

THE ALPHA-NETICS RAPID READING PROGRAM

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Owen D. Skousen

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ALPHA
netics

PUBLISHED BY
MEDIA ARTS INTERNATIONAL
1875 CAMPUS COMMONS DRIVE, SUITE 200
RESTON, VIRGINIA 22091

ACKNOWLEDGEMENT

OUR THANKS TO:

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ALPHA-NETICS
RAPID READING PROGRAM
A BASIC COURSE FOR EVERYONE
AUDIO-TUTORIAL

*"Ask, and it shall be given you; seek, and ye shall
find; knock, and it shall be opened unto you."*

St. Matthew 7:7

WELCOME!

You are about to enjoy a new experience in reading and learning. This program is capable of opening wide the door to an entirely new learning world for you. How far that door is opened depends on you.

This program can and will develop new skills for you: skills that increase your reading speed dramatically, increase your reading comprehension, develop better recall ability, and create a greater awareness that, very simply, makes you a better learner in all areas.

You must understand that a skill, and reading is a *skill*, can be developed only with practice. You must use the program, and you must practice.

The program is Audio-Tutorial. This means that the program will tell you what to do at every step. A tape recorder acts as your tutor, leading you through the program, step by step. You can imagine a tutor standing in front of you, in person, guiding you as if he or she were your private instructor.

Enjoy this great learning experience. Be persistent and consistent. Commit yourself to using the program, and most of all, think about the exciting skills you will be learning and using **the rest of your life**. GOOD LUCK!

Owen D. Skousen - Developer
Alpha-Netics

5 STEPS TO SUCCESS WITH THIS PROGRAM

To successfully attain any goal, especially the development of a new skill, you must take some fundamental steps, mentally and physically:

STEP ONE: Determine *specifically* what you want to achieve. Dedicate and commit yourself mentally and physically to the attainment of your goal.

STEP TWO: Plan your progress carefully; set the time, day by day, that you will practice with the program. Beforehand, *develop* a *plan* that will ensure that you complete the program by a specific deadline.

STEP THREE: Taking the first two steps will create a *burning desire* for the attainment of the skills. Desire is the greatest motivator of every human action. Desire implants Success Consciousness and leads to a Habit of Success.

STEP FOUR: Never doubt that you will develop the skills you desire. Never give mental recognition to the possibility of defeat. Concentrate on your *strengths* instead of your weaknesses, your *power* instead of your problems. This will develop *Supreme Confidence* in yourself.

STEP FIVE: Develop a *dogged determination* to follow through with your plans, regardless of any obstacle, criticism, or circumstance, or what anyone else may say, think, or do, until you have satisfactorily reached or surpassed your skill development goals.

Make this well-known statement an affirmation working for you: **“Opportunities never come to those who wait – – they are captured by those who dare to ATTACK!”**

YOU SHOULD RETURN TO THIS POINT OFTEN AND
REVIEW THESE 5 STEPS TO SUCCESS.

PROGRAM GOALS AND OBJECTIVES

Just as you need to have a goal and a plan in order to use and take advantage of this program, this program also has goals and objectives to take you through the program. These goals and objectives are to give you performance levels and time deadlines. Be persistent in practicing and you will reach and surpass these levels set for you by the program.

1. At the end of your 1st week of practice (at least 7 hours of practice), you should be reading 450 to 850 words per minute (wpm). Your understanding should be satisfactory to you. You should have an understanding of how new reading habits are formed and how old reading habits are broken.
2. At the end of the second week of practice you should be reading at 850 to 1350 wpm, with understanding to your satisfaction. (This is 3-5 times faster than most people read.) By the end of the second week of practice, you should understand how to relax and release tension and know how to take advantage of this skill automatically when you read, and at any place or time you choose.
3. At the end of the third week, you should be reading with understanding to your satisfaction, at 1100 to 1600 wpm.
4. During the fourth week of practice, you will be stabilizing what you have learned; making the new skill you will have learned, stronger. You will be taught how to apply your newly developed skills more effectively.
5. At the end of the fourth week, your reading at 1100 to 1600 wpm should be stabilized and your understanding level increased, your remembering ability increased and your general application of what you are reading improved.

INSTRUCTIONS AND HOW TO GET THE MOST OUT OF THIS PROGRAM

Over the years, the most effective ways of teaching and learning have been sought. Every method attempted has had some strong points and some weak points. Putting the best available methods of teaching and learning together has been the goal of every parent, school, marketing organization, sales force, and individual or group that has information, beliefs, or ideas to communicate or sell to others.

The ALPHA-NETICS RAPID READING PROGRAM incorporates the most effective of the known teaching methods. It is important that you understand that even if the program may be a perfect teacher, you will not be taught unless you want to be. If you do as the program instructs, you will amaze yourself at the rapid and substantial increase in your basic reading and learning skills. You are the most important and critical part of the program.

To begin using the program, simply follow the directions from the recorded text, but before you start, turn to page 6 and thumb through Parts One through Five, the Addendum, Work Section and Record Section. Become familiar with the physical contents of the program. Take enough time to recognize its different parts.

The repetition of key ideas in this program is purely intentional. These ideas are vitally important to the degree of success you will have with this program.

After this perusal, return to page 6 and then proceed as instructed by your cassette tutor. Make sure you do your part. Assign a certain part of every day for four weeks to spend on the program. The program will do its part. You do yours!

NOTE:

Under ideal conditions the program was designed to be completely covered in four weeks. It does not matter if you take longer. The important part is that you do use the program *properly*. FOLLOW THE DIRECTIONS GIVEN.

Parts One *through* Five are all directional and instructional. Part Three, for example, teaches relaxation techniques that allow you to read and learn comfortably without tiring. Use these parts often in review and when seeking information regarding directions or instructions.

The actual development of new skills begins in the **Work Section**. This section is broken into practice sessions labeled Week One through Week Four. You must be prepared to spend extra time in the beginning listening to the first five parts, but you will spend your time as directed in the Work Section.

HOW TO BEGIN:

- (1) Start by listening to and reading Part One. Then, (2) listen to and read the Introduction of the Work Section, side B tape 2. Then, (3) begin practicing as outlined in the Week One Practice Schedule. (4) By budgeting your time, go through Parts Two through Five as quickly as you can. (5) It is up to you to divide your time properly. But remember, **practice is the key.**

IMPORTANT PROGRAM INFORMATION

You must recognize the fact that consistent and adequate practice are absolute requirements for achieving the goals presented here. Moreover, everyone has a different learning rate. Some people may reach each goal quickly. Others may take much longer to achieve them. In addition, if you practice an hour a day, you will progress faster than you will if you practice 30 minutes a day. Ideally, your practice should be organized around two daily sessions of approximately 30 minutes each. For the second practice session, you should bring a simple book for initial practice. This book should not have small print or pictures. It should be easy to read and interesting. A suggestion would be a Yearling Series book or a classic such as *The Old Man and the Sea* or *The Pearl*.

You should also bring with you a book from which you normally read or study. It could be the same book you start with, but we recommend you use a book from the area in which you most need to improve your reading skills. In this way, you begin to use and apply your newly-found skill to your normal reading, immediately.

If you decide to practice only 30 minutes daily, the sessions should be alternated each day. Do Session 1 in one day and Session 2 in the next day, and so on. (See weekly schedules in Work Section).

We are not concerned in this program about learning new facts, but with teaching you how to read those books and articles that you can understand already, but at faster rates and with greater understanding. As you do this, you will find it easier to learn new concepts and new vocabulary because you can do it so much faster and because your general awareness will increase.

The general description and techniques of practice will be given in the text of the program. The detail of the day-by-day practice will be found in the Work Section.

Anyone who can read - slow or fast - can learn to read and understand faster. Be diligent. It's worth the effort.

BEGIN THE STUDY OF YOUR PROGRAM

BY CONTINUING TO LISTEN TO

SIDE A OF LESSON TAPE 1

(PART ONE)

THEN · PROCEED AS INSTRUCTED

The lesson tape is a recording of the script. You should listen and read at the same time as much as possible. Write your notes and observations on the page you are reading.

ALPHA-NETICS
RAPID READING PROGRAM
A BASIC COURSE FOR EVERYONE
PART ONE

*“One of our worst mistakes:
Neglecting development and refinement of the mind,
and not acquiring the habit of reading and study.”*

‘Cicero

INTRODUCTION TO ALPHA-NETICS RAPID READING

The Alpha-Netics Rapid Reading Program is based on concepts that have been developed and taught by hundreds of teachers over many years. It incorporates proven goal setting, relaxation, reading and learning concepts into a unique and infallible skill teaching program. By learning these skills, you can increase your reading speed tenfold - or more.

The tape recording tells you what to do and how to use the manual. Because the program is audiotutorial, you do not have to "keep up" with anyone. You do not have to slow down for anyone. You will progress at your own speed. Always remember that you are not competing with anyone. Proceed at the pace you need to move in order to *fully* and totally understand. If you ever wish to review an idea, a page, or any part of the program, stop the recorder and go back as many times as you choose. Your cassette player is a tutor there with you in person, giving the instructions and directing the program.

When you are previewing the program, each part is discussed and you are shown how to use and work with each part. There are two important points you need to understand:

1) You will not learn or develop a skill such as reading by listening to a cassette or hearing someone talk. If you were a baseball player, you could not learn to hit a baseball without getting a bat and stepping into a batter's box. You have to practice hitting a pitched baseball. If you want to improve, you must practice, practice, practice. You cannot practice too much.

2) Follow the program instructions carefully. You will be asked to read or practice and you will be told exactly what to do and then you will hear a command, "DO IT NOW." At that point, turn off your recorder and proceed as you were instructed. When you have completed the assignment, return to the point you left and turn your recorder back on.

The ALPHA-NETICS RAPID READING PROGRAM consists of five parts, including a final section, or Addendum, that you will use when you practice and keep your progress records.

We start the program, in **PART ONE**, with a test to find out your reading speed as you begin the program. This "reading test" is not a test with questions, but a test to let you read normally and get a starting point from which the development of your reading and learning skills can begin. You will be told about the process and methods that will be used to teach you the reading and learning skills. The obstacles and roadblocks of learning the new reading skills will be pointed out and explained to you and you will be shown how to overcome them. You will be shown a very simple exercise to help you become aware of one of the biggest obstacles to reading better *regression* – and how many times you regress in just a few lines of reading. It will be demonstrated how you recognize what you know, by sight. Finally, you will be asked to make a personal commitment to use this program as you are instructed. **Make a commitment to practice!**

In **PART TWO** you will be taught the most important skill. This is the skill to *relax*. The greatest detriment to learning, concentrating and remembering is tension. You will learn to recognize

tension and to automatically relax when you begin to read. At any time or place, you will be able to relax, and feel completely relaxed and tension free. You will be instructed in basic tension – relieving techniques so you will be able to relax anytime, anywhere. At the end of this part, you will be tested again. This second test will be taken after a brief practice for the purpose of showing you how immediately effective the practice is on your performance. You will be given exercises that are designed to develop the ability to “see” faster. The concept of the program is to teach you to read by “sight” rather than by “sound.” If you learn to see the print as fast as you look, your reading speed will be restricted only by the speed at which you can see. Right now, your reading speed is restricted by the speed at which you can speak. It is imperative that you quickly develop that ability to see fast.

In **PART THREE** you will continue developing the skills you have started learning. You will be given practice instructions and shown how to properly prepare a book for reading. The development of proper eye movement and how to use the hand is shown. You will begin your practice and take a second reading test.

In **PART FOUR** you will learn that hand in hand with relaxation is the ability for you to program your subconscious. This ability is essential to developing new reading skills and learning habits. The three reading skill areas – **seeing, understanding and remembering** – are discussed. You will be taught a self-testing process for understanding and concentration, as well as techniques for practicing understanding and remembering.

In **PART FIVE** you will learn to apply the skills you have learned to your regular reading. An exercise for developing a greater vocabulary and understanding of words is included in this part. You will continue practicing to further develop your understanding and remembering skills and you will be given practice exercises to increase your reading speed. You will also be introduced to the Timed Intervals Tape.

PART SIX, or the **ADDENDUM AND WORK SECTION**, explains how, and then helps you, to develop a regular reading plan and to maintain your newly developed skills. Goal setting is essential to reaching any objective. Personal motivation becomes a force in our lives only when we can clearly define the goal we are striving for. This section teaches you how to set goals so you will be motivated to maximize your use of this program.

KEEPING RECORDS – PRACTICING

Two keys to success with this program are:

1. **KEEPING RECORDS.** In order for you to effectively set and meet your goals, it is important that you keep records of your progress. Comparing your present performance with your past performance will help to keep you motivated. A large folded record sheet has been provided for your use. It covers the **4** weeks for which the program was designed.

2. **PRACTICING.** Ideally, you should practice twice a day for 30 minutes. If you cannot do this, adjust the program usage and record-keeping to fit your own time availability. *Consistency* in using the program is most important, no matter how briefly you use the program each time.

At this time, take out the record keeping chart. Open the chart and look at it. Put it where you can easily reach it and use it, then come back to this point. **DO IT NOW!**

Note that there is a space to record your practice scores for twice-a-day practice. There is also a space to record your relaxation practice in Session 1 and when you practice the programming exercise in Session 2. Keep the record chart handy. Don't leave it in the manual unless you take it out before every practice session. Be sure to record your practice times and your test scores (progress). A suggestion would be to keep the chart, folded, as a marker in your practice book or the manual. Do whatever is necessary to ensure that you accurately record every *time you practice*.

Progress through the program as you are directed, step by step. Spend as much time on each step as you need, to learn that step. Continuously practice each step as you go through the program, as you are instructed. This is **your** program, to be used at **your** pace.

BEGIN THE PROGRAM

Beginning to use your Alpha-Netics Rapid Reading Program is the first step in your journey toward the learning of new reading skills. We start by finding out exactly where you are with your reading skills. You will be timed as you normally read the essay by Earl Nightingale, "The Books Could Be Burned." (Used by permission from the Nightingale-Conant Corp.) You are not going to be quizzed. Read normally. It is to your benefit to read no differently than you normally read. This "test of speed" is used to give you a starting point, but to also illustrate the ineffective way you currently read. Do not make an effort to read faster or with greater comprehension than usual.

Get ready to read. Turn to the essay (pg. **10**) and when you hear, BEGIN, read as you normally do. When you hear, STOP stop reading and put your finger on the last word you read. Turn to the essay.

DO IT NOW! Ready? BEGIN!

THE BOOKS COULD BE BURNED

By Earl Nightingale

Number of Words

11	When I was about 12 years old, I made a discovery that has saved my neck – and has turned what could have been a fairly boring existence into an exciting affair. It may sound as though I stumbled onto a gold mine, and, in a way, I suppose I did; but what really happened was that I discovered books! That’s right – it suddenly dawned upon me that reading a book could be the most exciting and interesting thing in the world. At the same time, by reading books, I could learn all the many wonderful things that the great and wise men who had lived before me had learned at such a tremendous cost in brains and time.
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127	Good books are crammed with good ideas; one idea can change your life. As a great educator has said, “A mind stretched by a new idea can never go back to its original proportions.” But here’s a sobering thought: It has also been said that as far as about 95% of the people are concerned, all the really great books, with their treasures of golden knowledge, could be burned. That’s right – probably 95% of the people would never miss them – and all because they never discovered the thrill and excitement of learning new things from good books.
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225	Take a man who works for a living, for example. If he would study the books that pertain to his job, his industry, and its place in our economy, he could really move ahead and do a much better job. Just this one thing would make an exception of him – and it’s the exceptions who write their own tickets in this world. And he could pretty well figure that he is one of the very few who realize that an education doesn’t stop with a diploma. One fine day he could be reading and run across the idea that could bring him and his family everything they want. But there’s another important factor here, too. The more we learn about what it is we do, the more enthusiastic we become,
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Number
of Words

356 and it begins to rub off on the people with whom we
367 associate and the people to whom we want to sell our
376 ideas. As Socrates pointed out, ignorance is the cause
378 of evil.

388 Probably the greatest pity of all is that knowledge is
398 free. We are surrounded by it on every side; in
407 our public libraries, our schools and the books we
416 already have in our homes (but don't read). Books
426 like the Bible; and what about the set of encyclopedia
436 you bought? I may be wrong – in which case it won't
448 be the first time- but I'd bet that if most people would
455 just read the books they've already got in the house –
467 they'd be started on the most exciting of journeys:
475 the lifetime search for knowledge. With knowledge we
486 , can be free; without it, we can't be much of anything.

(Permission from Nightingale-Conant Corp.)

STOP!

Take the number at the beginning of the last line you fully read. Add the number of words you read in the line you put your finger on when you heard: STOP Take the sum of the two numbers and multiply by two. (You read only 30 seconds.) DO IT NOW!

This is your starting speed in words per minute (wpm). Now, take your Record Chart from the place you keep it, and in the space provided in the upper left hand corner, record your starting reading speed. When you have recorded the score, you will be given information regarding the reading process and learn why you are not reading much faster and better. DO IT NOW!

THE READING PROCESS

Now that you have recorded your present reading speed in wpm, let's discuss the way you read:

When you were first taught how to read, you were taught to read by *hearing* the word. You soon learned to recognize a certain grouping of letters by a certain sound. In other words, you learned to read phonetically (by sound). This meant that you could read only one word at a time.

As you grew older, reading the way you were taught, certain habits associated with reading were formed by you. These habits kept you from reading any faster than you could translate, or talk, up to about 400 wpm, maximum. Understanding this habit that was formed in your primary years will assist you in learning new skills and habits that can take you far above your current reading limits.

TRANSLATION

When you start to read, you look at one word until you actually hear yourself say, or translate, that word. That is the way your subconscious was taught to recognize the word you were looking at. We call this *translation*.

In order to translate, you had to look at, or focus on each word. This may be a very quick focus but, nevertheless, it is focusing. We call this *fixation*. While focusing, or fixating, you translate.

Only after you hear the translation do you understand what you are looking at. It is not uncommon, when a person reads, to see their lips move, or their vocal chords contract as if they were reading out loud, or speaking out loud.

It is very interesting that the only thing you look at and don't recognize by *sight* is the printed word. The reason you do not recognize the printed word by sight is because you were taught to recognize the printed word by *sound*. This was the only way you could learn the sound of the word. It is not the program's intent to criticize how we were all taught to read, only to make

a point. In order to recognize something it is not necessary to hear, it is only necessary to see. Consider everything you see and look **at: color, size, shape, movement, male, female, dog, etc.** You recognize instantly, on sight. You look at large panoramic views and at a glance recognize so many details that it would take many minutes to explain in words what you saw in that glance. That is the way you learned to see and recognize everything, except the written word.

