organization of the letter.

CUT THROUGH THE JARGON AND CLICHÉS: Letter writing has its own "gobbledygook". Cut through it - translate it - ignore it - condense it. "We are sorry we are not in a position to..." can be shortened mentally to "We can't..." Concentrate on getting to the point.

PHRASE THE HEART OF THE LETTER CLEARLY IN YOUR MIND: Concisely and succinctly put the essentials of the letter in your own words.

POSTVIEW - RAPIDLY - IF NECESSARY: Disorganized, complex, or lengthy correspondence may require that you postview the individual letter - possibly the writer's correspondence file.

DECIDE ON THE KIND OF RESPONSE REQUIRED: Do you have to write a reply? Telephone the writer? Send a telegram? File the letter for future reference? Decide what needs to be done and do it. Recall such notes on the letter for reference to your secretary and yourself.

OFFICE READING

Some time ago, I was asked to present a speed-reading course to a number of people at South African Breweries. Someone commented that if the Martians ever landed at SAB, they would probably comment as to “how much beer these Sappi people drink”, an oblique reference to the fact that SAB appears to generate more paper than beer.

In any office you will find large volumes of reading material. What is also true is the fact that we can safety assume that a percentage of this material is going to be ‘spam’ - junk-mail, irrelevant mail, misdirected mail. A percentage will be relevant to you, but not critical and a percentage will be critical information.

Your first objective should be to decide what to keep, ‘can’ or pass along. To
achieve this objective, you neither need massive levels of comprehension or recall. All you need is sufficient comprehension to satisfy your purpose.

Once you have isolated those documents that have relevance to you, you need to redefine your purpose in splitting the documents into 3 categories: LOW responsibility, MEDIUM responsibility and HIGH responsibility. Again, you should go through the material quickly and briefly with sufficient understanding of the material to decide on the responsibility level. CAUTION: These categories are not mutually exclusive – an investment banker may find the Business Report newspaper under high responsibility reading.

**Low Responsibility**
This is material that does not require a response or reaction. Included here are newspapers, general magazines, etc.

**Approach**: Preview the material and mark articles or sections of interest. Selectively read these using an appropriate hand movement (depending on structure) as fast as comprehension will allow. If information is encountered that is vital to your professional field, the responsibility for that material has changed and it becomes necessary to alter the responsibility categorization. The objective here is to absorb maximum information in minimum time.

**Medium Responsibility**
This is material that generally does not require a response or reaction, but knowledge thereof is vital. Included here is general office reading such as inter-office memos, general reports, circulars, notices and specialist magazines.

**Approach**: Preview all documentation and mark that which is applicable to you. Selectively read marked documents or areas for maximum comprehension using an appropriate hand movement. If a recall pattern is required, use the MRP in its entirety.

**High Responsibility**
This is information vital to you. Some action or event will flow from your dealing with the information – hence it is vital to ensure maximum comprehension and recall. Included here are actionable business documents, feasibility reports, documents for meetings and presentations, etc.

**Approach**: Use the full MRP or Study Procedure depending on the structure, complexity and presentation of the material.

**NEWSPAPER READING**
During my travels around the world, teaching people of all ages and from all walks of life, I am amazed at the diverse range of attitudes towards America, ranging from adulation to bitter hatred. And I wondered why America, the wealthiest, most successful and most generous country on the planet, is often the most reviled.

At the risk of over-simplification, the comments may be summarized into one sentence – “Because America doesn’t know us, doesn’t understand us, wants to make us Americans, wants us to adopt their values and manipulates us for their own short-term benefits.”

“Knowledge is Power” and if America wants to be the World Leader, Americans need to know and understand the peoples of the world. Any good corporate executive knows that his/her strength of leadership comes from knowing people, both corporate-internal and corporate-external. Failure to master this all too often results in value-conflict.
PURPOSE READING (cont)

The best way to become “informed” about the world around us, regionally, nationally and internationally, is through newspapers (and literature). And because all newspapers reflect bias and slant, we need to read multiple newspapers to get an overall picture.

