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Evelyn Wood Reading Dynamics®

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WELCOME TO EVELYN WOOD READING DYNAMICS

Congratulations on taking the first step in becoming a dynamic reader! Since its inception in 1959, the Evelyn Wood Reading Dynamics program has helped more than 2 million people 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 singular and quick results.

Go to the top of any field, and you will find Evelyn Wood graduates. You will find them among U.S. presidents, Cabinet members, heads of state, legislators, presidents of major corporations and leaders in the scientific community. Each, in his or her own way, has benefited from the reading skills acquired through Evelyn Wood in increased productivity, improved communication and organization skills. These same time-proven techniques and methods are now available to you through this audiocassette program. This program is an investment that will last a lifetime for you and every member of your family.

It's No Miracle

The easy-to-follow Evelyn Wood 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.

It does it by, first, helping you break the poor reading habits you learned in school— reading habits that have held you back or, at least, slowed your progress in school or business.

These habits include the impulse to “sound out” words in your mind and move your eyes across the page in a stop-and-go fashion. In your Evelyn Wood program, you will learn to make fewer “stops” and “soak up” entire groups of words, instead of sounding out one word at a time. The faster your eyes move without stopping, the faster you read. And the more words you see at one time, the easier it is to comprehend and retain the meanings of those words.

In the following 12 lessons, you will learn:

- How to double your reading speed without skimming or skipping
- How to increase your reading comprehension and retention without rereading or note taking
- How to master the different techniques for reading novels, textbooks, magazines, newspapers and technical materials
- How to organize your thoughts more effectively
- How to boost your overall productivity

(over)

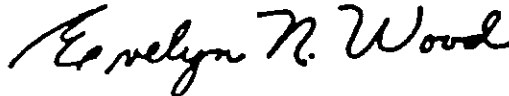
Beginning the Program

Read all instructions carefully so that you will understand how to proceed. You may then progress as quickly as you desire. However, be certain to do all the supplementary practices after each lesson so that you can be fully prepared to move ahead. Also, do not pre-read any section before hearing the tape, as this will deter from your learning experience.

As with any course of learning, be it in the classroom or with these audiocassettes, the amount of time that you spend on the course and doing the practice sections is directly proportional to how much you will learn. If you apply yourself diligently to this program, I guarantee that you will at least double your reading rate, with better comprehension, retention and more flexibility in your reading.

You may now begin down the path of becoming a dynamic reader.

Best of luck,



Evelyn N. Wood

Founder

Member of American Learning Corporation

Educational Advisory Council

PROGRAM INSTRUCTIONS

Your Evelyn Wood Reading Dynamics audio program contains this Guidebook and six cassettes with one lesson on each side; 12 lessons altogether.

Instructions for each lesson are given in this Guidebook, detailing what you will need for each lesson. *Do not read through the Guidebook before playing the cassette for a particular lesson, as some of the material will lose its value if it is seen before it is used in its lesson.*

All teaching instructions are given on the cassette by the instructor, just as it would be done in a Reading Dynamics classroom. When you play a lesson, be certain to have all the necessary materials ready, including a pencil, this Guidebook and when requested in a particular lesson, a book, magazine or newspaper of your choice. As in all Evelyn Wood Reading Dynamics classes, excellent readings are provided within some of the lessons.

To start the course, open this Guidebook to Lesson One and assemble the necessary materials. Then put on the cassette for Lesson One, and begin by simply following the instructor's directions. Be certain that you always have enough time to complete a lesson in a single sitting. The times vary and are given on page ix, but none is more than 30 minutes.

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THE LESSONS AND THEIR RUNNING TIMES

| CASSETTE ONE | SUBJECT | RUNNING TIME |
|-------------------|---|---------------|
| <i>Lesson One</i> | Finding Your Present Reading Rate | 20:25 minutes |
| <i>Lesson Two</i> | Increasing Your Reading Speed Immediately | 18:26 minutes |

| CASSETTE TWO | SUBJECT | RUNNING TIME |
|---------------------|-------------------------------------|---------------|
| <i>Lesson Three</i> | Doubling Your Reading Speed | 20:00 minutes |
| <i>Lesson Four</i> | Beginning to Remember What You Read | 21:54 minutes |

| CASSETTE THREE | SUBJECT | RUNNING TIME |
|--------------------|-----------------------------------|---------------|
| <i>Lesson Five</i> | Pushing for Greater Reading Rates | 18:37 minutes |
| <i>Lesson Six</i> | Reading the Newspaper Efficiently | 19:37 minutes |

| CASSETTE FOUR | SUBJECT | RUNNING TIME |
|---------------------|--|---------------|
| <i>Lesson Seven</i> | Developing Better Reading Comprehension | 24:39 minutes |
| <i>Lesson Eight</i> | Organizing What You've Read to Remember It | 18:58 minutes |

| CASSETTE FIVE | SUBJECT | RUNNING TIME |
|--------------------|--|---------------|
| <i>Lesson Nine</i> | Conquering Study and Depth Reading | 23:37 minutes |
| <i>Lesson Ten</i> | Breezing Through Letters and Magazines | 20:03 minutes |

| CASSETTE SIX | SUBJECT | RUNNING TIME |
|----------------------|----------------------------------|---------------|
| <i>Lesson Eleven</i> | Achieving Flexibility in Reading | 26:13 minutes |
| <i>Lesson Twelve</i> | Evaluating Your Progress | 24:02 minutes |

LIST OF READING DRILLS ON THE CASSETTES

| | |
|---|--|
| Pacing Drill | Cassette One, Lesson Two (Part One) |
| Extension Drill | Cassette One, Lesson Two (Part Two) |
| *Push Down Drill | Cassette Two, Lesson Three |
| *Add Half a Page Drill | Cassette Two, Lesson Four (Part One) |
| Basic Recall Drill | Cassette Two, Lesson Four (Part Two) |
| *Push Up Drill | Cassette Three, Lesson Five |
| Newspaper Reading Drill | Cassette Three, Lesson Six |
| Lazy S Hand Movement Drill | Cassette Four, Lesson Seven (Part One) |
| Multiple Reading Process Drill | Cassette Four, Lesson Seven (Part Two) |
| *Power Drill | Cassette Four, Lesson Eight |
| Study Reading Drill | Cassette Five, Lesson Nine |
| Letter Reading Drill | Cassette Five, Lesson Ten |
| Magazine Reading Drill | Cassette Five, Lesson Ten |
| *Overlap Drill | Cassette Six, Lesson Eleven (Part One) |
| Flexibility Drill | Cassette Six, Lesson Eleven (Part Two) |
| *Combination Push Down and Power Drill with Recall Drill | Cassette Six, Lesson Twelve (Part One) |

*A drill with an asterisk is especially good for reviewing and extra practicing.

Note: Additional reading drills are provided in this Guidebook.

1

FINDING YOUR PRESENT READING RATE

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson One cassette
- This Guidebook
- Progress Report Chart

DO NOT OPEN THIS SECTION UNTIL INSTRUCTED TO DO SO ON THE CASSETTE, AS THERE IS TESTING MATERIAL THAT WILL BE INVALID IF YOU LOOK AT IT BEFORE THE APPROPRIATE TIME.

DO NOT READ THIS UNTIL
INSTRUCTED TO DO SO.

Earliest Recollections

by *Albert Schweitzer*

I was born in the little town of Kaysersberg, in upper Alsace, on January 14, 1875, in the small house with the turret, which you see on the left as you leave the upper end of the town. My father lived there as pastor, and teacher of the little Evangelical congregation, for the majority of the inhabitants were Catholics. Since Alsace became French, there has been no pastor, and our little home with the turret now houses the police. I was the second child, following a sister who was my elder by a year.

It was from Kaysersberg that a famous medieval preacher took his surname, viz. Geiler von Kaysersberg (1445-1510), who used to preach in Strassburg Cathedral. He was born at Schaffhausen, in Switzerland, but after his father's death was brought up in Kaysersberg by his grandfather, and when a boy I used to pride myself not a little on having been born in the town where Geiler von Kaysersberg had lived, and in a famous wine year, for the season of 1875 was an extraordinarily good one for the vines.

When I was six months old, my father left Kaysersberg and settled at Gunsbach, in the Munstertal, as pastor. This was my mother's home district, for she was the daughter of Pastor Schillinger, of Muhlbach, higher up the valley.

I was a very sickly child when we moved to Gunsbach. On the occasion of my father's induction, my mother had decked me out as finely as she could in a white frock with colored ribbons, but not one of the pastors' wives who had come to the ceremony ventured to compliment her on her thin and yellow-faced baby, and none of them went beyond embarrassed commonplaces. So at last my mother—she has often told me about it—could restrain herself no longer: she fled with me in her arms to her bedroom, and there wept hot tears over me.

On one occasion they actually thought I was dead, but the milk from neighbor Leopold's cow, together with the excellent Gunsbach air, worked wonders for me; from my second year onwards I improved marvel-

ously, and became a strong and healthy boy, and in the manse at Gunsbach I passed a delightful childhood with the companionship of three sisters and one brother. A sixth child, a daughter named Emma, was lost to my parents by a premature death.

My first recollection is of seeing the devil! As soon as I was three or four years old, I was allowed to go to church every Sunday, and I used to look forward to this the whole week through. I can still feel on my lips our servant girl's cotton glove, which she used to hold over my mouth when I yawned or sang too loudly. And now every Sunday I noticed in a bright frame by the side of the organ a shaggy face which was continually turning about and looking down into the church. So long as the organ was playing and the singing going on, it was visible, but as soon as my father was praying at the altar, it disappeared. When the playing and singing began again, it reappeared, but as soon as my father began his sermon, it was again lost to sight, to show itself once more for the closing hymn and voluntary. "This is the devil that is looking down into the church," I said to myself, "but as soon as Father begins with God's Word, he has to make himself scarce!" This weekly dose of visible theology gave quite a distinctive tone to my childish piety. It was only much later, when I had been at school a fairly long time, that I understood that the face which came and disappeared so strangely was that of Daddy Iltis, the organist, and was created by the mirror which was fastened up near the organ so as to let the player see when my father was at the altar and when he went up into the pulpit.

There was another incident of my earliest childhood which I remember as the first occasion on which I consciously, and on account of my own conduct, felt ashamed of myself. I was still in petticoats, and was sitting on a stool in the yard while my father was busy about the beehives. Suddenly a pretty little creature settled on my hand, and I watched it with delight as it crawled about. Then all at once, I began to shriek.

The pretty little creature was a bee, which had a good right to be angry when the pastor was robbing him of the honey-filled combs in his hive, and to sting the robber's little son in revenge! My cries brought the whole household round me, and everyone pitied me. The servant girl took me in her arms and tried to comfort me with kisses, while my mother reproached my father for beginning to work at the hives without first putting me in a place of safety. My misfortune having made me so interesting an object, I went on crying with much satisfaction, till I suddenly noticed that although the tears were still pouring down, the pain had disappeared. My conscience told me to stop, but in order to be interesting a bit longer, I went on with my lamentations, so getting a lot more comforting than I really needed. However, this made me feel such a little rogue that I was miserable over it all the rest of the day. How often in afterlife, when assailed by temptation, had this experience warned me against exaggerating, or making too much of, whatever has happened to me!

[*The Sacristan*]

The terror of my childhood was the sacristan and grave-digger, Jagle. Every Sunday morning, when he had rung the bells and came to the manse to learn the numbers of the hymns that were to be sung and to get the things needed for baptisms, he would make a grab at my forehead and say, "Yes, the horns are growing!" These horns were my bugbear. I had, as a matter of fact, two rather prominent lumps on my forehead, and these had filled me with most unpleasant thoughts ever since I had seen in the Bible a picture of Moses with horns. How the sacristan had learned about my worry I do not know, but he knew of it and fanned its flame. When he was at the door on Sundays, wiping his feet before he rang the bell, I longed to run away, but he had me in his power, as a snake has the fascinated rabbit. I simply could do nothing but go to meet him, feel his hand on my forehead, and listen submissively to the fatal declaration. But when I had carried this worry about with me for something like a year, I drew

my father's attention to the passage about the horns of Moses, and learned from him that Moses was the only man who had ever had horns, so after that I had nothing more to be afraid of.

When the sacristan found that I had escaped his power, he invented a new trick, and began to tell me about soldiering. "Now we belong to Prussia," he said, "and in Prussia everybody has to be a soldier, and soldiers wear clothes made of iron. In a couple of years you'll have to go up the street to the blacksmith, and let him measure you for a suit of these iron clothes." After that I took every opportunity I could of waiting about in front of the blacksmith's shop to see whether any soldiers ever came to be measured for these iron clothes, but none ever came; there were only horses and donkeys who wanted shoeing. Somewhat later, when my mother and I were standing one day before the picture of a cuirassier, I asked her what was the real truth about the soldiers and their iron suits, and was much comforted by learning that common soldiers wore cloth uniforms, and that I should be a common soldier.

The sacristan was an old soldier who had served in the Crimea, and belonged to the class of dry humorists, a specimen of whom has never from time immemorial been lacking in Gunsbach. He tried to educate me into understanding humor, but his school was rather too hard a one for me. As sacristan and grave-digger he was extremely dignified, and he walked about the church with a perfectly majestic gait. Moreover, he had made a name for himself as an oddity. One morning during the hay-making time he was just going off to the fields with his rake when a man came to report that his father was dead, and to secure a plot for his grave, and Jagle received him with the words: "Why, anybody might come and say his father was dead!" One Sunday evening, in the middle of summer, as we were passing his house, he came to my father, almost with tears in his eyes, and poured out to him the story of his calf. He had reared a beautiful calf, he said, which would follow him about like a dog. At the beginning of summer he had sent it up to the hill pastures,

and that very day he had gone up to visit it. But the calf knew him no more! He was for it merely a man, just like any other man and the ingratitude had wounded him severely; the calf should never come back into his shippon. He did, in fact, sell it not long afterwards. 472

[*Going to School*]

I did not look forward to going to school. When on a fine October day my father for the first time put a slate under my arm and led me away to the schoolmistress, I cried the whole way there, for I suspected that an end had now come to my dreams and my glorious freedom. In later life, too, my expectations have never got blinded by the rosy hue in which the New often presents itself; it has always been without illusions that I have entered on the Unknown. 483 495

A great impression was made on me by the first visit of the inspector, and that not because the mistress's hands shook with excitement when she handed him the lesson-book, and Daddy Iltis, who usually looked so stern, kept bowing and smiling the whole time. No, what impressed me was the fact for the first time I was actually setting eyes on a man who had written a book! It was his name—Steinert—which was on the title page of the middle standard's green reading book and of the upper standard's yellow one, and now I had in bodily presence before me the author of these two books, which to me were lower in rank than the Bible alone. His exterior, indeed, was not imposing; he was small, bald-headed, red-nosed, had a big stomach, and was enveloped in a grey suit, but to my eyes he had a halo round him, for he was a man who had written a book! It was to me incomprehensible that the master and the mistress could be talking with him 506 518 529 541

just as they would be with any ordinary mortal. 552

On this, my first meeting with an author, there followed a second and greater experience. A Jew from a neighboring village, Mausche by name, who dealt in land and cattle, used to come occasionally through Gunsbach with his donkey cart. As there was at that time no Jew living in the village, this was always something of an event for the boys; they used to run after him and jeer at him. One day, in order to announce to the world that I was beginning to feel myself grown up, I could not help joining them, although I did not really understand what it all meant, so I ran along with the rest behind him and his donkey cart, shouting: "Mausche, Mausche!" The most daring of them used to fold the corner of their shirt or jacket to look like a pig's ear, and spring with that as close to him as they could. In this way we followed him out of the village as far as the bridge, but Mausche, with his freckles and his grey beard, drove on as unperturbed as his donkey, except that he several times turned round and looked at us with an embarrassed but good-natured smile. This smile overpowered me. From Mausche it was that I first learned what it means to keep silent under persecution, and he thus gave me a most valuable lesson. From that day forward I used to greet him politely, and later, when I was in the secondary school (the gymnasium), I made it my practice to shake hands and walk a little way along with him, though he never learned what he really was to me. He had the reputation of being a usurer and a property-jobber, but I never tried to find out whether this was true or not. To me he has always been just "Mausche" with the tolerant smile, the smile which even today compels me to be patient when I should like to rage and storm. 564 575 587 598 610 621 633 644

STOP HERE.

TOTAL WORDS: 1,950

If you finish reading "Earliest Recollections" before the tone sounds, indicating that three minutes are up, IMMEDIATELY BEGIN TIMING the amount of time left until the tone sounds. Use your watch or a wall clock, or start counting the seconds (one thousand one, one thousand two, etc.). To compute your reading rate, follow these steps:

1. Round off the amount of time you did not use to the nearest quarter minute—for example, 11 seconds would be $\frac{1}{4}$ minute.
2. Subtract the amount of time you did not use from three minutes to find the amount of time you did use.
3. To find your words-per-minute rate, divide the total number of words by the amount of time you used.

RECALL SHEET

Directions: Write below everything that you can remember from the selection that you have just read. You may *not* look back at the reading selection. Put only one item on each line.

| MORE IMPORTANT POINTS | DETAILS AND SUPPORTING POINTS |
|------------------------|-------------------------------|
| Jack & Jill climb hill | |
| Jack falls | for water |
| | breaks "crown" |
| | Jill tumbles, too. |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

EXAMPLE

GO ON TO THE NEXT PAGE.

Note: Whether an item is a more important point or a detail is subjective; there is no right or wrong on this evaluation.

WHY DO YOU READ SLOWLY?

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

1. **Reading one word at a time.** Since the eyes are limited in the rate that they can make a single focus or fixation to $\frac{1}{4}$ of a second, this means reading four words per second, or 240 words per minute on the average.
2. **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.
3. **Subvocalizing.** 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 thus helps to keep your rate down. This habit is called *subvocalizing*.

The average reader reads at a rate somewhat below 240 words per minute. Now that you have completed the beginning reading evaluation, you can evaluate your own reading skills using the chart below:

| | |
|------------------------------------|---|
| Under 120 words per minute | You have difficulty with basic word recognition. Call your local Britannica Reading Center, or call 1-800-447-READ. |
| 120 to 180 words per minute | You are a below-average reader, probably needing extra daily practice drilling and reading. |
| 180 to 240 words per minute | You are an average reader. You should make quick and immediate progress with adequate practice. |
| 240 to 300 words per minute | You are an above-average reader. Your reading rate is average for a college student. |
| 300 to 600 words per minute | Your reading rate is above-average for a college student. |
| Above 600 words per minute | You are a superior reader, assuming that you remember a good deal of what you read. |

In this course, you should aim to double your present reading speed or read more than 600 words per minute—whichever is the higher reading rate!

SUPPLEMENTARY PRACTICE

Learning to read faster is a skill much like typing or playing a musical instrument: The more you practice, the more proficient you become. At the end of each lesson is a page of supplementary practice drills and other assignments helpful for the lessons just completed.

You will also need to use other books during the program. Here are some guidelines for selecting them:

- One or two novels or biographies that are not very difficult. You may wish to use a couple of children's books at the eighth-grade reading level, since these are usually excellent for raising your reading rate. When in doubt about selecting books, consult a librarian.
- Two novels or biographies that are typical of what you usually read.
- Two nonfiction books—one fairly easy, one of an average level of difficulty for you.

During the later lessons, you will also need newspapers and magazines. If you are a student, you will need a textbook for practice. By all means, if you have books on your shelves that fit the above categories, use them. Always try to select books that interest you.

PROGRESS REPORT CHART

| |
|---|
| <p>LESSON ONE</p> <p>Beginning reading rate: _____ WPM</p> <p>Number of items recalled: _____</p> <p>Main points: _____ Details: _____ Total: _____</p> |
| <p>LESSON TWO</p> <p>Opening reading rate: _____ WPM</p> <p>Extension Drill rate: _____ WPM</p> <p>Ending reading rate: _____ WPM</p> |
| <p>LESSON THREE</p> <p>Opening reading rate: _____ WPM</p> <p>Push Down Drill rate: _____ WPM</p> <p>Ending reading rate: _____ WPM</p> <p><u>SUPPLEMENTARY PRACTICE</u></p> <p>Number of Extension Drills done: _____</p> <p>Lowest reading rate: _____ Highest rate: _____</p> <p style="text-align: center;"><i>FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK</i></p> |
| <p>LESSON FOUR</p> <p>Opening reading rate: _____ WPM</p> <p>Add Half a Page Drill: _____ WPM</p> <p><u>SUPPLEMENTARY PRACTICE</u></p> <p>Number of Push Down Drills done: _____</p> <p>Lowest reading rate: _____ Highest rate: _____</p> <p style="text-align: center;"><i>FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK</i></p> |
| <p>LESSON FIVE</p> <p>Opening reading rate: _____ WPM</p> <p>Push Up Drill rate: _____ WPM</p> <p><u>SUPPLEMENTARY PRACTICE</u></p> <p>Number of Add Half a Page Drills done: _____</p> <p>Lowest reading rate: _____ Highest rate: _____</p> <p style="text-align: center;"><i>FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK</i></p> |
| <p>LESSON SIX</p> <p>Opening reading rate: _____ WPM</p> <p>Closing reading rate: _____ WPM</p> <p><u>SUPPLEMENTARY PRACTICE</u></p> <p>Number of optional Push Up Drills done: _____</p> <p>Lowest reading rate: _____ Highest rate: _____</p> <p style="text-align: center;"><i>FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK</i></p> |
| <p>LESSON SEVEN</p> <p>Opening reading rate: _____ WPM</p> <p>Closing reading rate: _____ WPM</p> <p><u>SUPPLEMENTARY PRACTICE</u></p> <p style="padding-left: 20px;">Number of pages covered daily in 10 minutes</p> <p>1st day _____ 2nd day _____ 3rd day _____ 4th day _____</p> <p>Number of optional Push Up Drills done: _____</p> <p>Lowest reading rate: _____ Highest rate: _____</p> <p style="text-align: center;"><i>FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK</i></p> |

PROGRESS REPORT CHART

LESSON EIGHT

Opening reading rate: _____ WPM

Power Drill reading rate: _____ WPM

(multiply by 2)

SUPPLEMENTARY PRACTICE

Number of Dynamic Reading Drills done: _____

Lowest reading rate: _____ Highest rate: _____

FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK

LESSON NINE

Opening reading rate: _____ WPM

SUPPLEMENTARY PRACTICE

Number of Dynamic Reading Drills done: _____

Lowest reading rate: _____ Highest rate: _____

FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK

LESSON TEN

Opening reading rate: _____ WPM

Closing reading rate: _____ WPM

SUPPLEMENTARY PRACTICE

Amount of magazine covered daily in 15 minutes

1st day _____ 2nd day _____ 3rd day _____ 4th day _____

Number of optional Add Half a Page Drills: _____

Lowest reading rate: _____ Highest rate: _____

FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK

LESSON ELEVEN

Closing reading rate: _____ WPM

SUPPLEMENTARY PRACTICE

Number of Overlap Drills done: _____

Lowest reading rate: _____ Highest rate: _____

Optional review of drills 3 _____ 4 _____ 5 _____ 7 _____

FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK

LESSON TWELVE

Opening reading rate: _____ WPM

Push Down Drill rate: _____ WPM

FINAL READING RATE:

WPM: _____

NUMBER OF ITEMS RECALLED: _____

MAIN POINTS: _____ DETAILS: _____ TOTAL: _____

FROM PRACTICE REPORT REGISTER IN THE GUIDEBOOK

2

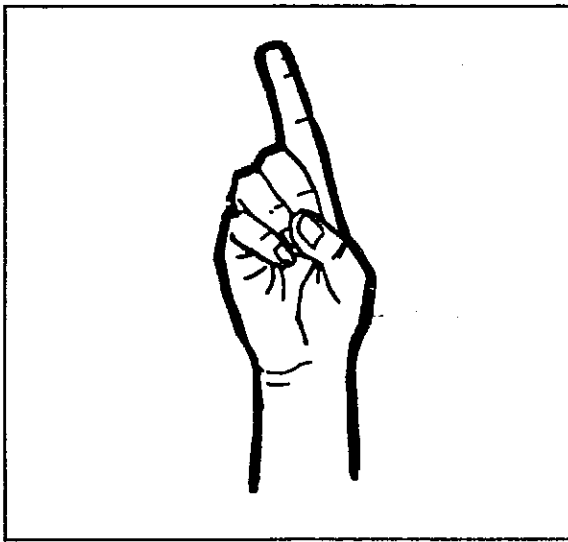
INCREASING YOUR READING SPEED IMMEDIATELY

MATERIALS YOU WILL NEED FOR THIS LESSON:

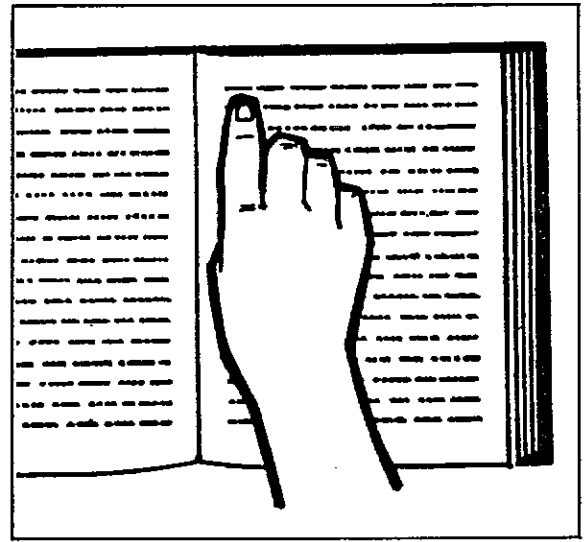
- Pencil or pen
- Lesson Two cassette
- This Guidebook
- Progress Report Chart
- Optional: an easy novel or biography of your choice, for practice

THE UNDERLINING HAND MOVEMENT

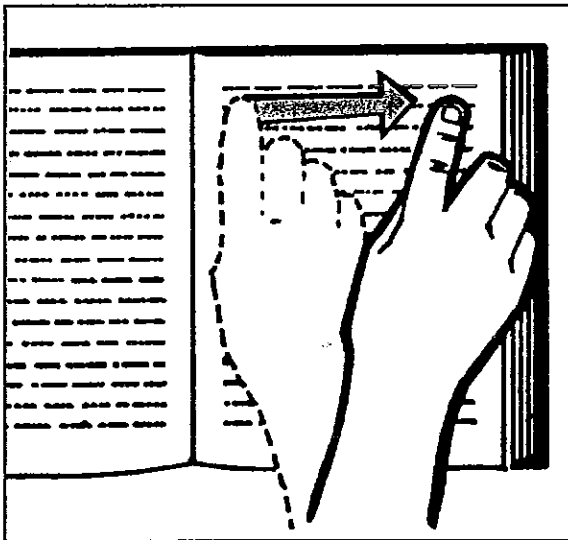
1. Pointing with the index finger, tuck the other fingers down and under and hold loosely with your thumb. Right-handers use their right hand; left-handers, their left.
2. Beginning at the left-hand margin of the top line, run the tip of your index finger just underneath the line of print, reading above your finger.
3. When you read the end of the line, lift your finger up about a half inch and bring it quickly back to the left margin on the next line.