The process of reading, as you learned it:

YOU LOOK · YOU TRANSLATE

THEN YOU RECOGNIZE

(Simply stated, you look, you see,
you hear, you understand.)

Go back and re-read "The Books Could Be Burned." Don't time yourself, but make an effort not to say the words you read. It contains some very interesting thoughts on reading that can motivate you to read more. When you have read the essay, return to this point. **DO IT NOW!**

REGRESSION

Another reading habit that slows your reading speed is regression. The average person regresses an average of about eleven times for every hundred words. You regress when you read a few words and then jump back, reading a few more and jumping back again, then re-reading, etc. It is similar to a person climbing a hill by taking three steps forward, then sliding back two.

Verbalization immediately restricts the speed at which a person can read by the speed at which they can speak. This is usually around 200-400 wpm.

We have designed a very simple "regression diagnostic tool" that can demonstrate the number of times you regress as you read. It is the 3x5 card, with a little hole. You will need someone to help you use this diagnostic tool.

NOTE: It is not necessary for you to know how many times you regress when you read, only interesting, and it makes it easier for you to see and understand the problem more clearly.

You use the "tool" by having a helper hold the card steadily in front of his/her face, with the print facing you. Get close enough to the card to be able to read the words printed on the card. Your **helper will be looking through the hole directly at** one of your eyes. At your helper's command, read the words on the card as you normally read. Your helper will count the number of times your eyes stop moving forward and regress.

For your interest, in seeing how this number decreases as your skill gets stronger, record the times you regress as you regularly take this "test." The more you practice, the fewer number of times you will regress.

READING IS A SKILL. It is a "primary" skill because it is taught in the primary years of life. This skill became a habit through repetitive use. The more the habit was used, the more deeply ingrained and stronger it became. The average adult, regardless of education, reads at about a sixth grade level. Even though knowledge increases and understanding of more complex materials increases, the primary skill stays at basically that level.

Poor reading habits make reading tedious. Imagine yourself trying to speak a foreign language that you do not know well. You must translate every word you hear in order to understand. Trying to speak in one language and mentally translate to another language is difficult. Only when a person can speak and think in the same language is clear understanding and rapid communication possible. **This is also true with reading.** Only when a person can stop translating will the reading skills of speed, understanding and remembering be increased.

Normally a person:

SEES · HEARS · UNDERSTANDS

The sight of words we read are already known and the sound of the words are known. Why must we hear the sound of the word to recognize it rather than recognize it by sight? It is only because that is the way we were taught. Ideally, the word can be recognized by sight, eliminating the need to hear the sound. Then a person:

SEES - UNDERSTANDS

If we were to read ideally, we would be able to read at the speed at which we learn to see. Reading would be smooth and automatic and so exciting.

To enable you to understand "understanding by sight," at the command, turn the next page and take a quick glance at the picture. Just flip the page over and back. **DO IT NOW!**

Do you know what you saw? How did you know it was an airplane at first glance? Because you were told, when you were young, what an airplane was. It might have been the first, or the tenth, or the hundredth time you were told, that the fact was permanently recorded in your subconscious. You are merely pulling out the information, or recognition, much as a computer operator retrieves information stored in the computer. If the information has not been put in the computer, it cannot be located and brought out. If you do not know or do not have a knowledge of something you cannot recognize it. If it is something you have knowledge of, it can be recognized, even the written word.

When you read and "recognize," you are literally drawing from your memory. The meaning of

the words have already been learned by you, and recorded in your subconscious. Only when you hear the sound of the word do you recognize the meaning. When you saw the airplane, you keyed the recognition, or understanding, by the sight. The two methods of recognition are different only because they were taught differently.

You cannot simply ignore something you have learned, especially something like a primary skill that has become a very deeply ingrained habit. If the habit is to be changed, another skill has to be learned to take its place. Your subconscious simply does not have the knowledge to read differently.

With this program, you will learn to recognize the written word by sight, just as you recognized the airplane.

As you develop your new skills, you will recognize the words and the meaning as easily as you recognize the different details of a landscape.

If you are not a doctor and are not familiar with what is written in a medical journal, you will not understand what is written in one, even if you have acquired these new reading skills. Trying to read the medical journal would be the same as attempting to read a book written in Russian without prior understanding of Russian.

MAKING A PERSONAL COMMITMENT

As you begin using this program, you should understand that your success in learning new reading and learning skills will be dependent upon your own personal commitment to practice. If you use the program and practice "when you have time," you will probably not improve much. If, however, you make a serious commitment and practice as much as you can, regularly, your new skill development will even surpass *your* expectations. **The program is that good.**

Keep the program where you will see it every time you "turn around." Do what it takes to remind yourself to practice. Improving your reading and learning skills is much too important to you to be left to chance. Aggressively plan your usage of the program. The program cannot fail, **if you use it consistently!**



(Illust. No. 1)

ALPHA-NETICS
RAPID READING PROGRAM
A BASIC COURSE FOR EVERYONE
PART TWO

*"God be thanked for books. They are the
voices of the distant and the dead, and makes
us heirs of the spiritual life of past ages."*

William Ellery Channing

SPECIAL NOTE: Effort and commitment are essential to reaching a goal. To achieve your rapid reading goal, you must make this program a top priority in your **daily** routine. **Do not underestimate the value of practice.** It will be easier if you set up a specific time of day to practice. Put that time down in your daily schedule and do not change it. Otherwise, it becomes easy to let your practice slide. Every time you are alone, pick up the program and PRACTICE. The more you do, the more quickly your reading skills will develop. The better your reading skills become, the easier your practicing will become. If you keep a strict practice schedule for only four weeks, the skills you develop with this program will be worth more to you over the rest of your life than anything else you will ever do. All the growth and enjoyment begins with your setting and keeping a good practice schedule.

Practicing twice a day is ideal and will guarantee your success in developing new reading and learning skills. Before you set your time schedule for practicing, go through the practice instructions. Then, you will be ready to begin your daily practice schedule. Because the initial instructions are important and will be very helpful to you, refer to them as often as you may need to.

In the next session, you will learn how to practice using the easy-to-read book. If the book is new, prepare it as explained in Part Three.

THE GREATEST ENEMY TO READING: TENSION

Most people say they don't read more than they do because it gives them a headache, or they just can't keep their eyes open, or they just can't develop and keep their interest level up, or something similar. The people who are having these thoughts and problems believe that these are an inseparable part of reading. For them, these problems really are an inseparable part of reading because they have become a part of their reading habits. All these problems are caused by one thing, TENSION. Tension is not inevitable. **As** long as tension is present, the reader will always have discomfort, like some of the problems mentioned above or something similar. Tension can be created voluntarily and involuntarily, but can be eliminated with concentrated effort. Tension means tight or taut. The obvious solution to something tight is to loosen it. Tension in a person takes the form of tight muscles and mental tightness. The solution is relaxation, both physically and mentally. Once you learn to relax properly, at any place or time, you should be able to take about 10 minutes and feel almost completely rested. This is, in fact, not difficult to learn or to do.

READING CONDITIONS

When you are preparing to read, take your reading conditions into consideration first. The greatest cause of tension in readers is the condition under which they are reading. Poor light, glare or poor posture, all create tension while reading. When you read for just a few minutes, and feel tired or sleepy, it is usually a result of eye strain and tension caused by poor reading conditions. Eliminating tension by eliminating poor reading conditions must be your top priority.

You should always create as near to ideal reading conditions as you possibly can. The ideal reading position is seated in a comfortable, firm chair with the book on a table or desk, tilted slightly toward the reader. The room should be well lit, with the reading area lighted even more directly than the rest of the room.

When you begin to practice as instructed, you are going to be doing things that are contrary to your primary habits. This will begin to develop tension. As you push yourself across the printed page and you are intentionally trying not to see the words, you are going against your normal reading habits. To avoid building tension, you must make every effort to relax. This effort will make your learning easier. Your biggest road block to learning these new reading skills is tension.

There are two types of relaxation: "Dynamic" and "Passive." When muscles are completely relaxed and simply dormant, it is called PASSIVE RELAXATION. When the muscles are relaxed, but moving smoothly and easily, it is called DYNAMIC RELAXATION. The latter is best illustrated by an athlete running easily in a relaxed manner.

This same dynamic relaxation, used by athletes, must be used in the reading activity. All barriers to relaxation must be removed. No tension of any kind should be felt. As you practice and progress through the program, you will learn to relax and your eye movement, while reading, will be easy, smooth and natural. The more you practice, the more easily and the more quickly it will be learned.

The most important step you must take in developing your Alpha-Netics Rapid Reading skills, is learning the skill of relaxation. It is a skill, and like any other skill, it can be learned with practice. You will be given passive relaxation exercises to help you develop the relaxation skill. Once you learn it, you will be able to relax at any time, and in any place. If you can relax this way, you will be able to function more effectively with dynamic relaxation exercises. It is important that you understand and be able to function with dynamic relaxation.

There have been many varied and interesting experiences with people using the relaxation exercises taught by the program. Readers have stated that they could only read for a few minutes before their eyes became tired and they became sleepy. After using the program and learning the relaxation program, they can now read for indefinite periods of time. Others have stated that the ability to relax is so important to them that learning the relaxation skill alone was worth more than the total amount they paid for the program.

HOW TO RECOGNIZE TENSION

It is not unusual for you to be unaware of the presence of tension. Many people develop great tension when they sleep. They even grind their teeth while sleeping. While sleeping, it is possible for your eyes to be tense and strained. When you wake up with tired and smarting eyes, it is because of that tension while sleeping. As you learn to relax more effectively, you will find that you not only read much more effectively, but all areas of your life will be positively affected because of your learning the relaxation skill.

When reading and becoming involved in other skill activity areas, the area most singly affected by tension is that of the head. The head area will be used to demonstrate tension. You will be asked to tighten muscles in different parts of the face and head to simulate and demonstrate tension and then relaxation.

Once you learn to recognize tension and then learn to release it through relaxation, you can do this at any time, in any place. You can begin to eliminate your "tension headaches," and generally feel better when you start to get "up-tight." It is important that you do the relaxation exercises now.

RELAXATION EXERCISES

Starting this exercise, you should be in a location and position that is comfortable and in which you can totally respond to the directions you will receive. Sit or lie comfortably and relaxed. Keep your eyes closed. There is nothing to look at, or read for the rest of this exercise. With your eyes closed, think only of what you are hearing. Pay attention to the muscles around the areas we talk about. If you need time to get into a comfortable position, turn the recorder off and when ready, turn it back on. DO IT NOW!

THE HEAD

Start at the top of your head. Raise your eyebrows. Push them right up toward the top of your head. Push hard. Hold it. Push harder. Hold it there. Feel the tension tighten in the muscles in the forehead and scalp area. Now, gradually and slowly, lower your eyebrows. Smooth your forehead. This tension created by raising your eyebrows extended back into your scalp area. As you relaxed, the entire top of your head relaxed. Pay attention to the top of your head gaining tension and then releasing it as you repeat this exercise.

Raise your eyebrows high. Push them right up to the top of your head. Push hard. Notice the tightness all the way back over your head and to the rear of your scalp. Keep pushing. Hold it.

Hold it. Now, very slowly, slowly, begin to lower your eyebrows. Gradually and slowly. Smooth your forehead. Totally relax that area. Pay special attention to how good it feels. Relax. Relax. Could you feel the tension begin to leave as soon as you began to relax?

BROW

Drop from the scalp to the forehead. Push the forehead down into the eyebrows. Form a very tight and terrible scowl with the eyebrows and forehead. Push eyebrows and forehead together. Hold it there. Hold it. Very easily and slowly, relax those tight muscles. Let that scowl go. Slowly, slowly. Feel the tension leaving. Smooth your brow. Relax. Relax. You felt the tension, now feel the relaxation.

EYE CUPPING

Another exercise to help relax tired, smarting and hurting eyes is called cupping. This is done by cupping your hands and placing the hands over your eyes. Rubbing your hands together, palm to palm, rapidly makes your hands warm, and feels good as you cup your eyes. Rest the heel of your hand on your cheek bones. Push lightly. Do not put any pressure on the eyes or eye lids. With the cupped hands over the eyes, consciously relax all the eye and eyelid muscles. Close your eyes lightly and relax. Hold your hands over your eyes for a few seconds as you fully relax the eye area. Remove the hands and then repeat the "cupping" again. Any time you feel tension building around the eye area, cup the eyes for a quick relief. Visualization is very important when you are relaxing. Think of every muscle you tighten as being drawn as tight as a bow string. When you begin to relax, think of the muscles becoming loose and flabby as you begin to relax. While cupping your eyes, think of them as soft balls of cotton. Think soft and limp. You should practice cupping your eyes now. Think soft and limp. Then return to this point. DO IT NOW!

It is always a good idea to cup your eyes every time you begin reading or studying. From time to time, while reading or studying, if you will pause, relax and cup your eyes while visualizing, your ability to concentrate will increase. Immediately after cupping, your eye vision is most acute. That is because your eyes are more relaxed. Eyes free from tension and relaxed, not only feel better, but see better. Cupping is good exercise to use, often.

TOTAL RELAXATION

As you were told earlier, you are taught passive relaxation (when muscles are not moving and totally relaxed) so you can more effectively function with dynamic relaxation (when muscles are moving, but freely and easily, without tension or strain). You will be taught how to relax the entire body. If you don't learn to relax every time you read or study, it will be difficult for you to concentrate, remember or even learn. Knowing how to relax is the most important step you must take. You should go through the relaxation practice at least twice a day, even if it is at a time when you are not normally going to practice with the program.

RELAXATION is a skill you must learn through practice. You do not need the program or even the relaxation cassette with you when you go through the exercise. The importance of relaxation cannot be stressed too strongly. Everything related to reading and learning, the ability to concentrate, study, remember and even move smoothly, is greatly affected by tension. There is only one way to relieve or eliminate tension – RELAXATION.

When you begin this relaxation exercise, it is important that you are as comfortable as possible. You should not have any outside distractions from people, radio, TV or from any other source. Your clothing should be loose. If you are wearing garments that are in any way snug, they should be loosened. Take your shoes off, and even your stockings, if you feel freer without them. If you are wearing a watch that has a tight band, or a bracelet or necklace that is tight, take it off. You need to be as unencumbered as you can possibly be. Especially the first few times you go through this exercise, sit in an upright position. Later, you may lie down, or assume any other comfortable position from which you can go through the exercise practice. It is a good idea to turn the lights down or even off.

Mental and physical tensions are usually created by outside activities or actions. These create the tensions within. It is not often that you will be able to control the outside activity that causes these inside tensions. You can learn to control the effect they have on you inside. The relaxation exercise you will be taught uses a number of different techniques to do this. One of the most important, and most powerful, is the use of visualization. "Acting as if" is a very powerful and useful force that you can command and use at your discretion. The power of suggestion and expectation is applied. Self-fulfilling prophecy is used in getting you to see and even feel, before you start, what the achievement of your goals or objectives is like. You will practice deep breathing exercises and learn to relax your muscles, progressively, one area at a time, just as you were taught to relax the muscle areas around the head.

As you did with the head muscles, you should actually tighten the muscle groups to create tension, and then relax them to feel the tension leave.

You will be instructed to pay special attention to the feelings you get when the tension comes into the area and then how good it feels when that tension leaves. Follow directions carefully. Pay attention to the tension, notice it. Pay attention to the relaxed, free, feeling. The object is to recognize when tension begins, in any part of your body, so you can quickly respond and

eliminate it through relaxation and visualization.

At the command, get your relaxation tape and prepare to go through it. You should check your time schedule at this time. It takes 15 minutes to go through the Relaxation Exercise Tape. If you do not have a full 15 minutes at this time, do not proceed. Wait until you have a full 15 minutes and then come back to this point. It is necessary that this exercise be completed as soon as you can, but only if you can go through it completely. It is just as important that you go back through the exercise tape as often and as soon as you can. It will take only a few times using the tape, for you to be able to do the exercises without it. The more you repeat this exercise, the more quickly you will be able to learn and use all the skill exercises you must learn to become an effective and rapid reader. Remember to practice, practice, practice.

Put the Relaxation Exercise Tape in your recorder and begin the exercise. At the end of the exercise, return to this point. **DO IT NOW!**

As you have been told, the learning or development of any skill is done only by practice. You normally don't relax as you just did. You should go through this exercise at least twice a day, especially at first. As you were instructed, you can practice without the tape. Visualization is very important. Practicing without the tape, just start at one end of the body, either end, and work to the other end. Do exactly as the program instructs, within each area you work.

ALPHA-NETICS
RAPID READING PROGRAM
A BASIC COURSE FOR EVERYONE
PART THREE

*"Some books are to be tasted, others to be swallowed,
and some few to be chewed and digested."*

Francis Bacon

PRACTICE INSTRUCTIONS

Most people have an erroneous conception of Rapid Reading and reading at high speeds in general. You will learn that in this program, as you are taught Rapid Reading, you are also increasing your understanding of what you are reading; you will develop the ability to better remember what you read; and because of the nature of the way you are taught and the way you learn, you will become a better learner, in all areas. This is what Rapid Reading and learning means.

The misconception many people have is that it is impossible to read any faster than they can speak, that anything faster is skimming and/or "spot" reading. This conception would be true if there were no other reading skill available to learn. You are at this point now. You are restricted, at this time, to reading only as fast as you can pronounce the words as you see them. If you try to read faster than you can speak, or sound the words, you will begin skimming, or spot reading, and lose a great deal of the meaning of what you are reading.

Another misconception about reading is that in order to better understand and generally enjoy what is being read, reading must be slow and methodical. This, of course, is not true. As reading speed is increased, concentration on what is being read must be increased. This increased concentration, alone, will increase understanding, and with better understanding will come greater enjoyment. Developing an increase in understanding is a skill development process. Some will develop this skill faster than others, just as some will develop the total skill of Rapid Reading more quickly than others.

These two misunderstandings and misconceptions prevent many people from trying to improve their reading skills. Others who have these misconceptions and begin to use the Alpha-Netics Rapid Reading Program, have a difficult time until they mentally accept the fact that their reading skills can be improved. It is because of the need to mentally accept this fact that there is much detail and repetition in the program.