As with “spam”-management, I have developed a system for gleaning the essential information from newspapers quickly and easily.

There are TWO basic rules for reading newspapers. FIRSTLY – articles are written in a pyramid format – the most important information is in the first paragraph, with less important, filler and elucidatory information in subsequent paragraphs. SECONDLY – it’s easier to find the time to do a small job than it is to find time for a bigger job. And your time is valuable. So, the objective here is to process the newspaper quickly and efficiently.

Firstly, take a red pen, and scanning the headline and first paragraph of an article, give it a rating – 5 is important, 3 is general interest and 1 is interesting trivia. If it’s garbage, leave the article unrated. Do this throughout the newspaper – it’ll only take a couple of minutes. Not only has this process sorted the articles into 3 groups – important, general interest and interesting trivia, but it has also separated what is relevant to you from what is irrelevant.

Now, spend your morning / high-concentration time reading ONLY the #5 articles. Remember, as the day draws on, you are getting tired and your ability to concentrate is waning. So do the important reading first.

Then, during the lunch-hour, read the #3 articles which won’t require as much concentration or effort and which won’t require as much comprehension or retention of detail.

And finally, on your way home on the bus or train, or when you are sitting down for that relaxing after-work drink, read the #1 articles – the interesting trivia that is both enjoyable, relaxing and worth sharing with family & friends.

EMAIL MANAGEMENT

As we progress into the electronic information era, more and more information will be transmitted to us via email and few people are geared for this influx. Because we cannot handle the volume, we call it “unsolicited mail” or “spam” and try to stop it. That’s a lot like Noah trying to stop the rain instead of building an Ark!

While “spam” may be unsolicited, it’s real and more often than not, contains valuable, informative and educational information. It’s advertising. AND SPAM WORKS! If it didn’t, people would not be using it. I know of countless examples where sophisticated “spam-filters” have blocked emails with a potential value of millions of Dollars.

While many “spam” messages have little value for me, some have proved to be “rainmakers”. As has been said, “Fortune favors the prepared mind”. Instead of trying to stop the rain, I have built an Ark – a system of managing the volume quickly and efficiently. And by not getting irritated by “spam”, and by looking for the opportunities contained in “spam”, I have learned to manage it. And gained from it.

FORBES magazine estimates that we spend about 15 hours a week reading and responding to email. In an effort to reduce the volume of email battering our computers every day, we had a choice – either learn how to manage email, or try to
reduce the flow. Unfortunately, we chose the latter option – an unwise decision. In creating the term “spam”, an emotive, unpleasant term used to describe “unsolicited email”, we have perhaps lost sight of the fact that ALL new information is, by definition, unsolicited – if we asked for it, it can hardly be new! Quite obviously, there will always be unsolicited email which is new and unwanted; equally true is that there will be unsolicited email which is both new and wanted; and only the Human Mind Mark One is able to distinguish what we want from what we don’t want – you cannot write a mathematical algorithm to distinguish what I want from what I don’t want. And yet this is precisely what “spam-filters” are attempting to do.

For example, Crucial Technologies offers a free service of scanning your computer, telling you how many memory-slots you have, how much memory you have installed, how much memory your computer can handle, what memory-chips are compatible with your computer, where to buy these chips and how much they will cost you. Now, I didn’t ask for this information (which was clearly “spam”), but the knowledge was new to me and enabled me to convert two very slow, practically useless P4 / 512Mb computers into two very quick P4 / 2Gb computers for about $100 each. With the average spam-filter, an unsolicited email with the heading “Free Performance-Scanning of your Computer” is bound to get blocked or directed to the Junk-folder. The result is that one out of every four important emails will not be received and read by the targeted recipient and one out of every two emails with some degree of informative, educational merit will not be received or read. In short, in an effort to be able to process our daily email, we may have reduced the volume, but we’re also missing out on loads of new information.