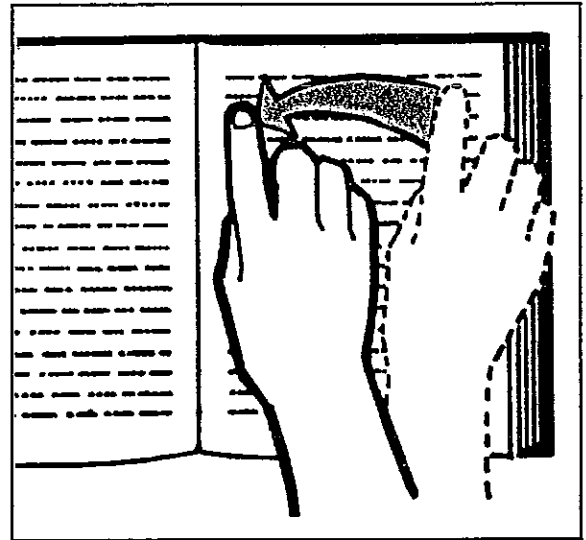
1. POINT INDEX FINGER.



2. BEGIN AT LEFT-HAND MARGIN.



3. MOVE FINGER TO THE RIGHT, READING THE WORDS ABOVE IT.



4. AT END OF LINE, LIFT YOUR FINGER AND RETURN.

UPSIDE-DOWN PAGE FOR PRACTICING THE UNDERLINING HAND MOVEMENT

Years ago when I was much younger and bolder, I was so frustrated by my own slow reading that I determined to teach myself to read faster and better, then try to teach high school students what I had learned to do for myself. I studied the reading authorities. I read their definitions of reading and found they could not agree how to define reading or comprehension so they made up their own definitions to fit their own needs. I studied the experiments of Cattell and Buswell and many others in the field. I became confused. The educational literature contains such references as: In the May 1950 issue of *Education*, Elizabeth Simpson is quoted as saying, "Of course, no one would assume that while the tachistoscopic studies show we can recognize a word at 1/100th of a second, it is also true we can read 6,000 words in a minute. We know we can't recognize so many ideas so quickly." I began to think—what if the 6,000 words represented only one or two ideas? Would this make a difference? It is in the field where we know things can't be done that so much is being done. Some authorities assured me reading must be done along the line, seeing most of the words; and that span is horizontal, making the idea situation two or three fixations along the line. Nila Banton Smith, in her book *Read Faster*, page 244, says, "We fixate at a point along the line and see all the words we can see to the left and right of the fixation, then move on to another fixation and repeat the perception process." Then she adds this observation: "But it happens that we also possess a vertical field of vision which usually lies dormant insofar as reading is concerned." I wondered why someone didn't do something to explore the potentialities of this field.

W - A - T - E - R

by Lorena A. Hickock

The day had got off to a bad start. It was April 5th, just two days over a month since The Stranger had come to be Helen's teacher.

Because Captain Keller had insisted on it, Helen and The Stranger had moved out of the cottage. He wanted his little girl at home. Now he and Helen's mother were learning the manual alphabet. But Captain Keller wasn't trying very hard.

"What's the use?" he kept saying.

"You're going to need it," The Stranger told him. "Sooner or later—and I believe it will be before very long—Helen will know the meaning of words. And then you can talk to her, with your fingers in her hand."

Helen was now much quieter and better behaved than she had been. Everybody noticed it. She did not have so many tantrums. And when she did have one, it did not last very long.

But sometimes, as on this April morning, she would wake up feeling out of sorts and cross. For one thing, she was getting bored with the word game.

"I know all that," she would think impatiently. "Why don't we play something else?"

All the morning The Stranger had been spelling two words into Helen's hand, W-A-T-E-R and C-U-P. She would spell C-U-P and give her a cup to hold. Then she would pour a little water into the cup, dip Helen's fingers into it, and wait hopefully for Helen to spell back W-A-T-E-R.

But Helen, not understanding, would spell C-U-P.

"What is it you want?" she kept thinking. "I'd do it if I knew. But I don't know. Can't you see I'm trying?"

"Poor child, you're getting tired," The Stranger said as Helen jerked her hand away and nearly upset the cup. "Let's rest awhile. Here!"

And she handed her the new doll she had brought her from Boston. Helen played with the doll awhile, but she was thinking of the word game.

"What do you want?" she kept saying to herself. "Why can't I do it? I try and try!"

Presently The Stranger started in on the word game again. C-U-P. W-A-T-E-R. But Helen kept getting more and more mixed up and irritable. Finally she seized her doll and dashed it to the floor. Its head broke in half a dozen pieces.

With grim satisfaction, she followed with her hands The Stranger's motions as she swept up the broken pieces.

"I don't care!" Helen told herself fiercely. "I don't care the least little bit! Why don't you leave me alone?"

She gave a little sigh of relief when The Stranger brought her hat to her. They were going outdoors. No more of that stupid game.

Although Helen did not know it, The Stranger carried the cup in her hand as they walked down the path toward the pump house.

Helen raised her head and sniffed with pleasure. That sweet smell! Although she didn't know the word for it, it was honey-suckle. She reached out her hand and touched the vine lovingly as they passed.

Someone was pumping water. The Stranger led Helen to the pump, placed the cup in her hand again, and held it under the spout.

Helen's first impulse was to throw the cup away. But she liked the sensation as the cool

W - A - T - E - R (CONTINUED)

water flowed down over her hand into the cup. So she held it there, smiling a little.

The Stranger took hold of her other hand and began to spell the word again. W-A-T-E-R. Slowly at first. Then faster. Over and over again.

Suddenly Helen dropped the cup. She stood absolutely still, rigid, hardly breathing. Inside her mind, a new thought spun round and round:

"W-A-T-E-R! W-A-T-E-R! This lovely, cool stuff. W-A-T-E-R!"

Wildly she groped for The Stranger's hand. Her trembling little fingers began, W-A-T—? She had not finished when she felt The Stranger's pat of approval on her shoulder. She was right! That was it!

For the first time in her life, Helen Keller had "talked" with another human being!

The Stranger's eyes were wet as she cried:

"Helen, you've got it! You've got it!"

Helen could not hear her. But that did not matter. For now another idea came flashing into her mind.

If that stuff was W-A-T-E-R, what about the other games they played with their hands?

She reached down and touched the ground, then turned eagerly to The Stranger. Her heart pounding like a little hammer, she felt The Stranger's fingers moving in her hand.

Several times The Stranger's fingers spelled the word, Helen intently following every movement. Then she spelled it back. G-R-O-U-N-D. She had it fixed in her memory now. She would not forget.

Now she must find out about more things, fast! She ran about, touching everything she could reach. The Stranger's fingers told her V-I-N-E, P-U-M-P, T-R-E-L-L-I-S.

Helen bumped into the nurse, who was coming into the pump house carrying Helen's baby sister, Mildred, whom she still thought of as "It." She touched "It" and ran back to The Stranger, B-A-B-Y! It had been spelled into her hand many, many times. Now it had meaning. Little Mildred was no longer just a thing called "It."

Suddenly Helen stood still, thinking hard. Then she reached out toward The Stranger.

Although she could not put it into words, as you or I would, her hand grasping The Stranger's hand asked a question:

"Who are you?"

And into her eager little palm the word came back: T-E-A-C-H-E-R.

In that warm, glowing moment all the hostility Helen had felt toward The Stranger melted away. For no longer was she a stranger. She was Teacher.

T-E-A-C-H-E-R! To Helen Keller, the most important word she would ever learn. And to Anne Sullivan, the most beautiful.

**Note: This selection
may be used to do the
Extension Drill.**

HOW TO COMPUTE YOUR READING RATE

- A. First add the total number of words on any three full lines of your book: _____
- B. Divide the total (A) by three, to find the average words per line: _____
- C. Count the total number of lines that you read in one minute: _____
- D. Multiply the answers of B times C, or the average number of words per line times the number of lines that you read: _____ WPM

EXAMPLE FROM "W - A - T - E - R":

- | | |
|--|----------------|
| A. Total number of words on three full lines | <u>22</u> |
| B. Divide A by three | <u>7</u> |
| C. Total number of lines read | <u>31</u> |
| D. Multiply B times C | <u>217</u> WPM |

TO OBTAIN WORDS PER MINUTE:

- A. Total number of words on three full lines _____
- B. Divide A by three _____
- C. Total number of lines read _____
- D. Multiply B times C _____ WPM

TO OBTAIN WORDS PER MINUTE:

- A. Total number of words on three full lines _____
- B. Divide A by three _____
- C. Total number of lines read _____
- D. Multiply B times C _____ WPM

THE USE OF THE HAND AS A PACER

To the best of our knowledge, no one ever succeeded in developing as 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, then have him use his index finger to read. He will immediately begin to eliminate regressions and will accelerate. Most people will improve anywhere from 10 percent to 20 percent.

A study made by a student who took Reading Dynamics was very enlightening. For his master's thesis, he 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 order of conditions and test forms were counterbalanced.

The results indicated that the subjects' reading rates and spans of recognition were significantly higher, with no differences in comprehension, when the hand was used to pace. When compared on identical tests with a no-hand course, it was indicated that superiority of performance under the hand condition was probably due to the enhancing effect of the hand as a pacer. The study also indicated that without the use of the hand, the rates of the Dynamics readers tested became lower.

At first, the use of the hand as a pacer may seem awkward and a bit uncomfortable. It should only take a few hours' practice before it starts to become almost second nature; soon you should start to notice how your rate drops every time you stop using your hand. Get as much practice with it as you can, so that it will become automatic and comfortable for you.

TAKE A LOOK AT YOUR HABITS

Much of your life is bound up
in psychological machinery.
You know if something is wrong,
but you don't necessarily know
what you should do about it.

Chances are, you need
to take a look at yourself
as well as the people around you.
The machinery of successful living
then becomes the machinery of habit.

Many essential tendencies
in our lives are made up of habits.
We can do something about habits.
Habit formation is discovery.

We discover a method of solving
a problem in a certain way.
It becomes standard because it works
well enough to suit us.

Even such skills as typing
and playing the piano are not
a matter of repetition, since neither
typists nor pianists repeat,
but improve.

When they learn well enough
to suit them, they stop. This is true
of all skills in particular, and habits
in general.

A habit always has a purpose.
Until you understand your purpose,
you can't reorganize a habit.
Understanding your purpose, however,
is not sufficient alone.

You need application of intelligence
to discover a better way.

Good resolutions are not enough.

You have to reorganize your behavior
in terms of better techniques.

There are also limits of self-help,
some things you cannot do
without some expert help.
It would take too long.

In order to make progress, you must first
identify your problem, then
allow yourself to do some "free thinking"
to explore the field around you.

Do you want to change the habit?
The habit you have now is easy,
and fits convenient needs.
Are you sure you *can* change?

Can you learn at your age?
Do you want to take *time* to learn?
What if you *can't* learn?

What if the others *can*, and you *can't*?
Are you *afraid* to try?
Do you *really want* to change?

Here are some facts you should know:
Habits have no strength of their own.
They derive their strength
from the purpose
toward which they were directed.

Many people believe repetition
of a process wears grooves in
the brain that grow deeper and
deeper with repetition
so the habit becomes difficult to change.

Many people accept this as truth.
There isn't a word of truth in it!

No neurologist has ever encountered
the slightest trace of a habit groove
in any of the tissues of the brain.

Even experiments with rats and mice
that had parts of their brains cut away
prove this hypothesis to be wrong.

It is an old myth that has been passed down
from early Greek and Roman
philosophers.

It won't hold water.

It isn't the truth.

You can't count on it!

But what you do have is flexibility.

And you have much more than you think.

TAKE A LOOK AT YOUR HABITS (CONTINUED)

If you decide to govern your life in the light of practical intelligence, you'll find there isn't very much that you can't accomplish.

But bad habits are persistent because people acquire ways of doing things and can't imagine a better way.

Many habits of a lifetime stop immediately if you see a need to stop them.

Transitory skills and motor habits also come under this rule.

Often the whole strength of a habit lies in the purpose it serves.

Once the purpose is gone, the need for the habit goes, and so does the habit.

Age does not have much to do with the formation of habit.

Desire is the greatest factor.

You can make or break a habit if you want to, and if you go about it intelligently.

You started the habit because this kind of response brought success that was satisfying to you in dealing with the situation.

Thus, if you want to change a habit, first of all identify that habit. Then turn your intelligence on it.

You must see and feel a reason and a need for such a change.

But if you decide on a program of change, don't scatter your forces—be consistent. Go all out for it.

Good habits are formed as easily as bad ones.

Weeds don't grow better than flowers. They just grow haphazardly on their own, while flowers require intelligent control.

This is true in gardening and in life.

Bad habits just happen. Good habits are formed as a result of guidance.

Bad habits take on an air of permanence only because they are the victim's haphazard best.

TOTAL WORDS: 1,110

SUPPLEMENTARY PRACTICE

It is very important that you use your hand as a pacer for as much of your daily reading as possible. As with any habit, the more practice, the quicker it becomes a useful, comfortable habit.

- Read at least one hour before Lesson Three, using your hand as a pacer. This reading may be in any book or magazine of your choice; it need not be done all in one sitting.
- Do the Extension Drill at least four times before going on to Lesson Three. Either replay the cassette for Lesson Two, or use the drill as it is presented below:

EXTENSION DRILL

1. From any beginning point, read for one minute. Mark your ending point. Compute your rate.
Note: To time yourself, use a tape recorder, a photographic or kitchen timer, or just set a watch with a sweep second hand near your book or magazine.
2. Reread the same material for one minute, going faster and farther. Mark your book or magazine.
3. Reread the same material for one minute, going even faster and farther. Mark your new ending point.
4. Reread the same material for one minute, going faster and even farther. Mark your new ending point.
5. In new material, read for one minute for good comprehension. Mark your ending point, and compute your rate.

Record your rates in the Practice Report Register of your Guidebook.

PRACTICE REPORT REGISTER

This is a weekly report of your progress at daily practice drills. Ideally, you should see an improvement in rate from day to day and week to week. Make it your goal to attempt ever-increasing rates.

| | | | |
|--------------------|---|---|-------------------------------|
| FIRST TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| SECOND TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| THIRD TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| FOURTH TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |

PRACTICE SUMMARY

*TOTAL TIME
SPENT ON DRILLS:

_____ HOURS

*RANGE OF
READING RATES:

_____ TO _____
Lowest Highest

*Record on your Progress Report Chart.

3

DOUBLING YOUR READING SPEED

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Three cassette
- This Guidebook
- Progress Report Chart
- An easy novel or biography
of your choice, for practice

BOOK MECHANICS

When you are doing some of the drills, you may find that you need to turn the pages more rapidly in order to "make your mark." In the Reading Dynamics program, a special method of page turning is taught to enable the students to keep up. It may seem a bit awkward at first, but with a little practice, it will become second nature, just like the hand movements. Here are the techniques taught:

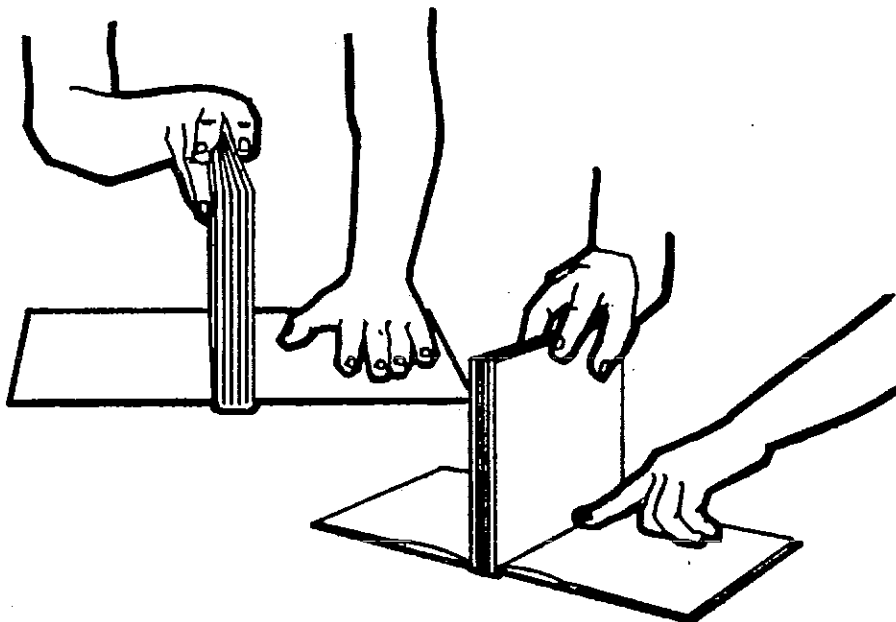
BREAKING IN A BOOK

The breaking-in process will make page turning easier and will also maintain the good condition of the book binding. It is essential when practicing high-speed drills; otherwise, the pages will not lie flat.

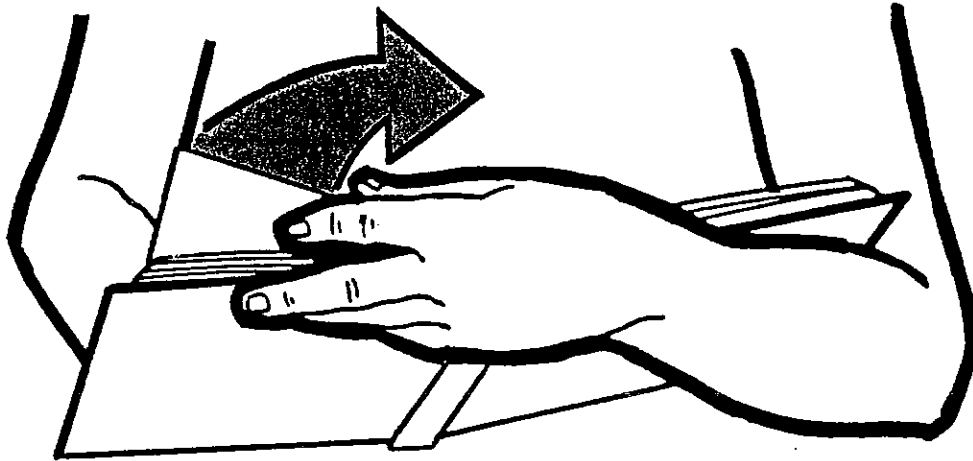
1. Place your book on a flat surface, on its binding, in a closed position.
2. Open both covers, and bring them to right angles (flat on the surface) to the content of the book, which is *standing up*.
3. Simultaneously crease back a few pages at a time from both ends of the book, running a finger down the inner margin until you arrive at the middle of the book.

It also helps to ruffle the corners of the pages at this point, to make them more supple and ready for page turning.

HOW TO BREAK IN A BOOK



HOW TO TURN PAGES



PAGE TURNING

Right-handed students tend to be able to pace better with their right hand, and left-handed students, with their left. Because of this, it is necessary to turn pages with the other hand—right-handers with their left hand and vice versa.

1. If you are right-handed, you should extend your left arm around and above the book so that you can turn the right-hand page by lifting the right top corner with your left index finger. Your right hand thus remains free for the hand movement.
2. If you are left-handed, turn the right-hand page with your right hand, while your left hand is free for the hand movement. You may turn pages either at the top or the bottom of the page—whichever feels easier.
3. If pressure is applied near the center of the top of the page with the fingers, the page tends to be easier to pick up.

READING POSTURE AND PROPER LIGHTING

Correct posture is most important in order to avoid fatigue, which obviously hinders efficiency. Several factors are involved: the actual body position; this position relative to the printed page; and this position relative to the illumination. The most efficient body position for reading is sitting in a chair with your back against the back of the chair. If you wish to read in bed or in some other position of dubious efficiency, first learn the correct habits and then adapt them as best you can. The book should be about 14 to 18 inches from your eyes, and it should be tilted so that all parts of the page are approximately equidistant from your eyes. Lighting should not be too bright, too weak or too uneven. Studies have shown that ordinary work and reading can be done equally efficiently in lighting much dimmer than that generally used in offices and factories. A simple self-test can be made by placing your hand six to eight inches off the page. If there is a sharp, strong shadow, the light is too direct. Diffused lighting is best.

THE CONCEPT OF PRACTICE READING

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

As you have already experienced, 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.

If you are Practice Reading, you should *not* be getting comprehension on an acceptable level. If you are, then you are not following the directions and are wasting your time. However, you should be getting *some* comprehension, at least in the following sense: If you can recognize that the words are in English, or in whatever language you are reading, this is a certain level of comprehension—certainly not a very high one. If you can see that some people are talking, or the author is describing something, that, too, is a low level of comprehension, and that is required in Practice Reading. You must never be going so slowly that you are understanding enough to be considered comfortable, and you must never be going so fast that you cannot recognize that the words are in English. Push yourself to uncomfortable levels for comprehension, but *always be trying to get something out of it*, even just a name.

The purpose of Practice Reading is very important, for it is the very key to success in learning to read more rapidly. As you know, when you learned to read, you were taught both to visually recognize the word and also to say it out loud. 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 become at it.

Every time you Practice Read, you will improve a little bit. It is somewhat like a rubber band; when you stretch it and then let go, it does not quite return to its original length. The more you stretch it, the longer it will get. 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.

A good rule of thumb is at whatever rate you want to read, Practice Read at least two times that rate, and slowly you will find yourself progressing to your desired goal.

HOW FAST CAN YOU READ?

One of Evelyn Wood's 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 1,200? The arguments seem about as important as those famous ones by theologians arguing how many angels can fit on the head of a pin. But whatever rate some expert decides is the top reading rate, there has been 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. Like the bumblebee, they may have been unaware of the principles, theories or laws that explain their performances, but they continued reading rapidly in spite of it.

The key to your progress is rapid reading practice. Now that 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 it would be possible.

SUPPLEMENTARY PRACTICE

Keep using your hand as a pacer as much of the time as possible. Do the following assignments before going on to Lesson Four:

- Read at least one hour before Lesson Four, using your hand as a pacer. This reading may be done in any book or magazine of your choice, and it need not be done all in one sitting.
- Do the Push Down Drill at least four times before going on to Lesson Four. You may replay the cassette for Lesson Three or use the drill as it is presented below:

PUSH DOWN DRILL

1. From any beginning point, read for one minute. Mark your ending point, and compute your rate.
2. Reread the same material in 50 seconds. Be sure to make your mark.
3. Reread the same material in 40 seconds, making your mark.
4. Practice Read the same section in 30 seconds, making the mark.
5. Practice Read the same section in 25 seconds, making the mark.
6. Practice Read the same section in 20 seconds, making the mark.
7. From the end of the section that you've been practicing, read some new material as fast as you can for one minute. Mark your ending point, and compute your rate.

Record your rates in the Practice Report Register of your Guidebook.

PRACTICE REPORT REGISTER

This is a weekly report of your progress at daily practice drills. Ideally, you should see an improvement in rate from day to day and week to week. Make it your goal to attempt ever-increasing rates.

| | | | |
|--------------------|---|--|-------------------------------|
| FIRST TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| SECOND TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| THIRD TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| FOURTH TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |

| | |
|--|--|
| PRACTICE SUMMARY | |
| *TOTAL TIME SPENT ON DRILLS: _____ HOURS | *RANGE OF READING RATES: _____ TO _____ Lowest Highest |

*Record on your Progress Report Chart.

4

BEGINNING TO REMEMBER WHAT YOU READ

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Four cassette
- This Guidebook
- Progress Report Chart
- A book of your choice,
fiction or nonfiction,
for practice

WHY A RECALL PATTERN?

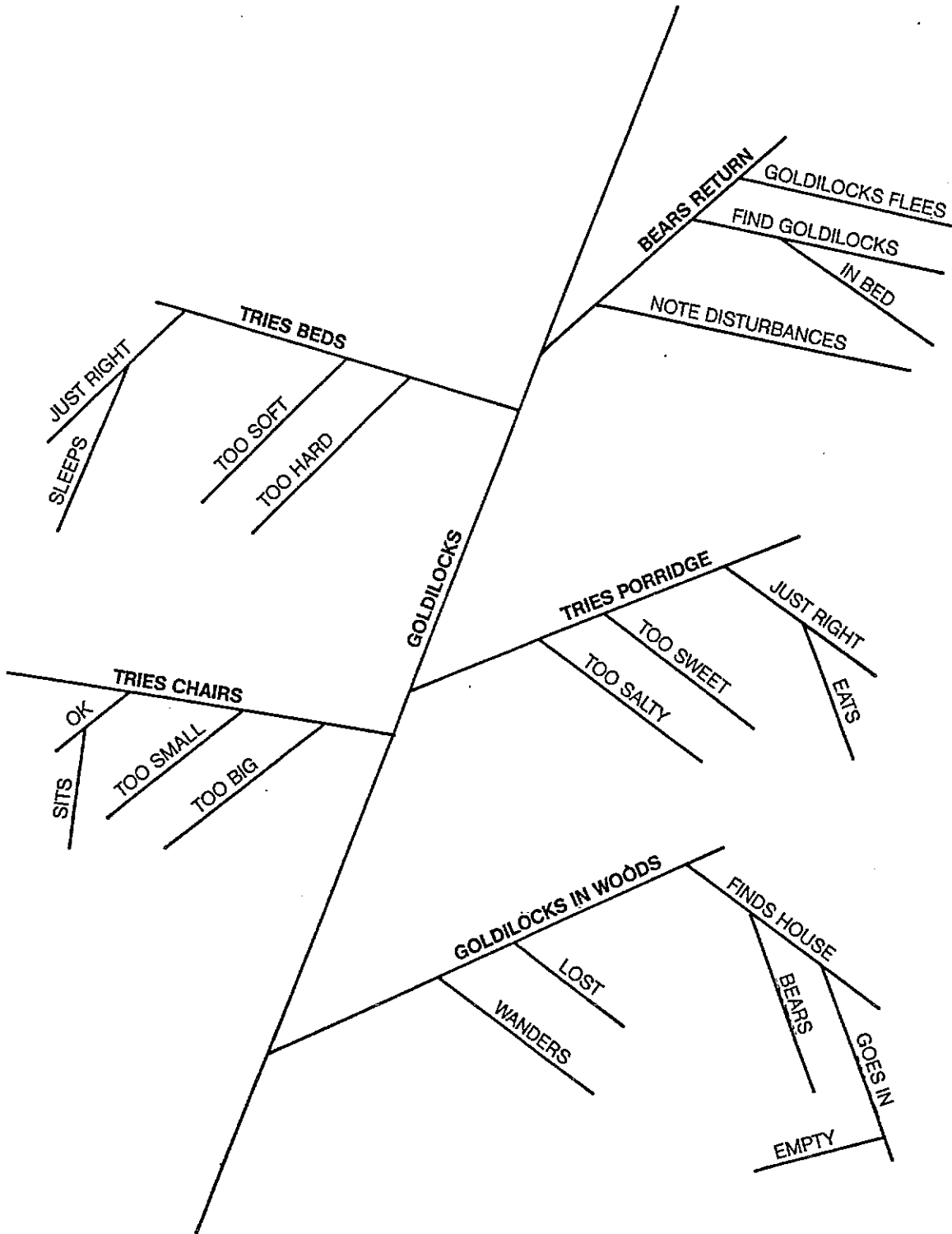
A Recall Pattern is a schematic method for relating associated remembrances. It is a very simple and effective way to increase the retention of what you have read. The purpose of this is to begin to develop a habit of immediate recalling—this is the first important step in developing your recall ability.