A very important point that must be known and accepted by everyone desiring to increase their reading speed is that when beginning to increase the skill, it is necessary to temporarily lose understanding. When beginning to replace a primary skill habit, there is going to be a great conflict in the subconscious mind. The mind is being asked to do something it knows it cannot do. It hasn't learned how. It has no information it can use to do what it is asked. In order to teach the mind, the program presents skill exercises that, if used and practiced, give the mind new knowledge and direction. In other words, a new skill is taught by the program and learned by the subconscious mind. Making a change in a skill habit that has been there longer than any skill, except perhaps walking and talking, is very difficult. In order to overcome the difficulty, the total reading and learning skill is taught step by step. Each individual step, or smaller skill, is not difficult to learn. To some, these individual skills seem totally unrelated to the final reading skill. However, learning these initial steps, one at a time, is necessary.

It is very important to know that when practicing begins, it is necessary to push faster than the normal reading speed. If this is not done, it is just reading and **READING IS NOT PRACTICING!**

If a person wants to learn to read fast, they must practice fast. At first, it is just learning faster movement. As movement is learned, understanding automatically will be lost, only to be regained, better than ever, when the movement skill is learned, and then mastered.

SEE – UNDERSTAND

In order to strengthen a skill, it is necessary to push yourself to your limits. **EXAMPLE:** If you can do 50 pushups and want to increase your ability until you can do 100 pushups, you don't do 25 then quit. If you are interested in increasing your ability, you must do 50, and then add as many more as you can force yourself to do. You may start doing only 51, then 53, 65 etc. Only by pushing to the very limits and then beyond, little by little, can the dimensions of ability be stretched. Never forget that *reading* is a skill. It is governed by all the natural rules that govern skills. As you begin to push yourself, you will lose understanding. When you practice, you are not *reading!* You must accept this. Do not worry about anything when you are practicing, except the single skill you are told to develop. In the beginning, the skill you learn first is the skill of eye movement. Don't be concerned with anything else, until directed to do so. As the ability to move your eyes grows stronger, your understanding begins to come back to you, better than ever.

Many people who read and write a great deal, and even many who read and write as an occupation, have described their efforts to read faster than they normally read. They explained that as they push themselves to go faster than they normally read, they become frustrated because of a great reduction in understanding and the greater occurrence of regression in the attempt to increase their understanding. Regardless of how they tried, they were not able to read any more in a given period of time than they normally did. In nearly every case, the attempt to read faster resulted in skimming.

Now, you are going to begin learning the new reading skill. This is a new skill, to you, and it may not be easily learned. It will not be learned at all, **IF YOU DO NOT PRACTICE.** It may not be difficult for you to learn, **IF YOU DO PRACTICE.**

You must learn to look at the print on the page correctly. Forget about understanding the text and concentrate on eye movement. If you don't do these things, you are just going to become a better skimmer, not a better reader. The better you learn to see the print, the better your understanding will be. Movement first. Seeing second. Understanding third.

EYE MOVEMENT

Always remember that you are taking one small step at a time to reach your reading goal. The first step is the development of the first small skill. As you learn the first skill, it is easier to learn the second skill. Many times the learning of one skill will automatically teach most of the next skill to be learned. The first step, or skill, to take and learn, is eye movement – learning to move the eyes across the print. You must push your eyes faster than you can normally see. In other words, you will not see the individual words as you learn this movement. You will be moving faster than your eyes are taught to see. If words keep stopping the smooth flow of your eyes across the print, turn the page upside down. *It doesn't matter what you are looking at, only the movement counts.* If you can get a book written in a language you don't understand, you might consider using it. Your eyes must learn to flow smoothly across the page and line per line, down the page. As you master the eye movement, the print will become recognizable at the faster movement, *then* the understanding will come.

The first bad reading habit you will break as you begin learning eye movement, is the habit of *fixation* and *convergence*, or seeing one word at a time. The top figure (Illust. 2) illustrates what happens when you read normally. The bottom figure illustrates what begins to happen to your eye direction as you develop the movement skill. When you develop "far vision:" you don't have to move your eyes as far and still you see more. As you begin to develop these skills, you cannot simply "tell" yourself to do these things. Your subconscious will begin to do these things automatically, in response to your command to see faster, and after a great deal of practice.

Convergence

Seeing one or two words at a time.



Distant Vision

Seeing words like a scene, all at once.



(Illust No. 2)

FIXATION occurs when your eyes converge and then focus themselves, without movement, even briefly. This will disrupt the flow and make it impossible for the eyes to move fluently over the print. Fixation is part of all "average" or "normal" reader's habits. It is not an easy habit to break. While reading, any word that is not easily understood, or one with a special meaning or interest, causes fixation. The only way to break the fixation habit is to learn proper eye movement. At first, this may cause some tension and strain because the rapid eye movement is not a normal or natural part of your present reading habit. Concentrate on the eye movement. Look at the print as you go across the page effortlessly and move your eyes easily. Take one small step at a time in learning the skills.

The new eye movement is not entirely new to you. You already move your eyes across the page, but more slowly and with fixation. You will learn to move faster and without fixation.

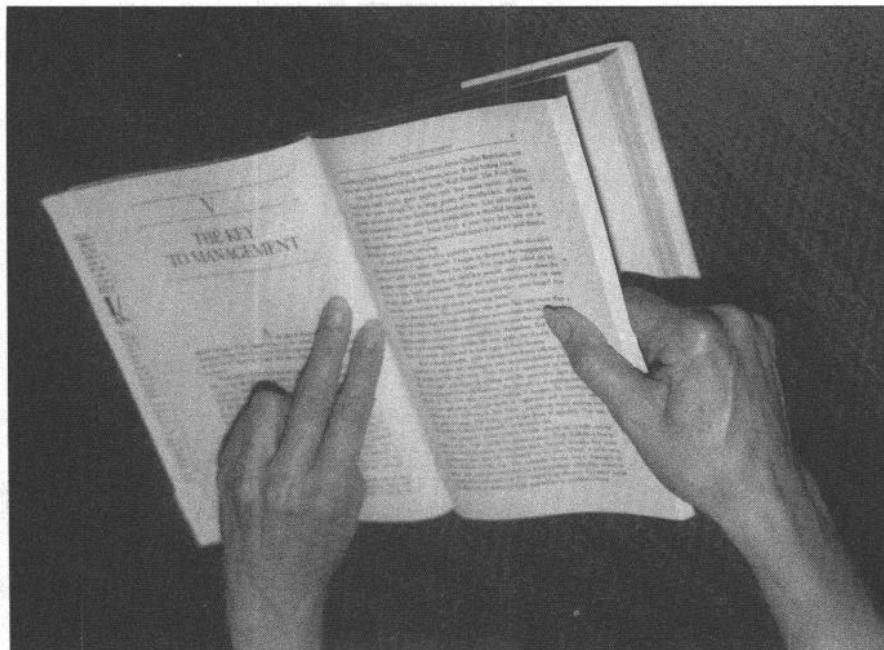
When you begin your practice, think how you move your eyes over a landscape scene, like the Grand Canyon. Move your eyes smoothly from left to right, seeing all the color, size, shapes, movement, and grandeur in general. Don't stop to examine any one part of the view, just move your eyes smoothly across the scene. Move your eyes across the page looking at the print in the same manner. Do not look at any one word more than another. Move all the way across the page, smoothly. Understanding what you are looking at will begin to come to you.

As the skill becomes stronger, your ability to relax and concentrate will make your understanding even better than it ever has been. This is the point at which your reading speed is going to be restricted only by the speed at which you can see. YOU determine your own reading speed, understanding and enjoyment by the degree of development of your eye movement. Practice, practice, practice.

BOOK PREPARATION

Every book owner and every book reader should learn to care for the books they use. Books are the source of all stored knowledge and history. If cared for, these wonderful instruments will last for lifetimes. Every new book should be properly "broken in" before it is read or used. Breaking in a book is easy.

Open the book and lay it, with the spine down, on a table or desk top. Hold the pages upright, with the cover of the book and the spine lying flat on the table. Starting at the front of the book, take about 20 pages at a time and lay them down flat. Run your fingers gently, but firmly, along the inner edge of the book (See Illust. 3). Be firm, but gentle enough not to break the glue at the spine. Continue through the entire book. Repeat the process. This time, start from the back of the book and go forward, with about 30 pages each time. With the book properly broken in, you are ready to read.



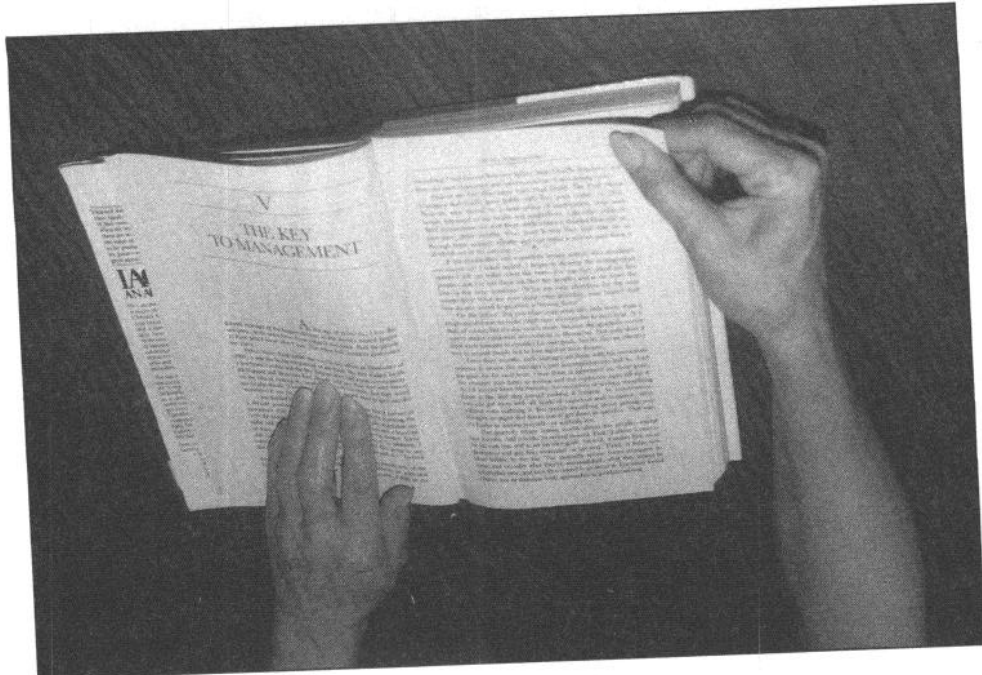
(Illust. No. 3)

USE OF THE HAND

Moving the eyes quickly from side-to-side across the page and over the print, may be difficult at first. You will need to help your eyes make the smooth, fluent side-to-side movement. Use either your right or left hand to help you. The hand is to be used only to help your eyes develop the ability to move quickly, smoothly and easily across the print. The hand will help you lose understanding and concentrate only on eye movement. Use the finger tips of your index, middle and ring fingers, as guides. Lay the heel of your hand about mid-page so the tips of the fingers are just under the lines at the top of the page. Move the hand across the page, left to right. On each pass across the page, drop the hand a line and then repeat the movement on down the page. The tips of the fingers and the heel of the hand should be touching the page very lightly. As you move down the page, the heel of your hand will move off the bottom of the page as the fingertips of your hand cover the lines at the bottom of the page. [Notice position of fingers in Illust. 4 & 5).

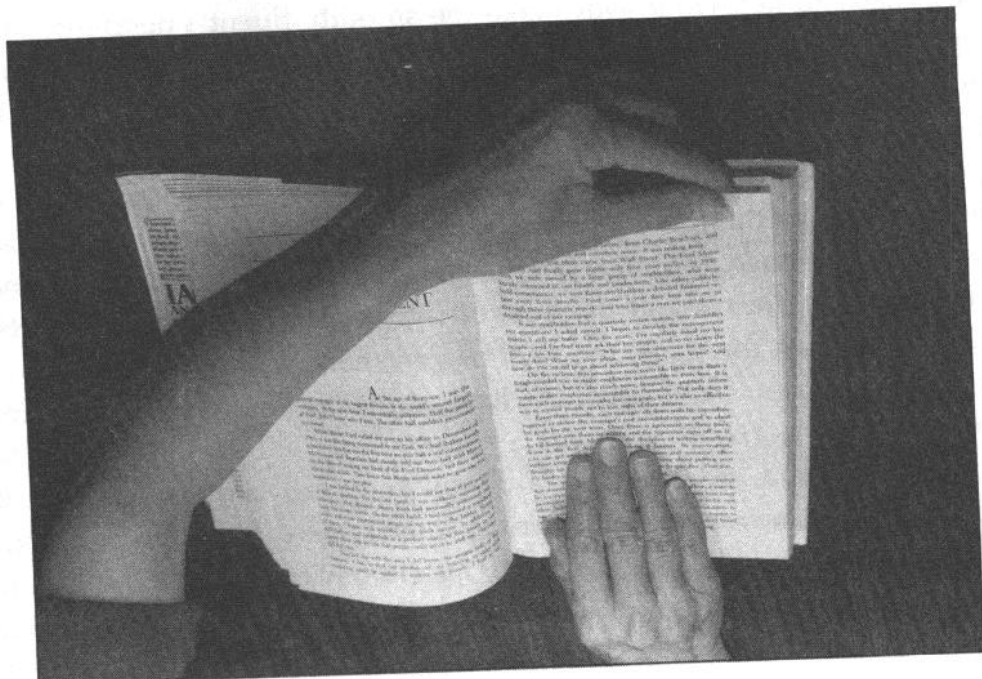
As you increase your eye movement and reading speed, one of the problems you will have is simply turning the pages in such a way as not to interfere with your smooth movement. If you are right-handed, use the left hand to turn the page. If you are left-handed, use your right hand to turn the page. Position your hands as in Illust, 4 & 5.

Turning Pages With Right Hand



(Illust. No. 4)

Turning Pages With Left Hand



(Illust. No. 5)

As you read the left-hand page of your open book, put the middle finger of the hand you are using to turn the pages under the upper right-hand corner of the page to be turned next. Make sure your hand or arm does not obstruct your vision of the print on either of the pages. As you read down the right-hand page, automatically begin lifting the corner of the page you are holding. Smoothly and quickly, as you read to the bottom of the page, turn the page and return your hand to the upper right-hand corner of the right hand page. Learn to do this. Open your book, lay it flat on the table or desk and practice turning pages in this manner until you feel comfortable. Practice until you can do it smoothly, then return to this point. DO IT NOW!

IMPORTANT

As you begin to practice, you will have a “beat” to follow. This beat will help you develop the fluid, smooth movement. In the beginning, use your hand to keep time with the beat. Do not lag and do not go faster than the beat. Move your eyes with your hand. *Stay with the beat.* The smoother your eyes move, the better you will be able to see; the better you will understand; and the more effective and faster reader you will become. As you move your hand and your eyes, learn to relax. Keep your wrist relaxed and loose. If you don’t, your hand will tire. Let the middle finger, or tallest finger in your hand, be the main pointer, If you have a problem keeping up with your finger movement because you keep getting hung up on words, look at the finger, not the print. Actually, watch the fingernail. Don’t even look at the print. You are learning your first step, eye movement.

If you watch your fingernail, or the print, as you move across the page, the print will become blurred, and perhaps, very blurred. This is supposed to happen. Don’t be concerned. As you gain the ability to move your eyes, the words will begin to become clear. If you try to make the print clear up before you learn the movement, you will begin to strain. Relax. Let your skill development occur one step at a time. Let the print *clear automatically.*

It is important that you first develop the smooth, fluid movement across the page before you go on. Spend as much time as you need on this part before you continue. If it is difficult to move your eyes, use your hand. But, as soon as you are moving well, stop using your hand and go back to the print. There is no harm in using the hand to pull your eyes along, but as your skill increases, you will be restricted if you continue to use the hand. Learn the first step, then begin the second. Continue practicing as much as is necessary to get you moving smoothly across the print. Later on in the program, you will be taught how to practice without the hand. The key to learning this first step: move

S M O O O O O O O O T H L Y ! !

INITIAL PRACTICE

So you may begin the initial learning step, pick up your practice book, open it and prepare to make the hand and eye movement, as you are instructed. When your book is ready, continue, but do not turn off your recorder. DO IT NOW!

As you receive instructions, you will hear a "beat" sound in the background. You should move your hand across the page with each beat. Stay with the beat. Move your hand across the page with every beat, return your hand quickly and move back across the page with the next beat. Stay with the beat.

As you move your hand smoothly, keep your eyes moving with the middle finger. Don't let your eyes drag behind your hand. DON'T TRY TO READ. The more smoothly your eyes move, the better you will see and the faster you will read. Stay with the beat.

Relax and keep your hand free and loose. Very lightly touch the page. At the end of every line, lift the hand very lightly off the page and return it to the left side of the page, down a line. Stay with the beat. One line per beat. If the print is blurred at this speed, don't try to clear it up, just move smoothly. The print will clear up by itself.

If you have trouble moving your eyes smoothly, look at your fingernail. Watch your fingernail as it moves across the page. Follow your fingernail for a few lines until you can move across the print looking at the print and not your fingernail. Stay with the fingernail as long as you need to. Practice back and forth until your eyes move smoothly with and without your hand. Stay with the beat.

It is imperative that you move steadily and smoothly over the print. Use your hand in all your practices, as well as in your normal reading, until you move naturally and fluidly over the print. You are moving your eyes at 60 beats per minute, which is 540 wpm, if the lines you are reading average 9 words per line.

Stop the recorder now and practice following your hand without a beat. Create your own regular rhythm. Use your practice book. Practice for a few minutes, until the movement begins to feel easy, then return to this point. DO IT NOW!

THE METRONOME PRACTICE TAPE

The Metronome Practice Tape is your "beat maker." The metronome will keep you pressing. You will always be able to go a little faster. You stay with the beat, even if it seems impossible to do so. You are extending your limits each time you push yourself this way. The tape has beats at various rates. It begins at 40 beats per minute and goes up to 160 beats per minute. The beat is the speed at which you must cover each line. If your book has an average of 9 words per line, that is a rate of 360 to 1440 words per minute.

In this exercise, you will begin to develop your smooth eye movement and begin to speed up that eye movement. Move your hand under the line with each beat of the metronome, one line per beat. ***This first exercise is critical to your whole reading and learning experience.***

Follow directions. If you do, you will very quickly see that each skill step is relatively easy to learn. In a short period of time, you will see your reading speed increasing. As you practice, the print will clear up and your understanding level will begin to grow. After only a few weeks, your reading speed will begin to increase dramatically.

When you begin to practice with the Metronome Practice Tape, moving with the slower beats, you may be able to see the print and still move smoothly. That is okay. As the beat speeds up, don't YOU slow ***down*** in order to see the print. Always stay with the beat.

At the beginning and the end of the Metronome Practice Tape, there are 30-second time periods that are used to check your comprehension. After the first 30-second interval, the Metronome Tape begins at 40 beats per minute and increases the beat in steps of 20 beats per minute until it reaches 160 beats per minute.