The secret is to manage the flow, rather than to reduce the volume.

First: Create a number of sub-folders within your inbox. Number them in order to prioritize them (if you don’t number them, they will automatically sort alphabetically.) The following example will show how I have set up my Outlook Inbox:

**INBOX**
- 00 #5
- 00 #3
- 03 #1
- 04 PayPal
- 05 Credit Card Bookings
- 06 Course Reservations
- 10 Company Course Enquiries
  - ABC Company
  - DEF Company
  - GHI Company
- 20 Company Courses Forming
  - JKL Company
  - MNO Company
  - PQR Company
- 30 Company Courses Completed
  - STU Company
  - VWX Company
- 40 Statements
  - 40.1 Bank 1
  - 40.2 Bank 2
  - 40.3 Credit Card 1
  - 40.4 Credit Card 2
- 50 News Groups
  - 50.1Media 1
  - 50.2Media 2

Second, when a new email arrives in your inbox, right-click and create a rule that in future, emails of this nature must be delivered direct to a particular sub-inbox-folder. For example, a rule that all emails from Bank 1 should be delivered to folder #40.1. In creating this rule, there are a number of qualifying criteria that you can set.

Third, go to Tools – Options – Preferences
PURPOSE READING (cont)

– Email Options – Advanced Email Options and check the box ‘in folders other than the inbox, save replies with original message’.

This is the result. When you download your email, most of it will pre-sort into appropriate sub-folders. Then when you reply to these pre-sorted emails, your reply will be stored in the same folder, making it easy to archive both incoming and outgoing mail together. The unsorted email remaining in the inbox will invariably be unsolicited / unwanted and unsolicited / wanted email.

Don’t waste time by deleting unwanted email. Simply ignore them. If it’s unsolicited but wanted, either create a new folder and a rule to manage future emails from this source or on this subject, or drag the email into the #5 (important), #3 (general interest) or #1 (interesting trivia) folders.

Remember, try to avoid replying to any email that is in the primary inbox – your reply will be stored in the ‘sent’ folder and not together with the incoming email.

The ‘unsolicited unwanted’ email I simply leave in my inbox for a period of three months – perhaps my needs may change and something that was unsolicited and unwanted today may become unsolicited but wanted tomorrow.

NOVELS

Most of us read novels for one reason or another. Yet few of us get the same out of a novel as another reader. Joseph Conrad said that “No-one has read the novel the novelist wrote” to demonstrate that we interpret novels in terms of our own experiences, bringing to this interpretation prior knowledge, likes and dislikes, preferences and prejudices and varying degrees of emotionalism. Novel reading has been described as ‘vicariously experiencing life through the eyes of another”, enabling us to go places, do things, experience emotions – all within the limits of our own imagination.

ALL novel reading should commence with a preview – look at the front cover, back cover, jacket ‘blurb’, paper quality, typeface and font. Page through the novel briefly, dipping in and out of the material to get the feel of the material and the ‘gist’ of the storyline. Then define your purpose – are you going to read the novel for relaxation, as a soporific, or as a student.

As a soporific, lying in bed, trying to clear your mind of the troubles and pressures of the day, and hoping for a peaceful sleep, nothing beats the novel – relax, open the book, enjoy and read until you get sleepy. The degree of comprehension is not important. Neither is the productivity level. The purpose was to get sleepy and go to sleep as quickly as possible.

For relaxation while lying in bed, let your thumb slide down the edge of the page while reading the novel. This will reduce regressions, maintain an adequate reading rate, maintain an adequate level of comprehension and when the moving thumb stops moving, this will indicate that the brain is shutting down and it is now time to close eyes and sleep or to do something more active.

For relaxation other than in bed, use a linear hand movement to eliminate regressions and maximize concentration and comprehension.