After you have finished a reading, close your book, and on a Practice Recall Sheet in your Reading Dynamics Guidebook, draw a diagonal line from the bottom left-hand corner up a few inches. On this line, write down the main thing about the reading 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; you should note that only enough words have been put down to allow the writer to recall the story. For some stories, you will need much more detailed recalls; for familiar material, it will take only a few key words to trigger your recall.

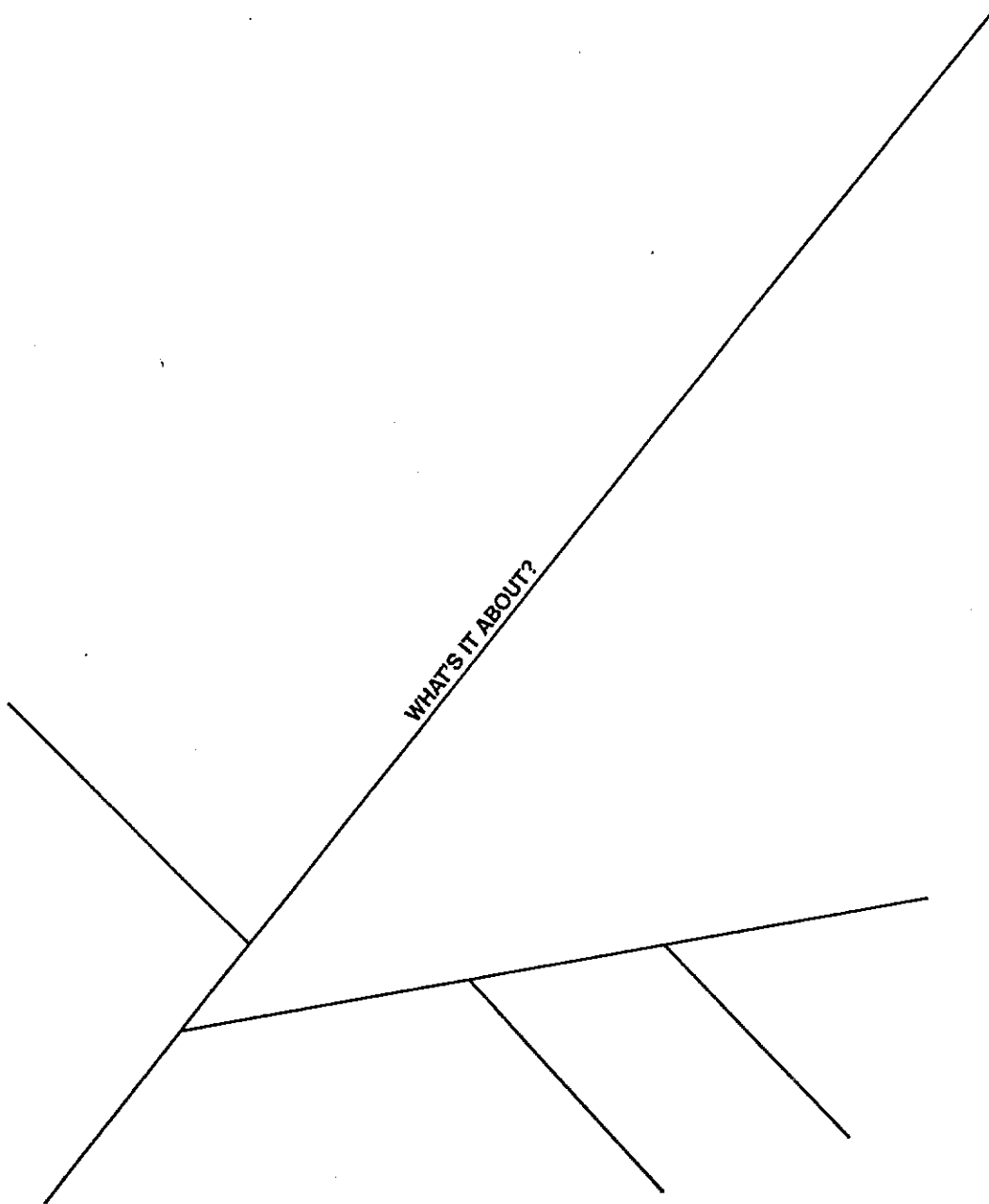


**SAMPLE RECALL PATTERN
FOR "GOLDILOCKS AND THE THREE BEARS"**



SLASH RECALL PATTERN

Directions: On the main diagonal line, answer the question, "What's it about?" On branch lines, add supporting items and details. Add branches if you need them.



SUPPLEMENTARY PRACTICE

In addition to using your hand as a pacer for as much of your daily reading as possible, also make Recall Patterns for as many readings as you can in order to develop the habit of immediate recalling. Do the following assignments before going on to Lesson Five:

- Read at least one hour before Lesson Five, using your hand as a pacer. This reading may be done in any book of your choice, and it need not be done all at one sitting.
- Do the Add Half a Page Drill at least four times before going on to Lesson Five. You may replay the cassette for Lesson Four or use the drill as it is presented below:

ADD HALF A PAGE DRILL

1. From any beginning point, read for one minute. Mark your ending point with a number 1, and compute your rate.
2. Put a number 2 one-half page further on; go back to the same starting point above, and Practice Read to the 2 in one minute. Be sure to make your mark.
3. Put a number 3 one-half page further on; go back to the same starting point above, and Practice Read to the 3 in one minute. Be sure to make the mark.
4. Put a number 4 one-half page further on; Practice Read this larger section in one minute, making your mark.
5. Put a number 5 one-half page further on; Practice Read this larger section in one minute, making the mark.
6. Go back to the number 1 in your book, and read as far as you can for good comprehension for one minute. Make an x mark where you stopped reading; make a recall pattern; then go back and compute your rate.

Record your rates in the Practice Report Register of your Guidebook.

PRACTICE REPORT REGISTER

This is a weekly report of your progress at daily practice drills. Ideally, you should see an improvement in rate from day to day and week to week. Make it your goal to attempt ever-increasing rates.

| | | | |
|--------------------|--|---|-------------------------------|
| FIRST TIME | Time spent on drill: ____ mins. | Range of reading rates: ____ to ____ Low High | Title: _____ Comments: |
| SECOND TIME | Time spent on drill: ____ mins. | Range of reading rates: ____ to ____ Low High | Title: _____ Comments: |
| THIRD TIME | Time spent on drill: ____ mins. | Range of reading rates: ____ to ____ Low High | Title: _____ Comments: |
| FOURTH TIME | Time spent on drill: ____ mins. | Range of reading rates: ____ to ____ Low High | Title: _____ Comments: |

PRACTICE SUMMARY

| | |
|---|---|
| <p>*TOTAL TIME SPENT ON DRILLS: _____ HOURS</p> | <p>*RANGE OF READING RATES: _____ TO _____ Lowest Highest</p> |
|---|---|

*Record on your Progress Report Chart.

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

5

PUSHING FOR GREATER READING RATES

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Five cassette
- This Guidebook
- Progress Report Chart
- A book of your choice,
fiction or nonfiction,
for practice

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.

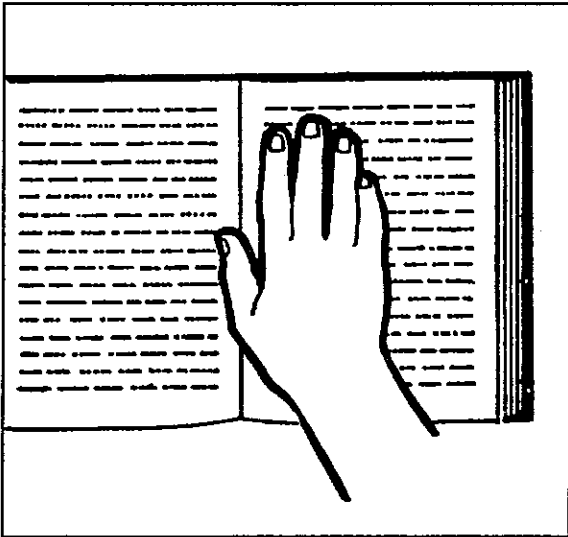
Learning plateaus are very valuable periods, and it is important to understand them so that you achieve their maximum benefits. When you first begin to learn a new skill, you are likely to progress very quickly; then you may hit a learning plateau. You may even feel that you are regressing!

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.

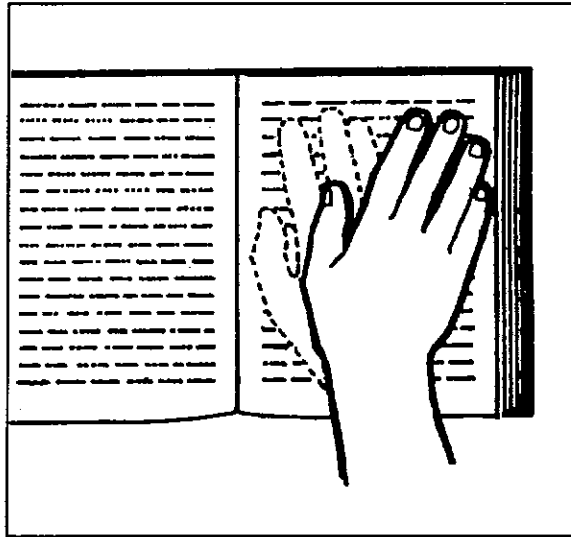
In learning any new skill, your attitude toward it can be a key factor in your progress. It is important to acknowledge and realize the benefits of learning plateaus, welcoming them as "rest stops" rather than fearing them as regressions. If they are looked on positively, then you will move on more quickly. 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.

THE "SHAKY" HAND MOVEMENT

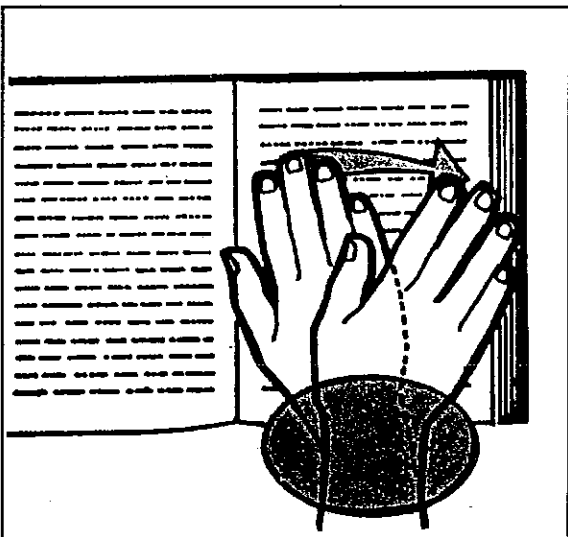
1. Holding your pacing hand palm down on the page, fingers extended and relaxed, place the tips of your extended fingers under the first line of print at the left-hand margin.
2. Move your hand from the left margin very quickly to the right margin, and keep repeating this action, back and forth. It could be described as an action to "brush sand off the lines of print."
3. Look "through" your fingertips: If they are moving quickly enough, you will be able to see the print.



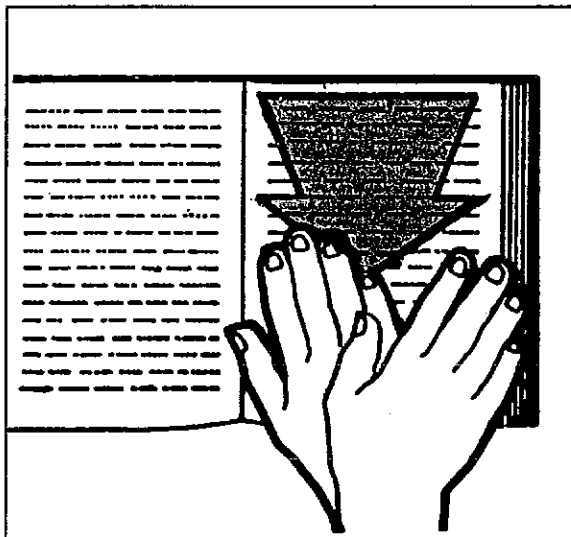
1. HOLD HAND PALM DOWN UNDER THE FIRST LINE OF PRINT.



2. MOVE HAND QUICKLY FROM LEFT TO RIGHT.



3. USE A WRIST MOVEMENT; DON'T USE THE WHOLE ARM.



4. PULL HAND SLOWLY DOWN THE PAGE AS HAND MOVES VERY RAPIDLY BACK AND FORTH.

PAGE FOR PRACTICING THE "SHAKY" HAND MOVEMENT

Years ago when I was much younger and bolder, I was so frustrated by my own slow reading that I determined to teach myself to read faster and better, then try to teach high school students what I had learned to do for myself. I studied the reading authorities. I read their definitions of reading and found they could not agree how to define reading or comprehension so they made up their own definitions to fit their own needs. I studied the experiments of Cattell and Buswell and many others in the field. I became confused. The educational literature contains such references as: In the May 1950 issue of *Education*, Elizabeth Simpson is quoted as saying, "Of course, no one would assume that while the tachistoscopic studies show we can recognize a word at 1/100th of a second, it is also true we can read 6,000 words in a minute. We know we can't recognize so many ideas so quickly." I began to think—what if the 6,000 words represented only one or two ideas? Would this make a difference? It is in the field where we know things can't be done that so much is being done. Some authorities assured me reading must be done along the line, seeing most of the words; and that span is horizontal, making the idea situation two or three fixations along the line. Nila Banton Smith, in her book *Read Faster*, page 244, says, "We fixate at a point along the line and see all the words we can see to the left and right of the fixation, then move on to another fixation and repeat the perception process." Then she adds this observation: "But it happens that we also possess a vertical field of vision which usually lies dormant insofar as reading is concerned." I wondered why someone didn't do something to explore the potentialities of this field.

CLASS DRILL SHEET

CLASS DRILL SHEET

SUPPLEMENTARY PRACTICE

Use your hand as a pacer for all your daily reading. Do the following assignments before going on to Lesson Six:

- Read at least one hour before Lesson Six, using your hand as a pacer. This reading may be done in any book or magazine of your choice, and it need not be done all at one sitting.
- Do the Push Up Drill at least four times before going on to the next lesson. You may replay the cassette for Lesson Five or use the drill as it is presented below:

PUSH UP DRILL

1. Read from a beginning point for one minute for good comprehension. Mark your ending point, and compute your rate. Optional: Begin a Recall Pattern.
2. Reread the same material for one minute; try to go further. Make a new mark if you read further ahead and erase the former one. Optional: Add to your Recall Pattern.
3. Reread the same material again for one minute; go further still. Make a new mark if you read further ahead and erase the former one. Optional: Add to your Recall Pattern.
4. Set up a second section of material immediately after and approximately equal to the amount covered in number 3. Practice Read both sections in one minute. You must make the mark!
5. Set up a third section of material approximately equal to the section set up in number 4. Practice Read all three sections in one minute. Make the mark!
6. Read new material for one minute for good comprehension. Make a mark where you stopped reading, and compute your rate. Optional: Add to your Recall Pattern.

Record your rates in the Practice Report Register of your Guidebook.

PRACTICE REPORT REGISTER

This is a weekly report of your progress at daily practice drills. Ideally, you should see an improvement in rate from day to day and week to week. Make it your goal to attempt ever-increasing rates.

| | | | |
|--------------------|---|---|-------------------------------|
| FIRST TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| SECOND TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| THIRD TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| FOURTH TIME | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |

| PRACTICE SUMMARY | |
|---|--|
| *TOTAL TIME SPENT ON DRILLS: _____ HOURS | *RANGE OF READING RATES: _____ TO _____ Lowest Highest |

*Record on your Progress Report Chart.

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

6

READING THE NEWSPAPER EFFICIENTLY

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Six cassette
- This Guidebook
- Progress Report Chart
- A book of your choice,
for practice
- A newspaper of your choice,
for practice

READING THE NEWSPAPER EFFICIENTLY

Reading the newspaper should be an efficient means of gaining information, but for many people, just getting through the newspaper becomes a time-consuming end in itself.

There are three basic kinds of writing that can be found in the newspaper: news articles, feature stories and editorials, and articles written by specific columnists. Understanding the various organization forms used in different kinds of writing is a tremendous aid in cutting through material and getting from it the information you desire. Recognizing the author's organizational plan is the first step in reading more efficiently.

1. **The news article** is any article that is "news" today. Tomorrow it would be out of date, and within a few days, it could not even be printed. It is the simplest form of writing, employing a form called the "inverted pyramid": The first paragraphs contain a complete summary of the whole article, and the balance of the story is written with information given in descending order of importance.
2. A **feature story**, and most editorials, could appear tomorrow or perhaps next week and still be of interest. The form is completely different from the news article form of writing. It is called an expository form, which usually has an introductory passage and concludes with some sort of summary. In between is the development, with "steps" leading to a logical conclusion.
3. **Columnists** employ many different styles of writing, and it is necessary to read an individual columnist to determine his form.

CLASS DRILL SHEET

U.S. and Canada Trade Talks Progress

by CLYDE H. FARNSWORTH

Special to The New York Times

WASHINGTON, Oct. 3—United States and Canadian trade negotiators, racing against a midnight deadline, narrowed differences today on a trade pact that would eliminate tariffs and other barriers between the world's two largest trading partners, according to officials familiar with the talks.

"Things are progressing, but there are still a lot of outstanding issues that have to be dealt with, and time is running out," an American official said.

A Canadian official described the going as "heavy" and said he could offer no assurances of a successful outcome.

After a Canadian walkout and a series of delays as both sides reassessed their positions, a logjam was dramatically broken Thursday night when Treasury Secretary James A. Baker III made an American concession on one of the most divisive issues.

His offer to Prime Minister Brian Mulroney to reverse the American position and consider a binding settlement procedure on trade disputes was enough to bring the Canadian negotiators back to Washington, where they have been closeted in Mr. Baker's conference room for the last two days.

Talks Continued

Friday night, the talks continued until midnight. They resumed today at 10 A.M.

The Canadians are seeking assurances that they will be protected against any surge in American protectionism. But the Reagan Administration, which must obtain Congressional approval of any Canadian free trade agreement, is reluctant to promise anything that would override any law that gives American industry the right to seek penalties against unfairly priced imports.

Mr. Baker proposed an arbitration panel composed of experts from both countries that would review complaints of unfair trade after normal channels had been exhausted.

But technical arguments continued today over the scope of the panel, with Canadians wanting it as broad as possible and the United States seeking to keep it narrow.

The negotiations were being conducted at both political and technical levels. The political talks at the Treasury were chiefly taking place between Treasury Secretary Baker and the United States Trade Representatives, Clayton K. Yeutter, and their Canadian counterparts, the Finance Minister, Michael Wilson, and the Trade Minister, Patricia Carney.

At the same time, a dozen Canadian and American working groups were drafting an agreement at the Office of the United States Trade Representative on instructions from both countries' cabinet officers.

The Canadians were in frequent telephone contact with Mr. Mulroney in Ottawa, and he, in turn, was briefing provincial leaders in the Canadian capital.

On the American side, Congressional and business leaders were being briefed throughout the day.

In return for movement on a binding settlement procedure and greater access for Canadians to the American market, the United States is seeking a number of concessions that have further complicated the negotiations.

These include an accelerated schedule for phasing in reductions in Canadian tariffs, which are generally higher than American tariffs, reductions in barriers to investment in Canada, termination of duty-free entry into Canada of Japanese cars if Japanese companies continue to export Canadian-made auto parts to the United States, and removal of restrictions against American insurance, banking and other services, and certain other industries.

The intention is to create a balance of mutual concessions in a formal agreement that would then be submitted to lawmakers in both countries.

But the negotiations have occurred at a time when Congress, in the face of large American trade deficits, is becoming more protectionist in its trade policy.

Congress initially had set a deadline of midnight Sunday for notification by President Reagan of his intention to enter into a trade agreement with Canada. The deadline was moved up to tonight because of a recalculation of the number of days allowed under the enabling legislation.

CLASS DRILL SHEET

Toyko Tacos: The Japanese Look to West

by NICHOLAS D. KRISTOF

Special to The New York Times

TOYKO, Sept. 22—Japan's knowledge of the West has come a long way since one of its first visitors to the United States reported in 1860 that all single American women were called Joan, "while married ladies are distinguished by the suffix 'sons,' such as 'Joansons.'"

These days the Japanese are more enthusiastic than ever about learning about the West, and the quality of the information is improving. Partly because of Toyko's rise as an international financial center, partly because of the emergence of Japanese companies as multinational corporations, Japan is self-consciously trying to become cosmopolitan.

The buzzword in Toyko is "kokusaika," or internationalization. In pursuit of that goal, students, secretaries and executives more than ever are studying English, traveling abroad, listening to Michael Jackson, dating foreigners and eating pasta.

"English is the international language," said Akira Nambara, research director of the Bank of Japan, in explaining the enthusiasm for learning the language. "Or, I should say, broken English is the international language."

Of course, Japanese have studied foreigners and foreign languages since Commodore Matthew C. Perry opened Japan with his gunboats in 1853. Golf, baseball and rock music have been popular for decades.

But kokusaika has surged in the last few years, partly because of the expansion of Japanese corporations overseas and the arrival of more and more foreign corporations in Toyko.

"It's kind of a prerequisite for Japanese to go abroad, to learn foreign languages, culture, customs," said Hiromitsu Takemi, deputy manager of the Japan Development Bank.

C. Itoh & Company attracted attention this summer when it became the first large Japanese corporation to appoint a foreigner—in its case, a Korean-American—to its board of directors.

Call for U.S. College Graduates

Japan Air Lines announced this month that it would hire 120 foreign flight attendants. The Sumitomo Life Insurance Company has a young Japanese-speaking American working with its Japanese university graduates.

And Japanese who were spurned even a few years ago because they attended American universities now find employers clamoring for them.

Yet kokusaika is not all work and no play. Ethnic restaurants are the latest rage in Toyko; Mexican, Indonesian, Indian and Italian restaurants are flowering around the city. So are pool halls and pizza parlors.

It is also becoming more common for

Japanese to date foreigners, although families still do not always approve. An American banker living in Toyko, a single man, says he knows of only two ways for an American man to end a romance with a Japanese woman.

The first, he says, is for the man to explain coldly that the relationship is finished and that he is flying home for good the next day. The second is to ask to meet the woman's family.

Japanese Marrying Non-Japanese

That might not work these days when there are more mixed marriages. The proportion of Japanese men marrying non-Japanese women has soared nearly fourfold over the last decade, so that today a bit more than one percent of Japanese men marry non-Japanese women. Among Japanese women, six-tenths of one percent marry non-Japanese, double the figure a decade ago.

The figures, particularly for men, are bloated by the practice of importing Filipino wives for Japanese men, and by marriages to ethnic Koreans who have lived in Japan all their lives but are still regarded as aliens.

More Japanese are also living and traveling abroad. The strength of the yen makes it increasingly expensive for foreigners to come here, but the number of foreigners visiting Japan nevertheless rose 4.5 percent in the first half of 1987, to 1.02 million.

Foreign travel, on the other hand, is cheaper for the Japanese. A record 3.08 million Japanese traveled abroad in the first half of 1987, up 22 percent from the same period last year.

Majority Honeymoon Abroad

Eighty-four percent of Japanese couples now take their honeymoons abroad, according to a study this summer by Sanwa Bank. The most popular destination is Hawaii.

English has been widely studied in Japan for decades, but the last few years have seen a special burst of enthusiasm. Large concerns like Nissho Iwai Corporation offer English lessons to employees each morning before work begins.

Some 1,300 English language schools operate in Toyko alone, and the number is rising by at least 100 a year. It is estimated that 10 percent of the population now studies English.

While the Japanese have picked up foreign words for more than a century, more are now coming from the business world. After returning home from the *offisu* (office), a *salariman* (salary earner) may hang his *sutsu* (suit) on a *hanga* (hanger) and read a *besto-sera* (best seller) or perhaps a *reporto* (report) by an *economisto* (economist).

Yet for all the foreign words and pasta and vacations, many people say that kokusaika is as shallow as it is broad. More Japanese may travel abroad, but often they are sheltered in group tours. Parents may let their daughter listen to Michael Jackson, but they would be aghast if she dated him.

Ki-seang Cheang, an ethnic Korean who grew up in Japan and teaches German at a local university, said that kokusaika has not fostered more hospitality in Japan toward its Korean minority, or interest in neighboring Asian countries.

The economy, he said, is becoming international far more quickly than the society.

CLASS DRILL SHEET

Sanctions Won't End Apartheid

by Helen Suzman

A year ago the European Economic Community, the Commonwealth countries and the United States introduced economic sanctions against South Africa. The effects of these sanctions are now under review.

The Reagan Administration, which tried unsuccessfully to veto the comprehensive anti-apartheid act approved by Congress a year ago, believes that the sanctions have been misguided and has rejected new penalties. Other leaders share these doubts.

The European and Commonwealth sanctions are less extensive than the American sanctions, in part because of the determined opposition of the British Prime Minister, Margaret Thatcher, and the West German Chancellor, Helmut Kohl, both of whom repudiate apartheid but believe sanctions to be counterproductive and ineffective.

The experience of the past year bears out this belief, the most compelling evidence being the election last May for South Africa's white assembly. This election produced a distinct swing to the right, following a campaign that played heavily on the security concerns of the white minority while encouraging a burst of patriotic sentiment against "outside interference."

These and other factors—including a virtual boycott by the radical left—gave President P.W. Botha's National Party 123 seats out of 166 and strengthened the far-right Conservative Party. The Conservatives won the support of 27 percent of the white electorate, captured 22 seats and displayed the anti-apartheid Progressive Federal Party as the official opposition.

Helen Suzman, the longest serving member of Parliament in South Africa, is spokeswoman for the Progressive Federal Party.

Mr. Botha has since reimposed the state of emergency, renewing and extending the powers of detention without trial. Meanwhile, the army and police remain in force in the strife-ridden black and "coloured" townships, press censorship has been tightened and reform measures have been put on the back burner.

So much for the political value of economic sanctions. What of their economic effects? Here, sanctions have been effective. The question is whether they have been at all useful.