As you begin to practice, at every beat change, go back to the point you began reading when you began this practice. Read the same material over. Reading the more familiar material helps your subconscious mind accept the sight of the word as the key to recognition more easily. You are trying to get your mind to recognize by ***sight*** rather than by ***sound***.

Pick up your practice book. Begin to practice with the beat of the metronome. Continue listening and moving as you are instructed. DO IT NOW!

You are starting at 40 beats, per minute. Move line by line, staying with the beat. You may be able to read most of the words as you move smoothly over the lines at this speed. That is good. This beat is taking you faster than you probably read normally. Don't stop your smooth movement. Follow your hand if you need to, but move smoothly. Let your eyes flow fluently as you keep moving with the beat. Use the entire beat to go over each line, then return to the next line at the beat. Stay in rhythm with the beat.

Go back to your starting point. This beat is twice as fast, 80 beats per minute. Keep your hand and eyes moving smoothly. Don't jerk. Don't try to see or understand the words if you can't

naturally see and understand them at this speed. just move smoothly. Let your eyes flow with the print. Don't lag. Smooth.

Go back to your starting point. Now you are moving at 120 beats per minute. Stay relaxed. Keep your hand and wrist loose and free, lightly touching the page. Move smoothly with the beat. Don't lag. Keep your eyes moving, don't hesitate. Cover each full line with each beat. Push yourself. Smooth. While getting used to the faster beat, it may be more difficult for you to move your eyes across the full line. If this is happening to you, shorten your hand movement. You can shorten your movement because as you learn this movement skill, your eyes will adjust and you will see the whole line even though you don't move all the way across. Stay with the beat, don't lag. At first, it is very important that you move your hand and eyes as much as you can. You are giving your subconscious instructions. Don't lag. Let your mind adjust to your needs. Don't just look at the center of the page as you move down. Stay with the beat. Teach your eyes to move.

As we begin to slow down the beat, your eyes will move much more effortlessly than they did when you sped up the beat. Stay smooth, regardless of the beat.

Go back to your starting point again. This beat is back to 80 beats per minute. Stay with the beat. On the way up, this was much more difficult for you. Stay smooth. See how much easier this is already. At this rate, you are reading at 720 words per minute, if there are 9 words per line in your practice book. Stay with the beat, smoothly.

Once again, go back to your starting point. This is back to the speed at which you started the practice, 40 beats per minute. This is almost too slow for you, isn't it? This is the speed at which a *good reader* will read, 360 wpm (if there are an average of 9 words per line in your book). Stay with the beat, even if you feel you are going too slow. Later you will learn how to use the *slower* beat to increase your reading rate. When the beat stops, you must evaluate your available practice time right now. You should have at least 15 minutes for this important practice session. If you don't have 15 minutes right now, come back to this point when you do. Stay with the beat. Return to this point as soon as you have an undisturbed 15 minutes. It is very important that you do this practice as soon as possible. DO IT NOW!

PLEASE FOLLOW INSTRUCTIONS EXACTLY

NOTE: Begin this practice session only if you have 15 minutes to complete the practice.

When you are told to do so, remove this lesson tape and put your Metronome Practice Tape in your cassette player. Keep your practice book on hand. Turn on the recorder and go through the entire Metronome Tape. The Metronome Tape is only 15 minutes long. It is very important that you practice at rates as far above your normal reading speed as you can. As you continue your practicing, you need to be able to focus your attention and practice in the areas that will benefit you most. At the end of the 30-second comprehension testing period, do as instructed and mark the spot where you stopped reading. At this time, *do* not be concerned with your reading rate. When you have completely gone through the Metronome Tape, come back to this point. DO IT NOW!

If you have not gone through the Metronome tape as instructed, go through that tape now, then return here. DO IT NOW!

It is time to take a second reading speed test so that you can see the progress you have already made. Before you actually take the second test, practice with the essay on page 37. Remember to cover every line with a beat. When the beat is too fast for you to see the words, don't try to see them. Flow over the print, and keep with the metronome beat. Move smoothly. Turn to the essay page and practice with the metronome beat. When told to stop, return to this point. DO IT NOW!

Ready? BEGIN! (30 second interval)

STOP your practice.

Go back to the beginning of the essay "The Books Could Be Burned" and practice again. This time, use your hand and read as fast as you can. Read fast, but slow enough so you can see the words and understand them. Use your hand. You will be timed for 15 seconds and you will be reading without the metronome **beat**. Begin and stop on command. Turn to the essay and await the command to begin. DO IT NOW!

Ready? BEGIN! (15 second interval)

THE BOOKS COULD BE BURNED

By Earl Nightingale

Number
of Words

11 When I was about **12** years old, I made a discovery
21 that has saved my neck – and has turned what could
30 have been a fairly boring existence into an exciting
40 affair. It may sound as though I stumbled onto a
52 gold mine, and, in a way, I suppose I did; but what
60 really happened was that I discovered books! That's
71 right – it suddenly dawned upon me that reading a
80 book could be the most exciting and interesting thing
89 in the world. At the same time, by reading books, I
98 could learn all the many wonderful things that the
110 great and wise men who had lived before me had
118 learned at such a tremendous cost in brains and time.

127 Good books are crammed with good ideas; one idea
136 can change your life. As a great educator has said,
147 "A mind stretched by a new idea can never go back
155 to its original proportions." But here's a sobering
166 thought: It has also been said that as far as about
176 95% of the people are concerned, all the really great
184 books, with their treasures of golden knowledge, could
193 be burned. That's right – probably 95% of the people
202 would never miss them – and all because they never
210 discovered the thrill and excitement of learning new
214 things from good books.

225 Take a man who works for a living, for example. If
237 he would study the books that pertain to his job,
247 his industry, and its place in our economy, he could
257 really move ahead and do a much better job. just
267 this one thing would make an exception of him – and
276 it's the exceptions who write their own tickets in
286 this world. And he could pretty well figure that he
297 is one of the very few who realize that an education
307 doesn't stop with a diploma. One fine day he could
317 be reading and run across the idea that could bring
326 him and his family everything they want. But there's
334 another important factor here, too. The more we
344 learn about what it is we do, the more enthusiastic

Number
of Words

355 we become, and it begins to rub off on the people
365 with whom we associate and the people to whom we
376 want to sell our ideas. As Socrates pointed out,
382 ignorance is the cause of evil.

392 Probably the greatest pity of all is that knowledge is
402 free. We are surrounded by it on every side; in
411 our public libraries, our schools and the books we
420 already have in our homes (but don't read). Books
430 like the Bible; and what about the set of encyclopedia
440 you bought? I may be wrong – in which case it won't
451 be the first time- but I'd bet that if most people
461 would just read the books they've already got in the
470 house – they'd be started on the most exciting of
477 journeys: the lifetime search for knowledge. With
487 knowledge we can be free; without it, we can't be
489 much of anything.

(Permission from Nightingale-Conant Corp.)

STOP! Place your finger on the word you last read.

Record this reading Test score on the master chart.

Take the number at the left of the last line read. Count the words in the line you were on when you were told to stop. Add those two numbers. You read only 15 seconds so multiply the total of the two numbers by 4. That is your reading speed for the Test. Record the number on the chart where it says Test #2. Record that figure now, then return to this point. DO IT NOW!

Because of your practice, the speed in Test 2 is usually better, sometimes much better, than Test 1. How was your understanding? Did you understand as well in Test 2 as in Test 1? Did you understand better? You may have thought that you were understanding when you were first seeing the words, but when you were through, the meaning wasn't there as well as you thought. Don't forget that you are learning a step at a time. Understanding and remembering will be learned later.

After taking Test 2, if you feel your understanding was not good and your speed not as fast as it should have been, go back to the practice period just before the essay, rewind the lesson tape to that point and practice again as instructed. Always push yourself as fast as you can. Don't move at a beat you are comfortable with. If you do that you will not progress. Use your hand to pull yourself along. If you want to practice that section again, turn the recorder off and rewind to the point you want. After your practice, return to this point. DO IT NOW!

The main difference in the results of Test 1 and Test 2 should be that you were able to move much faster over the print, and see and understand the words as well or better in Test 2 than you did in Test 1. The more you practice, the greater this difference will become. Move smoothly, relax, and always push yourself faster than you normally move and read.

REMEMBER: Reading is NOT practicing!

Practice with your Alpha-Netics Rapid Reading Program as often and as long as you can.

ALPHA-NETICS
RAPID READING PROGRAM
A BASIC COURSE FOR EVERYONE
PART FOUR

*"Books are true levelers. They give to us all,
who will faithfully use them, the society,
the spiritual presence of the best
and greatest of our race."*

William Ellery Channing

PROGRAMMATION

(Programming and Relaxation)

The Programmation Tape is on the opposite side of the Relaxation Exercise Tape. This section of the program is called "PROCRAmmATION" because it is designed to program your subconscious mind with the skills you are learning. Only when the skills are programmed into your subconscious can you use them instinctively when you need them.

Your mind automatically responds to questions and problems you may have. It does this by using all your past experiences and knowledge. Like the computer, which it really is, you must "program" it with new information if it is to do more.

The programming of your mind is done by using relaxation to properly condition the mind to the state in which it can receive information most effectively. With the exercise repetitions, the information is fed into your "computer," to be pulled out and used by you as soon as it is fully accepted and learned. The biggest problem your mind has is to override the old, primary skill habits it has learned and developed. Because habits are automatic responses to a condition or situation, it is necessary to repeatedly instruct the subconscious to use the new skill instead of the old habits. Visualization is used extensively because the subconscious does not know the difference between something vividly imagined and something actually happening. The more vivid the visualization, the more effective the programming. Suggestion and imagination are used as an aid to visualization and acting "as if."

The programming tape is a very valuable tool. The more quickly you program your subconscious, the more quickly you can begin to effectively use your newly developed reading and learning skills. In the beginning, use this tape twice a day. If this is not possible, use the Programmation Tape in the morning, while you are fresher and more relaxed, and go through the relaxation exercises in the evening. The more often you use both of these practice tapes, the more easily you will develop the reading skills.

Going through the Relaxation and Programmation exercises *should* not be considered a part of the 30-minute to 1 hour reading practice you have set aside. These two exercises provide so many benefits, both within the reading and learning area as well as outside those areas, that you should spend as much extra time as you can going through these exercises. They are so important, that if you don't have time during the day to practice both of these exercises and do your regular reading practice, you should reduce your reading practice. Be *sure you spend time to do both of these exercises at least once every day*

WHY PRACTICE?

When a skill is repeated many times, you begin to use that skill automatically and instinctively. When any act or action is repeated many times, that act becomes easy, automatic and eventually, habitual. It becomes easier, not because the act becomes easier to do, but the ability to perform that act becomes better. At that point, the subconscious mind totally controls the skill or action,

without the need of instructions or help from the conscious mind. In order to read and learn more effectively and faster, you must *practice the skills*.

WHY VISUALIZE?

The more vividly we imagine what we want, the more certain we may become that we actually will obtain it. Create in the mind exactly what is wanted. Think about it in every detail. Actually feel, see, and even touch, the results or goals you want. *Vividly imagining* what you want means exactly that. See yourself doing what you are working towards. If it is not vividly imagined, it will not *have* an impact on the subconscious mind. Feel the self satisfaction. Don't be denied the enjoyment of accomplishment. Feel it before you achieve it.

One of the world's greatest high jumpers, Dwight Stones, explains: "Before I take one step toward the bar, I close my eyes and mentally go through every part of the jump I am about to make. I totally relax and rock back and forth. Mentally, I take my quick step back with my right leg. Then, I break into the galloping gait toward the pit and the bar. Just at the exactly correct spot, I sharpen my angle of approach to the bar and speed up my approach. At exactly the right speed and on the exactly correct takeoff spot, I plant my foot and with a violent upward thrust of my arms, I push myself into the air with my planted foot and leg. As I lift off, I naturally and easily roll over so the bar passes behind and under my shoulders. At the bar level, I throw my arms, head and shoulders backwards, over the bar. At that instant, I throw my hips and legs forward, upwards and over the bar. I land on the back of my shoulders in the soft jumping pit, and naturally continue rolling backward and I roll onto my feet with my clenched fists in the air. I didn't even touch the bar. Not until I have mentally gone through the entire jump and successfully cleared the bar, do I actually begin to take the first step in my jump."

His visualization is so vivid that the subconscious does not know the difference between imagined and actual. If, in his mind, he has already gone over the bar, the center that controls his "habitual" actions has a much easier time doing it the second time. Use the power of visualization in all you attempt to do and learn. Another very important fact to always keep in mind is that if you clearly and vividly imagine something, your subconscious does not know the difference between imagination and reality, and the experience is just as strongly impressed upon the mind as if it had actually happened. This "acting as if" is a very important part of visualization in learning the Alpha-Netics Rapid Reading skills.

SELF-FULFILLING PROPHECY

Self-fulfilling prophecy is a very real and powerful force for good, or bad, in the persistent pursuit of goals and success. Choose your goals carefully; the chances are that you'll reach them. Act "as if!" Reaching your goals and desired achievements is truly only a matter of time. You are the director and master of your actions and achievements. Soon, your subconscious mind will accept the "suggestions" you give, and it will produce results you desire.

You have been given different "steps" to learn in the development of your reading and learning skills. We have discussed the reason each step is necessary and described that step to you. You have been told that you must apply yourself and practice, practice, practice. There is no shortcut to learning these skills. It is essential to put time commitment into your practice goals. This is especially important as, over the next 3 weeks, good consistent results of your practicing begin to appear. Set a time to practice and a target date for achievement. The more disciplined you become, the better the program will work for you.

STRETCHING TIME

There are only a certain number of hours in each day. It is not possible to borrow, or loan, more time. Because of the scarcity of time, man is continually seeking more and better ways of stretching and more effectively using time, in order to take greater advantage of the 24 available hours in each day. There is more to learn with this program than you have time for. Because it is important that you learn what the program will attempt to teach, you will have to be taught how to practice for minutes and get hour's worth of value from practice. This is called, "time stretching."

The stretching of time is always associated with a condition. This condition is the way you think and the way you feel. When you are sitting in a dentist's chair prior to having a tooth drilled and filled, time seems to stand still. That clock on the wall seems to stop. On the other hand, when you are doing something enjoyable, like reading a good book, or watching an exciting ballgame on TV, time just flies. If you are reading a little while before you go to bed, you suddenly realize it is past midnight. These are very simple examples of time distortion. Your sense of the passage of time is directly related to your mental and emotional state.

With proper instruction, while you are deeply relaxed, you can have experiences in minutes that may normally take hours. The Programmation Tape will teach you to relax completely and how to practice in your mind and imagination for 30-minute periods, when actually the exercise will take less than a minute. You will actually feel as though you have practiced for the longer period of time. Learning to relax quickly and deeply is a most important part of the time stretching exercise, as it is to all other skill steps you must learn.

People who have learned to read at high rates of speed, up into the thousands of words per minute, relate that they have no feeling of time passing and no feeling of rushing or pushing themselves. They read easily and smoothly, understanding well what they are reading and remembering what they read. They all indicate a greater interest and enjoyment in reading than ever before in their lives.

While it is difficult to break old habits, consistent practice will make the task easier. Eventually, your subconscious will begin to use the new skill. It is very much like the feeling described by Col. "Chuck" Yeager when he first broke the sound barrier. It is very rough and then suddenly everything smooths out and the feeling of movement and even time is hardly noticeable. As you push your reading above the speed you normally can "translate," you will have a similar experience. You will not be able to read above a certain speed unless you break that barrier.

Do not confuse skimming rapidly with Rapid Reading. Complete relaxation is necessary to realize these reading and learning skills. Once you have broken that reading barrier, you can continue to increase your reading speed, with complete understanding, as much as you are willing to practice.

When you begin the Time Stretching exercises, you will be asked to practice for 30-minute time periods in your imagination, but actually you will need only a few minutes to do these exercises. With proper, deep relaxing and application, you will really feel as if you have practiced for 30-minutes. The Relaxation and Programmation exercises are essential to this phase of the program. Practice every day and even twice a day if possible.

PLEASE NOTE:

Even though it would be possible for you to learn to read faster than you presently do without using these tapes, you are urged to practice this part of your program regularly, using the tapes as much as possible. It is to your advantage to do so.

THE READING PROCESS

DEVELOPING SKILLS

Understanding the reading process is necessary if you are going to develop it. There are three general skill areas:

SEEING - UNDERSTANDING - REMEMBERING

These three skills are separate and yet completely dependent upon each other. Strengthen one of these skills and the others will be strengthened.

SEEING

You have already learned that if your eyes flow smoothly over the print, you can eliminate the problems of convergence and fixation. You learned that as your eyes move steadily and smoothly across the page, they begin to see the print better and with increased concentration. You also begin to understand the words better than you have ever before and the understanding is being triggered by the sight of the words and not by the sound. Once you have learned the reading skill to this point, how fast you can read will be determined by the speed at which you can see. The first step, or skill, you learn is smooth, fluid movement of the eyes, in tune with a beat, either applied or implied (with or without the metronome).

UNDERSTANDING AND REMEMBERING

When you pull thoughts from your mind's computer (subconscious), you are really doing two things. These two things are part of a single process: Understanding (Comprehension) and Remembering (Recalling).

Every experience you have ever had, everything you have ever learned and every feeling you have ever had is stored in your subconscious memory banks. When you read, you bring meaning from your subconscious mind. This is a response to your seeing the printed words. Your reading skill depends upon the rate at which this occurs. The faster and better it occurs, the more skilled in reading you will become. This instant *understanding* is called *comprehension*. The ability to bring back information, or an experience, from your subconscious memory banks, when you choose to do so, is *remembering* or *recalling*. This skill is not easily developed. It must be developed, however, in order for it to be used as you want to use it. The extent to which you can do so is a demonstration of your skill level.

UNDERSTANDING

Many people have the great misunderstanding that because they can read and pronounce the words on a page, they will automatically understand what the words mean. In school, tests are given to see how well what was read was understood. It has been found that even testing of

this nature is not an effective method of verifying understanding. There are always too many outside, uncontrollable activities and situations that affect a comprehension test. In other words, the results of a testing program usually have no direct relationship to the actual understanding of what was read.

The Alpha-Netics Rapid Reading Program was designed so anyone can use it. It does not matter how accomplished a reader you may be or how poor a reader you may be. The users of the program are competing only with themselves and the goals they set. Everyone can use the program and improve reading skills. Everyone starts at his or her level of competency, regardless of what that level may be. In other words, this program is only interested in the development of your reading and learning skills.