However, if your purpose is not relaxation but rather to study the novel, then your approach changes dramatically. Give the book a more comprehensive preview. See how the story starts, see how it ends, look
for the storyline, identify the major characters, sub-characters, locales, times, etc. Look for the structure of the story. Read through the novel quickly for the ‘big picture’ and mentally or in writing sketch a recall pattern depicting the main elements of the story, and then re-read the novel for details and add these details to your mental or written recall pattern.

For example, books by Agatha Christie. If your purpose is the thrill of ‘who dunnit’, then you need minimal preview. And the more you are confused by false leads and red-herrings, the better. However, if you are studying English literature and want to study the techniques used by Agatha Christie in creating false leads and red herrings, then your preview needs to be a lot more comprehensive – look at how the story starts, go to the end of the book and find out who the villain is. Then when reading the book, you will not be mislead by a false lead or a red herring and will be able to see how the author is attempting to create confusion.

**SUGGESTIONS : HOW TO FOLLOW DIRECTIONS**

**LOOK FOR THE DIRECTIONS:** Many people rush headlong into a project before examining the questions or directions, for example, test directions, household commodities.

**HAVE AN OPEN MIND:** Do not start on the directions with preconceived thoughts. See them as if you knew nothing about the subject. Only AFTER the reading should you bring your background into play.

**STRUCTURE AND PREVIEW FIRST:** Get the "Big picture". What is the final goal to which all the directions are pointing.

**FOLLOW THE SEQUENTIAL PATTERN:** Note the relationship between the first direction and the second, between the third and the first and second and so on...

**NOTE THE CRITICAL POINTS:** Try to visualize yourself doing the very action the directions call for.

**PAY CLOSE ATTENTION TO THE IMPORTANT WORDS AND PHRASES:** e.g., Putting lye into a drain. Do you put the lye in FIRST and then the HOT water or is it the COLD water FIRST and THEN THE LYE?

**POSTVIEW ALL STEPS QUICKLY:** Quickly go over all the directions. Make sure you know exactly WHAT to do, HOW to do it and WHEN to do it. Make sure you also know under what conditions you may do these things. The final postview will help you fix all these points clearly in mind.

**READING COMPUTER SCREENS**

In the application of speed-reading techniques to computer monitor screens, a number of factors need to be considered, some of which are going to limit your potential maximum speed.

Factors such as screen resolution, screen size, font and font size, colors and software, will impact on your performance. While WYSIWYG systems offer the best screen environments, they also have limitations.

Try increasing your speed by using your cursor to set the pace. Place the cursor under the first line of print and then use the right-arrow to simulate Step 1. This will get you up to a reasonably fast level. (You will however either need a larger screen or set your margins big enough so that you can see the entire width of the
Then try running your cursor down the center of the page to enhance your utilization of vertical reading. The problem here is that when the screen page starts scrolling onto a new page, it becomes quite jerky and this places a lot of strain on my eyes.

Then I tried setting up my screen with fairly large top-bottom-left-right margins to create a block of text that was within my visual capabilities and then used the page-down key to read page by page without the necessity of having to scroll the text. This worked well and I could gradually increase the size of the page. However, I soon started hitting technical problems resulting from the limitations in my computer – buffer and swap memory, graphics card memory and monitor limitations – these I have partially resolved on my latest system.

Without doubt however, for seriously high speeds in very long documents, a hard-copy printout on a laser printer is unbeatable for speed, although less ‘green’.

I have personally found the VORTEX M.A.R.S. system to be totally impractical, although it is quite interesting as a concentration builder. This is still being tested in beta format, so possibly the applications may be refined in the final version. My greatest objection to this system is that it is designed to increase reading speeds on computers ONLY and my opinion is that the system may prove to be detrimental to printed reading - it enhances one-word fixations and appears to reinforce sub-vocalization.

From a visual point of view, the screen is going to be something totally new - something to get used to. Remember, just as you mastered speed-reading on the printed page, so too will you be able to master speed-reading on the computer screen. I have learned to use a number of techniques in this regard and suggest that you try them all and then decide which technique suits you best when considering the purpose of reading the screen - proof-reading, editing or straight reading.