The loss of export markets, such as the North American and Scandinavian markets for fruit, will seriously jeopardize the labor market in the western Cape, where fruit growers employ nearly a quarter of a million workers, all of whom are black or "coloured." Similarly, declining markets for coal will affect the livelihood of about 30,000 black migrants from neighboring black territories.

More broadly, the absence of foreign investment capital and the withdrawal of foreign companies (especially American firms fed up with the hassle factor and the threat of boycotts at home) have reduced the growth rate to less than the minimum required to keep job opportunities level with new job seekers.

It is estimated that some two million people are presently unemployed, mostly unskilled black workers, and that by the year 2000 the number will have risen to nearly eight million, without sanction, and to almost 10 million with sanctions.

There cannot be democracy in a wasteland.

Economic expansion will promote change.

And this is a nation without much of a social security safety net.

Needless to say, whatever harm is done to South Africa's economy will certainly harm the economies of its neighbors, for southern Africa is one economic unit. All the neighboring black states depend on South Africa for jobs, markets, electricity and transport. And if South Africa's job-sustaining capacity is reduced, thousands of foreign workers will be repatriated to the neighboring black states.

One wonders, then, why leaders of the black states are so vociferous in their support of sanctions, and why, since South African blacks are least able to sustain the mass increase in joblessness, their leaders also advocate sanctions and other punitive measures.

The answer to the first question is that the frontline states, while continuing to trade briskly with South Africa, see international pressure as the only way in which to bring down the Pretoria regime. They also rely on the West to make good any economic losses they sustain as a result of sanctions. The answer to the second is usually: "South African blacks are suffering so much already that any additional suffering caused by sanctions will make little difference to their lives."

This contention is not borne out by the reality of joblessness in a country with no dole and no food stamps. There is, of course, a more sophisticated, if equally unrealistic, reply: Economic stress will bring on the revolution and the downfall of the capitalist system, which is closely identified with apartheid. Such a view

totally underestimates the strength, ferocity and determination of the armed forces in South Africa to maintain the status quo.

If there were any chance that sanctions would dismantle apartheid, I would be the first to support them. But reducing South Africa to a wasteland would lead not to a nonracial democracy but to more oppression and misery. No one should be under the delusion that things are so bad in South Africa that they could not get worse.

A little over a year ago, Archbishop Desmond Tutu said, "The onus is on those who do not want sanctions to provide us with a viable, nonviolent strategy to force the dismantling of apartheid."

While I disagree with the underlying premise of this remark—that sanctions provide such a strategy—it is relevant to ask what alternative there is, and it is particularly relevant when the question comes from a man who cannot vote, despite the fact that he is South African-born, the head of the Anglican Church in South Africa and a Nobel laureate.

The sad truth of the matter is that there is no instant solution that will transform the South African scene. Despite all the pressures from within and without the republic, the fundamentals of apartheid remain. The most effective instrument for change is economic expansion within the country. This is the force that led in the first instance to those non-cosmetic changes that have taken place in the last 10 years—the opening of skilled jobs to blacks, improvements in education and training, recognition of black trade unions, acceptance of a permanent black urban population and the abolition of the pass laws.

The Western democracies, whose basic values are freedom and human rights, should continue to protest long and loud against all the miserable practices of apartheid and to use all positive measures to speed its demise. But moral indignation should not lead them to impose punitive measures that will wreck the economy of the country in which black South Africans will inevitably share. □

CLASS DRILL SHEET

SUPPLEMENTARY PRACTICE

Use your hand as a pacer for all your daily reading. Do the following assignments before going on to Lesson Seven:

- Read at least one hour before Lesson Seven, using your hand as a pacer. This reading may be done in any book or magazine of your choice, and it need not be done all at one sitting.
- Do the Newspaper Reading Drill given below at least four times before going on to the next lesson.
- Optional: Do the Push Up Drill from the last lesson four times before going on to Lesson Seven.

NEWSPAPER READING DRILL

1. Look at only the headlines of the front page and any other favorite pages, such as the sports page or business page. If there is a summary of the day's news, read that.
2. Decide from the first step what you wish to read in 10 minutes. If there is no news summary, then quickly thumb through the entire paper, just looking at headlines and deciding what you will read.
3. Beginning at the front page, read as quickly as you can just these articles you have decided to read. Read only as far in the article as you need to fulfill your purpose in reading it. Stop at the end of 10 minutes.
4. Roughly calculate how many pages you covered in 10 minutes. Record this on your Practice Report Register. Each day try to cover more pages.

Record your rates in the Practice Report Register of your Guidebook.

PRACTICE REPORT REGISTER

This is a weekly report of your progress at daily practice drills. Ideally, you should see an improvement in rate from day to day and week to week. Make it your goal to attempt ever-increasing rates.

FIRST TIME

Number of pages read in newspaper in 10 minutes: _____
 Title: _____
 Range of reading rates: _____
 _____ to _____
 Low High
 Time spent on drill: _____ mins.
 Comments:

SECOND TIME

Number of pages read in newspaper in 10 minutes: _____
 Title: _____
 Range of reading rates: _____
 _____ to _____
 Low High
 Time spent on drill: _____ mins.
 Comments:

THIRD TIME

Number of pages read in newspaper in 10 minutes: _____
 Title: _____
 Range of reading rates: _____
 _____ to _____
 Low High
 Time spent on drill: _____ mins.
 Comments:

FOURTH TIME

Number of pages read in newspaper in 10 minutes: _____
 Title: _____
 Range of reading rates: _____
 _____ to _____
 Low High
 Time spent on drill: _____ mins.
 Comments:

| PRACTICE SUMMARY | | |
|------------------------------|----------------------------------|---|
| *TOTAL TIME SPENT ON DRILLS: | *RANGE OF READING RATES: | NUMBER OF NEWSPAPER PAGES READ IN 10 MINUTES: |
| _____ HOURS | _____ TO _____ Lowest Highest | _____ TO _____ Lowest Highest |

*Record on your Progress Report Chart.

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

7

DEVELOPING BETTER READING COMPREHENSION

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Seven cassette
- This Guidebook
- Progress Report Chart
- Class Drill Sheet
- A book of your choice for practice, preferably nonfiction

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 prereading steps, you should determine: (1) where your needs are in relation to the material, (2) what information you want that may be gained from the material, (3) how much of this information is essential to your needs, and (4) 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 preread 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 prereading and in accordance with the development level of the reader's skill. By prereading 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 effort.

WHAT IS READING?

The definition of the word *reading* is not something upon which reading experts agree. We use the following: Reading is 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 below:

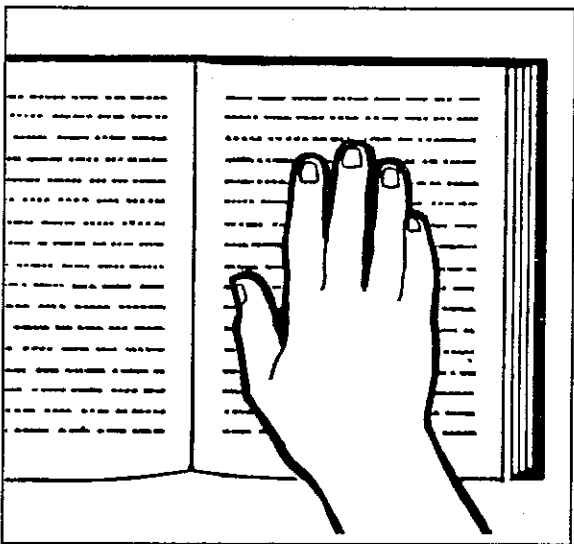
1. **Linear reading:** A process of looking over each line in the manner that we all have been taught, focusing on each word. Using the hand as a pacer, it can be done much more efficiently than before.
2. **Skimming:** A process of selective linear reading. For instance, reading beginning and ending paragraphs of a chapter, or reading the first sentence of paragraphs. It is a useful technique for previewing expository materials. It is also helpful in the postviewing of something you've read.
3. **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 a useful technique in locating subheads and seeing organizational patterns, as well as locating information that answers a question.
4. **Visual reading:** A process of reading at very rapid rates (usually more than 1,200 words per minute) 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 a general understanding.

BASIC READING FORMS AND READING TECHNIQUES

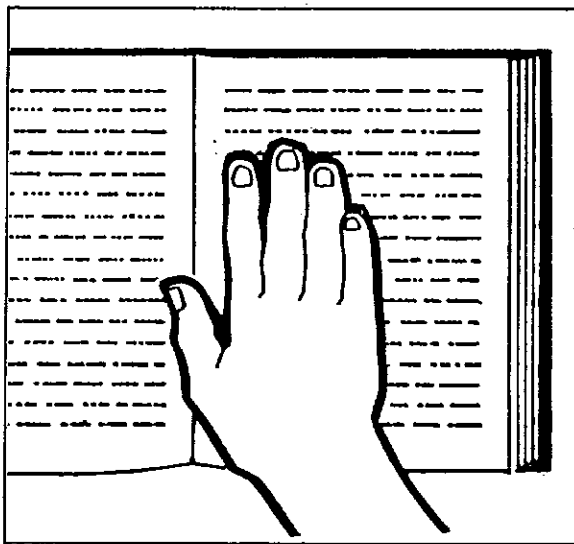
| FORM | ORGANIZATION | TECHNIQUES |
|--|---|--|
| NEWS ARTICLES | Inverted pyramid: title or headline, summary paragraphs, details in descending order of importance. | Preview by reading the summary paragraphs. If there is time, look over the rest of the article for unusual features. |
| EXPOSITORY WRITING (NONFICTION) (Most textbooks, newspaper feature stories and editorials, and magazine articles.) | Introduction of main idea, body (development), conclusion. (Key information tends to lie at beginning and ending of sections; pattern repeats within subsections.) | Preview by reading beginning and ending of main section; look over whole for key ideas; also see beginning and ending of key subsections. |
| FICTION (SHORT STORIES AND NOVELS) | Exposition of a situation and the characters; complication of the situation (sometimes leading to crises and a climax); resolution of the situation. (This pattern tends to repeat within chapters.) | Preview by reading dust jacket, table of contents, preface. Preview the story by scanning the lesson to find the elements necessary for the story to take place: characters, setting, time. |
| BIOGRAPHY | Episodes in a person's life. | Preview by checking table of contents or chapter titles to see development of person's life. Watch for: family background, education, married life, jobs held, early views, later philosophy, and contributions. |
| TECHNICAL AND SCIENTIFIC WRITING (REPORTS) | Inverted pyramid: title, conclusion, summary. Most important data, balance in descending order of importance. | Preview by looking over physical organization, noting sections, parts, photos, charts, etc. Read summary, introduction, conclusion; look over body of article for unusual features. |

THE LAZY S HAND MOVEMENT DRILL

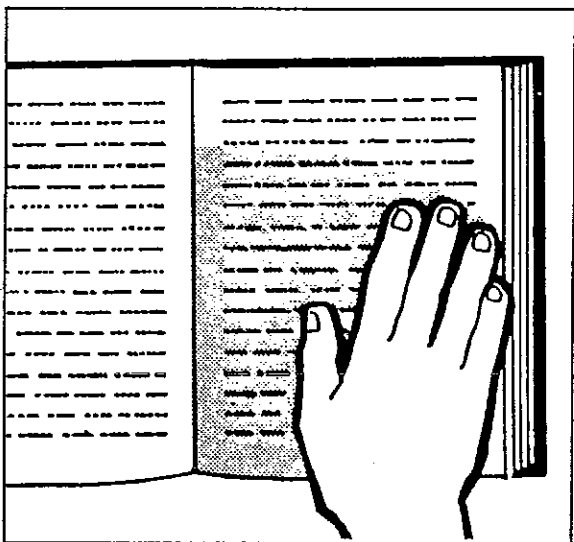
1. Holding your pacing hand palm down on the page, fingers extended and relaxed, place the tips of your extended fingers under the second or third line of print at the left-hand margin.
2. Move your hand from the left margin to the right margin in a slight arc, like the top of the letter *S* moving slightly down the page.
3. When you reach the right margin, make a curve and move back to the left margin, using the *S* movement pattern as shown below.



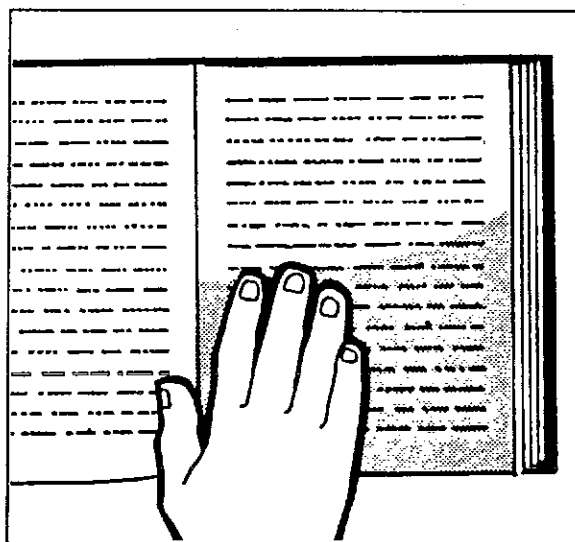
1. PLACE YOUR HAND PALM DOWN ON THE PAGE.



2. START TWO TO THREE LINES DOWN AT THE LEFT-HAND MARGIN.



3. MOVE HAND IN AN ARC TO RIGHT-HAND MARGIN.



4. MOVE HAND IN AN ARC BACK TO LEFT-HAND MARGIN AND CONTINUE.

THE MYTH OF THE OVERWORKED EXECUTIVE

by *Clarence B. Randall*

A fine automobile is one of the miracles of modern engineering. Beneath the hood lies unlimited power, ready to lunge into immediate action at the slightest touch of the accelerator. Yet there is no unseemly outward manifestation of that power. Stand beside the car when the engine is running, and you scarcely hear a sound. There is no observable movement or vibration.

You cannot see the brakes, but they are wondrously efficient. The power can easily be released, but it can instantly be brought back under control. The car is always on the alert, always ready to do its job, but it is constructed for easy guidance and complete control at all times.

We have fine business executives who are like that. Their behavior is marked by outward calm and poise. Underneath lies tremendous personal capacity and power. Great effort is not signaled by outward commotion. They can take decisive action without breaking through the barriers of orderly restraint. In the African jungle, the lion roars as he springs for the kill, but among executives, those who are the leaders can exert their greatest strength without lifting their voices.

I am not, however, writing of these men, but of their opposites.

In nearly every organization, there is a self-appointed overworked executive. All day, every day, he advertises his martyrdom. His, he believes, is the pivotal responsibility in his company. Constantly sorry for himself because of the enormous burden he bears, he calls all men to witness the sacrifices he makes for the good of the company, sacrifices so little appreciated by his superior officers. Privately and yet to all who will listen, he pours out his personal woe, which is that he is badly underpaid.

Here is how you will know him: His desk is a mess. Papers are strewn across it in wild disarray, creating the impression that every important corporate transaction comes to him for approval. Yet, if you should discreetly make a few spot-checks, you would find that many of the letters and memos that he paws through to find the one you are after were there last week. They will be there next week, too. Should you find one day, to your surprise, a slight improvement, you would probably later discover that he achieved this in desperation by sweeping an armful of papers into the desk drawer.

Close by our hero's elbow is a large ash-tray, half full of partly smoked cigarettes, to indicate the extreme nervous tension under which he operates.

He seldom goes out to lunch, but has a sandwich and a glass of milk brought in. This adds to the buildup. Not a moment of his time must be lost, or earnings for the month will go off sharply.

In his hand when he leaves the office is the inevitable bulging briefcase. He would no more be caught without that mark of martyrdom than he would be seen without his trousers. True, many of the papers in it have already made a great many round trips without being disturbed. But, nevertheless, this nightly show makes it clear to all that here is a very important man.

When finally he bursts in the front door of his house, he pecks his wife hastily on the cheek and expects to sit down at the table immediately. He must never be kept waiting. He has dropped his briefcase in the front hall, where it is likely to stay till morning if there should happen to be a night ball game on. At best it will be a tug-of-war between the papers and the glare of television for several hours.

THE MYTH OF THE OVERWORKED EXECUTIVE (CONTINUED)

There will be little general family conversation.

One of this man's proudest boasts is that he has not had a vacation in 10 years. "Just can't take the time," he says. That his wife deserves one, and that his family is growing up without the joy of experiences shared with him, are considerations outside his realm of understanding. Actually, his capacity for enjoyment is so atrophied that he would not know what to do with a vacation if forced into it. Nonetheless, he will soon have one involuntarily—in a hospital—when his coronary thrombosis comes, as it surely will.

He is greatly given to travel, rushing about on planes, briefcase in hand, as though the number of miles flown in a year were any criterion of effective effort. Physical activity gives him a proud sense of doing. Often a long-distance call, if prudently planned and intelligently carried through, would fully answer the purpose; but that would somehow downgrade the whole transaction. Nor does he ever achieve much by correspondence, since he has never learned to express himself cogently and persuasively in a letter.

What little responsibility he bears he shares with no one. To simplify his day by delegating to juniors the routine clerical part of his tasks would deflate his ego. Neither superior officer nor associate is ever quite sure just what it is that occupies him so intensively. If something takes him away from his desk, whether for an hour or for a week, everything stops.

Partly this is because it gives him satisfaction to surround himself with a slight air of mystery. For example, he is highly secretive about his personal affairs. He would not think of letting a secretary handle his checkbook or take his deposits

to the bank. She might find out how small his income really is in comparison with the image he is endeavoring to create.

He has never had a will drawn, has never had a frank talk with his wife as to what to do or whom to consult in case of his death, or told her what she may expect by way of income during her remaining years. His meager insurance policies are not collected in one place, and his social security card is long since lost.

He is chronically late for all engagements. When a staff conference is called, he bustles into the room 15 minutes after it has been begun, wearing an air of preoccupation that is intended to suggest to his colleagues that it is generous indeed for a man who bears such manifest responsibility to take time for such lesser matters at all.

In his office he keeps visitors waiting beyond the time set for the engagement, partly because his awareness of his surroundings is so low that he is actually not conscious of the passage of time, and partly because by delaying others he reminds himself once more of his own importance.

The presence of such a disordered life within an organization can have repercussions that are the very antithesis of good management. Inevitably, this man becomes a focal point from which confusion and uncertainty spread. Policy is neither reliably implemented by such an individual nor accurately transmitted to others. Because he cannot discipline himself, he can neither lead nor discipline others.

The fault lies within. What is missing is the inner poise and deep humility that come from the continuous development of the adult mind and spirit.

A person of this type is almost invariably one who early abandoned the cultiva-

THE MYTH OF THE OVERWORKED EXECUTIVE (CONTINUED)

tion of the mind. Yet, sadly enough, he is more often than not a college graduate. He has no intellectual satisfactions. From one year's end to the next, he never enters into the companionship of great minds by good reading. He confines himself strictly to the daily paper, principally the financial and sporting sections, and to his trade journals. He hears no concerts, attends no art exhibits, participates in no discussion groups. He has no views on the questions of the day other than a continuing stream of verbose invective directed toward all those in authority.

In the realm of the spirit, he possesses no basic philosophy to which he may turn in times of stress. He has no sense of values that find expression in his life from day to day, values that others come to recognize and respect.

Yet mental serenity and internal resources are never lacking in the truly great executives of American industry. They must, of course, have fine minds and strong wills. But the power of their personalities finds expression through order and a self-discipline so immaculate that it is seldom apparent as a separable trait of character.

When a visitor is shown in to a good executive, he finds before him a clean desk and behind it a man who is at ease, who makes him feel that this is the call he has been waiting for, and who listens attentively. Yet, subtly, the man behind the desk is in control of the interview all of the time and knows how to terminate it without giving offense.

The good executive also has a plan for his day. He knows what things have to be accomplished if the required tempo is to be maintained, and times himself accord-

ingly. With deliberate speed he moves from one task to the next, making his decisions resolutely when he senses the matter has consumed the maximum period that can be allotted to it. There is no outward sign of inner struggle, and the job gets done.

He works a full day, though not an overly long one. When the normal quitting time comes, except for those sudden emergencies that no man can control, he will walk promptly out of his office with a sense of satisfaction at what he has accomplished. And in closing the door, he will put it all behind him. His evenings and his weekends bring him a change of pace. In company with his family and neighbors, he turns with high enthusiasm to other challenging interests that are totally unrelated to his daily routines. When he comes back to his job, both his body and his mind have been refreshed.

His ideas do not become inbred, because he spends a great deal of time with people who know nothing whatever about his business and who are not particularly impressed with his responsibilities. Many of them do not even know what he does, and care less. This helps him keep his own importance in perspective.

He has a zest for vacations. He knows that rotation of interests is as important to the productivity of the mind as rotation of crops is to the fertility of the soil.

He has the excellent characteristic of laughing well. His lively and infectious sense of humor lubricates all of his human relationships.

In short, the self-pitying, overworked executive is a man who presses badly. The fine executive is one who always takes a free, easy swing at the ball.

CLASS DRILL SHEET

SUPPLEMENTARY PRACTICE

Use your hand as a pacer for all your daily reading. Do the following assignments before going on to Lesson Eight:

- Read at least one hour before Lesson Eight, using your hand as a pacer. This reading may be done in any book or magazine of your choice, and it need not be done all at one sitting.
- Do the Dynamic Reading Drill, employing the Multiple Reading Process given below at least four times before going on to the next lesson.

DYNAMIC READING DRILL

1. Select a chapter of approximately 10 pages (about 300 to 500 words per page) from an interesting book, preferably nonfiction.
2. Using the techniques learned on the cassette, preview the chapter as fast as you can; one to two minutes should be plenty of time. Find what the important points of the chapter are, so you can decide your reading purpose.
3. Read the chapter as fast as you can, always keeping your purpose in mind. Speed up where comprehension comes easily; slow down where it is more difficult. Take a rate for the entire reading. †
4. Decide in your own mind if there is anything that you seem to be missing from the material, anything that you wish to clarify or check or just go over again. Then postview the section in one to two minutes, highlighting the parts you feel need more emphasis.

† To compute a rate while reading a whole chapter, keep track of the total time used (in quarters of minutes—for example, $4\frac{1}{2}$ minutes); next compute the average number of words per page (rounded off—for example, 373 would be 370), and find the total number of words for the whole section; divide the total number of words by the number of minutes to find your words-per-minute rate. It is just three simple steps:

A. Total amount of reading time: _____ MINUTES

B. Total number of words in the chapter/section: _____ WORDS

C. Divide time into the total number of words: $\frac{A}{B} =$ _____ WPM

Record your rates on your Practice Report Register.

PRACTICE REPORT REGISTER

This is a weekly report of your progress at daily practice drills. Ideally, you should see an improvement in rate from day to day and week to week. Make it your goal to attempt ever-increasing rates.

| | | | |
|-------------------|---|--|-------------------------------|
| FIRST DAY | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| SECOND DAY | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| THIRD DAY | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |
| FOURTH DAY | Time spent on drill: _____ mins. | Range of reading rates: _____ to _____ Low High | Title: _____ Comments: |

PRACTICE SUMMARY

| | |
|---|--|
| <p>*TOTAL TIME SPENT ON DRILLS: _____ HOURS</p> | <p>*RANGE OF READING RATES: _____ TO _____ Lowest Highest</p> |
|---|--|

*Record on your Progress Report Chart.