A survey was taken at two leading universities. More than a thousand incoming freshmen were given some historical information to read. They were all told that they would be tested on what they were given. All of the students were either on honor rolls in the high schools from which they graduated, or very nearly qualified for the honor roll. They all read the material and were given a written test to see how well they remembered what they had read. Every student, without exception, got a very high grade on the test. Then, the same group was asked to write in their own words the meaning of what they had read. **Less than 1% of this group could do so!**

The author of the study concluded that these students, who had been reading school assignments for twelve years, were unable to understand the meaning of their reading. Instead, they relied on teachers to summarize and explain the meaning of what they had read.

Reading and recognizing words does not necessarily result in a thorough understanding or the ability to reason about what we have read. Some mentally retarded people can learn to say and articulate most of the words they see in a book or article if they are pointed out individually to them. But, they cannot tie the words in a sentence with meaning.

Most people read very much like that. They relate to the sight and sound of the word, but do not develop the understanding. They can remember the words, but not the understanding.

The purpose of reading is to get the written message. The message is contained in a sentence as a whole, not in the individual words. When words are read slowly, most of the time the complete meaning of the sentence is not totally understood. The word's individual meaning stands out above the meaning of the sentence. Tests given to speed readers and slow readers show that the faster readers always have better reading understanding.

As you practice one skill, and give commands to your subconscious, your mind will "pool" experiences and come up with solutions. A good example is the development of "far vision" up close. You cannot tell your mind to do such things, but your mind does it as it searches for a solution to the problem you are consciously working on. Pushing yourself in these exercises trains your mind to act and respond faster.

LEARN TO CONCENTRATE

Concentration is a skill. Most people, when told to do something, exert so much effort that they get tense; and the harder they try, the more tension builds up. Abnormal breathing, staring, confusion and even anger all create tension and are very detrimental to concentration. You have already learned how to eliminate tension through relaxation. Relaxation will also eliminate the other unwanted "tension makers" that keep you from learning and using the ability to concentrate.

You should be able to concentrate without strain. Concentration is directed by conscious effort but comes from the subconscious mind. The more relaxed you are, the easier it is to concentrate. Concentration is not a conscious physical act of staring, but a mental process of thinking.

Interest in the material being read or studied has a great effect on understanding, remembering and retention. If you are not interested in what you are reading, it is most difficult to concentrate. You must learn how to develop interest within yourself. Your interest level will increase as you learn more about a subject. Take the initiative to do so and you'll soon find yourself seeking more complex reading material.

There are no interesting books, only interested readers.

UNDERSTANDING AND REMEMBERING

If you want to understand better, you must practice understanding. If you want to remember what you read better, you must practice remembering. As you begin to move across the printed page faster and faster, you may find it difficult, particularly when you are told to understand what you read. As you start to develop the new skills and move rapidly across the print, you will have a great interest in recognizing and understanding everything you *see*. *This is very normal.*

As you work on the development of this skill, be aware of all your feelings and responses. Pay very close attention to what **you** are seeing. **Do not change the way you are instructed to practice.** Look easily, smoothly, but concentrate more on what you are seeing. The better you see, the better your understanding will become. **Don't strain!**

If you begin to tire, stop and cup your eyes. Relax a moment and then begin again. If your mind begins to wander, visualize what you are trying to accomplish. See yourself reading easily and smoothly with total understanding. Then, go back to your reading. Stay in control.

Place *all your attention* on the development of this reading and learning skill!

If you are not understanding well as you read, *don't slow down!* When you try to remember, just do the best you can. Pull anything you can out of your memory. Guess at it, but keep up your reading speed. Your understanding will come. You have to give your subconscious mind time to accept this new way of seeing and understanding. **KEEP UP THE PACE.**

1. While developing the Alpha-Netics Rapid Reading skills, **DO NOT SKIM**. Skimming IS **NOT READING**. Do not grab a word here and there just to have something to remember.
2. At first, you will not remember very much. With consistent practice and relaxation, your subconscious will begin to remember better than you ever have before.

Keep pushing each individual skill. Two or more skills will become almost as one as they are developed. Your subconscious mind will begin to act more quickly and you will continue to increase speed and improve understanding and recall. Keep practicing according to the instructions you receive. Don't try to force yourself to understand and remember at first. Both of these skills will improve later. Your reading skill will go from seeing – hearing – understanding to **SEEING – UNDERSTANDING**. Each step you learn takes you nearer to your goal. The time and effort spent will be well worth it. Practice, practice, practice.

You are not just practicing one step, even though you are working on one exercise, but a number of steps at the same time – eye movement, seeing, understanding, relaxing, concentration, etc. Working with one of these skills strengthens the others. Keep practicing all of them. If it is hard to practice any one of the skills, don't be concerned at this time. Just keep practicing!

If you work only on the skills that are easiest for you, you will develop only a part of the Rapid Reading skills. Remembering cannot be done well while you are tense. If you work on relaxation while you continue to work on remembering, both skills become stronger.

If you are trying to remember what you are reading and are having problems, make a concerted effort to remember. The effort is a command to the subconscious. The subconscious is programmed to answer every question you ask or solve every problem you may present, if it can. Every time you give a command, you are stimulating the mind and making the mind more active and capable of doing the things you want it to do, including remembering more effectively everything you are reading. Giving commands and “trying” to remember, is practicing. Do it. Only you can develop the ability to remember, by remembering.

ALWAYS REMEMBER:

When you are practicing the repetition exercises at rates faster than allow you to get good understanding, do not skim just so you can pick up some spot understanding. Keep moving smoothly, see everything. Don't worry about remembering. It does not matter, at this point, that you do not remember. This is only practicing. Make sure you **DO IT PROPERLY!**

EXERCISE IN REMEMBERING

In order to increase your understanding, you should use the following techniques when you read. (Forms in the Work Section and Record Section are provided to aid you in stating your purposes and goals.)

1. Find out as much as you can about the book or material you are going to read. Ask questions about every point. **Ask who, what, where, when, why** and **how**. If you lack interest in what you are going to read, answering your questions will create more interest and more questions in your mind. All of these make remembering easier and better.
2. Establish a reason or purpose for reading. What do you want out of it? Personal interest, research, etc.?
3. Find out what you're going to read before you start reading. Ask questions. Look through the book, at the illustrations, etc. Look at the index and table of contents.
4. Ask questions about the material. What is it about? Ask yourself what you know that is related to this subject. Remember that every time you ask questions, your mind is better prepared.
5. Scan or survey the material. Spot scan the first and last paragraphs and a few paragraphs in between. If it is a book, browse through it. Get a **feel** for it.
6. Before you really begin to read, warm up on the first few pages. Move quickly and smoothly. This is very much like athletes warming up muscles before they perform. You warm up your conscious and subconscious mind as well as the muscles used to perform the physical movements in reading.
7. After you have finished reading, fulfill your purpose for reading. Answer your questions now. Remember what you have read. Every exercise you went through before you read was giving instructions to your subconscious. At the end, **remember** in detail what you read. You will be surprised at how well you do remember.

PRACTICING REMEMBERING

Here's a simple exercise to help develop your understanding and remembering:

Open your book to any page. Choose any rather lengthy paragraph. Begin to read, moving as fast as you can and still be able to understand a little. Push yourself. Then, remember. Ask yourself:

1. What was the paragraph about?
2. Could you explain what the paragraph said in your own words?
3. Can you state the details of the paragraph?

Do the same thing again, with another paragraph, in another part of your book. Do not go back to what you read to test your memory. Just tell yourself to remember. Keep practicing this way. Don't go back! Make your mind remember by **telling** it to remember. All of your new skills will be developed only through **practice, practice, practice.**

ALPHA-NETICS
RAPID READING PROGRAM
A BASIC COURSE FOR EVERYONE
PART FIVE

*"How many a man has dated a new era
in his life from the reading of a book."*

Thoreau

VOCABULARY BUILDING

As was discussed earlier, you are not being taught new words or knowledge. Reading is not learning new words. Reading is the process of seeing and understanding written letters in groups that we recognize and know. These groups of letters, or written words, are recognized by the way they look and by the way they sound when pronounced, or translated. Both of these recognition methods are recorded in the subconscious memory. As reading occurs, the words are recognized and remembered. The words that are recognized are the ones stored in the mind. That word storage is called the *VOCABULARY*. Everyone is restricted in their usage of words to those stored in their vocabulary bank. The understanding of what we are reading is also restricted by the limits of that vocabulary bank. In order to have a greater ability to understand and realize more from what we read and what we hear, we should do all we can to expand the limits of that vocabulary bank.

When you are reading normally and see an unfamiliar word, stop long enough to write the word down and the page where it is found. Do nothing more at that time, but continue reading. Do that with every unfamiliar word you see while you are reading. When you have completed reading, look up the words you have noted. Use a good dictionary. Once you have read the meaning, return to the page on which the new word is found. Re-read the page and the word in context the way it is written. Doing this will increase your vocabulary and put those new words at your disposal for better reading understanding. It will also improve your understanding in listening to others, as well as increasing your ability to communicate with others. Your increased ability to understand from an expanded vocabulary will make reading easier and much more enjoyable.

Another way to increase your vocabulary is to learn the meanings of common Greek and Latin roots. Well over half of English words come directly or indirectly from these languages. The more complex and sophisticated the word, the more likely it is that the word came from Greek or Latin. *House*, for example, is an Anglo-Saxon (English) word, but residence comes from Latin through French, which was originally a dialect of Latin (i.e., the kind of Latin spoken by people who lived in the part of Europe that is now called France).

On page 52, there are just a few of the Greek and Latin roots that have entered the English language. From these roots, hundreds of English words have been derived.

Look these over at your leisure.

When you look up a word in the dictionary, do not be satisfied with reading the definition. Check its etymology (etymon in Greek means "true sense of a word") so that you will be able to understand, or at least guess at, the meanings of other words that contain the same prefix, suffix, or root. For example, if you look up the word *euphoria*, you will find that it means a feeling of well-being or bliss, and that its roots are eu (good, well) and *pherein* (to bear); it literally means "well-borne" or "easy to bear." Now, you can guess at the meanings of other words that begin with eu, like *euphemism* and *euphonious*. If you don't know the meanings of these words, look them up in a dictionary. Try to guess the meanings of these words: *biometry*, *panoptic*, *demophobia*.

There are many books available on vocabulary building. A few of them are listed at the end of this program.

**A good VOCABULARY
provides the TOOLS
for better THINKING!**

ROOT

ENGLISH DERIVATIONS

scrib or script (write)	Scripture, inscribe, inscription, manuscript (manu = hand, "written by hand"), conscription, nondescript
voc (call)	vocation, invoke, vociferous, vocabulary, advocate, revoke, provoke
ped (foot)	pedestrian, pedal, biped (two-footed), quadruped (four-footed), pedestal, impediment, impede
chron (time)	chronological, chronicle (a record of events in time), anachronism (ana = against, "out of proper time sequence"), chronic
cosm (world, universe)	cosmos, cosmic, cosmopolitan (citizen of the world), cosmonaut, microcosm (miniature world), macrocosm, cosmogony (theory of the universe's origin)
dem (people)	democracy, epidemic, endemic (typical of one group of people), pandemic (general), demography (statistics about people), demagogue
geo (earth)	geography, geometry (earth-measurement), geocentric (earth centered), geology (study of the earth), geochemistry, geophysics
graph (write)	graph, graphics, graphology, phonograph (sound-writing, photography (light-writing), cartography (map-writing)
bio (life)	biography , biology, biochemistry, autobiography, biopsy, antibiotic
psych (mind)	psyche, psychology, psychic, psychopath (path = suffering, mind- sufferer), psychosomatic, psychedelic, psychosis

Other common roots are *phil* (love; philosophy = love of wisdom), *soph* (wisdom), *pan* (all; as in Pan-American), *scop* (see), *phon* (sound), *cred* (believe), and *sent* (feel, as in sentiment, sensory). Some Greek, and Latin prefixes are *bi* (two), *ex* (out), *mal* (bad), *post* (after), *super* (above), *tele* (far, distant), *pre* (before), *ante* (before). Two very common suffixes are *metry* (measurement) and *logy* (study of).

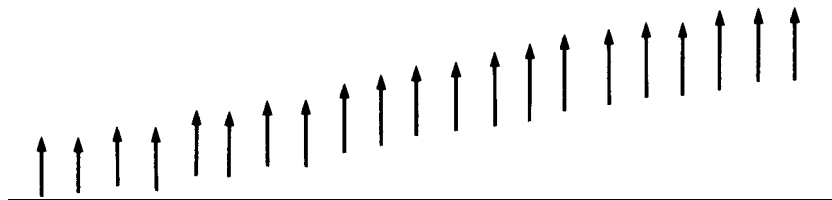
SKILL (READING) DEVELOPMENT

It is important to understand how skills are developed. The process of attaining or developing a skill is always the same. The skill being developed could be anything from playing a musical instrument, driving a car, karate, hitting a baseball or reading. The common denominator in learning even the primary skills of crawling and walking, is practice. Every attempt made at a new skill is an experience recorded by the subconscious mind with the result that every attempt, whether successful or not, is a valuable learning experience. It is essential that you fail a few times on your quest for success at mastering a new skill. You would never have learned to crawl or walk if you had not kept trying after many "failures." When a skill is finally mastered, it can be performed without conscious thought. Once you learned to ride a bicycle, you could do so easily without thinking about the skills required.

The development of any skill is always learned a step at a time. Each step can be mastered easily. At times, in the development of a complex skill, a level of development is reached that seems especially difficult to get past. It may seem as if the skill just can't be performed any better. However, if you continue to practice the skill, all of a sudden the next step will seem within easy reach. Further attempts will require less effort to attain successful results. REMEMBER: It is not the task itself that gets easier with practice but rather the ability to perform the task has become perfected.

If you do not practice regularly, your reading skills diminish. If you practice ineffectively and sporadically, at best your skill development and your performance will follow an up and down pattern. (See Illust. 6 and 7). These illustrations illustrate the development pattern of the reading skill if you practice regularly (Illust. 6) and if you practice irregularly (Illust. 7).

With Regular Practice



(Illust. No. 6)

With Irregular Practice



(Illust. No. 7)

USING THE METRONOME PRACTICE TAPE

You have briefly used and have been instructed in the usage of the Metronome Practice Tape. The importance of using the Metronome Tape cannot be overemphasized. The steady beat of the metronome develops the fluid, smooth movement so essential to relaxed reading and to improved reading skills. At slower speed, or beats, you will probably be getting full comprehension. This is good! If you are to increase the ability to read, you must push yourself beyond the limits of your present abilities. You are instructed to stay with the beat. When the beat slows down, you will find yourself seeing, and then reading, two lines at a time. Try to do this, but always stay with the beat. When you are able to see two lines at a time, when the beat picks up, you will find that you can actually see two lines at a time at faster speeds. When you gain this ability, your reading speed and understanding will both begin to climb very rapidly. With this one step, you automatically double the speed at which you are reading, and still you are staying with the beat of the metronome. Push yourself when you practice until you are uncomfortable. Your comfort level will continue to rise.

BEGIN WITH THE HAND

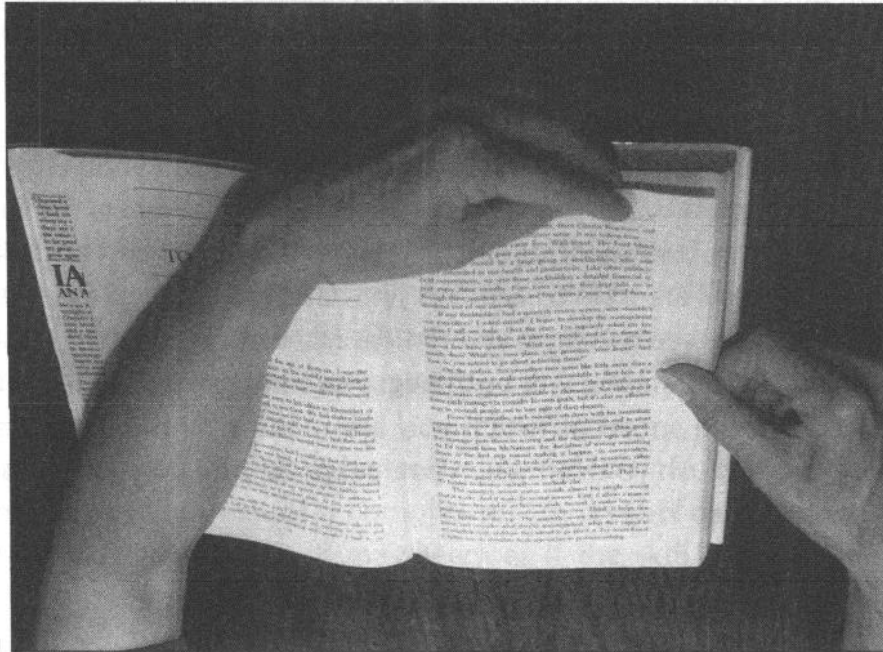
You were told to use your hand to develop smooth movement across the printed page. Your hand "pulled" your eyes along. There is no harm in using the hand, but if you read or practice for more than a few minutes, your hand does have a tendency to tire. To help develop the ability to read and practice well with or without the hand, part of the metronome practice is to be done without using the hand. When you are doing the exercises, remember to keep your eyes moving smoothly. Do not get hung up. You may have to alternate back and forth, using and not using your hand, until you can move easily without the hand. The key to success here is smooth movement. A simple trick to use if you are having a problem moving the eyes easily, is to look at the white space between the printed lines. Don't follow the print, follow the white space.

When you first start using this trick, you will not see the print well. Don't let that concern you. Your peripheral vision is more than capable of seeing. You can easily see not only the print on the line above, but the print on the line below, at the same time. Keep practicing, your ability to see will rapidly improve until you will be seeing the line and lines clearly and easily. To make it easier for you to move steadily down the page as you move your eyes smoothly across the page, lay the heel of your hand on the page and curl your thumb slightly toward the print. Use the tip of the thumb as a pointer or marker as you move down the page. (See Illust. 8) Reverse the picture if you wish to use the left hand.

Open your practice book and look at the print without using your hand, in the manner we have just discussed. There will be a pause to enable you to get your practice book open. Begin to read with your recorder left running. Do not turn your recorder off. **DO IT NOW!**

Continue to practice looking as you are instructed. Focus your eyes just under the print and move your eyes along the white area beneath the print. It may be difficult not to look directly at the print, but concentrate and consciously look beneath the print at your imaginary line. Don't

Using the Thumb as a Pointer



(Illust. No. 8)

try to read or understand. Move your eyes rapidly and smoothly. Notice how smoothly your eyes move when they are focused under the line, rather than directly at the print. Keep moving your eyes in this manner for a few minutes.