NOTE : Screen eye-strain can be a problem. Experiment with caution. Don’t overdo it! If you find a technique that works well, please get in touch with me at Speed Reading International if you care to share your findings and views.

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STABILIZING YOUR SPEED

You must continue to spend some time regularly practice-reading above comprehension speed, then dropping back to an improved comprehension level. If you plan to do this 2 or 3 times a week for 5 to 15 minutes, you can maintain your speed. If you wish to increase it, practice sessions of greater frequency and duration should be employed.

The tools are in your hands. We hope you will move ahead to gratifying new levels of reading skill and reading enjoyment.

REMEMBER: THE ONLY WAY YOU CAN LOSE YOUR NEW SKILL IS BY NOT USING IT!

SUMMATION AND FUTURE OPTIONS

This is the conclusion of this ExecuRead course. Through ExecuRead, you know how to read faster. You have proved that today. The next step is to perfect your skills and to maintain your performance levels. The most important thing to remember is that practice makes perfect - if you use these skills, they will improve and if you don’t use them you will lose them - the skills will become too rusty to be of use to you.

The key lies in the following steps:
- At least one 3 – 2 – 1 Speed Drill, every day, before you do your daily reading and at least one 2 – 4 – 5 Read Drill every week to evaluate your reading speed.
- Alternatively, do the informal Fast – Slow – Fast – Slow Drill as often as possible to build both Practice rate, Concentration and Reading Rate.
- READ and RECALL always. Reading without recall will dull your mind and tarnish your ability to recall.
- PREVIEW - it’s the first step of comprehension.
- Always push yourself for that extra bit of speed.
OTHER COURSES

COURSES AVAILABLE FROM SPEED READING INTERNATIONAL

**ExecuRead® HomeStudy**
7-module HomeStudy Course for Distance Learning : www.ExecuRead.com

**ExecuRead®**
9 - 10 Hrs : 1 x Full-day, 2 x Half-day, 3 x 3.5-hour lessons : www.ExecuRead.com

**ExecuRead® for Students**
9 - 10 Hrs : 1 x Full-day, 2 x Half-day, 3 x 3.5-hour lessons : www.ExecuRead.com

**ExecuRead® for Support Staff**
5 Hrs Intensive Coaching : 1 x 5-hour lesson : www.ExecuRead.com

**ExecuRead® for Executives**
15 Hrs : Over 3 to 5 days with 12 months interactive post-course support : www.ExecuRead.com

**ExecuRead® Upgrade to SuperReading**
12 – 14 Hrs : Available to ExecuRead Graduates only : www.ExecuRead.com

**SuperReading**
24 Hrs : 8 x 3-hour lessons, once to twice per week : www.ExecuRead.com

**ExecuWrite**

**EduRead**
Advance Reading Skills for Middle & High Schools : www.EduRead.com

For further information, contact Dr Bruce Stewart at Speed Reading International : Email Info@ExecuRead.com

COURSE UPGRADE OPTION

If you have attended this ExecuRead® course through a direct reservation with Speed Reading International and feel that you would like to further enhance your skills, you have the option of upgrading this course to the FULL 24-hour SuperReading course.

You can obtain details of the SuperReading course from Bruce Stewart.

The ExecuRead® Upgrade Option may be exercised at any time after completion of this course and is subject to payment of an Upgrade Fee being equal to the difference between the fee paid for this course and the prevailing fee applicable to the SuperReading course, plus the costs of any additional course materials required.

Should you be interested in the Upgrade Option, please contact Bruce Stewart at Speed Reading International.
“Knowledge is inversely proportional to information fragmentation.”

Combine knowledge fragments to achieve total understanding of the ‘big picture’ - “joining the dots”.