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

C

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

8

ORGANIZING WHAT YOU'VE READ TO REMEMBER IT

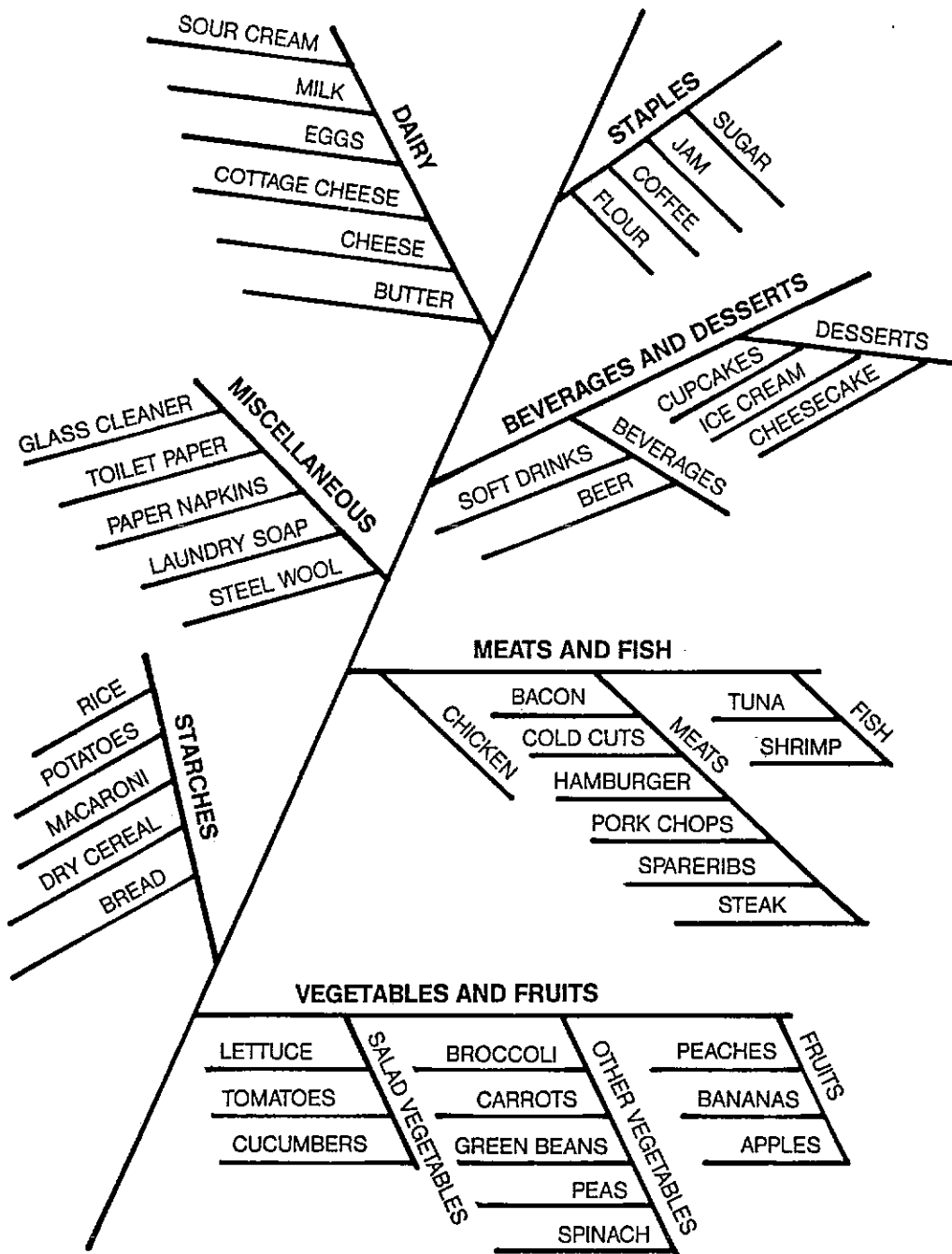
MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Eight cassette
- This Guidebook
- Progress Report Chart
- A nonfiction book of your choice, for practice

CLASS DRILL SHEET

HOW ORGANIZATION WORKS

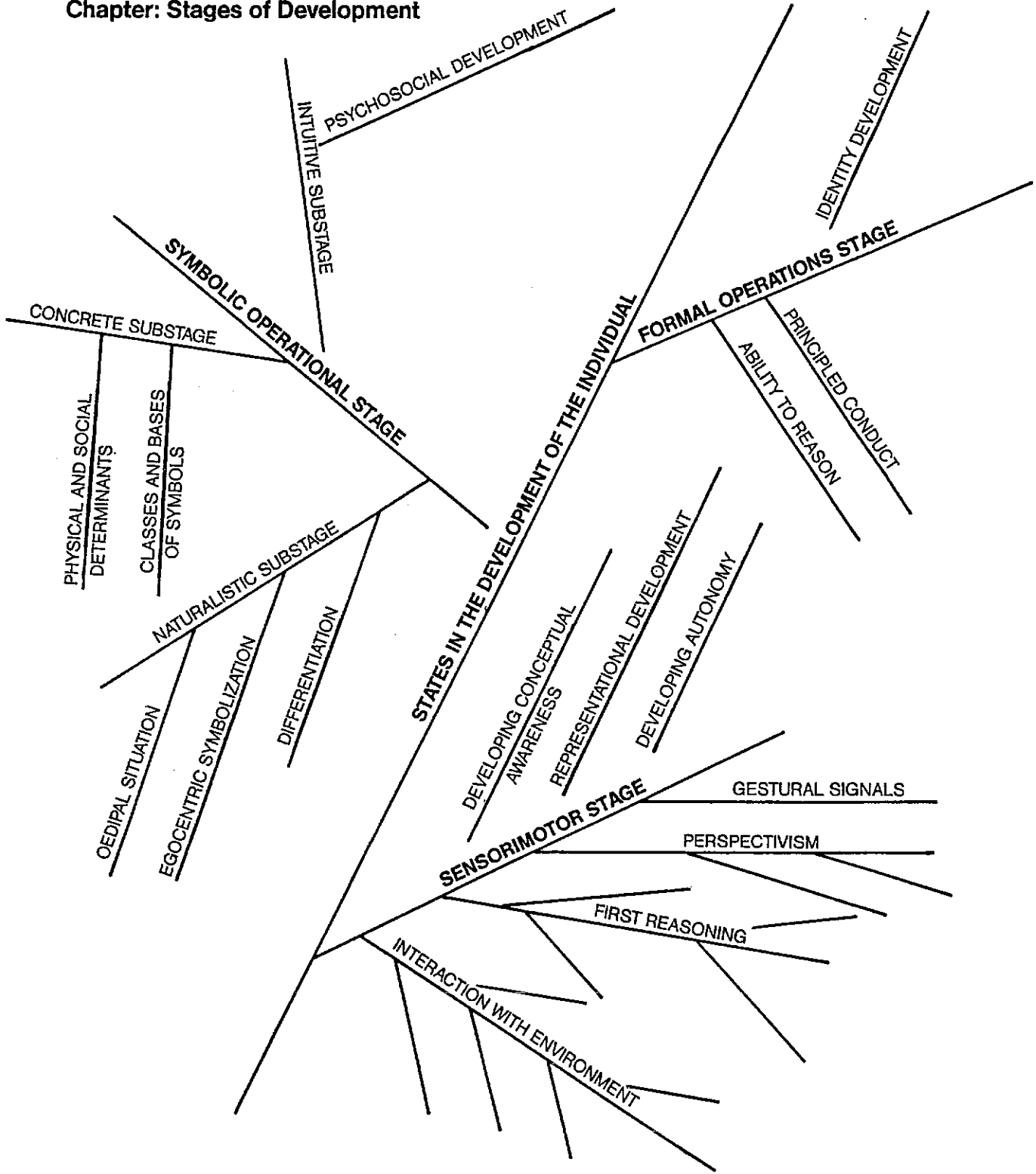
- apples
- dry cereal
- sugar
- pork chops
- milk
- butter
- eggs
- steak
- toilet paper
- glass cleaner
- bread
- rice
- peas
- broccoli
- chicken
- macaroni
- cheese
- potatoes
- green beans
- lettuce
- tomatoes
- soft drinks
- cucumbers
- ice cream
- carrots
- shrimp
- sour cream
- flour
- coffee
- paper towels
- spareribs
- spinach
- hamburger
- bacon
- jam
- cheesecake
- beer
- paper napkins
- cupcakes
- tuna fish
- cold cuts
- cottage cheese
- bananas
- steel wool
- laundry soap
- peaches



The 46 items of a grocery list can seem like quite a lot to remember, but if the list is organized by categories, it no longer seems too overwhelming. It's best to group items in lots no larger than seven items; at that point, look for further ways to break up the group, as under vegetables and fruits above.

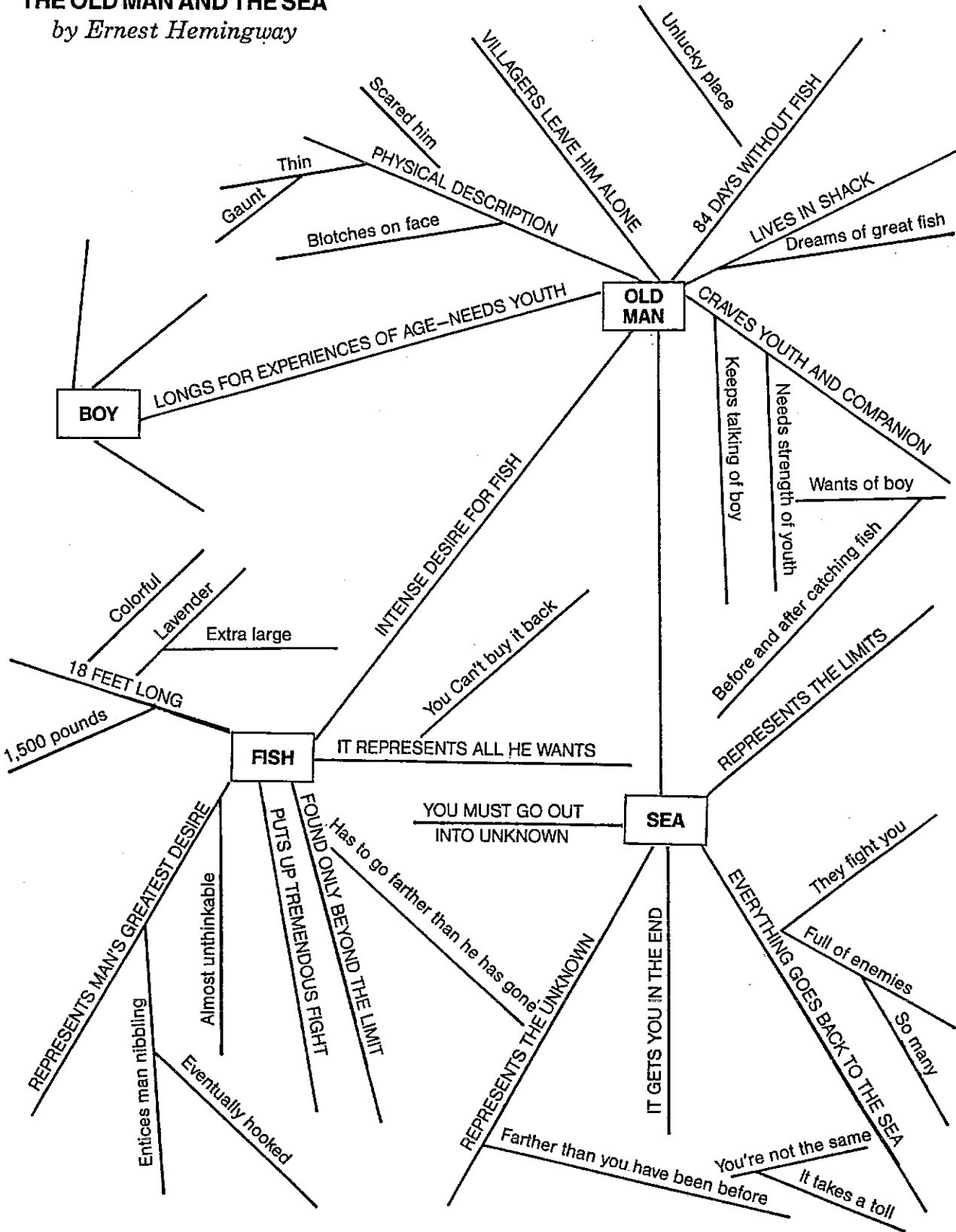
SAMPLE SLASH RECALL PATTERN

PSYCHOLOGY TODAY
Chapter: Stages of Development

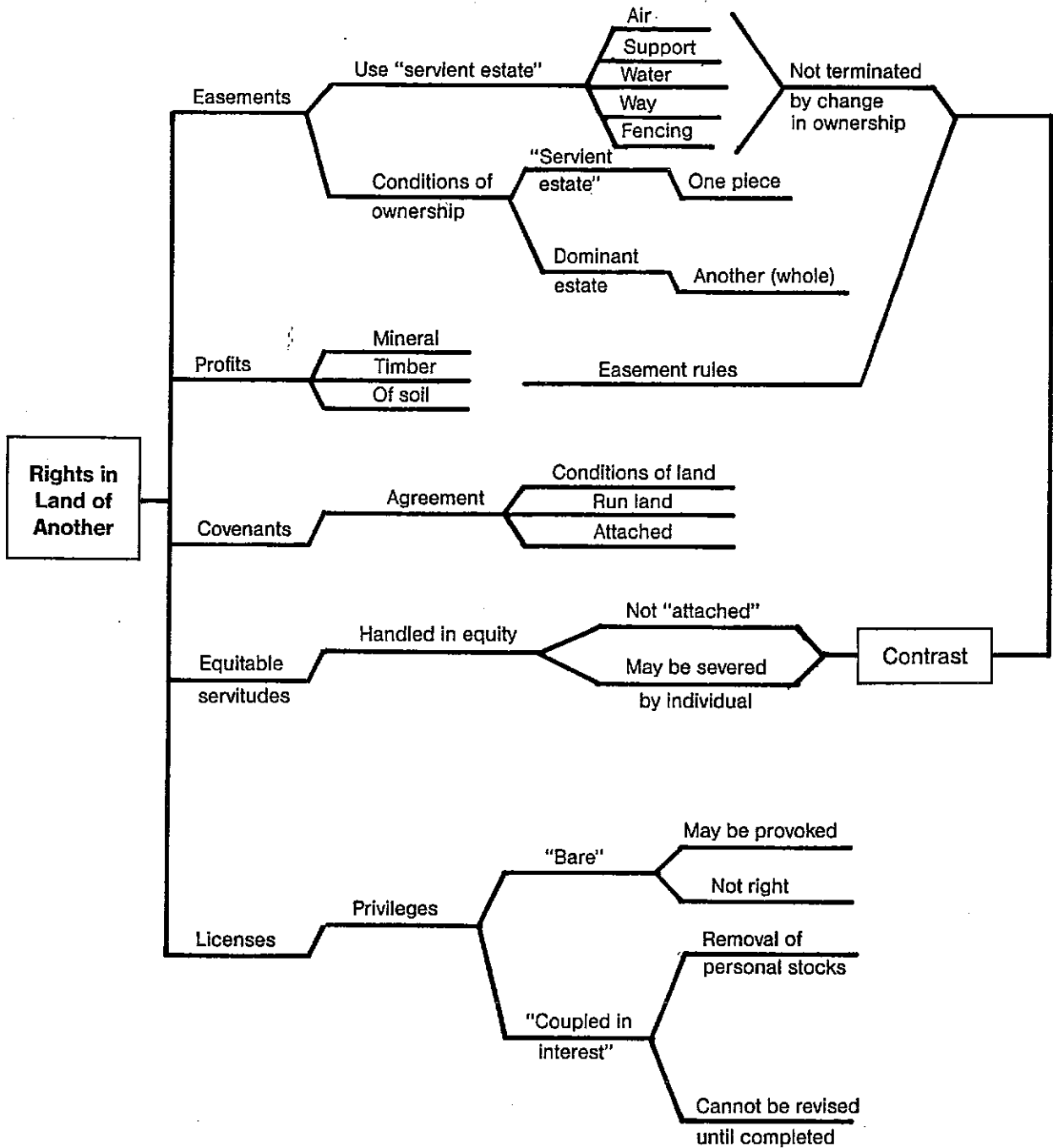


SAMPLE "SPOKE" RECALL PATTERN

THE OLD MAN AND THE SEA
by Ernest Hemingway

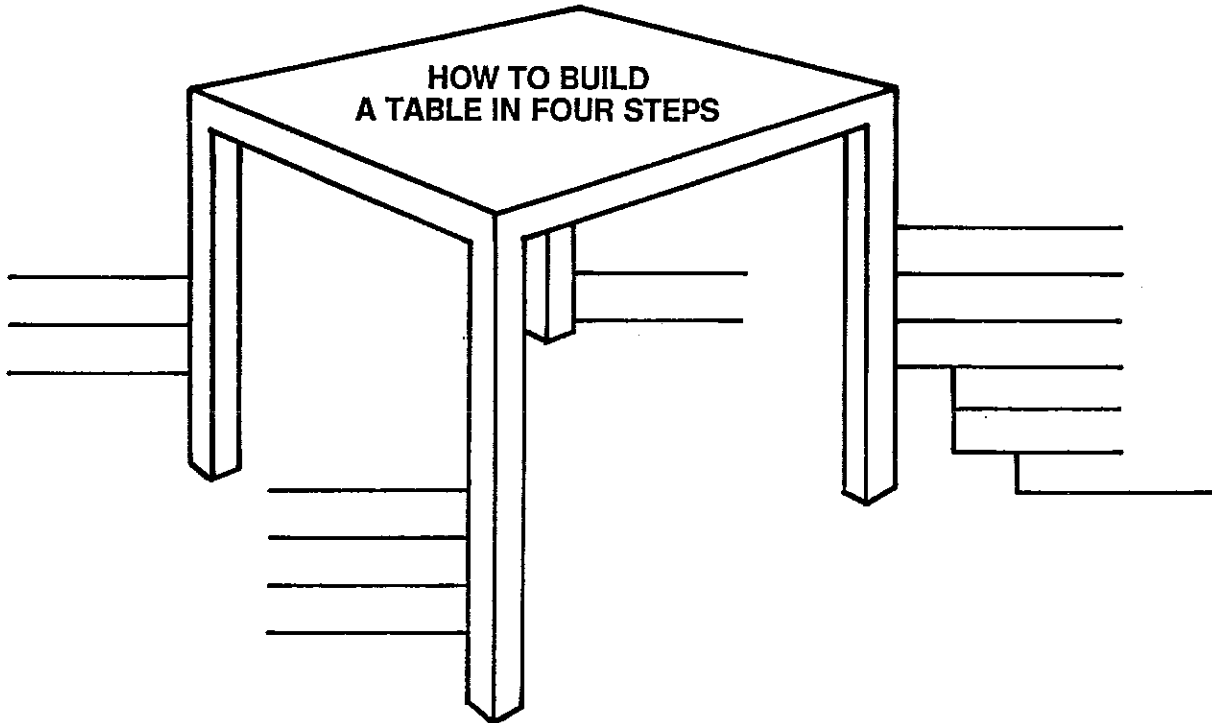
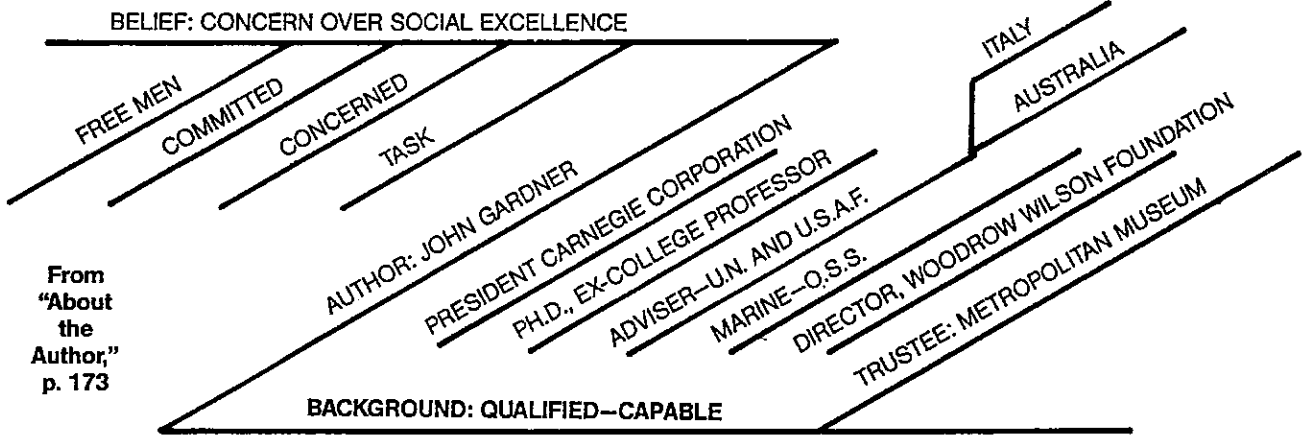


SAMPLE LINEAR RECALL LEGAL PROBLEMS IN ENGINEERING



SAMPLE RANDOM RECALL PATTERNS

EXCELLENCE by John W. Gardner



IMPROVING YOUR RECALL

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

Recall is the ability to write, tell or think *in your own words* what you have seen, experienced or read. It operates on a feedback principle: (1) see, (2) think, (3) understand, (4) recall.

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 can *recall*, and nearly half the time we cannot *recognize* whether our recall is accurate unless we plan and structure a Recall Pattern.

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—for example, remembering names—will not affect different remembrances—for example, remembering dates; and (4) that there are different ways to improve your remembrances, especially through immediate recall. The Gates experiment on recall showed that 20 percent of study time spent reading and 80 percent spent recalling was twice as effective as 100 percent spent reading with no recalling.

Recall is related to reading but develops separately. You may find your reading rates improving before your recall ability improves. Do *not* slow your reading rates to improve recall, but work on comprehension techniques. Good recall is dependent on many matters other than slower rates, and slowing down is the least efficient answer to the need for recall.

WAYS TO IMPROVE YOUR RECALL

1. **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.
2. **Develop a point of view toward the material; grasp its structure or theme.** The prereading techniques supply this need. Establish what meaning you want from what you read; memory is the reward of meaningful experiences. See the material as a part of a larger whole, and be sure that you understand it as you read. Read for ideas, not words.
3. **Read with a definite purpose to satisfy an interest.** Plan a recall pattern before reading, and read to fulfill your plan. You generally cannot remember what does not interest you or when concentrating on something else.
4. **Organize as you read.** The writing of a recall is itself a good disciplinary process requiring mental organization, and it also reinforces your reading. For good recalling you must:
 - A. Find main ideas or idea-words as you read.
 - B. Associate them by similarity of details.
 - C. Organize details by grouping them under or around an idea-word.
 - D. Let idea-words trigger the memory of details without taxing the memory.
 - E. Distinguish between ideas and details. Know that ideas are words that stimulate further discussion and expose provoking words and idea-words that bring many details to mind.
5. **After reading, do something creative and useful with the information.** Written recalls should represent the content, not reproduce it. 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 reread what you cannot recall). After recalling as much as you can, try to develop a new organizational plan for the information by doing a different kind of recall pattern and relating the information in new ways.

SUPPLEMENTARY PRACTICE

Use your hand as a pacer for all your daily reading. Do the following assignments before going on to Lesson Nine:

- Read at least one hour before Lesson Nine, using your hand as a pacer. This reading may be done in any book or magazine of your choice, and it need not be done all at one sitting.
- Do the Dynamic Reading Drill given below, employing the Multiple Reading Process, at least four times before going on to the next lesson.

DYNAMIC READING DRILL

1. Select a chapter of approximately 10 pages from an interesting book of nonfiction.
2. Look over the whole chapter to locate subheads and any other manifestation of the author's organization of the material. Set up a recall pattern to reflect the organization.
3. Preview the chapter for its main ideas. Stop and add to your recall pattern as much of the preview information as you can remember.
4. Read the chapter as fast as you can. Stop and add to your recall pattern any additional information you can remember. Take a rate for the entire reading.
5. Postview the chapter as fast as you can. Stop and add to your recall pattern whatever new information you saw.

Record your rates on your Practice Report Register of your Guidebook.

PRACTICE REPORT REGISTER

This is a weekly report of your progress at daily practice drills. Ideally, you should see an improvement in rate from day to day and week to week. Make it your goal to attempt ever-increasing rates.

| | | | |
|--------------------|---|--|-------------------------------|
| FIRST TIME | Time spent on drill: ____ mins. | Range of reading rates: ____ to ____ Low High | Title: _____ Comments: |
| SECOND TIME | Time spent on drill: ____ mins. | Range of reading rates: ____ to ____ Low High | Title: _____ Comments: |
| THIRD TIME | Time spent on drill: ____ mins. | Range of reading rates: ____ to ____ Low High | Title: _____ Comments: |
| FOURTH TIME | Time spent on drill: ____ mins. | Range of reading rates: ____ to ____ Low High | Title: _____ Comments: |

| PRACTICE SUMMARY | |
|--|---|
| *TOTAL TIME SPENT ON DRILLS: _____ HOURS | *RANGE OF READING RATES: _____ TO _____ Lowest Highest |

*Record on your Progress Report Chart.

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

9

CONQUERING STUDY AND DEPTH READING

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Nine cassette
- This Guidebook
- Progress Report Chart
- A textbook or nonfiction book of your choice, for practice

DEVELOPING STUDY EFFICIENCY

Perhaps the greatest studying technique with the easiest application is that of doing a written recall following a reading. This is the only way the reader knows that he or she has learned the information. It is a self-testing technique. Most important, this technique also enormously increases the efficiency of the retention of the material.

Next in importance is to develop a sense of purpose in studying written material and be able to adjust the various techniques that you have learned to meet that study purpose. The study techniques given on the next page are examples of doing that. It is important that the learner always be aware that there is no best way to learn everything and that the techniques must be continually adapted to the purpose, the situation and the materials.

It is also very important to understand how to organize the recall pattern back into a whole so that you can develop a synthesis for whatever you are learning.

The study techniques given on the next page can enormously increase your efficiency if you apply them diligently. In the beginning, be warned that developing the techniques as a habit may take longer than the time you are now spending to study something. But right from the beginning, you will learn the subject more efficiently, and, with a little patience, the study techniques will become a comfortable and easy habit—one that will enable you to learn much more in a lot less time.

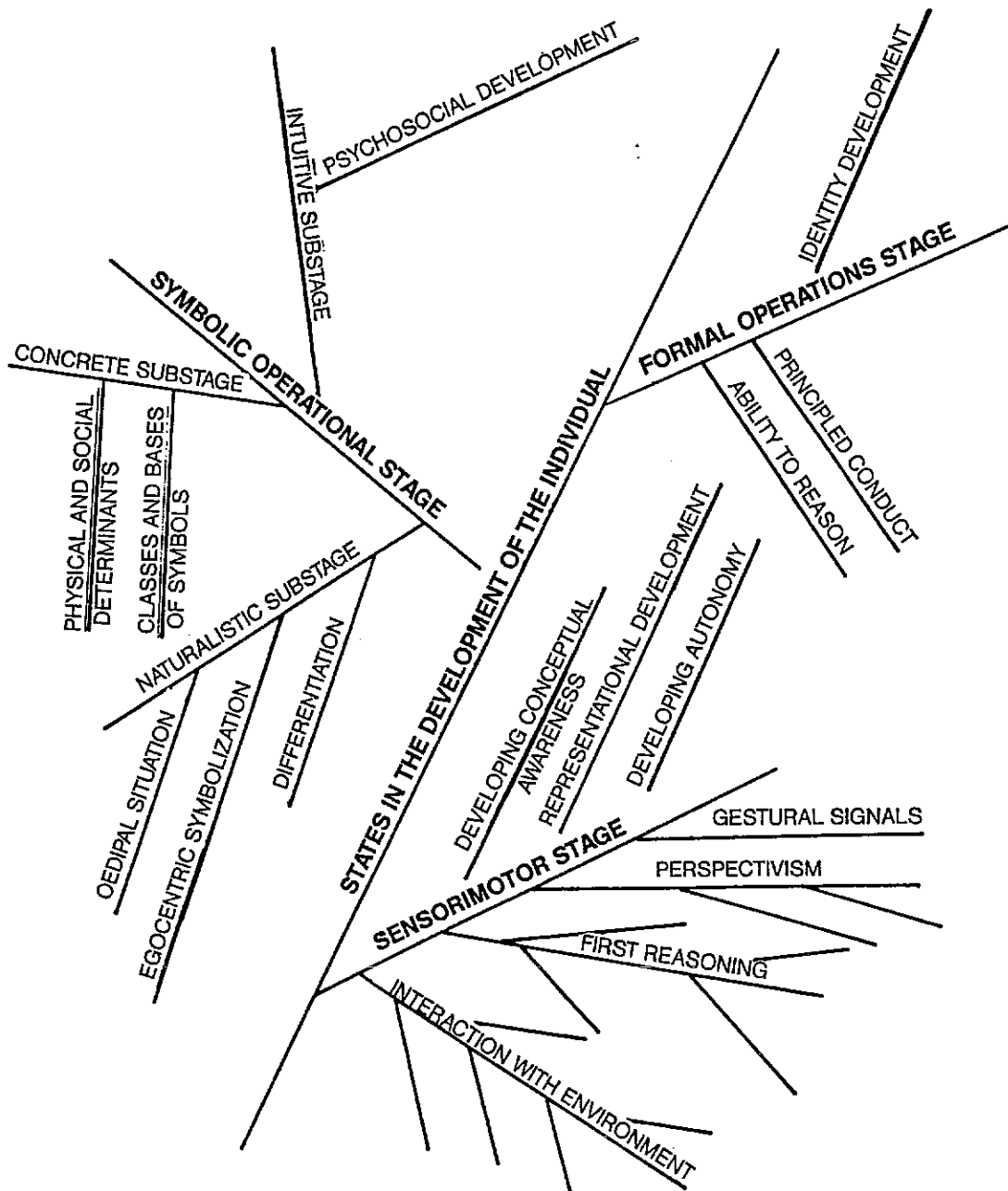
STUDY READING TECHNIQUES

- A. Overview the jacket or cover of the book, and read about the author and any other information provided. Examine the table of contents to understand the organization of the book. Select a chapter to study. Follow these steps:
- B. Analyze the Whole
- OVERVIEW:** Inspect style, form, organization, and look over any maps, photos, illustrations, footnotes, etc.
- SET PURPOSE:** Use summaries and questions at end to decide how much you need from the material. What may be gained? What is essential?
- PREVIEW AND DIVIDE:** Look over the whole, isolating where the necessary information lies, and divide the whole into manageable sections, according to your purpose.
- RECALL AND QUESTION:** Set up recall format; have a place for each section. Formulate questions for each section.
- C. For Each Section
- PREVIEW AND RECALL:** Preview for main idea(s) *only*. (Note: In some materials it will be necessary to first write down dates and other essentially structural information.)
- READ AND RECALL:** Read for additional information to fill in main ideas. Check difficult areas that will require rereading or clarifying.
- D. Reorganize Whole
- REORGANIZE:** Read checked material. Repeat until purpose is met (until you can recall in your own words the necessary information).
- REMEMBER AND REVIEW:** Reorganize recall pattern; develop your *own* relationships and organization (book closed); do it in a *new* way.
- Practice reconstructing recall pattern from memory at spaced intervals.