You may not get much comprehension at first, but as you continue to practice this way, you will begin to see more and more. Don't force yourself to see the print while looking at your line. Just relax and let the eyes flow.

If the eyes will not flow smoothly, then use the hand until the movement becomes smooth. Then, remove the hand again. Maintain the smooth movement. Remember that the hand is used only for the purpose of helping the eyes move smoothly and rapidly.

If this exercise is practiced correctly, you will soon be moving more rapidly and smoothly without the hand than with the hand.

Turn the recorder off and continue practicing in this manner for a few minutes, until the movement feels comfortable. When you have completed practicing without the metronome, stop, shut your book and return to this point. **DO IT NOW!**

TIMED INTERVALS TAPE

Tape 4, side A in your program, the Timed Intervals Tape, is designed to help you practice all the skill steps you have begun to learn. There must be deadlines, or measuring devices, available to compare performances. It is important to know how fast and how far to go. The Timed Intervals Tape is for that purpose. Use it to practice and for repetition.

This tape is a series of nine 2-minute periods and one 10-minute period. (The 10-minute period is broken into five 2-minute time periods with the sound of a tone every two minutes.)

The instructions and information on understanding and remembering apply here, now. **At this time, return to the instructions (Reading Process) on page 44.** Review the instructions until they are fresh in your mind again. Then, return to this point. DO IT NOW.

REMEMBER THIS WARNING: Do not skim! Do not grab at words. Move smoothly and relax. It doesn't matter how much you remember at first. Learn one step at a time. One step leads, automatically, into another step. Practice correctly.

TIMED INTERVALS TAPE EXERCISES

Prepare your simple practice book. Open it for your practice.

Prepare your Timed Intervals Tape. Follow instructions carefully for each timed period. At the end of each period, return here to read the instructions for the next period. Begin with Exercise 1 Period 1. Relax and move smoothly. DO IT NOW!

EXERCISE ONE

Period 1. Read with understanding. Determine your rate and enter it on the large Reading Practice Record Sheet. Use the hand to help yourself along if you want to. Then, determine how far you would have to read in order to double the amount you read and mark that place. DO IT NOW!

Period 2. Read the same material and understand it better. DO IT NOW!

Period 3. Read the same material again, but read further than you have been reading in the two minute period. DO IT NOW!

Period 4. Read the same material again. Push yourself harder, read faster. You are beginning to bring understanding together with speed. DO IT NOW!

Period 5. Push faster over the same material. You should be coming close to reaching the double mark you made at the end of Period 1. DO IT NOW!

Period 6. Re-read, but faster. Try to pass your double mark this time. DO IT NOW!

Period 7. Re-read and make sure you at least reach your double mark this time. Pass that mark if you can. It is easy to double the rate at which you were reading when you practice correctly. DO IT NOW!

During each practice period, you will re-read the same material unless you are told differently.

Period 8. Read again, but at a speed that will take you at least to your double mark. DO IT NOW!

Period 9. As you read, see how far past your best effort you can go. DO IT NOW!

Before you begin the 10-minute practice period, mark off four more sections in your practice book. Each of the four sections should be the same length as the double distance mark you made after the Period 1 practice. Place a number 1 at the end of the first section you marked off. Place a number 2 at the end of the second section, number 3 after the third section and number 4 after the fourth section and a 5 at the end of the fifth section. Start the 10-minute practice period by pushing yourself to read up to mark #1 by the first tone. Reach mark #2 by the second tone. Read to mark #3 by the third tone, mark #4 by the fourth tone and reach mark #5 by the fifth tone. Read smoothly and easy. Use your hand if you want to. See what you are reading. Be aware of your feelings as you read for understanding in this practice period. Relax and move smoothly. DO IT NOW!

Rewind the Timed Intervals Tape back to Period 1. Go back to where you started reading in Period 1. Read once more for the 2-minute timed period. Push as fast and far as you can, but understand better what you are reading. Determine your reading rate and record it. DO IT NOW!

EXERCISE TWO

Using the rate you recorded at the end of Exercise One, determine the number of lines you read. Multiply the number of lines you read by $1\frac{1}{2}$. In your practice book, mark a spot that is $1\frac{1}{2}$ times as far as you read in Exercise One. Use the rate chart. Determine how fast you must read, in wpm, in order to cover that distance in the 2-minute period.

Look at Rate Chart 3. If your reading rate in the timed period in Exercise One was 1080 wpm, and the average number of words per line in your practice book is 9, look under column 9. Go down the column to find your wpm (1080). Then, follow the line you are on to the left-hand column for the number of lines you read, which was 240. Because this was a two minute exercise, you take one half of 240 (120) and add it to 240. That total, 360, is the number of lines you want to read. Now, in the left-hand column, find 360 and go right on that line to column 9. That is the number of words per minute (1620) you will have to read in order to reach the $1\frac{1}{2}$ times mark. That is reading at 180 beats per minute, or 2 lines per beat at 90 beats per minute. As you prepare to practice reading at that rate, it is a good idea to listen to the metronome beat at that rate before you start, so you can start to think about the "beat." Use your hand if you

wish. Move smoothly and relax, relax. As you did going through Exercise One, re-read the same material for each practice period and after each period, come back to this point for instructions. Get the Timed Intervals Tape ready. DO IT NOW!

Period 1. Reading at 180 beats per minute, reach the 1 1/2 times mark you made. This is 1 1/2 times as far as your best effort in Exercise One. Stay with the beat, smoothly. Relax. Cover the entire marked-off section in the 2-minute time period. DO IT NOW!

Period 2. Repeat. Keep with the beat, flow easily over the print. DO IT NOW!

Period 3. It would be helpful to you to return to pages 46 through 49 and reread the information about remembering before you practice Period 3. Then, repeat the same section. Don't slow down. At the end of this period, stop your recorder and remember what you have read. DO IT NOW!

Periods 4-9. Re-read, for each period, at 180 beats per minute. At the end of each practice period, remember what you read before you go to the next period. DO IT NOW!

10-Minute Period. Make note of the practice period you were on when you reached the understanding level you feel good about. The more you practice, the fewer repetitions it will take to reach that understanding level. You should be experiencing good progress in developing all your reading skills during these practice periods.

After repeating the understanding and remembering practices, mark off five more sections in your practice book, as you did in Exercise One. This time, make each section 1 1/2 times as long as the marks you made in Exercise One. Number them 1-5 again. Begin reading with the same section you practiced with for periods 1-9. Make sure the rate you read will take you to each mark by the tone ending each period. If you go farther, that is okay, but don't lag behind. Be smooth and consistent in moving across the page. Relax. Don't slow down. Notice your feelings as you are pushing and trying to understand. When you complete the 10-minute practice period, remember what you read. Rewind the cassette back to Period One. Return back to the first section and read as fast as you can with understanding, for the first two-minute time period. Record your reading rate on the chart.

EXERCISE THREE

During this exercise, you will be asked to do something very much out of character. It will help **you read by sight more effectively, without *having to hear the sound of the word to understand the words read.***

NOTE: Because of the unusual nature of this exercise, you should be in a room by yourself or in an area away from others, where you will not be heard.

Open your practice book to the section you have practiced the most; the one you are the most familiar with. Begin to read at the speed at which you were getting good comprehension. Don't lag, push yourself, but go at the speed at which you are getting good understanding. Use your hand. As you read, talk out loud. Say anything. It is not important that you are coherent. Just make noise with your mouth while you are reading. Sing a tune, recite a poem or just jabber. Speak or jabber softly. Don't do it loudly – the neighbors will want to look in on you. Be by yourself so you won't be self-conscious. During these exercise periods, use this exercise to develop your "sight-understanding" skills. Repeat this familiar section each time for each practice period. Talk while you read, see and understand.

Be aware that you will not understand as well when you first begin this exercise. That is normal. Don't get discouraged. Keep repeating the same section as you were instructed. Your understanding will come and your ability to understand by sight will be greatly increased.

Periods 1-9. Use the first section you marked off for Exercise Two. This is the 1% times section. Read to your mark each period. Read and talk out loud as you read. Always remember to relax. Move smoothly. DO IT NOW!

IO-Minute Period. Begin at the end of the section you have been reading, or go to an entirely new section of your practice book. Read for the IO-minute period at the same rate you have been practicing. Push yourself, but read with understanding while you are occupying your vocal chords. Relax. DO IT NOW!

At the end of the IO-minute practice period, rewind the cassette and use Period One to again time yourself for the record. This time, read without vocalizing, but push yourself as hard as you ever have, without omitting understanding. Read as far and as fast as you can while understanding what you read. Then, record your rate. DO IT NOW!

EXERCISE FOUR

Concentrate on two things in this exercise: Speed and *Understanding*. Use your practice book again.

Periods 1-3. Use your hand if you wish, but move as fast as you can push yourself, *seeing all the words. Do not worry about comprehension.* Remember, if you see all the words and concentrate, comprehension will come. Move fast, but RELAX. Don't read to any mark, go as fast as you can. Repeat the same material every period, but each period, push yourself to read a little further than the last. See *a// the words.* DO IT NOW!

Periods 4-7. Re-read the same material, but slow down just enough to gain understanding. *Do not skim.* Do not grab words. Move smoothly and see the words. After each period, stop a few minutes and remember what you read. Each period, push yourself a little harder. DO IT NOW!

Periods 8-9. Re-read the same section again. This time, read the same section at the best speed you can. Push yourself to understand what you are reading, but don't concern yourself with

remembering. If you don't remember well, don't worry. Remembering will come. Read smoothly. SEE – UNDERSTAND. Push yourself. DO IT NOW!

When you read for longer periods, you will have a tendency to slow down. If you are aware of this, it will be easier for you to maintain the "beat" you are setting for yourself. Be conscious of this as you begin the IO-minute period practice.

IO-Minute Period. Begin reading the same section you have been practicing. Keep up your beat. Read with understanding. As you read through the section you have already read and move into new material, you will have a tendency to slow down. *DON'T LET THIS HAPPEN!* Maintain your beat. When you hear the two-minute tones during the practice period, don't slow down or stop. Have a pencil or pen in hand and at each of the tones, make a small mark on the page you are reading.

At the end of the IO-minute practice period, remember the entire section. Go back to each two minute mark you made on the page and determine the reading rate for each of the two minute periods. Compare your reading rate for each of the time periods. The rates should all be about the same. Which section did you understand and remember the clearest? If you remember one section better than the others, you need to practice more. With continued practice, you will understand and remember them all the same.

Once again, go back to Period One. Read as fast as you can with good understanding. Time yourself with Timed Interval Period One. Figure your reading rate and record the rate on your chart. DO IT NOW!

ALPHA-NETICS
RAPID READING PROGRAM
A BASIC COURSE FOR EVERYONE
ADDENDUM

*"A good book is the precious lifeblood of a
master spirit, embalmed and treasured
up on purpose to a life beyond life."*

Milton

RELATIONSHIP BETWEEN YOUR GOALS AND YOUR READING SKILLS

Who are the happiest people you know? Are they the ones with the most money? Usually not. The happiest people are those who are always on their way to someplace. Consider this:

“SUCCESS IS THE PROGRESSIVE REALIZATION OF POSITIVE, PREDETERMINED GOALS”

A person is most happy when they are progressively pursuing a goal or objective. It is the journey that denotes success. You cannot reach a goal then stop your progress and still feel successful. If you stop striving, you are stagnant. **Successful people always seem to find the means to get what they want.** As the saying goes, “If they need money, they get money; if they need people, they get people; if they need ideas, they get ideas.” **It is also true that like attracts like.** Act successful, **do** the things successful people do, and you will be successful. These actions **develop confidence, belief in yourself** and, most importantly, they **create desire**, which will enable you to pursue your goals regardless of obstacles, resistance, circumstances or the opinions and actions of others. People who don't really succeed in life, do so because they lack direction and motivation. Without a goal as a guide, you are like a ship at sea with no rudder. You will end up wherever the seas and wind take you; you have no choice. Be the master of your own fate. Go wherever you wish. Become whatever you choose. Have whatever you desire.

Use what you have learned to open doors. There is no barrier between you and whatever you may want to become. Your Rapid Reading skills will enable you to build a strong, successful future.

Follow these directions and they will *guarantee your success*.

1. State what you want to accomplish in your life. What do you really want? Regardless of the obstacles and assuming money were no object, what do you really want and what would you do with your time?
2. How long will it take you to realize each of the goals you have written in step 1? A goal without a deadline is a daydream. Deadlines are essential to create the drive necessary for success.
3. Determine what short range or intermediate goals you may set and achieve that will keep you moving in the direction of the major goals you are pursuing. Even the movement toward and accomplishment of small goals is motivational and exciting. These make the continued pursuit of your major goals endurable and much more enjoyable.
4. How much effort are you willing to put into the pursuit of your goals? If there are limitations, you are after the wrong goal. Any obstacle between you and what you want can be removed by having the short range goals directed toward that removal. If it is what you want, no price is too high and no obstacle too high, wide or deep.
5. Keep your goals — Short, Intermediate, and long Range — in your mind's eye, always. Know what needs to be done, always. Consider a camera taking a picture. If the camera is 10% out of focus, the picture will be at least 10% out of focus. If your goal is out of your mind's eye 10% of the time, you reduce your chance of reaching that goal by at least 10%. Remember, "Anything you vividly imagine. . ." Keep your goals in focus.

How badly do you want to increase your reading skills? How hard are you willing to work to reach that goal? Set the time to accomplish your reading goal at four weeks. Then, set your short range (daily) goals and your intermediate (weekly) goals, to make sure you get there — on time.

This program will assist you in setting all of your goals, particularly your reading and learning goals.

PRACTICE CONSISTENTLY!

RECOMMENDED BOOKS FOR READING

STUDY, VOCABULARY, AND READING

1. **A Practical Guide to Better Concentration**, M. Powers & R.S. Starrett, Wilshire Book Co.
2. **How to Read a Book**, M.J. Adler & C. Van Doren, Simon and Schuster
3. **Word identification Techniques**, J.P. Ires, Rand McNally
4. **Words In Everyday Life**, C.L. Brook, Barnes and Noble
5. **Word Power: A Short Guide to Vocabulary and Spelling**, Byron H. Gibson, Everett/Edwards, Inc.
6. **Word Power Made Easy**, Norman Lewis, Pocket Books

RELAXATION

Release From Nervous Tension, D.H. Fink M.D., Simon and Schuster

PROGRAMMING THE SUBCONSCIOUS

1. **Conditioned Reflex Therapy**, A. Salter, Capricorn books
2. **Psychocybernetics**, Maxwell Maltz M.D., Wilshire Book Co.
3. **Self-Hypnosis, A Conditioned Response Technique**, Laurance, Wilshire Book
4. **The Magic Power of Self-image Psychology**, Maxwell Maltz, Pocket Books

BETTER SIGHT

The Art of Seeing, Aldous Huxley, Montana Books (Seattle)

GENERAL SELF-IMPROVEMENT

1. **An Introduction to Motivation**, John W. Atkinson, Van Nostrand
2. **Dress for Success**, John F. Mallory, Warner
3. **How to Get Control of Your Time and Your Life**, Alan Lakein, Signet
4. **Getting Motivated**, Ernst Dichter, Pergamon Press
5. **Patterns of Success: How to Discover and Follow Them**, Jack Fowler, Parker Publishers
6. **Self Creation**, George Weinberg, St. Martins
7. **Success Through a Positive Mental Attitude**, Napoleon Hill and W. Clement Stone, Prentice Hall Publishing Co.
8. **The Magic of Believing**, Claude M. Bristol, Prentice Hall
9. **Think and Grow Rich**, Napoleon Hill, Wilshire Book Co.
10. **Your Erroneous Zone**, Wayne W. Dyer, Fund and Wagnalls

ALPHA-NE-TICS
RAPID READING PROGRAM
A BASIC COURSE FOR EVERYONE
WORK SECTION

*"Books are the treasured wealth of the world
and the fit inheritance of generations and nations."*

Thoreau

APPLYING YOUR SKILLS

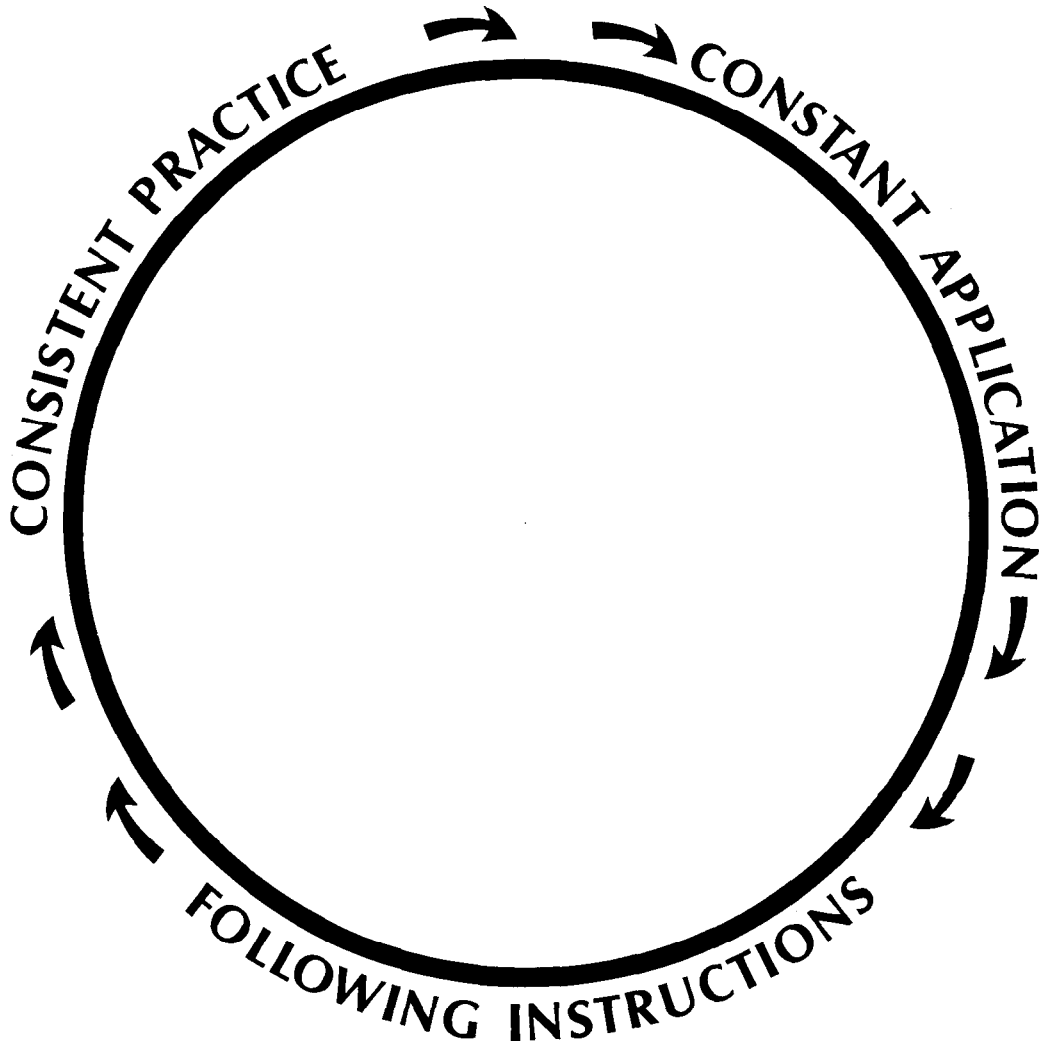
You have been taught the skills necessary for Rapid Reading. Applying these skills to your everyday, normal reading is very essential. Only you can make your newly developed reading and learning skills work for you. You should always be aware of your skills and use them every chance you can. You will find that you can apply them in many areas outside of those you may have in your mind. Use them when reading newspapers, books, texts, articles, etc. **If you do not use your new skills, you will lose them.** Your new skills are not yet habitual. You will regress to your old reading habits if you do not practice. The more you use these new skills, **the stronger they get and the better you get!**

Although normal reading is not practicing, you can strengthen your newly developing skills by always thinking of your new skills and using them as often as you can.