Year 5: Knowledge divided between 16 people

Year 4: Knowledge divided between 8 people

Year 3: Knowledge divided between 4 people

Year 2: Knowledge divided between 2 people

Year 1: Knowledge vested in 1 person
HOMEWORK DRILLS

BEFORE YOU DO ANYTHING, READ THIS WORKBOOK! MAKE SURE THAT YOU UNDERSTAND ITS CONTENTS!

The importance of consistent and correct home practice cannot be over-emphasized. The reading habits of a lifetime cannot be changed merely by sitting in a classroom for a few hours.

Any daily reading done outside of your daily homework sessions should be done using Step 1 hand movement. Get used to using the hand as a pacer in ALL your reading and practice.

What you will be doing from now on is building up an improved hand-eye co-ordination, acclimatizing your brain to high-speed input and returning your vision, which is at present unnaturally narrow and concentrated, to a wider, more relaxed vision - the vision you were born with and which you use every day to read your environment.

Accept the fact that what you will be doing might appear somewhat strenuous and difficult; you will find that initially you can see very little and recall even less - however, never lose sight of the fact that the path you are about to tread has been walked many times before. The results you wish for are there for the taking - all you have to do is make the effort and take the steps that your instructor has shown you. Do not expect miracles right away: it’s not that simple. Be positive, committed, enthusiastic and above all, see every step you make as an achievement, something done and accomplished, and don’t dwell on the number of steps that still lie ahead.

Let me tell you a little bit about your mind. It loves playing games and it loves being lazy. During the weeks ahead, your mind is going to rebel against all this exercise. It’s going to tell you “that practice reading is silly because there is no comprehension” and that “speed reading is logically impossible” and that “you will never master this course” and that “you should rather be doing something else that is more important” and that “maybe you don’t REALLY need to do the drills” and that “it’s OK to go through the motions of doing the drills but not REALLY necessary to concentrate and be dedicated in doing the drills” and that “it’s OK to skip a day or two of homework because you can easily catch up later”. And if you are really gullible, you will believe your mind, thinking it is your friend. Just remember, your mind has been on holiday for many years and it’s going to use every trick in the book to stay on holiday.

MIND POWER EXERCISE

Spend 5 minutes each day contemplating every success achieved and acknowledge each of these successes.

Spend 5 minutes each day practicing a concentration exercise such as the pond technique or the magnifying glass technique.

Spend 5 minutes each day repeating an affirmation, 1 affirmation per day.

Now, using novels or moderate non-fiction with clear print, do the following DRILLS EACH DAY, using a new section of book each time you do a drill: REMEMBER, STEP 1 REQUIRES AN AVERAGE ONE SWEEP PER TWO LINES ON THE PAGE. AS MOST BOOKS HAVE 30 to 40 LINES OF PRINT PER PAGE, 15 to 20 SWEEPS PER PAGE SHOULD SUFFICE. HOWEVER, IF YOU HAVE A BOOK WITH MORE THAN 40 LINES PER PAGE, WORK ON THE PRINCIPLE OF 1 SWEEP PER 2 LINES.
hte book you have
selected. Start a mental recall to initiate
the ‘questioning process’. Try to answer
the questions – what is the book about,
where does the action take place, what
sort of story is it, who is the major
character, who are the secondary
characters, etc etc?

Mark off a section of 15,000 words in this
practice book.

Using Step 1, PRACTICE this section in 3
minutes, (i.e. @ 5000wpm). Make sure that
you complete this section within the
allotted time. Start doing a recall on what
you picked up, using the "Goldilocks"
recall pattern shown to you in class.

Using Step 1, PRACTICE this same
section in 2 minutes, (i.e. @ 7500wpm).
Again, make certain that you complete this
section in the allotted time. ADD
additional recalled information to the
above recall pattern.

Using Lazy S, PRACTICE this same
section in 1 minute (i.e. @ 15000wpm).
Again, make certain that you complete this
section in the allotted time. ADD
additional recalled information to the
above recall pattern.