EXAMPLE OF A STUDY RECALL PATTERN

This Recall Pattern was set up using the author's organization. This chapter is broken into three main parts (represented by the three main branches), and each part has as many sections as there are subbranches. Some of these sections have subsections. After this is done, the student should take each section or subsection to preview and recall, then to read and recall, until his purpose is met—when he can recall enough without looking at the material to satisfy himself that he knows it.

PSYCHOLOGY TODAY Chapter: Stages of Development



CLASS DRILL SHEET

REALITY OF THE PEOPLE'S REPUBLIC

by Claude Buss

Since 1949, China should be taken to mean the giant, complex nation-state in East Asia with the greatest population and the oldest continuing civilization in the world. Officially, China is called the People's Republic of China. It is the largest Communist country in the world.

The Land. Whatever China is called, it is larger than the United States, extending 2,000 miles from the north to the semitropical south; and nearly as great a distance from the China Seas on the east to the mountains and arid deserts of Central Asia on the west.

The geographic panorama is too varied for general description; each locality and each season is special. China possesses tremendous urban centers like Beijing, its capital, and Shanghai, Canton, Hankow, Tientsin, Harbin and Mukden. It also has 100 smaller urban areas with populations of more than 100,000 inhabitants, and a host of towns which we might regard as county seats.

The People. In 1985, the population of China was 1,043,100,000. It is projected to reach 1,269,000,000 by 1990. Seventy-nine and four-tenths percent of China's people still live in clusters of homes or villages and make their livelihood from agriculture.

The Culture. The Chinese have a sense of oneness which stems from their written language, common way of life, and Confucian tradition. Confucius was a contemporary of Socrates. His thought and philosophy, as interpreted by generations of disciples, have influenced the Chinese as much as the combined writings of the Greek philosophers and Christian theologians have shaped the intellectual life of the West.

An inextinguishable love of life and persistent sense of beauty have created a vital artistic tradition, while a high regard for the written word has given China a voluminous body of source materials. The country has been pursuing massive education programs, and there is a high degree of interest in all forms of literature. The first modern Chinese encyclopedia has been recently completed through an association with Encyclopaedia Britannica, Inc.

Influence of the West. Along with its cultural tradition, China has inherited much of the political thought of the West. In the 19th century, the native way of life was shattered by the intrusion of Western merchants, missionaries, soldiers and diplomats. Imperialism begat anti-imperialism and anti-imperialism begat revolution.

The Opium War of 1840 caused scarcely a stir in most of China, but the frightful T'ai P'ing rebellion (1854-1865) brought death to millions and spread destruction through a dozen provinces. Chinese conservatives were impotent to preserve the old order against the onslaught of new and modern ideas.

After China's defeat at the hands of Japan in 1894, China's great revolutionary, Sun Yat-sen, tried to rally his country against the decadent Manchu dynasty. His ideas gained immense support when, as a consequence of the Boxer Rebellion in 1900, a handful of foreign forces drove the imperial court out of the capital city. For the next decade, the Empress Dowager frantically tried to check the coming storm by building a new army and modernizing the political system. Her efforts were in vain. A revolution, which the Chinese now refer to as liberal-democratic bourgeois revolution, broke out in 1911, and a Chinese republic replaced the ancient empire.

The republic, and the entire concept of popular government, got off to an unfortunate start in China. Those who espoused it were incompetent men. Civil authority gave way to warlords, and the poor suffered more than ever. Ideas of nationalism, democracy and social welfare grew in the minds of leaders sincerely desirous of putting an end to chaos. Sun Yat-sen led the Kuomintang party to victory and ostensible unification.

In the meantime, socialist and communist ideas began to proliferate. The Chinese Communists see the May 4, 1919, movement as the point at which the old revolution ended and the new one began. In 1921 a few Chinese intellectuals organized the Communist party of China and began their spectacular march to power. In 1949 this revolution culminated with the unification of all of China with the exception of Taiwan, the large island off the Chinese coast.

The Chinese Communists have thus received a double heritage: first, the ancient and humane culture of China; and second, the ideology of world communism. The combination of these two aspects, along with its profound nationalism, doubtless accounts for China's achievements since 1949. It should also help in the understanding of China's problems.

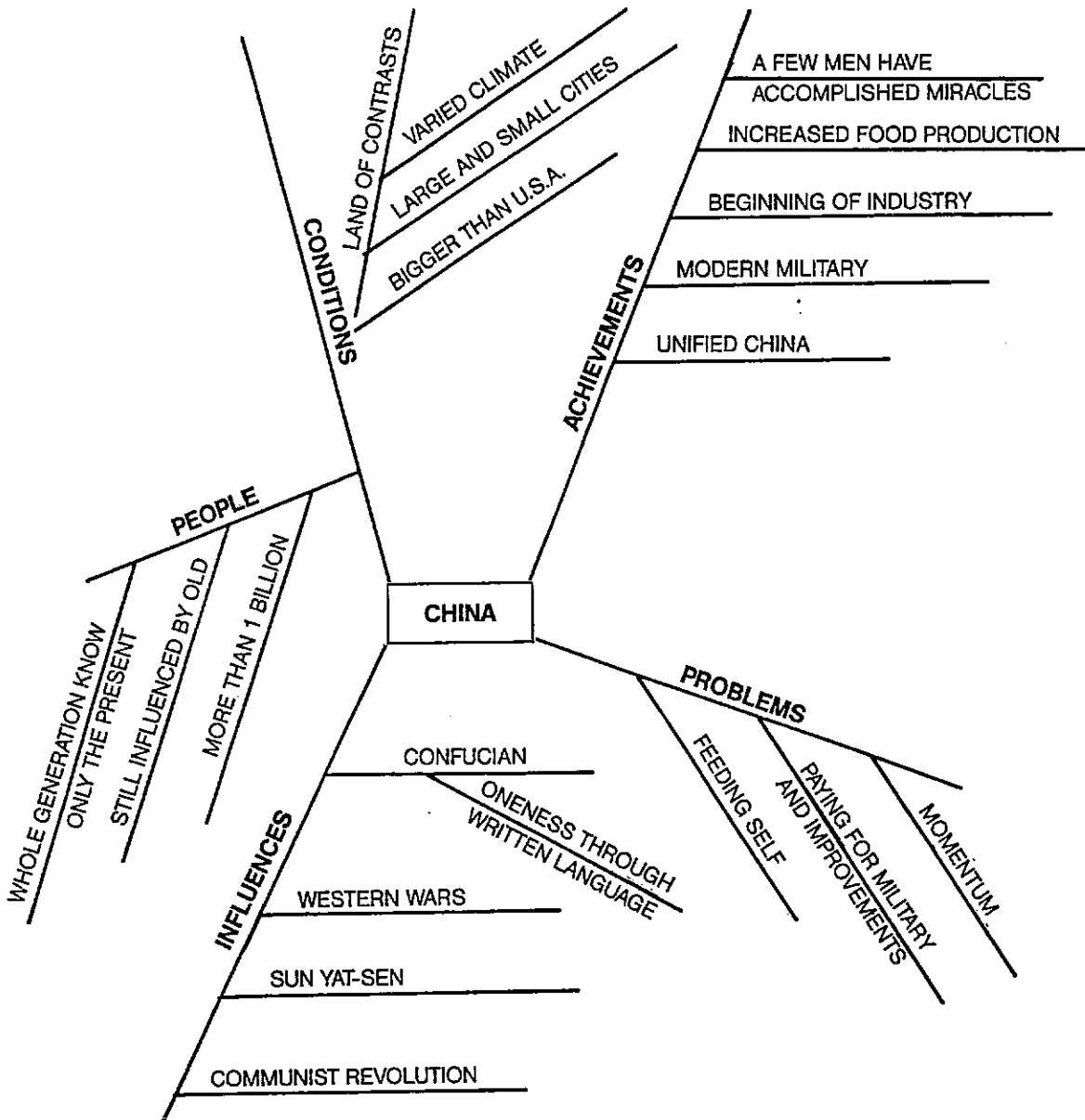
Their Achievements. It is idle to underestimate what the Chinese Communists have been able to accomplish. They have unified the country as it has never been before, and they have raised the overall standard of living. They have set into operation a centralized government that has shaped an undisciplined people into a gigantic tool of a dedicated party and in the process generated true nationalism.

Whatever the precise statistics, China has increased its agricultural production and has taken giant strides in industrialization.

Their Problems. The recognition of their achievements should be matched with an understanding of their problems. How can they maintain the momentum of their growth with the reality of the size and nature of their population? With the margin of subsistence already so slim, how can enough food be provided for so many additional stomachs each year?

China is faced with the enormous cost of its crash program in industrialization, as well as the cost of its administration and military. It also faces the cost and the national effort required to maintain its dominance in Asia and its influence throughout the world.

EXAMPLE OF A REORGANIZED RECALL PATTERN



QUIZ ON CHINA

Test yourself: After studying the lesson on China, take this quiz to see how much you learned from applying the study method. Answers may be found within the text and must be answered in accordance with the text, not from other more recent sources. Give yourself 20 points per correct answer; partial credit may be awarded partial answers.

1. Compare China and the United States in terms of "The Land" and "The People":

2. Mention one important aspect of the Chinese cultural heritage:

3. List two items or incidents of Western influence on modern China:

4. Name two major achievements of the Chinese government:

5. Name one major problem that modern China faces:

SUPPLEMENTARY PRACTICE

Use your hand as a pacer for all your daily reading. Do the following assignments before going on to Lesson Ten:

- Read at least one hour before Lesson Ten, using your hand as a pacer. This reading may be done in any book or magazine of your choice, and it need not be done at one sitting.
- Do the Study and Depth Reading Drill given below at least four times before going on to the next lesson.
- Optional: Do the Push Down Drill from Lesson Three, four times before going on to Lesson Ten.

STUDY AND DEPTH READING DRILL

1. Select a chapter or section (it may be very short) in a textbook or a book of nonfiction that would represent the most difficult reading that you might do. (It should not be a math or science book that is mainly formulas and problems.)
2. Decide what your purpose is: to know it very thoroughly in order to pass a detailed test; to know it fairly well (being able to back up main ideas or theories with supporting facts); to just become familiar with the main ideas; or only to know the thesis of the chapter or section.
3. With your purpose decided, apply to the material the study techniques from page 92 in this section. Adapt the techniques to meet your purpose.

Note: If you are not a student, do not feel compelled to study a textbook. Select any informational book on a subject that interests you or on one that you would like to know more.

Record your rates in the Practice Report Register of your Guidebook.

PRACTICE REPORT REGISTER

This is a weekly report of your progress at daily practice drills. Ideally, you should see an improvement in rate from day to day and week to week. Make it your goal to attempt ever-increasing rates.

| | | | |
|--------------------|---|--|-------------------------------|
| FIRST TIME | Time spent on drill: _____ mins. | Range of reading rates: (from Push Down Drill) _____ to _____ Low High | Title: _____ Comments: |
| SECOND TIME | Time spent on drill: _____ mins. | Range of reading rates: (from Push Down Drill) _____ to _____ Low High | Title: _____ Comments: |
| THIRD TIME | Time spent on drill: _____ mins. | Range of reading rates: (from Push Down Drill) _____ to _____ Low High | Title: _____ Comments: |
| FOURTH TIME | Time spent on drill: _____ mins. | Range of reading rates: (from Push Down Drill) _____ to _____ Low High | Title: _____ Comments: |

| | |
|------------------------------|---------------------------------------|
| PRACTICE SUMMARY | |
| *TOTAL TIME SPENT ON DRILLS: | *RANGE OF READING RATES: |
| _____ HOURS | _____ TO _____ Lowest Highest |

*Record on your Progress Report Chart.

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

10

BREEZING THROUGH LETTERS AND MAGAZINES

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Ten cassette
- This Guidebook
- Progress Report Chart
- A book and a magazine of your choice, for practice

READING THE MAIL EFFICIENTLY

The first thing to remember when reading your mail is that everything is not of equal importance. All pieces of mail do not require the same degree of reading thoroughness. The ability to quickly decide what is, and what is not, of importance is necessary to establish how carefully you are going to read each item.

Preview every item before you read it, to ascertain what it's about. As you preview an item, assign it an alphabetical priority:

A: Must be acted upon today. Do it now!

B: Important, but not critical.

C: Can wait indefinitely.

A brief preview should take only seconds for each item—perhaps 30 seconds at most once you've accomplished the skill. With many pieces of mail, you can make a decision following this preview; if you can, *jot your decision down on the letter itself*. This saves you from having to read it again to jog your memory as to what was your decision. Whenever possible, it is most efficient to handle a piece of paper only once.

With a letter of "A" priority, if you haven't made your decision following the preview, immediately read it again and act. With a "B" letter, if you haven't made your decision during the preview, hold it until you've seen all of the "A" mail, and then read it if you have time. "C" mail should be thrown out, delegated, filed or read when you have time.

Types of letters to be aware of in business and their usual alphabetical priority include: orders for a product or service (A); reports (A, B or C); requests for information (B or C); sales pitches (C); thank you (C); dunning (B). Always watch for numbers in a letter; they often signify important signposts (dates, costs, etc.) that help you to assign priorities and make quick decisions.



LETTER NO. 1

TYPE OF LETTER: _____ PRIORITY: A, B, C

JACOB LINDSTROM & SONS, INC.

CARGO HANDLERS FOR FREIGHT/PRODUCE/HARDWARE/AUTOMOTIVE

February 15, 1988

Pacific Shipping Lines
ATTN: Traffic Department
22 Lake Shore Drive
Chicago, IL 60604

SUBJECT: Confusion over Atlantia Shipment No. 4-257A.

Shortly after 6:00 A.M., January 24, 1988, the SS Atlantia berthed at Dock 14, West Shore, Duluth, MN 55810. As soon as the customs agents authorized unloading, our men proceeded to unload the goods per instructions received on December 20, 1987, from Pacific Shipping Lines.

The chief of our trucking crew asked an English speaking member of the crew to designate which were the Pacific cases. All of the cartons were lettered in Greek. He was given instructions as to which cases to take, and these matched exactly the 4,000 indicated in Pacific's original order. The cartons were loaded on our three 10-ton trucks by 4:00 P.M., and the trucks left for the Billings Company, located in Skokie, Illinois.

Upon arrival at the Billings Company at approximately 9:00 A.M. the following day, a foreman there discovered that the contents were not as ordered. By rapid movement of men and equipment, we were able to return the cases to the dock in Duluth, exchange them for the correct ones, and return to Skokie within 36 hours. We, of course, charged for only one trucking shipment.

If I can answer any further questions about the slightly delayed order, please do not hesitate to call me collect.

Sincerely,



George Lindstrom
Associate Director

GL:em

105 North Raintree, St. Paul, MN 55117 • 612-440-9065

LETTER NO. 2

TYPE OF LETTER: _____ PRIORITY: A, B, C

ROBERTS NOTIONS
9507 Tucker Avenue, Atlanta, GA 30309 • (404) 940-8682

January 15, 1988

Jay Roberts, Purchasing Director
Brower's Department Store
1550 West Flagler Drive
West Palm Beach, FL 33415

Dear Mr. Roberts:

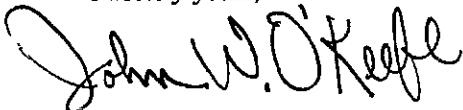
It is gratifying to us that for 22 years we have been able to satisfy your needs for the products we manufacture. As you and your excellent staff know, we have never taken that patronage for granted. It has been the result of mutual respect and understanding. We have shared some pretty difficult times over the years, as well as great ones. It is for this reason that I am writing to you today to say thank you.

To show that we really mean what we say, we wish you to take advantage of a special offer by which we can show our gratitude. You know that we never offer special discounts or "deals," but for your spring order, we propose the following arrangement:

We shall make available to you a special discount on our products for a one-week sale. At the end of the sale, if you will itemize all of our products sold during that week, we shall reimburse you for 25% of the cost price. As soon as we receive your reply, we shall mail to you the sales agreement to sign for the special discount.

Please let me know if you want to take advantage of this unique offer. If you should want to save time, feel free to contact me by telephone.

Sincerely yours,



John W. O'Keefe
Sales Manager, Georgia-Florida Area

ANSWER TO LETTER NO. 1:
REPORT-C

LETTER NO. 3

TYPE OF LETTER: _____ PRIORITY: A, B, C

From the Desk of
D. K. Johnson

October 23, 1987

Professor W. Paul Jones
Department of Electrical Engineering
Iowa State University
Ames, IA 50010

Dear Professor Jones:

Subject: Design of a Control System.

As you requested on October 21, I am submitting a report of my progress in designing an automatic control system for a vertical gas-compressor engine.

Information collected and analyzed: A general description of a pneumatic control system developed by Gulf Interstate for use on the Transwestern network has been carefully studied. With the aid of the notes derived from that study, an analogous electrical system is being designed. These notes, together with rough schematic diagrams, were taken while inspecting eight of the Northern Natural Gas Co. compressor stations.

Information needed for completion of report: A complete, detailed schematic diagram of an automatic control system is essential for purposes of analysis and comparison. A list of component parts is needed to ensure that everything required will be available.

Conclusion: The analysis of the problem is proceeding on schedule except for the schematic wiring diagram. This diagram is so complicated that a sample will be needed as a guide. Such a sample has been requested from the Northern Natural Gas Co.

Respectfully submitted,

DAVID K. JOHNSON
David K. Johnson

ANSWER TO LETTER NO. 2:
SALES PITCH-B

LETTER NO. 4

TYPE OF LETTER: _____ PRIORITY: A, B, C

THE STANDARD TOOL COMPANY
"QUALITY IMPLIES STANDARD"

March 7, 1988

Alex Reyman, Manager
The Handyman Hardware Store
Route 12, Box 156
Bethesda, MD 20815

Dear Mr. Reyman:

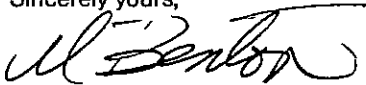
Thank you for writing to us about our products. As you know, they are advertised on a national basis, and STANDARD has become a household word.

Your excellent establishment is new to us. However, we have heard many complimentary things about its management and constant growth. As a matter of fact, we understand that only last month you completed a new parking lot for about 100 cars. May we wish you continued good fortune?

It is, therefore, a real pleasure to enclose our latest price list, which gives in detail all facts, prices, advertising aids and shipping data. We shall be more than glad to introduce them to your customers by a special initial offer. With the aid of our trained staff, we could set up a special display for a few days at reduced prices, as a store attraction for your customers.

Our representative in your area, Louis White, will be glad to explain and discuss our special introductory offer plan. He will call you on Thursday of next week, March 17. We trust you will seriously consider his interesting proposal.

Sincerely yours,



Allan Benton
Sales Manager

AB:jsg

1650 North College Avenue, Baltimore, MD 21212 • (301) 774-9985

ANSWER TO LETTER NO. 3:
REPORT-C

LETTER NO. 5

TYPE OF LETTER: _____ PRIORITY: A, B, C

FIDELITY INSURERS OF AMERICA, INC.

21 Dearborn Road, East St. Louis, IL 60516

February 1, 1988

Marvin Hausman, Manager
Rock Rental & Repair
13 Broad Street
Indianapolis, IN 46202

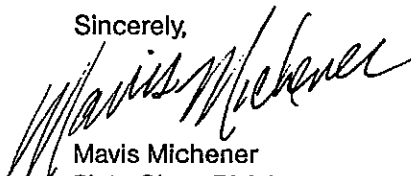
Dear Mr. Hausman:

In these days of rising costs, it is a pleasure to be able to inform you that your policy covering your plate glass will cost you less next year. As a result of our campaign of helpful suggestions to our policyholders regarding safety and caution with their plate glass windows, the number of claims for the year ending December 31, 1987, decreased by 28 percent.

We have in this way been able to reduce your premium for next year by 25 percent. A word of caution is in order here, however. While the cost of our insurance has gone down, the cost of plate glass has risen about 20 percent in the last year. Consequently, in order to offset this discrepancy, you may now wish to increase the policy coverage at no extra cost.

Should you wish to adjust the face value of your policy, simply complete, sign and return the enclosed business reply card before March 1, 1988, the payment due date of your policy 55-87469Z. Should we not hear from you, your coverage will remain the same as it was this past year.

Sincerely,



Mavis Michener
Plate Glass Division

Encl: Form PG27

ANSWER TO LETTER NO. 4:
INFORMATION, THANK YOU—C

LETTER NO. 6

TYPE OF LETTER: _____ PRIORITY: A, B, C

CHARLES L. BARKER
Landscape Architect

January 22, 1988

Mr. Andrew Casey
114 West Ninth Avenue
Danbury, CT 06810

Dear Mr. Casey:

This letter confirms the oral understanding reached in our conference of December 30, 1987, at which you and Mrs. Casey, Mr. L.A. Swift, representing Loomis Construction Company, and I were present.

Plans and specifications were read and approved in part as follows:

It was agreed that the Loomis proposal be accepted on all roads shown on the plans as specified, except the connecting service road shown on the plans as Road "E." Mr. Swift agreed to deduct \$1,780 from his proposal for the omission, leaving a total of \$8,800.

I was authorized to order the necessary flagstone for the paths shown on the plans, which are to be delivered at the nearest freight station at a cost not to exceed \$750.

Grading was authorized according to plans and specifications at rates named in Mr. Swift's proposal:

| | |
|-----|----------|
| "A" | \$ 1,150 |
| "B" | 900 |
| "C" | 2,800 |
| "D" | 3,600 |

The contract is to be prepared at once by the landscape architect, signed by Loomis Construction Company, and then sent to you for your approval and signature.

Very truly yours,



Charles L. Barker
1650 Jordan Lane
Hartford, CT 06109
(203) 743-7000

ANSWER TO LETTER NO. 5:
INSURANCE REQUEST—B

LETTER NO. 7

TYPE OF LETTER: _____ PRIORITY: A, B, C

January 28, 1988

Mr. Richard Wallace
Hardman & Hardman, Brokers
1500 La Cuesta Boulevard
Los Angeles, CA 90064

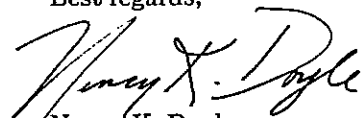
Dear Dick:

It was pleasant chatting with you on the telephone yesterday. I am glad that your European vacation turned out to be enjoyable.

The report your company sent me on Maverick Enterprises is encouraging, and the proposed merger with Gulf and Eastern appears likely to benefit my portfolio, which is overloaded with growth stocks.

Please place my order for 1,000 shares of Maverick Enterprises at the going rate upon receipt of this letter—I would call, but I am leaving town tonight for my vacation in Aspen.

Best regards,



Nancy K. Doyle
Account Number 019-04439

NKD:sl

ANSWER TO LETTER NO. 6:
REPORT-B

LETTER NO. 8

TYPE OF LETTER: _____ PRIORITY: A, B, C

SWEET & SWEET OFFICE DESIGNERS

"If it has charm, it's bound to be sweet"

1040 Wilshire Boulevard
Los Angeles, CA 90001

January 22, 1988

Brown, White & Green
100 Wilshire Boulevard
Los Angeles, CA 90001

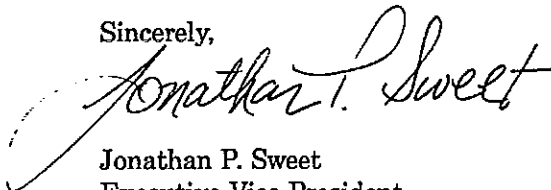
Gentlemen:

The sketch of the desks and chairs you forwarded to us yesterday is now in the hands of our furniture designers. They have already begun work on planning and estimating the construction details. Thank you for sending it so promptly.

Within a week, we should be able to offer you the price and delivery estimates for the furniture in a variety of finishes. These figures will be computed to compete favorably with any other similar quality product. Please keep in mind that the chairs and desks will be made to last. We are glad you so wisely included details of your decor. It will help greatly in saving time.

Our regional salesman suggested that you might wish to see a similar custom order that we completed last month for another business office in your area. He has already ascertained that you would be most welcome there to see the charm and serviceability our desks and chairs add to this modern office. Should you desire this opportunity, please communicate with me at your earliest convenience.

Sincerely,



Jonathan P. Sweet
Executive Vice President

ANSWER TO LETTER NO. 7:
ORDER-A

LETTER NO. 9

TYPE OF LETTER: _____ PRIORITY: A, B, C

BOLTON MANUFACTURING COMPANY
705 Long Avenue, Baton Rouge, LA 70814

February 24, 1988

Memorandum A-216

SUBJECT: PROGRESS ON INVENTORY

To: J.H. Regan, Purchasing Agent
From: John Gould, Foreman, Materials Dept.

As instructed in your memo of January 4, this department has been working on the physical inventory to be completed by the end of the first quarter. Below is a summary of progress at the close of work February 22.

Progress toward completion of inventory:

| <u>Class of Material</u> | <u>Percent Completed</u> |
|--------------------------|--------------------------|
| Class A | 100 |
| Class B | 100 |
| Class C | 85 |
| Class E | 30 |
| Class F | 63 |
| Class M | 78 |
| Average Completed | 76 |

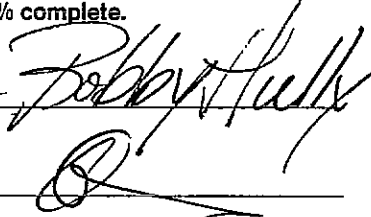
Conclusions:

The average of all classes completed does not truly represent the progress of the inventory. Classes A and B, completed, contain almost twice as many items as either Class E, 30% completed, or Class F, 63% completed.

A more accurate method of determining percentage of work completed would be to weigh each class according to its number of items. Such a method would show that the inventory is approximately 85% complete.