Using some of your required reading material, instead of a practice book, will enable you to accomplish several things at once. Doing this will not only increase your reading skill ability, but it will increase your knowledge of what you are required to read.

Unless you make an effort to apply your skills often, you will begin to lose them. Practice, or usage, creates confidence. A new skill becomes a habit through repetition. That is your goal! Create a habit out of your new Rapid Reading Program. Continue to practice. On the other hand, if the skills are not applied and used continuously, all the instruction and practice will be for naught. They will have no lasting value. We refer to this continuity as the "CIRCLE OF SUCCESS." If the circle is broken in any area, success in learning the reading and learning skills will be denied. **KEEP THE CIRCLE INTACT!** Follow instructions in all your practicing. Apply what you have learned.

THE CIRCLE OF SUCCESS



(Illust. No. 9)

PREPARING TO READ

Prepare Yourself

1. *Prepare* the *book* you are going to read as you have been instructed.
2. Find an appropriately lighted *and comfortable* place to read.
3. *Preview* the *material* you are going to read as you were instructed.

Warm Up to Read

4. Use the hand to warm up. Move faster than you can understand. Repeat a short section two or three times, faster each time.
5. *Slow down and understand*. Use the hand at first to get your beat. Read at a speed you can see and understand. Let your hand keep you moving smoothly ahead and do not regress. Think speed. Push. Relax.

Understand and Remember

6. *Remember* what you *read*. If the material is important, read it all again. You have the speed. Show off to yourself. If you don't need to re-read it all, re-read the parts that are most important to you. Remember what you've read.

USING YOUR NEW SKILLS

Reading is your most important learning skill!

In today's society, the better you are able to assimilate information, the easier and more successfully you can compete. Reading is the basis of learning and of personal growth. The loftier the goals, the more knowledge will be required to reach those goals. The more knowledge you gain, the loftier your goals and accomplishments will become. The two go hand in hand.

Never underestimate the value of your reading skills. Remember - "USE THEM, OR LOSE THEM!" "WITH USE, THEY GET STRONGER!"

What you have learned with the Alpha-Netics Rapid Reading Program is a very small step in the learning process you have started. Even though you may now read 2-5 times faster than you did at the beginning, with the proper, continued practice and usage of your skills, you can take your skill level higher and higher. The only limitation on your reading and learning skills is *yourself*. You have increased speed, understanding and the ability to remember what you have read. You can strengthen these skills or lose them. **What you do is up to you!** Set regular, daily practice times.

Make the program a part of your life until your new skills become the dominant reading skills. This could take a few weeks or a few months. **IT DOES NOT MATTER!** What does matter is that you do not lose the most valuable skill you have ever developed, and that you develop this skill further until everything you do is easier and your performance in every area of learning has improved. Develop a plan to improve your vocabulary. Anything related to learning should become interesting to you. Show off your skills to yourself and to anyone else lucky enough to be around you.

Set definite reading goals while you are using the program. Follow the 4-week program that is outlined for you. Set goals that require you to take action. Study what your gains will be with each step you take. Ask yourself "What is in it for me?"

Knowledge without action is worthless. Use your skills. As you read normally, push yourself, analyze your feelings as you read. **GO FASTER, SEE BETTER.** Understand better and remember better. Just practicing once a week, after you have fundamentally learned the Rapid Reading skills, will be enough to improve your skill and ensure that it becomes the dominant reading skill. Always push yourself, but remember to relax and maintain smooth movements while doing so. Practice understanding and remembering. If you feel there is an area you are weak in, practice that area more until you have the confidence that will make even the weak areas strong for you. Be proud of what you have learned. Show off your reading skills as often as you can.

Your new skills have given you a tremendous advantage, in time alone, over your old skills. If you started using the program when you were reading 250 wpm, and now you read at 750 wpm, you can easily read in $\frac{1}{2}$ hour what you used to struggle to read in 1 $\frac{1}{2}$ hours. Your attitude about reading has greatly changed your thinking about reading. One of the problems most people have with reading is that if they start reading, they begin to enjoy it, and then it takes too long to read what they started. Throughout most people's lives, they have started so many books and articles they didn't finish, they have a hard time getting the interest to start reading anything. Now, with your new skills, you should be looking for as many chances to read as you can. Here's an interesting fact:

If you can read at 750 wpm and read 30 minutes a day, you could read 1 book in about 4 days. *Two hours reading time per book!* Reading $\frac{1}{2}$ hour a day, that is reading nearly 2 books a week, nearly 7 books a month and between 80 - 100 books a year! This may seem incredible, but it's true. But so are the skills you've developed! Regardless of the level your reading skills have reached, **any growth is worth the effort!** You are now reading at least twice as fast as you were reading and, your understanding and the ability to remember, has increased. The best part is that you can continue to increase the level of your skill development.

It's up to you! Practice and use your skills as much as you can!

As you begin using your new skills and start reading more books for the sake of study, pleasure or research, keep proper records of what you read. Use the forms and ideas in the final section of this program to assist you in clarifying your reading and learning goals. These goals may involve

research as well as just the goal of increasing the volume of your reading. Keeping track is a great motivator. If you define your purpose for reading a book, you will immediately find that you will automatically begin to upgrade the quality of what you read. By writing your analysis, or summary of the books you read, you will naturally achieve better comprehension and recall from the contents of the book. Keep upgrading yourself through what you read and also through using your newly acquired skills more and more often.

PLEASE REMEMBER: The Alpha-Netics Rapid Reading Program will be with you as long as you wish. Keep it handy. At any time, you can practice to maintain your new skill level and at any time, you can begin to increase your reading speed. Always follow **the circle of success**.
GOOD LUCK!

WORK SECTION

The purpose of the Work Section is to strengthen your skills on a continuous basis; to help you make a habit out of the most important skill you have. Once that is accomplished, there will be no regression, only continued strengthening and usage of these skills.

PRACTICING

Practice *regularly*. If you practice a day and skip two, as on a weekend, you will lose in the two-day weekend vacation what you gained, or learned, in the day's practice. With consistent practice, it does not take very long to learn and to program the reading skills into the subconscious. A few weeks of practice now and you will have the reading skills working for you your entire lifetime.

The Programmation Tape should be used extensively for the purpose of setting and keeping regular practice schedules. Do whatever is necessary to remind yourself to practice daily. It may never become easy for you to do so, but it is very important to you in the development of your skills.

Regular practice assures the repetition needed to learn the reading skills. Practicing twice a day, even for shorter periods, is better than one longer practice a day. Learning to relax is the most important skill step you have learned. Because of this importance, you should go through the different relaxation exercises at least twice a day and **do** not make the relaxation time a part of your scheduled practice time. You can practice relaxation at any time during the day or night. Find a place you can be alone, relax and visualize. Don't do it while you are driving a car, you may go to sleep. Many people do go to sleep while practicing the relaxation exercises.

A side note to the importance of relaxing: learning to relax properly will enable you to feel better and perform all your tasks more effectively. You will be more alert and more efficient in all you do.

UNDERSTANDING

Let's examine the charts and the final section of the program, which provides sheets and space for record keeping.

Copy Record Sheets as needed for your use.

The Practice Record (WI) contains a space for recording your comprehension. You will record your understanding as "satisfied," "acceptable," or "unacceptable," according to how you feel about the understanding level of what you are reading.

SATISFIED means that you are satisfied and understand, and can remember most or all of what you read.

ACCEPTABLE means that you are understanding and remembering as much as you always have.

UNACCEPTABLE means that you are actually understanding and remembering less than you have in the past, which is normally very little of what you read.

READING RATE

To easily determine the number of words per minute (rate) you are reading, count the number of pages, multiply by the number of lines per page, and add the number of lines read on the last page you were reading. Multiply the total lines read by the average number of words per line, then add the number of words read on the last line you were reading.

NOTE: $(\text{Number of pages}) \times (\text{number of lines per page}) + (\text{number of lines read on last page}) \times (\text{number of words per line}) + (\text{number of words read on last line}) = \text{Words Per Minute}$.

Get the Rate Chart and refer to it as you are instructed. DO IT NOW!

HOW TO USE THE RATE CHART

RATE CHART 1 – 30-Second Reading

When you take 30-second reading tests, this chart is ready-made to help you quickly determine your rate in words per minute (wpm).

In the left column is the number of lines you read in 30 seconds. Across the top of the chart is the average number of words per line.

You should know the average number of words per line. Go down the left column to the number of lines you read in the 30-second test. Go right across the line to the column headed by the average number of words per line. If you read 40 lines in 30 seconds and there are an average of 9 words per line:

Find 40 in the left-hand column. Go right across the line to column 9. You read 720 wpm. The chart compensates for the fact you only read for 30 seconds. It doubles the actual figure read to arrive at the wpm total.

RATE CHART 2 – Metronome Tape (One line per beat)

This chart was designed to be used when you are practicing with the Metronome Practice Tape. You cover one line with every beat from the Metronome. You already know the average words per line. When you have finished the practice, find the number of words per minute:

In the left-hand column, go down to the beats per minute. From there, move right along the line to the column headed by the average words per line. If you were reading at 100 beats per minute and there are an average of 10 words per line, go right to column 10. You are reading 1000 wpm.

RATE CHART 3 - (2-Minute Timed Practice Reading)

This chart takes the number of words you read in 2-minutes and automatically converts it to wpm. As you are working with 2-minute timed practice periods, you again know the words per line. At the end of the practice, determine the number of lines you read in the 2-minute period. To find the actual words per minute:

In the left-hand column, go down to the number of lines read. From that number, go right across the line to the column headed by the average number of words per line. That is your wpm. If you read 200 lines and there are 11 words per line, go right from 200 to column 11. You are reading 1100 wpm.

The number of lines read will probably be different from the actual number in the columns on charts **1** and 3. When you have a number that is not on the chart, go to the closest number to the actual number of lines read. Use this as a rule to determine your actual numbers. There will not be a significant difference in your final wpm and the number the chart gives you if you justify to the nearest number.

EXAMPLE: Chart **1** – If you actually read 58 lines, you should go to 60 to determine your rate.
Chart 3 – If you actually read 229, you should go to 220 to determine your rate.

KEEP GOOD RECORDS

It is much easier to be motivated to do something if you know your efforts are being rewarded. It is much easier to see where help is needed in the development of your reading skills if progress is recorded. It is much easier to set honest, lofty goals if you know exactly what your progress has been, and exactly where you are and what you have had to do to get where you are.

Keeping proper records makes it easier to be motivated because the growth of your skills is documented. You know what the return from your efforts is. The weak areas in the development of your skills will stand out if you record your regular practice results. Knowing what you had to do to accomplish what you have accomplished makes it easy to evaluate what you must do to reach higher levels of skill development. It is easy to evaluate. To assist you and make proper record-keeping easy, two charts have been prepared for you to keep records of your practice and progress.

One Chart (WI) is a daily report. On this chart, you will record your practice with speed, understanding, remembering and your own personal feelings about what you are experiencing. You will keep a record of using the Relaxation Practice Tape and the Programmation Tape. You should do some practicing without these tapes. You record your practice time with or without the tapes, but make note of which you are doing.

The second chart is the large master chart. Keep this chart easily accessible. This is a record of whether you practiced or not, and how much. On this chart, you can list all your reading rates and chart your positive growth. Look at this chart often. Use it to set performance goals. Challenge yourself.

**YOUR FIRST SEVEN DAYS
PRACTICE GOAL**

**REACH A READING SPEED OF
450 - 850
WORDS PER MINUTE**

FIRST SEVEN DAYS

In week one, you will learn to move quickly across the print. You will begin by learning how to move your eyes smoothly and fluently. You will learn the smooth, fluid movements by using the Metronome Practice Tape to give you a "beat," or a rhythm, to follow. You will not see the print as you speed up your eye movement but, very quickly, you will begin to see the words easily as you go smoothly with the beat.

As you learn to see the words, you will begin to understand what you see as your subconscious accepts the recognition of the word by sight instead of by sound. This understanding will, at first, be only at the slower speeds but, with practice, you will understand completely at the higher speeds. You are instructed to always push yourself a little faster than is comfortable for you. Pushing to the limits of your ability will expand those limits. There is no limit to the degree in which you can develop your skills. If you find one, it is because you have put it there and only you can remove it.

To make sure that your eyes move smoothly and fluently with the beat, you received instructions on how to use the hand to help pull your eyes along and to help develop a rhythm. You were instructed that it is not bad to use the hand, but to practice without the hand as well as with it. Use the hand as long as it is necessary for you to develop the smooth eye movement.

The problem you must overcome when you practice without the hand is the tendency to skip, or skim. Your eyes will want to grab words in order to understand and remember better. Smooth eye movement eliminates this problem. Do not be concerned with the lack of understanding at first. It is okay to move the eyes along the white space beneath the print in order to keep from grabbing words. With continued practice, the eyes automatically begin picking up the words and, with practice, two or more lines of text, at the same time. Move smoothly.

IMPORTANT NOTE:

Develop the eye movement first; and automatically as you move, your eyes will begin to see. The reason your eyes don't see at first is because they haven't been taught to see at the speed you are moving. Practicing as you are instructed is simply teaching your eyes to move. Once they learn, they will see. Keep practicing and keep following instructions. Let go of part or all understanding until you naturally begin to understand the written *word* by sight. When you read the 30-second interval for understanding, always push yourself as hard as you can. Always feel uncomfortable. At first, you won't remember much of what you read, even though, when you saw the words as you were reading, you thought you understood them. This ability, or skill, also develops as you keep practicing. This is normal. Each skill you learn affects the others. All of the skills will be developed with your regular practice.

TIMED INTERVALS TAPE

Use the entire Side A, Tape 4 each time you practice. The first part is divided into nine 2-minute periods. Each period starts by announcing the number of the practice period. There is no metronome beat during each timed period. You are to create your own beat so you can push yourself constantly. Each period begins with the command START and ends with the command STOP

The last part of the Timed Intervals Tape contains one 10-minute time period. The 10-minute time period is divided into five 2-minute periods. The end of each 2-minute period is marked by a tone. There is no other sound or voice.

DIFFERENT PRACTICE METHODS

Different practice methods are used with the timed practice periods. You will be asked to go faster or farther than a previously timed section. In order to determine how far you must go, or what beat you must maintain, the rate charts should be used. Go back to the instructions on the rate charts if you need to. Once you learn how to use the charts, it will be easy for you to determine the lines you've read, the lines you have to read, the rate you have read and the rate you must read to reach a point. This is necessary because you will be setting goals that will require you to mark a point in your practice book that you will reach in a timed practice period.

BEGINNING TO PRACTICE

The schedule for every day's practice is broken into practice sessions. Ideally, you will practice session one in the morning and session two in the afternoon. If you cannot do that, you must adapt your available time to cover the materials and areas each session asks for.

SESSION ONE

As you begin to practice, use the easy-to-read book you have. It should be interesting to you so you will have a greater incentive to see the words as you practice. As you develop the Rapid Reading skills, and at your discretion, start using other books of interest to you, unless specifically told to use the first book. Regardless of the book you choose to use, do not use a book with small print or one that has more than a few pictures or one that is hard for you to read. Use good judgement. This is a practice and learning session.

SESSION TWO

If you choose your practice material carefully, it will be easier to read rapidly with complete understanding and recall. Use a book that you use to study, are interested in, or one you would like to get information from. If the book is not interesting to you, you will have a much greater tendency to slow down and, when you try to push yourself, to grab at words. Be aware of this and force yourself not to let this happen. **Reading is not practice. You** must push yourself through all the material you choose to practice with.

YOUR FIRST WEEK SCHEDULE

NOTE: Maintain this practice schedule. Repeat it daily. Do as you are instructed here.

MONDAY, TUESDAY, WEDNESDAY, THURSDAY

PRACTICE SESSION 1 (Simple Book)

Metronome Practice Tape

- 1 - With the hand
- 2 - Without the hand

PRACTICE SESSION 2 (Book of Your Choice)

Metronome Practice Tape

- 1 - With the hand
- 2 - Without the hand

FRIDAY, SATURDAY, SUNDAY

PRACTICE SESSION 1 (Simple Book)

Metronome Practice Tape - With or without the hand

Timed Intervals Tape

- Double your rate for six periods
- Period 7 - Read the double rate with understanding
- Practice remembering and **RECORD YOUR RATE**

PRACTICE SESSION 2 (Book Of Your Choice)

Metronome Practice Tape - With or without the hand

Timed Intervals Tape

- Period 8 - Read as fast as possible
- Period 9 - Repeat and push yourself faster
- IO-minutes - read for understanding, pay attention to your feelings, see better, remember and **RECORD THE IO-MINUTE RATE**

**YOUR SECOND SEVEN DAYS
PRACTICE GOAL**

REACH A READING SPEED OF
850 - 1,350
WORDS PER MINUTE

SECOND SEVEN DAYS

Last week you practiced the development of your eye movement and the ability to see the print. This week, you will practice understanding the words as you see them. You will practice remembering the words you see. You will not need to hear the sound of the words to recognize or remember them. You will continue using the Metronome Practice Tape and the Timed Intervals Tape to further develop your smooth eye movement. You will use the Metronome Tape to help you set a rhythm that you can accelerate. Continue moving smoothly.