NOTE: You will now have a single recall
pattern containing information picked up
in the above three exercises. Keep this
recall pattern in your student manual as
you will be required to hand it in to your
instructor at the next lesson. NB: Very few
of you have ever been asked to recall
information immediately after reading or
seeing it. Recall is therefore an
under-developed skill. You may find it
difficult to recall in these drills, BUT the
only way you are going to improve your
recall skills is by constantly demanding
that your brain release information that it
has absorbed. ** (See special exercise
below)

DRILL 2 (Practice – Read –
Practice - Read)

Read the left page as rapidly as possible
using hand-movement of choice.

Practice the right page as rapidly as
possible using hand-movement of choice.

Continue for at least 5 minutes.

DRILL 3 (Add-a-Page)

Preview your book and START a recall
pattern.

READ for 1 minute. Record reading rate.
ADD to recall pattern.

ADD 1 half-page (approx 200 words) to
the section you have just read.

READ the enlarged section in 1 minute.
ADD to recall pattern.

REPEAT steps 3 & 4 NINE more times.
(Adding a total of 10 half-pages to your
original section.) Concentrate on reaching
your end-marker each time, even if the
‘read’ becomes a ‘practice’.

READ into new material for 1 minute.
ADD to your recall. Record new reading
rate.

DRILL 4 (2-4-5) Step 1

Mark off a new section of approx 4000
words

Using Step 1, practice this section in 2
minutes (i.e. @ 2000 wpm). START your
HOMEWORK DRILLS (cont)

recall pattern.

Using Step 1, practice this same section in 4 minutes (i.e. @ 1000 wpm). ADD to the above recall pattern.

Using Step 1, practice this same section in 5 minutes (i.e. @ 800 wpm). ADD AGAIN to the above recall pattern.

If you feel your comprehension is reasonable (ie 2 stars or better), increase your target speed from 800wpm to 900wpm, by increasing the section from 4000 words to 4500 words. Continue these increases until you feel that comprehension is less than 2 stars and then stabilize your speed before proceeding.

Once the section of text reaches 10,000 words and the 5-minute reading speed reaches 2000wpm with 2 stars or better, you should seriously consider attempting the visual hand-movements of All-Back and Zig-Zag (see page 48)

REMEMBER, in drills 1 - 3 you are building speed and becoming acclimatized to speed. Slow rates during home drills will harm your progress; only through speed will you gain control of speed.

HINTS. Do not use a watch or clock for timing yourself - you will spend too much time checking it. Use an egg-timer or, if you have one, a tape-recorder, anything that will not require your continuous attention. You can also download a desktop-timer from our website. Go to www.ExecuRead.com, then to the “Downloads” page and download our customized timer with all the timing functions you need for this course

In Drill 4 you are giving comprehension a chance to come up to meet your faster reading speed.

** SPECIAL EXERCISE ON RECALL: You have just spent a number of hours in a class with your instructor. Just how well can you recall what he/she looks like? LOOK AWAY and try describing the following with as much accuracy as possible: HAIR COLOR AND LENGTH; EYE COLOR AND SHAPE; IDENTIFYING FACIAL CHARACTERISTICS; COLOR OF CLOTHING; JEWELRY, RINGS, CUFF-LINKS, NECKLACES, ETC.

QUICK KNOWLEDGE TEST
(Use a separate sheet of paper for this test and hand in to your instructor at next lesson)

DEFINE the concept of practice reading. What is it and what role does it play in developing speed?

DEFINE comprehension. What is it and how much should you be getting while practice reading, while reading at a controlled rate and while reading at your ‘own’ rate?

Who is winning the game?
YOU, who wants to succeed, or your MIND that is trying to convince you otherwise?
This section is for those of you who would like to further increase your reading speed.

The Step 1 hand-movement is designed to open your lateral vision – to enable you to see groups of words per fixation, and ultimately to see the width of the page. Reading line by line will get you up to a practical maximum of about 900 words a minute.