Signed _____

Approved _____



ANSWER TO LETTER NO. 8:
SALES REQUEST-C

LETTER NO. 10

TYPE OF LETTER: _____ PRIORITY: A, B, C

ETERNAL EMPLOYMENT AGENCY

102 PECOS STREET
HOUSTON, TX 77095
(713) 555-0070

February 4, 1988

Quitt, Sobing & Settle, Attorneys
409 Blanchard Street
Houston, TX 77108

Gentlemen:

We were so sorry to learn from your recent letter that unemployment conditions in your sector have hit your volume of trade and, naturally, your revenues. We wish to be as cooperative as possible under these circumstances.

We can offer you a plan of extended payments to discharge your debt to us of \$274.80. You may remit on the 10th of each month 10 percent of this amount, plus the usual \$5.00 service fee, until it is erased. We trust that this is satisfactory.

In the meantime, we know you understand that all temporary office help agreements made by you under this arrangement must be by sight draft. This is a satisfactory arrangement, we believe; don't you?

If there is any further way in which we can assist, call on us. Our most sincere wishes for improved business conditions in the immediate future.

Sincerely,



Mary Adler
Credit Manager

ANSWER TO LETTER NO. 9:
REPORT-C

LETTER NO. 11

TYPE OF LETTER: _____ PRIORITY: A, B, C

RONALD BERCH & CO., INC.

2245 17th Street NW, Washington, DC 20036

February 6, 1988

Ms. Patricia Jacobson
National Director of Education
WRITE Corporation
100 Park Avenue
New York, NY 10017

Dear Pat:

Many thanks on behalf of the Agricultural Relations Council for your presentation at our winter seminar here in Washington. You did an excellent job, and I can assure you that you've interested many of our group in your course program. In fact, during the luncheon nearly everyone was discussing the fascinating possibility of writing better and faster.

I personally want to thank you for being so cooperative throughout the planning of the seminar and the meeting itself. If we can return the favor one day, please let us know, and I hope you will call when next you are in the city.

Cordially,



Raymond Carter
Associate Director
Agribusiness & Public Affairs

ANSWER TO LETTER NO. 10:
DUNNING LETTER-B

LETTER NO. 12

TYPE OF LETTER: _____ PRIORITY: A, B, C

**BODELCO COPIERS
4500 Sam Rayburn Avenue
Houston, TX 77095**

March 1, 1988

Mr. Tom Berenson
480 Third Street
Santa Fe, NM 87504

Dear Mr. Berenson:

Thank you for your letter of February 26. We regret that you are having difficulty with the feeding of paper in your new copier. There may be a simple adjustment that is needed, and we ask that you check the following before we proceed further.

On the face of the paper bed upon which the completed copy falls is a set of instructions for adjusting all parts of the copier. Item #7 refers to a small pressure gauge that is located on the top rear left of the machine. It is possible that someone may have inadvertently turned this gauge. Also, in the center of the copier is a metal rod with rings inscribed on it. Check to see that this is set on the third ring of the rod.

Should the above fail, we have enclosed a copy of the operating instructions on which there is marked in red a short paragraph. Using some paper that is already marked or of little value, follow those instructions marked in red.

Should you find that none of the above solves your problem of paper feeding, please let us know. We will need to know the model number, serial number and the date of your purchase. If necessary, we will arrange to have a local maintenance representative meet with you.

Sincerely yours,



Bill Pierce
Service Consultant

BP:nb

Encl: Operating Instructions

ANSWER TO LETTER NO. 11:
THANK YOU—C

SUPPLEMENTARY PRACTICE

Use your hand as a pacer for all your daily reading. Do the following assignments before going on to Lesson Eleven:

- Read at least one hour before Lesson Eleven, using your hand as a pacer. This reading may be done in any book of your choice, and it need not be done all in one sitting.
- Do the Magazine Reading Drill given below at least four times before going on to the next lesson.
- Optional: Do the Add Half a Page Drill from Lesson Four four times before going on to the next lesson.

MAGAZINE READING DRILL

1. Select a magazine to read, and overview the table of contents. Check with a pencil the articles that you most want to read, and assign priorities in their order of importance to you. (If there is no table of contents or if it does not give enough information, then quickly—in five minutes—thumb through the magazine, deciding what you want to read and assigning the priorities as you go.)
2. In 15 minutes, cover the whole magazine, reading one or two articles of the highest priority and previewing all others that you feel are important. See how much you can cover each day; you should be able to cover more and more material each time you do this drill. Estimate and record the amount of material covered in 15 minutes.

Magazines and newsletters are often good to have around for spare five- and 10-minute periods in the office. In five minutes it is possible to do an excellent preview of most magazines, finding out if there is anything that merits your further attention. Often you will find interesting articles that you would like to read if you can find the time. Preview them and find out what are the main points; then, if you have spare time, you can go back to them—either for your own enjoyment or to learn more from them. But if you don't find more time, you can still have the satisfaction of not having missed anything because you've gotten the gist of them already.

Record in your Practice Report Register each day the amount of a magazine covered.

ANSWER TO LETTER NO. 12:
REPORT—B

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

11

ACHIEVING FLEXIBILITY IN READING

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Eleven cassette
- This Guidebook
- Progress Report Chart
- A book of your choice,
for practice

FLEXIBILITY IN READING

It is important to be aware of all the techniques you have learned so you can continue to apply them in the varying reading situations you will encounter. Being aware of your purpose is the first important step, and this, together with the complexity of the material, determines your approach.

Having decided your purpose, usually after a quick overview of the material, note the form of the material: Is it expository (nonfiction), narrative (fiction) or a news article? At this point, you can also establish priorities and set time goals in which to complete the reading.

With practice, all the above steps need take only a few seconds. When your approach is set, then you may apply all or part of the Multiple Reading Process, depending on your purpose. In applying the Multiple Reading Process, you should use all or some of the various reading techniques you have learned: skimming, scanning, linear reading and visual reading. The ability to quickly adapt various reading techniques to meet various purposes is a reflection and manifestation of a good, efficient reader.

In the final analysis, the purpose of all reading is comprehension to a certain degree. Setting a purpose is simply the prior attempt to define the understanding of the material that is needed. The various techniques enable you to achieve your reading purpose in the most efficient means, rather than to go through a single process, such as linear reading, for its own sake or because it is the only technique you know. In the end, it is the comprehension that counts—when you have achieved your goal and satisfied your purpose, then you have read!



READING TECHNIQUES(S) TO BE USED?

1. LINEAR READ 2. SKIM 3. SCAN 4. STUDY METHOD

866-5931 Wright Richard 102EastAv
 846-0755 Wright Russell 10-SilentGroveCt
 853-4849 Wright Vangelene
 SamuelRoodnerSN
 846-1055 Wright Wendell 30PerryAv
 838-7641 Wright William J 15CheleneRd
 838-6135 Wrigley Mildred E 8LedgeRdRwyt
 853-0030 Wrigley Richard A
 299RowaytonAvRwyt
 838-8541 Wrinn Eugene 24LockwoodLa
 866-7994 Wrinn J J r l est 15GlenwoodAvSN
 866-0217 **WRINN'S AUTO BODY**
 170ElyAvSN
 866-7994 Wrinn's Real estate
 15GlenwoodAvSN
 866-1322 Wu George 1-OakfieldRdSN
 2RwytAvRwyt
 866-6080 --Boys Telephone
 866-7881 Wuhrer Ande 7-SeasidePIEN
 866-1311 Wuhrer Sam 7-SeasidePIEN
 847-9458 Wulff Frank R 195WRocksRd
 866-0298 Wurthmann John J Jr
 23HarborVwSN
 846-2143 Wuskie Susan 32EastAv
 853-9310 Wworinen Douglas
 7-SouthwindDrSN
 866-1539 Wyatt Raymond 30AdamsonAvSN
 838-1467 Wyckoff George R
 11PowderHornRdWN
 838-0473 Wyland G Alan
 104HighlandAvRwyt
 846-9209 Wylie Greg 22AssisiWay
 847-0082 Wyman Lewis C 31Noah'sLa
 847-8803 Wynkoop John R 134PerryAv
 847-7770 Wynkoop John R Jr 134PerryAv
 866-8337 Wynn Edward 29BurritAvSN
 853-2924 Wyse Douglas H
 401RowaytonAvSN

X

XEROX CORPORATION

STMFrd --Sales
 329-881 1011HighRidgeRdStamford
 853-1333 Fairfield County Technical
 Service 445HamiltonAv
 WhitePlainsNY
 853-8001 **XESEX INDUSTRIES INC.**
 3DukePISN

Y

866-4425 Y M C A 370WestAv
 853-7324 Yacht Eureka
 CAIFPastureBeachRdEN
 853-2555 Yacht Queen Ann II BeachRdEN
 853-3457 Yacht Racing Magazine
 143RowaytonAvRwyt
 853-4838 Yacht Rita-J
 CallPastureBeachRdEN
 853-4583 Yacht Roxanne BeachRdEN
 838-5191 Yacht The Frolic 160Water
 866-8400 Yacht Yankee Girl MackSN
 866-0550 Yackulics Charles
 2CedarcrestPISN
 838-0935 Yackulics John J CloverlyCircleEN
 866-9003 Yackulics Mary Mrs 7LocustEN
 847-2489 Yaeger Alva Frank 2LycettCt
 847-9519 --Lauren Cheryl
 838-2485 Yager Bertha Mrs

838-8191 Yates Cora Lee Mrs LPN
 32-SuncrestRdSN
 846-1932 Yates Paul 164ERocksRd
 853-6860 Yates Walter E 20NTaylorAvSN
 838-7405 Yavne Israel Rabbi King
 846-3130 Yavne Israel Rabbi 41WolfpitAv
 847-9356 Yearout Floyd SilvermineAv
 847-9816 Yedlin Martin 36FairfieldTer
 838-1156 Yelisky E Mrs 12RampartRdSoN
 838-2476 Yerlindes Gus 29-SummitAvSn
 866-9124 Yerinides Joseph 18BayviewAvSN
 846-1329 Yerkes A Craig 8AndersenRD
 853-8111 Yesterday Antiques
 143RowaytonAvRwyt
 847-3393 Yff Robert 8WildwoodLa
 838-5005 Yobbagy Arthur 6LincolnAvSoN
 866-2089 Yobbagy Stephen Jr 9HyattAv
 838-2288 Yobbagy William 31PhillipsSoN
 846-3167 Yock Jose 22NewtownTer
 847-5619 Yock Ann C 41WolfpitAv
 846-1078 Yocum Robert L Coachman'sLa
 853-3465 Yoder Richard J 8Dover
 838-5290 Yoder W R 15FlintlockRdWN
 853-6627 Yoel M H 1RollingLa
 847-7185 Yohn Albert K MD
 990-SilvermineRdNewCnan
 847-0894 Yoppe William J 199PonusAv
 838-7802 Yordon Henry K Rev 9William
 847-8487 York Glenn P 38-SilvermineAv
 847-1603 Yorzinski Alexander 9Girard
 866-4988 Yorzinski Henry J Sr
 21HollowTreeRdSN
 838-1551 Yorzinski Walter 28ClintonAvSN
 847-2642 Yoshikawa Ben T
 17CranburyWoodsRd
 853-0837 Yost Charles 11Elm
 846-1744 Yost Edmund W Jr 55NewtownAv
 847-4853 Yost Elwood 20GlenAv
 838-6484 Yost Frederick C 17GregoryBlvdEN
 847-3452 Yost H 10UnionAv
 847-0265 Yost Harry CamelotDr
 838-7447 Yost John Sr Mrs
 142GregoryBlvdEN
 866-1554 Yost John E Jr 45PetomRd
 847-7334 Youdin Sam
 GreyHollowRdSilvermine
 838-3235 Youhas Anthony Colony
 866-4751 Young Albert E HillandaleMnr
 866-2138 Young Albert E Mrs
 9BarclayCirWyt
 853-1326 Young Anna Mrs 26MonroeSN
 853-8754 Young Apartments 55WinfieldEN
 846-9682 Young Brian 41WolfpitAv
 853-6812 Young Christopher
 15CoveWoodDrRwyt
 846-1456 **YOUNG DECORATORS**
 554MainAv
 846-1594 Young Donald M 24DouglasDr
 846-1305 Young Donald M 78TollsomeAv
 846-1588 Young Ernest 18-SentionAv
 853-9819 Young Ernestine
 34CedarcrestPISN
 853-8079 Young Ethel
 101WashingtonVigSN
 866-7543 Young G E 7McKinleyRwyt
 847-1787 Young George C 223ERocksRd
 847-1787 Young Gloria Mrs 23-SouthStSN
 866-3924 Young Grace J Mrs 14ElmcrestTer
 853-3697 Young Gwendolyn C
 36FairfieldAvSn
 838-3984 Young Harriet E Miss
 36FairfieldAvSN
 838-5874 Young Harry M 2HawkinsAvEN
 866-2842 Young Hattie Mrs 4AdamsonAvSN
 866-8752 Young Ivory Sr MontereyPISN
 847-8530 Young James L 3Margaret

866-4135 Youngs Howard A 9ReynoldsEN
 838-7229 Youngs James E 11Phillips
 866-3103 Youngs William A 16ClarmoreDr
 866-0378 Yovino Frances 27KnappSN
 846-0198 Yuan Kien 21DonohueDr
 866-5247 Yuhas Bertha J Mrs
 225FlxHlRdSN
 866-9532 Yuhas John b 24GroveSN
 838-9369 --Res 12ChathamDrSoN
 866-9823 Yuncles Gustav 1-OrlandoRd
 866-5380 Yurevitch Stanley
 536ConnecticutAvSN
 866-8956 Yuscak Hazel 22FourthEN

Z

866-1612 Zabelle Realty r l est 104EastAv
 836-0050 Zabelle Sidney 6Rebella
 866-6689 Zabelle Travel Agency 104EastAv
 846-0200 Zabelle William 45Maple
 866-0023 Zacarola John J 9EagleRd
 838-8024 Zacc Bill 11BluffAvRwyt
 854-9614 Zach Phillip 40 5 Av
 847-9091 Zachry William B
 24-StonybrookRd
 866-4939 Zack William J 14AlrowoodDr
 866-9377 Zadig Patents The
 7LexingtonAvSN
 847-4981 Zaferiou Antonio
 19ThreeSeasonsLa
 847-4426 Zahiman Gaylord 31DryHlRd
 847-4794 Zahiman Velma Mrs 17BrittMnr
 838-8227 Zaino James V 48BaxterDrSn
 838-6352 Zaino John 42-summitAvSN
 847-3494 Zaino Patsy 8BurlingtonCt
 846-9274 Zaker Isidore 48Aiken
 866-7112 Zakhar Antone 22VanZantEN
 866-7753 Zakhar George J 6RolandAvEN
 838-9117 Zakhar James 48FifthEN
 838-8228 Zakhar Joseph 76GrandviewAv
 846-1258 Zakhar Robert 5Thames
 846-9292 Zakhar William J 14HideawayLa
 846-1065 Zaleski Frank 26-SurreyDr
 847-8606 Zaleski Julius E Sr 20EIs
 866-4977 Zambrana Maria 55BoutonSN
 838-4361 Zamm Edward J atty 222Main
 847-9092 --Res AppletreeLa
 838-4066 Zamm Pauline 26MonroeSn
 847-2211 Zander Arthur H 21LancasterDr
 866-5503 Zanesky Robert atty 110Wall
 WESTPT Zanesky Robert G
 227-0558 OrchardHillRd
 847-8625 Zangrillo Robert InwoodRd
 846-9601 Zannella C 456NewtownAv
 846-1702 Zannella Joseph 456NewtownAv
 853-0032 Zannino James Prospect
 866-0819 Zanon Enrico 51LincolnAvExtSN
 853-8263 Zanvettor Arthur ProspectAv
 846-9634 Zanvettor Richard
 64-SpringHillAv
 838-9278 Zapata Oscar 6QuintardAvSN
 838-9275 Zapherson George 60NpineAvSN
 847-0976 Zapherson John G 3ColumbineLa
 866-4570 Zappia Pietro 11ParadisoSN
 838-7277 Zarmeski Joseph A
 55CedarcrestPISN
 838-3231 Zaret Hy 101HarborRdWsp
 847-3160 Zarges Frank AlvinDr
 838-1571 Zarges Henry 27BettsPIEN
 838-9021 Zarges Mary Mrs 40-SecondEN
 866-2131 Zarges Mary B 82FortPIEN
 853-3481 Zarges Peter 198FlaxHillRdSN
 847-1474 Zarkower Bruno 12BobwhiteDr
 866-2630 Zarowin Charles B
 28RotonAvRwyt

TIME USED TO MEET PURPOSE:

READING TECHNIQUES(S) TO BE USED?

1. LINEAR READ 2. SKIM 3. MULTIPLE READING PROCESS 4. STUDY METHOD

INTERNAL AFFAIRS

During the first four years under the constitution, 1954-1958, internal affairs were given priority. The Communists felt obliged to perfect their collective leadership, keep the armed forces at top strength, wrestle with minority problems, do something about Taiwan, maintain "purity" in the party and tighten the processes of thought control. The economic crises came after 1958.

Collective Leadership. Nowhere in the world during those years was there a more impressive leadership than in China. The party and the government worked at every level through interlocking directorates. In towns and villages, the people voted for representatives in local congresses and councils, who received orders telling them what to do from the general secretariat in Beijing. At the national level, the party hierarchy dominated the government and on occasion used an advisory body called the Supreme State Conference as a forum for important pronouncements. It converted the National Defense Council into a mere front for military direction.

TIME USED TO MEET PURPOSE: _____

READING TECHNIQUES(S) TO BE USED?

1. LINEAR READ 2. SKIM 3. SCAN 4. STUDY METHOD

COUNTY BANK & TRUST COMPANY
808 MAIN STREET, DEERFIELD, IL 60015
(312) 674-9460

January 12, 1988

Mr. Donald P. Pettingill
4187 Circle Drive
Deerfield, IL 60015

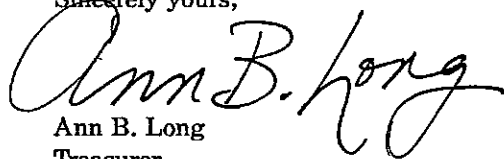
Dear Mr. Pettingill:

It has been brought to my attention that you are three months behind in the payment of your loan # 5876-43. We have received no replies to our several notices, nor have you returned our telephone calls.

Your loan was taken out last year to partially finance the cost of your daughter's college education. From personal experience, I understand how difficult it is to pay for our children's education. However, if this matter is not cleared, it can get completely out of control. The bank can be quite understanding in matters of this nature, including offering financial planning support.

As of January 20, you will be four months in arrears unless some form of corrective action has been taken. It is imperative that you immediately call to set up an appointment with me or one of the other officers. If we don't hear from you by the due date, procedures to rectify the situation will have to be taken. This could cause unnecessary embarrassment to you and your family. We certainly would like to avoid this at all costs, but if we do not hear from you within one week, we have no other choice.

Sincerely yours,



Ann B. Long
Treasurer

ABL:nb

TIME USED TO MEET PURPOSE: _____

READING TECHNIQUES(S) TO BE USED?

1. LINEAR READ 2. SKIM 3. SCAN 4. STUDY METHOD

VIDEO CONCEPTS INCORPORATED

430 SOUTH LA BREA BOULEVARD
LOS ANGELES, CA 90025

January 2, 1988

Ms. Lauren Jackson
KTVU-TV
438 Tulane Avenue
Westwood, CA 90016

Dear Ms. Jackson:

I understand that you are actively engaged in research for a new videotape recording camera for use in your studios. I believe that we have the camera for which you are looking. This camera has been on the market for several years, but because of its high degree of specialization, it has not become well known.

Our camera, the Video-Post X-12, can be either battery operated for periods up to 20 minutes, or it can use any normal electrical outlet with 110 AC. The camera can be held on the shoulder, although it is preferable for the video quality to have it on a tripod or a dolly, both of which are available. The camera is generally used for shooting cartoons, but recent users have discovered that it is perfect for small television studios, for use as an inexpensive mobile unit.

I would be happy to come to your studio and give you a demonstration of our camera. Please let me know what time and date would be convenient for you, and I will arrange my schedule accordingly. Incidentally, although our camera is not widely known, it has had several years of thorough use, which provides the experience and dependability that a studio like yours would require.

Sincerely yours,



Alfred B. Montoya
Sales Representative

ABM:rp

TIME USED TO MEET PURPOSE: _____

READING TECHNIQUES(S) TO BE USED?

1. LINEAR READ 2. SKIM 3. SCAN 4. STUDY METHOD

Dow Edges 1.79 Higher As Volume Pulls Back

by PHILLIP H. WIGGINS

Stocks rose slightly yesterday, gaining some support late in the session from a strengthening bond market and a firmer dollar. The market was also bolstered by a strong demand for technology and oil issues.

The Dow Jones industrial average finished 1.79 points higher, at 2,640.99, after trading in a narrow range throughout the session. Advancing issues on the New York Stock Exchange led declining ones by 838 to 731 as volume slipped to 189.1 million shares, from 193.2 million shares on Thursday.

The Dow's lack of conviction yesterday was mirrored by broader indicators. The Standard & Poor's 500-stock index edged up a slim 0.74, to 328.07, while the New York Stock Exchange composite index tacked on 0.46, to 183.43.

For the week, the Dow gained 70.82 points. Citing economic news and corporate profits, many analysts indicated that strong gains might be in store for equities.

Neil Walsh of the Fidelity Investments Center said: "The recent release of leading economic indicators demonstrates that the economy is slowly gathering steam. Therefore, investors are looking forward to third-quarter earnings reports in anticipation of a strong showing from cyclical issues.

"Not surprisingly," he added, "these issues have led the way in the market's latest advance with particular strength in paper, chemical, technology and computer software stocks."

In another favorable economic report, the Labor Department said yesterday that the civilian unemployment rate had dropped to 5.9 percent in September, from 6 percent the previous month. The data showed an increase of 132,000 in nonfarm payroll employment, compared with a revised gain of 152,000 in August.

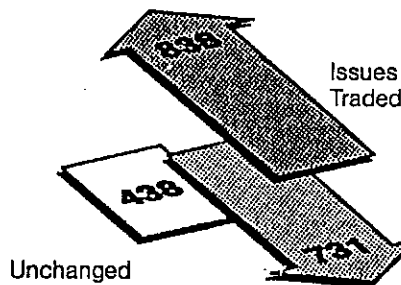
Afternoon Rally Buys Stocks

Yesterday, the stock market was buoyed by an afternoon rally in the bond market as interest rates showed signs of easing. Several analysts noted that the weakness in bond prices during the week had also helped stocks.

"Stocks were clearly the security of choice last week as both the U.S. and Japanese equity markets rallied strongly," said E. Wayne Nordberg, chairman of the investment net policy committee at Prescott, Ball & Turben, Inc., in Cleveland.

Market Profile

New York Stock Exchange
Friday, October 2, 1987



| | | | |
|----------------|----------|-------|--------|
| N.Y.S.E. Index | 183.43 | +0.46 | +0.25% |
| S. & P. 500 | 328.07 | +0.74 | +0.23% |
| Dow Jones Ind. | 2,640.99 | +1.79 | +0.07% |

| | | | |
|---------------|----------------------|--|--|
| Volume: | | | |
| N.Y.S.E. | 189.1 million shares | | |
| Other Markets | 31.4 million shares | | |

Among individual issues, I.B.M. continued to move strongly ahead yesterday in what many analysts described as a technical recovery. The stock rose $\frac{3}{8}$, to 155 $\frac{1}{4}$, after gaining 3 $\frac{3}{8}$ points on Thursday.

Most other technology stocks were up again yesterday. Digital Equipment rose $\frac{1}{2}$, to 192 $\frac{1}{4}$; National Semiconductor was up $\frac{3}{8}$, to 21 $\frac{1}{8}$; Computer Associates rose $\frac{1}{8}$, to 36; Texas Instruments added $\frac{5}{8}$, to 78 $\frac{3}{8}$; Hewlett-Packard edged up $\frac{1}{8}$, to 72 $\frac{3}{8}$, and Unisys gained $\frac{1}{4}$, to 46 $\frac{1}{2}$.

Alexander's jumped $\frac{4}{2}$, to 49 $\frac{1}{2}$. Analysts said the stock gained after Donald J. Trump, the New York developer, sought Government clearance to buy an unlimited number of Alexander's shares with the goal of gaining control of the company.

Energy stocks were mostly higher as oil prices rose, spurred by talk in Iran of increasing tensions between that nation and the United States. Amoco gained $\frac{1}{8}$, to 84 $\frac{1}{4}$; ARCO was up $\frac{1}{2}$, to 96 $\frac{1}{4}$; Occidental Petroleum rose $\frac{1}{8}$, to 35; Chevron gained $\frac{1}{2}$, to 55 $\frac{3}{8}$, and Texaco climbed $\frac{5}{8}$, to 41 $\frac{1}{2}$.

On the American Stock Exchange, the Amex market value index rose 1.21 points, to 359.37, while in over-the-counter trading, the Nasdaq composite index added 3.16, to 451.61.

TIME USED TO MEET PURPOSE: _____

READING TECHNIQUES(S) TO BE USED?

1. LINEAR READ 2. SKIM 3. SCAN 4. STUDY METHOD

Height Requirement for Police Officers May Be Eliminated

Police Commissioner Donald F. Cawley indicated yesterday that height requirements might be eliminated for police officers, so that men no taller than jockeys could be patrolling the city's streets.

Mr. Cawley said new qualifying tests were being considered that would do away with requirements that were not "job related" and might eliminate traditional height and athletic prowess requirements. Policemen now must be at least 5 feet 7 inches tall; policewomen must be at least 5 feet 2.

"You may see a different type of police officer in the future," Mr. Cawley said. "Even men 5 feet tall or less may have a chance to qualify."

He said that candidates for the Police Department would be evaluated with new testing methods during their six-month training period.

"Obviously, if a recruit is too small to sit behind the wheel of a police car or lacks some other necessary requirement, he or she could not become a police officer," he added.

Mr. Cawley defended the recent proposal he had made that officers should wear nameplates while on duty, declaring that policemen in nine of 10 major cities in the nation wore nameplates. He said he would meet with the line organizations tomorrow to discuss the proposal.

Mr. Cawley made his remarks on the WABC "Eyewitness News Conference" television program.

Current requirements for police officers and other civil servants have long been criticized by representatives of the black and Puerto Rican communities for keeping minority-group applicants out for reasons unrelated to the job.

As a result, the city hired the Psychological Corporation of Manhattan to prepare new tests that would be nondiscriminatory.

Lincoln Center Adds Dancing to Cultural Life

A 23-year-old assistant to the editor of Car and Driver magazine performed the exotic art of the belly dance for 200 visitors to Lincoln Center's Damrosch Park yesterday afternoon.

After her 15-minute performance, Susan Horchler, of Tenafly, N.J., taught seven volunteers, ranging in age from 6 to 60, some basic belly dance movements.

"It was just great," 25-year-old Sonja Kobylko of Ridgewood, Queens, one of the participants, said afterward. "Everything she shook—well, that's the part I couldn't do," she added.

