



For reading speed, comprehension, concentration, recall
and general information management skills

Presented by



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PROGRAM FEE :**M.O.P. :**

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ExecuRead® HomeStudy manual
Reading Timer

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INTRODUCTION

This **ExecuRead® HomeStudy Program** is designed specifically for those people who can read, and want or need to improve their reading efficiency, and are unable to attend regular classroom courses which are generally only available in selected metropolitan areas.

The purpose of this program is to increase your reading speed by at least 100% or up to a maximum reading speed of 750 to 900 words a minute, eliminate bad reading habits, increase comprehension, concentration, retention and recall.

This **ExecuRead® HomeStudy** program is not the full Speed Reading International classroom course as presented by our trained instructors in our Institute classrooms. This is a program specifically compiled and tailored for independent home study usage.

REGISTERED USER'S RIGHTS

As the Registered User of this **ExecuRead® HomeStudy** program, we trust that you will find it of value in your search for more improved reading efficiency levels.

Your personal details have been recorded in our files at Speed Reading International. As the Registered User, you have the following privilege :

- * Once you have achieved the maximum benefit from this **ExecuRead® HomeStudy** Reading Improvement Program, you may desire and be in a position to undertake our more comprehensive ExecuRead classroom course which is generally only available to corporations, institutions and to the public in selected metropolitan areas. This full course comprises 10 hours of intensive personal coaching over 1, 2 or 3 days, and is designed to achieve reading speeds of 1500 to 5000 words a minute and more.
- * In the event of you, the Registered User, wanting to join one of our full classroom programs, you may do so by exercising our **COURSE UPGRADE OPTION**.
- * This privilege is non-transferable and is the exclusive right of the Registered User and may only be exercised for classes that have been scheduled for the public by the Institute. This privilege in no way binds or obliges the Institute to schedule specific classes on specific dates or at specific locations.

COURSE UPGRADE OPTION

This entitles the Registered User to join a scheduled ExecuRead® or SuperReading Classroom Course, at the prevailing course fee, less the total fee paid for this home study program, plus the cost of any additional course materials required for the classroom course. The Course Upgrade Option shall be exercised within 12 Months after date of purchase of this **ExecuRead® HomeStudy** program, or within such extended period as may be agreed upon. In the absence of a scheduled ExecuRead® or SuperReading Classroom course, nothing contained herein shall obligate Speed Reading International to schedule such a course. This Course Upgrade Option is deemed for all purposes to be an optional extra and accordingly has no monetary value.

Should you wish to consider upgrading this course, you are invited to visit the web site at www.ExecuRead.com or to contact Speed Reading International at Info@ExecuRead.com

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EXECUREAD HOMESTUDY – PART ONE

EXECUREAD HOMESTUDY – PART ONE

Welcome to the world of ExecuRead® HomeStudy. 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® HomeStudy 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® HomeStudy 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® HomeStudy 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® HomeStudy will prove to be one of the most exciting and valuable learning experiences of your life.

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.

TO THE NEW STUDENT

TO THE NEW STUDENT

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 750wpm at Lesson 2 and then penetrate the linear (line-by-line) barrier of 1000wpm at Lesson 4. This would be followed by gradual increases in reading speed, up to about 1500wpm, with occasional students reaching speeds of 1500 to 2500wpm. 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

TO THE NEW STUDENT (cont)

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

TO THE NEW STUDENT (Cont)

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 than 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, 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® HomeStudy** 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.

This course is not the full **ExecuRead** or **SuperReading** program, but a selection of certain essential components of the **ExecuRead®** program PLUS my own experiences in teaching many thousands of trainees. This course evolved out of a need to teach people, like yourself, a better, more efficient way of reading in the convenience of a home-study format.

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. 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!

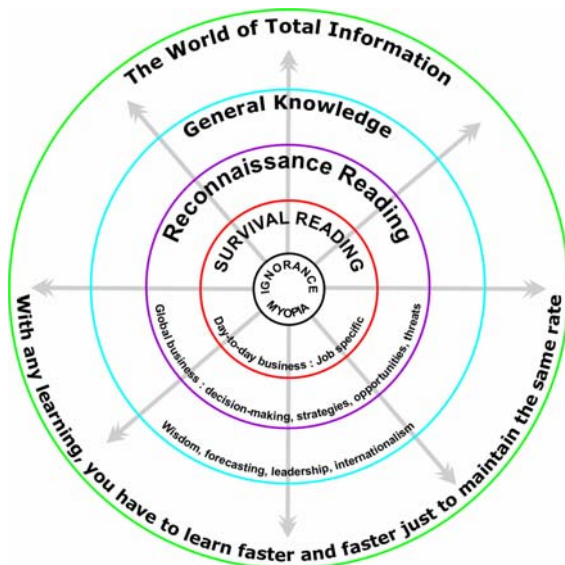
Let's look at the different types of information which we need to process.