Lazy “S” is designed to start opening your vertical vision, in preparation for the visual reading hand-movements which are the basis of our SuperReading course.

After using these two hand-movements for a few weeks, you will find that you can start modifying Step 1 by sweeping under every second line, using your vertical vision to see two lines per sweep. This will get you up to about 1800 – 2000 wpm.

If your desire is to increase your speed even further, then there are two hand-movements which should be considered: All-Back and Zig-Zag and the basis of these hand-movements is to read blocks of text, using both lateral and vertical vision. The hand-movements are shown on the next page and the drills are given hereunder.

**NB.** When using All-Back, **NEVER** do more than 7-10 sweeps per page, or more than 4-5 ‘hoops’ per side when using Zig-Zag.

All-Back & Zig-Zag are visual hand-movements, designed for reading speeds of 2000wpm and more. So, if your book has 400wpp (about 36—40 lines of print per page) and you are going to read at 2000wpm, then you are going to be reading 5 pages per minute, 12 seconds per page, with a maximum of 10 1-second sweeps per page.

If you end up doing more than 10 sweeps per page, or you feel that your eyes are moving linearly from left to right along each line, then STOP this hand-movement and go back to Step One.

With AB and ZZ you increase your speed by increasing the gradient and covering more lines per sweep, (thus fewer sweeps per page) than by moving your finger faster.

**Drill 1 (3-2-1)**
This is the same drill as used for Step 1, but now you will clip 20,000 words and do all 3 parts of the drill using All-Back or Zig-Zag with a brief recall after each exercise.

**Drill 4 (2-4-5)**
This is the same drill as used for Step 1, but now you will clip 10,000 words and do all 3 parts of the drill using All-Back or Zig-Zag with a brief recall after each exercise.
HAND MOVEMENTS FOR VISUAL READING
FORMULAE USED IN READING

**To Count Pages**: End pg # — Begin pg # + Last pg = P x wpp / T = wpm

**To Compute WPP and WPM**
Words Per Line (WPL) x Lines Per Page (LPP) = Words Per Page (WPP)

WPP x Pages = Total Words / Time = Words per Minute (WPM)

**Total Words / WPP = Pages**

**Example**

My book has 10 WPL, 36 LPP, 505 pages and starts on page 6 (i.e. 5 blank pages).

Thus 360 WPP and a total of 180,000 words (i.e. 360 x 500).

If it takes me 180 minutes (3 hours) to read the book, then my reading speed is 180,000 words / 180 minutes = 1000 wpm

Now, assume you want to ‘push’ yourself to read a book at a controlled rate of 2000wpm and you want to use clips and a timer to control your speed (like we did in class). Here is how you do it:
- Calculate the total words in the book i.e. WPP x P = Total Words; i.e. 360 x 500 = 180,000
- Divide Total Words by your Reading Rate i.e. Total Words / WPM = Time for the book; i.e. 180,000 / 2000 = 90 minutes
- Divide number of pages / time i.e. 500 / 90 = 5.5 PPM (pages per minute)
- Note the number of ‘blank’ pages in the front of the book. (Few books start on page 1.) Let’s assume that my book starts on page 6, i.e. 5 blank pages.)
- Thus, at 1 minute I need to have read 5.5 pages and thus I need to be half-way down page 11 (5 blank pages + (1 x 5.5 PPM))
- At 5 minutes : 5 blank pages + (5min x 5.5PPM) = 32.5 which is half-way down page 33

So, here are the essentials that you need to compute:
- Average WPL
- Average LPP
- Average WPP
- Total pages (P)
- Total Words (W)
- Blank (B) pages (if your book does not start on Page 1)

WPL X LPP = WPP
WPP X P = W
W / WPM = T
P / T = PPM
@1min = B + (1 X PPM)
@5min = B + (5 X PPM)
@10min = B + (10 X PPM)