Miss Kobylko said she had summoned enough nerve to go onstage of the Daniel and Florence Guggenheim Memorial Bandshell only after her parents had left the audience.

The instruction, which also lasted about 15 minutes, provided an opportunity for Mrs. Edith Selig of Lincoln Towers in Manhattan to brush up on the steps she learned several years ago.

"I like dancing in any form," she said. "I love the joy of moving to rhythm."

Miss Horchler's performance did not bring joy to all who watched her, though.

"I think she's too stiff; she doesn't have rapport with the audience," said Anina Kane, 22, of Santa Cruz, Calif., who said several of her friends were professional belly dancers.

TIME USED TO MEET PURPOSE: _____

SUPPLEMENTARY PRACTICE

Use your hand as a pacer for all your daily reading. Do the following assignments before going on to Lesson Twelve:

- Read at least one hour before completing Lesson Twelve, using your hand as a pacer. This reading may be done in any book or magazine of your choice, and it need not be done all at one sitting.
- Do the Overlap Drill given below at least four times before going on to the next lesson; if you prefer, use the cassette for this lesson.
- Optional: Before going on to Lesson Twelve, review and do once all of the drills from the following lessons: Lessons Three, Four, Five and Seven. (See the Supplementary Practice Sheets.)

OVERLAP DRILL

1. From any starting point, read for good comprehension as fast as you can for one minute. Write the number "1" where you stop reading.
2. Read on in the new material for another minute. Write the number "2" where you stop reading. Optional: Set up a recall pattern, and recall all that you can from both Sections 1 and 2.
3. Practice Read both Sections 1 and 2 in one minute, and be sure to make the mark.
4. Read on from the number "2" mark as fast as you can for one minute. Write the number "3" where you stop reading.
5. Practice Read Sections 1, 2 and 3 in one minute, and make your mark.
6. Read on from the number "3" as fast as you can for comprehension. Write the number "4" where you stop reading. Optional: Add to your recall pattern any new information obtained from any parts of the drill.
7. Go back to the number "2" as a *starting* point, and Practice Read through Section 4 in one minute.
8. Read on from number "4" as fast as you can for comprehension. Write the number "5" where you stop reading.
9. Go back to the number "3" as a starting point, and Practice Read through Section 5 in one minute.

OVERLAP DRILL (CONTINUED)

10. Go back to the very beginning as a starting point, and Practice Read through Section 3 in one minute.
11. Go back to the beginning again as a starting point, and this time Practice Read through Section 4, making your mark in one minute.
12. Go back to the beginning again as a starting point, and this time Practice Read through all of the sections in one minute. Be certain you make your mark.
13. Read for comprehension some of the new material as fast as you can for one minute. Compute your rate, and add to your recall.

Record your rates in the Practice Report Register of your Guidebook.

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

PRACTICE RECALL SHEET

12

EVALUATING YOUR PROGRESS

MATERIALS YOU WILL NEED FOR THIS LESSON:

- Pencil or pen
- Lesson Twelve cassette
- This Guidebook
- Progress Report Chart
- A book of your choice,
for practice

DO NOT OPEN THIS SECTION UNTIL INSTRUCTED TO DO SO ON THE CASSETTE, AS THERE IS TESTING MATERIAL THAT WILL BE INVALID IF YOU LOOK AT IT BEFORE THE APPROPRIATE TIME.

CLASS DRILL SHEET

CLASS DRILL SHEET

HOME AND HOLIDAYS

by Albert Schweitzer

[Christmas Presents]

My father's study was a most uncomfortable place, and I never set foot inside it unless I was absolutely compelled to. The smell of books, which pervaded it, took my breath away, and that my father should always be at the table studying and writing seemed to me something terribly unnatural. I could not understand how he endured it, and I vowed that I would never become a student and writer like him. I felt a little more sympathy with his spells of sitting and writing when I was scholar enough to feel the charm of his *Village Tales*, which appeared in print in the *Kirchbote* (the *Church Messenger*) and in calendars. His literary model was Jeremiah Gotthelf, the Swiss pastor, so well known as an author, but he was more cautious than Gotthelf. He carefully avoided describing the people who had been his models for the different characters so that they could be recognized.

Once a year, however, I was obliged to see the inside of the study; that was between Christmas and New Year's Day. A day came on which after breakfast Father made the announcement: "Today we'll get the letters written. You accept the Christmas presents, but when it comes to writing letters of thanks for them, you are too lazy. Set to work, then, and don't let me see any sulky faces!"

Oh, those hours when I sat with my sisters in the study, breathing the book-laden air, listening to my father's pen scratching the paper, but away in spirit with my schoolboy friends, who were whizzing down the road behind the church on their sledges, while I had to indite letters to uncles, aunts, godparents and other givers of Christmas presents! And what letters! Never in all my life since then have I had to face such a task for my pen! All the letters had, of course, the same content, and fell naturally into three sections: (1) thanks for the present received from that particular addressee, with the assurance that I liked it more than all the rest; (2) a list of all the presents received; (3) good wishes for the New Year. Yet with just this same content, each letter had to be different from the others, while in every one of them the appalling difficulty reared its head of finding a neat transition from the list of presents to the good wishes. Of the

need of bringing in at the end of each the complimentary remark which best fitted that particular recipient—of that I will say nothing! 127

There had to be first a rough copy of each letter, which was shown to Father. Then came the improving of it, or perhaps the rewriting, and finally the copying of it on a proper sheet of paper without either mistake or blot. Dinnertime often came before I had thrown off even one of the six or seven that had to be composed! For years I used to salt with my tears the meals between Christmas and the New Year, and once I began to cry on Christmas Day itself, directly after the distribution of the presents, at the thought of the inevitable letters which would have to be written! 138 150 161

My sister Louisa was much quicker than I at getting each letter written differently, and at finding for each one a new transition from the list to the good wishes. Never has anyone so roused me to admiration of his or her epistolary cleverness as she did! 173

This horror of studies, and letter-writing, which I acquired in childhood through having to write these letters of thanks lasted for years. Meanwhile, circumstances have brought me into a position in which I have to maintain an unusually extensive correspondence, but I have not yet learned how to compose letters in which one has at the end to make a neat transition to good wishes for the New Year. Therefore, whenever I have, as uncle or godfather, to make a Christmas present, I always forbid the recipients to write and thank me; they shall not, between Christmas and the New Year, salt their soup with their tears as I did! Even today I do not feel quite comfortable in my father's study. 184 196 207

But the week after Christmas was the only time when Father was strict with us; at other times he left us as much freedom as is good for children, and we knew how to appreciate his kindness to us, and we are deeply grateful to him for it. In the summer holidays he used to go with us two or three times a week to spend a whole day on the hills, and thus we grew up like a bunch of wild roses. 219 230

In my third year at school I went up into the "big school" under Daddy Iltis. He was a good teacher, and without exerting myself I learned a good deal with him. 242

All my life I have been glad that I began in the village school. It was a good thing for me that in the process of learning I had to assure myself with the village boys, and thus make it quite clear to myself that they had at least as much in their heads as I had in mine. I was never a victim of that ignorance which afflicts so many of the boys who go straight to a gymnasium, and there tell each other that the children of the educated classes have more in them than the lads who go to school in darned stockings and wooden clogs. Even today if I meet any of my old schoolfellows in the village or on a farm, I at once remember vividly the points in which I did not reach their level. One was better at mental arithmetic; another made fewer mistakes in his dictation; a third never forgot a date; another was always top in geography; another—I mean you, Fritz Schoppler—wrote almost better than the schoolmaster. Even today they still stand in my mind for the subjects in which they were at that time superior to me.

[*Love of Nature*]

When nine years old I began going to the Realschule (a "modern side" school in which no Greek is taught) at Munster, and had every morning and evening a walk of nearly three miles over the hills. This walk it was my delight to take by myself, without any of the other boys who also went to school at Munster, so as to indulge my thoughts. How with these walks I did enjoy autumn, winter, spring and summer! When it was decided during the holidays in 1885 that I should go to the gymnasium at Mulhausen, in Upper Alsace, I cried over my lot in secret for hours together. I felt as if I were being torn away from nature.

To the enthusiasm roused in me by the beauties of nature as I learned to know them on my walks to and from Munster, I tried to give expression in poetry, but I never got further than the first two or three rhymes. Once or twice, too, I tried to sketch the hill with the old castle on it, which rose on the other side of the valley, but that, too, was a failure. After that I devoted myself to the enjoyment of beauty simply through the eyes without trying to reproduce it in any way, and since then I have never again tried either to draw it or to poetize about it. Only

in musical improvisation have I ever felt myself—as I do still—to have any creative ability.

[*Character*]

The religious instruction in the Realschule was given by Pastor Schaffler, an outstanding religious personality, and, in his own way, an orator quite above the average. He could tell the Bible stories with entrancing effect, and I still remember how he wept as he sat at the desk, and how we on the forms sobbed, over Joseph's making himself known to his brethren. He fastened on me the nickname "Isaac," which means "the Laugher." I suffered, in truth, from the peculiarity of being very easily made to laugh, a weakness which my schoolfellows exploited mercilessly during the lessons. How often there appeared in the register the words: "Schweitzer is laughing!" And yet I was by no means a merry character; I was, on the contrary, shy and reserved.

This reserve I had inherited from my mother; we did not possess the faculty of expressing in words the affection we had for each other, and I can count on my fingers the hours in which we really talked to each other heart-to-heart. We understood each other without using words.

From my mother I also inherited a terribly passionate temper, which she again had inherited from her father, who was a very good man but very quick-tempered. My disposition showed itself in games; I played every game with terrible earnestness, and got angry if anyone else did not enter into it with all his might. When I was nine or 10 years old, I struck my sister Adela because she was a very slack opponent in a game, and, through her indifference, let me win a very easy victory. From that time onwards I began to feel anxious about my passion for play, and gradually gave up all games. I have never ventured to touch a playing card. I also, on January 1, 1899, when I was a student, gave up forever the use of tobacco.

I have had to struggle very hard against this passionate temper. During and since my childhood I have done many things the memory of which humiliates me, and keeps me watchful in the fight.

[My Maternal Grandfather]

My Grandfather Schillinger, whom I never knew, had been an enthusiast for enlightenment; he was filled with the spirit of the eighteenth century. After service he used to tell the people who waited for him in the street the political news, and also make them acquainted with the latest discoveries of the human mind. If there were anything special to be seen in the sky, he would in the evening set up his telescope in front of the house and let anyone who liked look through it.

As the Catholic vicar was also under the influence of the spirit of the eighteenth century and its tolerance, the two ministers lived in their respective residences in brotherly union. If one had more visitors than he could take in, he found a bed for one in the other house. If one went off for a holiday, it followed that the other visited the sick members of his congregation in order that they might not be left without any spiritual ministrations. When, on Easter morning, the Catholic vicar had finished his Masses and went home for a good Easter meal, my grandfather would open his window and wish him joy at having reached the end of his fast.

One night there was a big fire in the village. As the Evangelical manse seemed threatened, they brought its contents out and housed them in the vicarage, whereby it happened that my grandmother's crinolines got set up in the Catholic vicar's bedroom and were brought from there back into the manse the next morning.

My grandfather prepared his sermons with the utmost care. All Saturday there had to be absolute quiet in the house; no visitor was admitted that day, and his son, when he was a student, had to arrange that he never came home for a holiday on a Saturday.

He seems to have been of a somewhat imperious nature, this Pastor Schillinger, and he made people treat him with respect. It was an unheard of thing that anyone who wanted an interview with the pastor should appear at the manse without having on a black coat and a tall hat.

Numerous anecdotes are current about him in the valley, two of them being con-

nected with the "Torte," the traditional Munstertal meat pastry, which he had to cut up at wedding breakfasts or baptismal parties, occasions on which the pastor always presided. On one occasion he is said to have asked whether it made any difference where he made the first cut, and when the reply came that it did, to have remarked, "Then I'll make the first cut at home." On another occasion he cut by mistake one piece too few. When the plate came back without a piece of the pastry being left for him, he said, "Well, I'm not, in truth, so very fond of it," though everyone knew how much he always enjoyed it. These and other anecdotes about Pastor Schillinger are still detailed at similar festivals in the valley, and, as politeness demands, are still laughed at.

The manse in which he lived and the church in which he preached exist no longer; bombs have overturned them or shot them to pieces. A big trench was driven right through the church, but the old pastor's grave, which is close against the church wall, has by a sort of miracle remained undamaged.

[My Uncle Albert]

When I was still so young that I hardly understood what was said to me, my mother told me that I had been given the name of Albert in memory of her dead brother. This brother—or rather half-brother, a child of my grandfather's first marriage—had been pastor at the church of St. Nicholas, in Strassburg. In 1870, after the battle of Weissenburg, he had been sent to Paris to obtain a supply of drugs and similar things in view of the expected siege of the town. There, instead of getting the things that were so urgently demanded by the medical men of Strassburg, he found himself sent from one office to another, and when at last he was able to make a start for home with a mere fraction of what had been asked for, the fortress was completely invested. General von Werder, who commanded the besieging army, allowed these medical supplies to be taken into the town, but kept my uncle as a prisoner. He thus had to live through the siege among the besiegers, tormented by the thought that his flock might be thinking that in that difficult time he had of his own accord left them in the lurch. He had a weak heart, and the re-

sults of all the excitement of these months were too much for him. In the summer of 1872, while standing with a group of friends Strassburg, he fell to the ground dead. 725

The thought of how I could provide, as it were, a continuation of a man whom my mother and I loved so much haunted me a great deal, as I had heard so many stories of his kindness. When, after the siege of Strassburg, there was for a time a shortage of milk, he used to bring his allowance to a poor old woman who after his death told my mother how during that period she had got her daily milk. 736 748

[Feeling for Animal Life]

As far back as I can remember, I was saddened by the amount of misery I saw in the world around me. Youth's unqualified *joie de vivre* I never really knew, and I believe that to be the case with many children, even though they appear outwardly merry and quite free from care. 759 771

One thing that specially saddened me was that the unfortunate animals had to suffer so much pain and misery. The sight of an old limping horse, tugged forward by one man while another kept beating it with a stick to get it to the knacker's yard at Colmar, haunted me for weeks. 782

It was quite incomprehensible to me—this was before I began going to school—why in my evening prayers I should pray for human beings only. So when my mother had prayed with me and had kissed me good-night, I used to add silently a prayer that I had composed myself for all living creatures. It ran thus: "O, heavenly Father, protect and bless all things that have breath; guard them from all evil, and let them sleep in peace." 794 805

A deep impression was made on me by something which happened during my seventh or eighth year. Henry Brasch and I had with strips of india rubber made ourselves catapults, with which we could shoot small stones. It was spring and the end of Lent, when one morning Henry said to me, "Come along, let's go on to the Rebbery and shoot some birds." This was to me a terrible proposal, but I did not venture to refuse for fear he should laugh at me. We were close to a tree which was still without any leaves, 817 828 840

and on which the birds were singing beautifully to greet the morning, without showing the least fear of us. Then, stooping like a Red Indian hunter, my companion put a bullet in the leather of his catapult and took aim. In obedience to his nod of command, I did the same, though with terrible twinges of conscience, vowing to myself that I would shoot directly when he did. At that very moment the church bells began to ring, mingling their music with the songs of the birds and the sunshine. It was the warning bell, which began half an hour before the regular peal-ringing, and for me it was a voice from Heaven. I shoed the birds away, so that they flew where they were safe from my companion's catapult, and then I fled home. And ever since then, when the Passiontide bells ring out to the leafless trees and the sunshine, I reflect with a rush of grateful emotion how on that day their music drove deep into my heart the commandment: "Thou shalt not kill." 851 863 874 886

From that day onward I took courage to emancipate myself from the fear of men, and whenever my inner convictions were at stake, I let other people's opinions weigh less with me than they had done previously. I tried also to unlearn my former dread of being laughed at by my schoolfellows. This early influence upon me of the commandment not to kill or to torture other creatures is the great experience of my childhood and youth. By the side of that, all others are insignificant. 897 909 920

While I was still going to the village school, we had a dog with a light brown coat, named Phylax. Like many others of his kind, he could not endure a uniform, and always went for the postman. I was, therefore, commissioned to keep him in order whenever the postman came, for he was inclined to bite, and had already been guilty of the crime of attacking a policeman. I therefore used to take a switch and drive him into a corner of the yard, and keep him there till the postman had gone. What a feeling of pride it gave me to stand, like a wild beast tamer, before him while he barked and showed his teeth, and to control him with blows of the switch whenever he tried to break out of the corner! But this feeling of pride did not last. When, later in the day, we sat side by side as friends, I blamed my- 943 955

self for having struck him; I knew that I could keep him back from the postman if I held him by his collar and stroked him. But when the fatal hour came round again, I yielded once more to the pleasurable intoxication of being a wild beast tamer!

During the holidays I was allowed to act as driver for our next-door neighbor. His chestnut horse was old and asthmatic, and was not allowed to trot much, but in my pride of drivership I let myself again and again be seduced into whipping him into a trot, even though I knew and felt that he was tired. The pride of sitting behind a trotting horse infatuated me, and the man let me go on in order not to spoil my pleasure. But what was the end of the pleasure? When we got home and I noticed during the unharnessing what I had not looked at in the same way when I was in the cart, how the poor animal's flanks were working, what good was it to me to look into his tired eyes and silently ask him to forgive me?

On another occasion—it was while I was at the gymnasium, and at home for the Christmas holidays—I was driving a sledge when neighbor Loscher's dog, which was known to be vicious, ran yelping out of the house and sprang at the horse's head. I thought I was fully justified in trying to sting him up well with the whip, although it was evident that he only ran at the sledge in play. But my aim was too good; the lash caught him in the eye, and he rolled howling in the snow. His cries of pain haunted me; I could not get them out of my ears for weeks.

I have twice gone fishing with rod and line just because other boys asked me to, but this

sport was soon made impossible for me by the treatment of the worms that were put on the hook for bait, and the wrenching of the mouths of the fishes that were caught. I gave it up, and even found courage enough to dissuade other boys from going.

[*Respect for Life*]

From experiences like these, which moved my heart and often made me feel ashamed, there slowly grew up in me an unshakable conviction that we have no right to inflict suffering and death on another living creature unless there is some unavoidable necessity for it, and that we ought all of us to feel what a horrible thing it is to cause suffering and death out of mere thoughtlessness. And this conviction has influenced me only more and more strongly with time. I have grown more and more certain that at the bottom of our heart we all think this, and that we fail to acknowledge it and to carry our belief into practice, chiefly because we are afraid of being laughed at by other people as sentimentalists, though partly also because we allow our best feelings to get blunted. But I vowed that I would never let my feelings get blunted, and that I would never be afraid of the reproach of sentimentalism.

I never go to a menagerie because I cannot endure the sight of the misery of the captive animals. The exhibiting of trained animals I abhor. What an amount of suffering and cruel punishment the poor creatures have to endure in order to give a few moments' pleasure to men devoid of all thought and feeling for them!

STOP HERE.

TOTAL WORDS: 3,400

If you finish reading "Home and Holidays" before the tone sounds, indicating that three minutes are up, IMMEDIATELY BEGIN TIMING the amount of time left until the tone sounds. Use your watch or a wall clock, or start counting the seconds (one thousand one, one thousand two, etc.). To compute your reading rate, follow these steps:

1. Round off the amount of time you did not use to the nearest quarter-minute—for example, 11 seconds would be $\frac{1}{4}$ minute.
2. Subtract the amount of time you did not use from 3 minutes to find the amount of time you did use.
3. To find your words-per-minute rate, divide the total number of words by the amount of time you used.

RECALL SHEET

Directions: Write below everything you can remember from the selection you have just read. You may *not* look back at the reading selection. Put only one item on each line.

| MORE IMPORTANT POINTS | DETAILS AND SUPPORTING POINTS |
|-----------------------------------|-------------------------------|
| <i>Jack & Jill climb hill</i> | |
| | <i>for water</i> |
| <i>Jack falls</i> | <i>breaks "crown"</i> |
| | <i>Jill tumbles, too.</i> |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

EXAMPLE

GO ON TO THE NEXT PAGE.

Note: Whether an item is a more important point or a detail is subjective: there is no right or wrong on this evaluation.

MAINTAINING YOUR READING EFFICIENCY

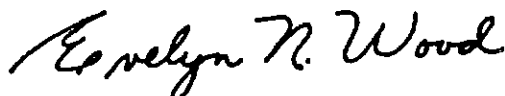
You have now completed 12 lessons in learning and applying the skills of Evelyn Wood Reading Dynamics. If you read every day and consistently apply the Reading Dynamics techniques, you will maintain and *improve* the levels you have reached in this program.

To maintain your skills, it is very important that you continue to use your hand as a pacer in as much of your reading as possible. If you prefer, you may also use a pencil or a pen. Even though it is possible to maintain fast rates without the hand or a pencil, this can be done for only limited periods, and usually done through a conscious effort that will tend to interfere with your comprehension. It is thus better to use your hand for some reading each day, even if it is only for reading the newspaper.

To continue to improve, plan on doing half-hour drills once a week for the next six months. There is a convenient list of drills in the front of this Guidebook, and you can work with either the cassettes or the supplementary practice instructions.

As mentioned in the beginning of the course, you may later choose to attend an Evelyn Wood Reading Dynamics class in order to "fine tune" your skills or achieve an even higher rate of reading. To learn of an Evelyn Wood class near you, call 1-800-447-READ.

The skills of Reading Dynamics are now in your hands. The only way you will become rusty is by not using them. Good luck, and good reading!



Evelyn N. Wood
Founder

CERTIFICATE OF COMPLETION

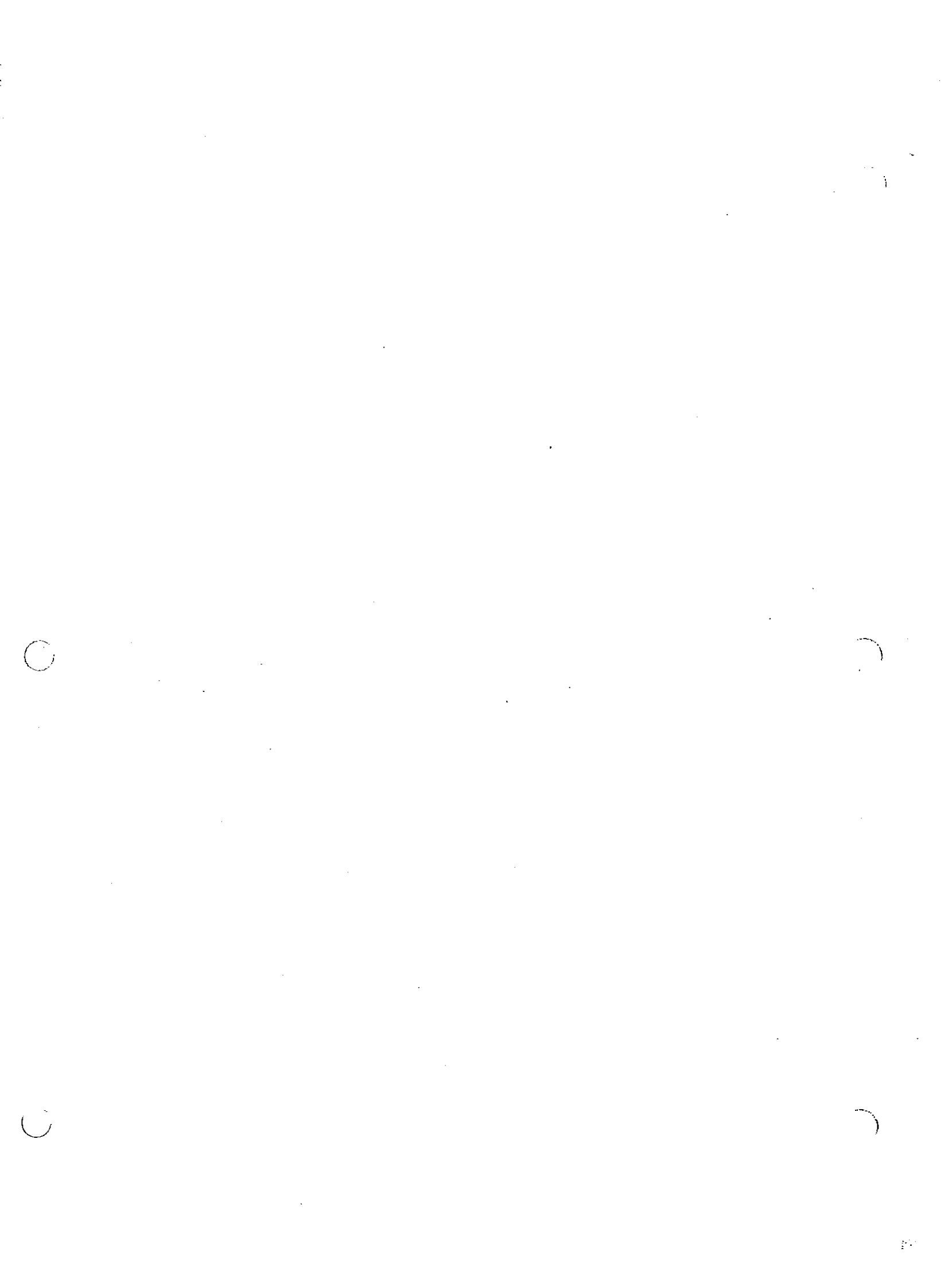
Congratulations on your completion of the Evelyn Wood Reading Dynamics Audio Cassette Program. You should be well on your way to controlling the daily blitz of information and having more time for yourself.

We would like to send you a free personalized Certificate of Completion. In order to receive this beautiful certificate, complete the nine questions on the following page and mail the test to us in the enclosed postage-paid envelope. We will grade the test and, if a passing grade is achieved, send along your certificate. We are certain you will be proud to display this handsome certificate in your office, family room, or library.

Thank you for striving for excellence with the Evelyn Wood Reading Dynamics Audio Cassette Program.

Sincerely,

*Evelyn Wood Reading Dynamics
Audio Cassette Program*



Evelyn Wood Audio Cassette Program Comprehensive Test

Complete the following questions and mail this back in the enclosed postage-paid envelope along with the Program Questionnaire.

1. Why use the hand as a pacer?
2. Create a recall pattern for "Take a Look at Your Habits" on page 17 of your workbook.
(Attach separate sheet of paper.)
3. Setting a purpose in reading must always begin prior to the actual reading step.
(Circle one.) T F
4. How does setting a purpose improve your comprehension?
5. List four items to be determined during the pre-reading steps.
 - a.
 - b.
 - c.
 - d.
6. List five ways to improve your recall.
 - a.
 - b.
 - c.
 - d.
 - e.
7. The study reading techniques used when analyzing a chapter are:
 - a.
 - b.
 - c.
8. All your mail does not require the same degree of reading thoroughness.
(Circle one.) T F
9. Describe the four steps of the Study Reading Techniques.
 - a.
 - b.
 - c.
 - d.