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 essential, does im-

EXECUREAD® OVERVIEW (cont)

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’.

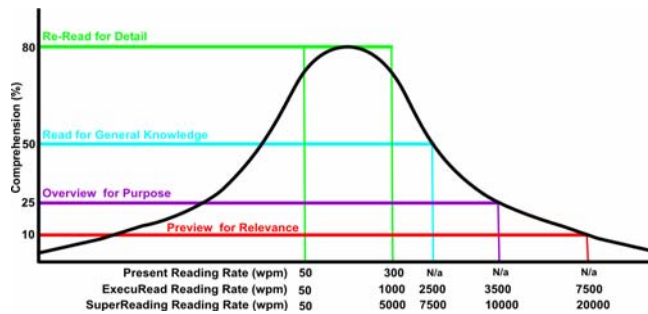
The problem right now is that few people have time enough even for survival reading, and rarely spend time on reconnaissance reading and general knowledge reading.

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.

EXECUREAD® OVERVIEW (cont)

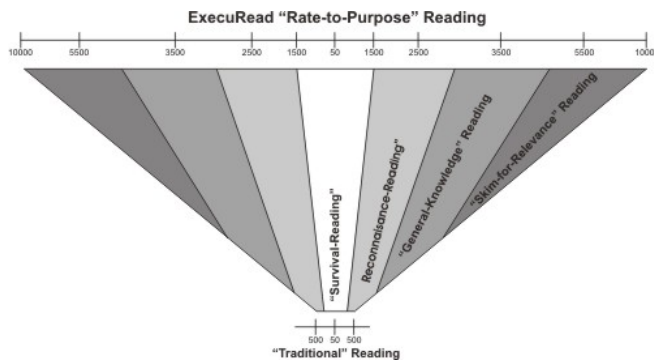


Your inbox contains 3 types of material – junk-mail, stuff that is relevant, but not to you, and stuff that is relevant to you. If your purpose is to sort through the inbox with the sole purpose of deciding whether to “keep-it”, “can-it” or “forward-it”, how much comprehension do you require and how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

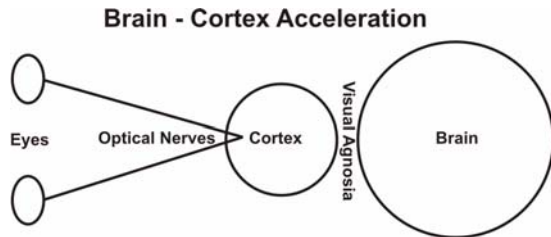
And finally, once you have identified that which is new and critical, how do you process this material in order to maximize comprehension, retention and recall?

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.

EXECUREAD® OVERVIEW (cont)

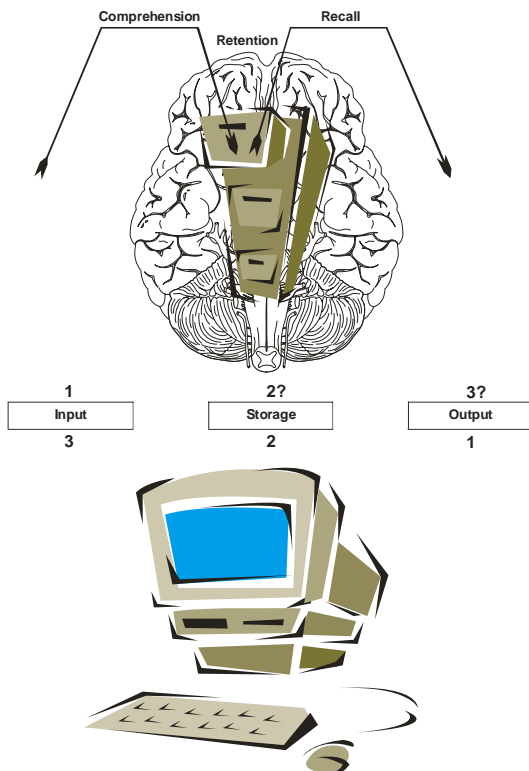


These drills increase concentration at higher reading speeds and this increases comprehension. No other advanced reading course is able to match the rapid growth of reading speed and concentration that is achieved with our techniques. And it is through these techniques that **ExecuRead** is able to consistently 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.



WHY DO YOU READ SO SLOWLY?

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)

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