From now on, every time you begin to read, you should go through the "warm up exercises" you have been given.

REMEMBERING

You have been instructed many times on how a skill is learned and retained. There is only one way - REPETITION. You must **push yourself** every time you practice. Always practice at the limits of your ability. Each repetition pushes your limits a little further. When you are working without the metronome, do not slow down your pace. When you are asked to read without understanding fully, push faster and pay more attention to the print. You will see better and the understanding will come. **If you do not push, you are not practicing.** Don't forget that every time you are instructed to read for understanding and to remember, you will have a tendency to slow down and "grab" words. Stay smooth and keep your beat. Practice properly; you will pick up the understanding and the ability to remember at the faster beat with practice.

While you are practicing at rates above your understanding speed and are asked to remember, challenge yourself to do so. Even though you may not be aware, your subconscious records everything you see. Two things you should keep in mind: 1) If you see the words as you move across the print, the words will become recorded, even if they are not recognized at that moment; and 2) with practice, you can get your mind to recognize and remember what you see while reading. It is a matter of learning. Practice and give the command to remember. Your mind will not do it by itself; it only acts on command.

When you are trying to remember, and can't, make up what you thought you saw. Don't try to force your subconscious to give you an answer, just give it a command and then challenge it. Do it over and over. Every time you ask for an answer and the answer doesn't come easily, make one up. Soon, you will begin to remember; and when you do, the words you see at almost any speed will be recognized, understood, and, most importantly, **remembered**. Keep the pressure on yourself, physically and subconsciously. You have far more ability than you have ever used. KEEP PUSHING.

YOUR SECOND WEEK SCHEDULE

NOTE: Maintain this practice schedule. Follow the directions precisely.

MONDAY, TUESDAY, WEDNESDAY

PRACTICE SESSION 1 (Simple Book)

Metronome Practice Tape

Read two lines per beat

Timed Intervals Tape

Double your rate for six periods

Period 7 - Read the double rate with low understanding,

Remember and *RECORD YOUR RATE*

PRACTICE SESSION 2 (Book of Your Choice)

Rapid Reading practice for 10-15 minutes

Timed Intervals Tape

Periods 8 and 9 - Read with good understanding

IO-Minute Period - Start with Period 1 reading and read ahead

See how fast you can push and think about your feelings

THURSDAY, FRIDAY

PRACTICE SESSION 1 (Simple Book)

Timed Intervals Tape - All Exercise 1, push yourself

PRACTICE SESSION 2 (Book Of Your Choice)

Repeat Session 1

SATURDAY, SUNDAY

PRACTICE SESSION 1 (Simple Book)

Timed Intervals Tape - Exercise 2, See how fast you can read

PRACTICE SESSION 2 (Book Of Your Choice)

Repeat Session 1

**YOUR THIRD SEVEN DAYS
PRACTICE GOAL**

**REACH A READING SPEED OF
1,100 - 1,600
WORDS PER MINUTE**

THIRD SEVEN DAYS

PREPARATION - PREVIEWING

Your eye movement and your ability to see and understand words at an increasing rate, have been taught in your first two weeks of practice. This week, you will learn how to prepare yourself and the book you are going to read. You know the importance of opening and preparing a book for reading. Preparing yourself and *previewing* the book you are going to read is as important to you, as a reader, as warming up is to an athlete who is about to compete. Before you begin to read, find out as much as you can about the book. Look it over. Find out what the book is about. Look at the index, the table of contents, the preface. Spot read paragraphs throughout the book. If your mind is aware of the book's contents and your purpose for reading the book (i.e. research, investigation, leisure, etc.), you will gain much more from the reading. If there are certain questions you need answered or certain information you need, write down what you want to know. As you read and get the information you need, write it down.

Before you begin reading, ask questions:

WHO, WHEN, WHERE, WHAT, WHY AND HOW?

UNDERSTANDING AND REMEMBERING

Pushing yourself in practice will get you to the skill level that will let you recognize, understand and remember everything you see. During your early learning steps, you won't be able to do any of these things. Concentrate on what you are seeing. Concentrate on understanding what you see, not what you have seen. Push ahead. You won't remember a great deal even though you seem to understand what you are seeing when you first see it. Don't try to retain anything consciously. Let your subconscious do the remembering. Don't question your learning ability. You are gaining the Rapid Reading skill step by step.

You must learn how to pull information out of your subconscious. This is a learning step. It is learned by continuously demanding your subconscious to remember. It would be good to review Week Two's instructions about remembering. This skill is not learned quickly or easily. You must keep practicing and challenging yourself.

A SPECIAL REMINDER FOR THE THIRD WEEK

You have been instructed to ask questions and find out about a book *before you read it*. After you read a book, you should answer the questions you asked before. How well did you understand and remember the book? *As with any skill*, the more you use it the stronger it becomes. You develop your ability to understand by exercising that skill. What did you learn? What do you remember? *Ask these questions!* Don't go back to what you have read to test yourself, challenge your subconscious; it will not let you down, once it learns what you want. Teach it with practice and repetition. Then, use your skills.

YOUR THIRD WEEK SCHEDULE

NOTE: Use a book of your choice for this week.

MONDAY, TUESDAY

PRACTICE SESSION 1

Timed Intervals Tape - Exercise 3

PRACTICE SESSION 2

Timed Intervals Tape - Exercise 4

WEDNESDAY, THURSDAY

PRACTICE SESSION 1

Timed intervals Tape - Exercise 1

PRACTICE SESSION 2

Timed Intervals Tape - Exercise 1
Ask and answer questions

FRIDAY, SATURDAY

PRACTICE SESSION 1

Timed Intervals Tape - Exercise 2
Ask and answer questions

PRACTICE SESSION 2

Timed Intervals Tape - Exercise 4
Ask and answer questions

SUNDAY

PRACTICE SESSION 1

Rapid Reading practice - 15 minutes
Read 15 minutes - Push, but understand and remember

PRACTICE SESSION 2

Repeat Session 1

**YOUR FOURTH SEVEN DAYS
PRACTICE GOAL**

**TO DEVELOP AN ONGOING READING PROGRAM
AND BE ABLE TO EASILY AND CONSISTENTLY
READ AT
1,300 - 1,600
WORDS PER MINUTE**

FOURTH SEVEN DAYS

This week you will begin to enjoy the fruits of your labor. You will actually push yourself harder than ever, but you will begin to realize how far you have come and how much potential for further growth you have. You will realize your tremendous capacity for learning; and most importantly, you will understand that the skills you have mastered give you access to any path you may choose to follow. You **now** have the tools to enable you to learn and master anything you may honestly desire.

This week you will more fully stabilize your speed and your understanding. You will take steps to develop an ongoing reading program. This is necessary if you want to maintain what you have already learned. You have just started developing your reading and learning skills. You **must nurture your new reading skill as you would a precious plant or, like the plant, if you don't, it will begin to weaken and eventually it will die.** The practicing and reading schedule you need to establish must be done according to your time availability. Spend extra time working on your weaker skills. Just as everyone has a different learning rate, everyone has different levels of skill development and habit forming. You practice to overcome **your** weaknesses and to develop **your** habits. Work hard. Practice. Relax.

READING = PROGRAMMATION AND RELAXATION

If you have to consciously think about what you are doing as you are using a skill, the skill development level is not very high. It is only when you can automatically "do things" does the skill level rise. If a baseball player had to think about the pitch that has just been made to him, and had to consciously follow the path of the ball, he would never be able to get the bat off his shoulder. The batter swings instinctively at the ball or instinctively lets it go by, if it is out of the strike zone. There is never time to "make a decision." The reading skill is the same. If you have to consider any one of the skills you have to use while reading, you will never reach a high level of skill attainment. All the skills you have been exposed to and have practiced must be used easily and automatically. Each skill is separate, but nevertheless linked to the others. Yet one skill - that of RELAXATION - is the most critical of all. No skill, mental or physical, can be mastered without first learning the ability to relax. The only way the subconscious mind can be programmed is to properly relax. The Programmation Tape is designed to do this. It is also important to remember that after a skill is recorded in your mind, you must be relaxed in order to use the skill automatically. You cannot be tense or tight to easily pull things out of the subconscious. The looser and freer we are, the more effectively we function, mentally and physically.

One of the most exciting aspects of learning the art of relaxation is that you will be very positively affected in nearly every area of your life. You can draw upon this skill whenever you want to rest, sleep, or be involved in physical activities of any nature, especially in competition, tests in school, giving a talk or presentation, etc. As you use the Programmation Tape, you will learn the power of visualization, imagination and a positive attitude. These are most powerful tools for you to use in directing the development of your Rapid Reading habits.

IMPORTANT NOTE:

The program should always be a part of your library. Make it easy to get to. In a week, a month, a year or six years, if you have a desire to improve your reading skills or even increase them, the program is your teacher and you only have to pick it up and begin to do as you are instructed. Be proud of what you have learned, regardless of the skill level you have reached. With your new skills, there is nothing you can't learn, to get what you want!

**USE THEM OR LOSE THEM!
THE CHOICE IS YOURS.
GOOD LUCK!**

YOUR FOURTH WEEK SCHEDULE

FINAL PROGRAMMING PRACTICE

NOTE: Use the same exercise for Session 1 and 2, every day. Practice with books of your choice. Don't slow down. Keep pushing. Think of what you are seeing. Stay relaxed and think of speed. The exercises this week will be a springboard into all your future reading. Work hard!

Using the Timed Intervals Tape - you set the beat and push yourself.

- Period 1 Push Rapid Reading to warm up
- Period 2 Repeat Period 1
- Period 3 Preview the book and RECORD YOUR RATE
- Period 4 Repeat Period 3
- Period 5 Survey and RECORD YOUR RATE
- Period 6 Repeat Period 5
- Period 7 Read with understanding
DETERMINE YOUR RATE
- Period 8 Repeat Period 7, same section
- Period 9 Repeat Period 7, read faster
- Period 10 Read with understanding. Remember and *RECORD YOUR RATE*

ALPHA-NETICS
RAPID READING PROGRAM
PRACTICE AND PERSONAL READING RECORDS
A BASIC COURSE FOR EVERYONE

*"In order to know where you are going,
you must be able to see where you've been."*

Alpha-Netics

PRACTICE RECORD

COMMIT YOURSELF MORNING AND NIGHT

SESSION ONE

BEGINNING READING RATE _____ wpm

UNDERSTANDING _____

(Good - Average - Poor)

ENDING READING RATE _____ wpm

UNDERSTANDING _____ wpm

(Good - Average - Poor)

DATE: _____

RELAXATION (Amt. Time) A.M. ____

P M ____

PROGRAM. TAPE (Amt. Time)

A.M. __

P M ____

IMAGINATION PRACTICE

(Amt. Time) A . M ____

P M ____

PERSONAL OBSERVATIONS: _____

(Continue on reverse side if necessary)

SESSION TWO

DATE _____

Book Title _____

Author _____

Words per page _____

BEGINNING READING RATE _____ wpm

UNDERSTANDING _____

ENDING READING RATE _____ wpm

UNDERSTANDING _____

PERSONAL OBSERVATIONS: _____

(Continue on reverse side if necessary)

PERSONAL READING PRACTICE

REPORT ON

Two-Minute Repetition and Recall Drill

TITLE OF BOOK _____

AUTHOR _____

WORDS PER PAGE _____ WORDS PER LINE _____

INTERVAL 1 - WHO? _____

INTERVAL 2 - WHERE? _____

INTERVAL 3 - WHEN? _____

INTERVAL 4 WHAT? WHY? HOW? _____

INTERVALS 5, 6, 7, 8, & 9 - RECALL _____

10 MINUTE - RECALL _____

READING RATE ON 10-MINUTE INTERVAL - WPM _____

PERSONAL READING PRACTICE

REPORT ON

Two-Minute Repetition and Recall Drill

TITLE OF BOOK _____

AUTHOR _____

WORDS PER PAGE _____ WORDS PER LINE _____

INTERVAL 1 - WHO? _____

INTERVAL 2 - WHERE? _____

INTERVAL 3 - WHEN? _____

INTERVAL 4 - WHAT? WHY? HOW? _____

INTERVALS 5, 6, 7, 8, & 9 - RECALL _____

10 MINUTE - RECALL _____

READING RATE ON 10-MINUTE INTERVAL - WPM _____

PERSONAL READING PRACTICE

INDIVIDUAL BOOK REPORT

TITLE OF BOOK _____

AUTHOR _____

WORDS PER PAGE _____ WORDS PER LINE _____

PREVIEW _____

SURVEY _____

REMEMBERING _____

STATING AND CLARIFYING YOUR READING GOALS

LONG RANGE COAL (In Detail) & DATE I WANT TO REACH GOAL:

INTERMEDIATE RANGE GOALS (Practice Commitment, Time, Speed, etc.):

1. _____
2. _____
3. _____
4. _____

SHORT RANGE COALS (Time to Practice, Thinking, etc.):

2. _____
3. _____
4. _____

WHAT I MUST ACQUIRE TO ACHIEVE MY GOAL THAT I DO NOT ALREADY HAVE:

ADVANTAGES OF INCREASED READING AND LEARNING SKILL TO THE REACHING OF MY COAL(S):

MY REWARDS FOR REACHING MY GOALS:

"COAL SETTING IS THE STRONGEST FORCE OF MOTIVATION KNOWN TO MAN"

BOOKS OF PERSONAL INTEREST

STARTING _____ (Date) BOOKS TO BE READ BY _____ (Date)

TITLE

AUTHOR

GENERAL INFORMATION/TEXT BOOKS:

NON-FICTION:

NOVELS - FICTION:

BOOKS OF PERSONAL INTEREST

STARTING _____ (Date) BOOKS TO BE READ BY _____ (Date)

TITLE

AUTHOR

GENERAL INFORMATION/TEXT BOOKS:

NON-FICTION:

NOVELS - FICTION:

PERSONAL LEARNING AND STUDY PROGRAM

BOOKS TO BE READ

SUBJECT: _____

(What you wish to research, study, or learn and at what level. e.g. for general knowledge, for discussion, or for becoming an expert on the subject.)

STATE CLEARLY:

BOOKS RELATED TO THE SUBJECT:

	TITLE	AUTHOR
1	_____	_____
2	_____	_____
3	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
13	_____	_____
14	_____	_____
15	_____	_____
16	_____	_____
	_____	_____
18	_____	_____
19	_____	_____
20	_____	_____

SCHEDULE FOR READING:

DATE TO BEGIN STUDY _____

DATE TO COMPLETE STUDY: _____

PERSONAL LEARNING AND STUDY PROGRAM

BOOKS TO BE READ

SUBJECT: _____

(What you wish to research, study, or learn and at what level. e.g. for general knowledge, for discussion, or for becoming an expert on the subject.)

STATE CLEARLY:

BOOKS RELATED TO THE SUBJECT:

	TITLE	AUTHOR
	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
	_____	_____
14	_____	_____
15	_____	_____
16	_____	_____
	_____	_____
18	_____	_____
19	_____	_____
20	_____	_____

SCHEDULE FOR READING:

DATE TO BEGIN STUDY: _____

DATE TO COMPLETE STUDY: _____

PERSONAL LEARNING AND STUDY PROGRAM

SUMMARY OF BOOKS READ

SUBJECT: _____

COMPLETED BOOK NO. _____ DATE OF PUBLICATION _____

TITLE _____

AUTHOR _____

PUBLISHER _____

DATE BEGAN READING _____ DATE READING COMPLETE _____

PERSONAL SUMMARY OF THE BOOK:

SUBJECT: _____

COMPLETED BOOK NO. _____ DATE OF PUBLICATION _____

TITLE _____

AUTHOR _____

PUBLISHER _____

DATE BEGAN READING _____ DATE READING COMPLETE _____

PERSONAL SUMMARY OF THE BOOK:

PERSONAL LEARNING AND STUDY PROGRAM

SUMMARY OF BOOKS READ

SUBJECT: _____

COMPLETED BOOK NO. _____ DATE OF PUBLICATION _____

TITLE _____

AUTHOR _____

PUBLISHER _____

DATE BEGAN READING _____ DATE READING COMPLETE _____

PERSONAL SUMMARY OF THE BOOK:

SUBJECT: _____

COMPLETED BOOK NO. _____ DATE OF PUBLICATION _____

TITLE _____

AUTHOR _____

PUBLISHER _____

DATE BEGAN READING _____ DATE READING COMPLETE _____

PERSONAL SUMMARY OF THE BOOK:

INITIAL

PRACTICE REA

TEST 1 _____ TEST 2 _____

WEEK ONE

DAY

WEEK TWO

DAY

PRACTICE SESSION DATE TEST SCORE _____ WPM RELAXATION _____ MIN.	_____ WPM PROGRAMMATION _____ MIN.	1	PRACTICE SESSION DATE TEST SCORE _____ WPM RELAXATION _____ MIN.	_____ WPM PROGRAMMATION _____ MIN.	1
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	2	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	2
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	3	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	3
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	4	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	4
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	5	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	5
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	6	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	6
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	7	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	7

STARTING RATE _____ WPM

ALPHA-NETICS RAPID

READING RECORD



WEEK THREE		DAY	WEEK FOUR		DAY
PRACTICE SESSION DATE TEST SCORE _____ WPM RELAXATION _____ MIN.	_____ WPM PROGRAMMATION _____ MIN.	1	PRACTICE SESSION DATE TEST SCORE _____ WPM RELAXATION _____ MIN.	_____ WPM PROGRAMMATION _____ MIN.	1
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	2	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	2
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	3	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	3
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	4	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	4
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	5	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	5
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	6	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	6
DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	7	DATE _____ _____ WPM _____ MIN.	_____ WPM _____ MIN.	7

READING PROGRAM

ENDING RATE. _____ WPM

ALPHA-NETICS RAPID. READING PROGRAM



RATE CHART 1

30-SECOND READING

Average Words per Line

# lines 30sec.	Average Words per Line						
	6	7	8	9	10	11	12
	words per minute						
10	120	140	160	180	200	220	240
15	180	210	240	270	300	330	360
20	240	280	320	360	400	440	480
25	300	350	400	450	500	550	600
30	360	420	480	540	600	660	720
35	420	490	560	630	700	770	840
40	480	560	640	720	800	880	960
45	540	630	720	810	900	990	1080
50	600	700	800	900	1000	1100	1200
55	660	770	880	990	1100	1210	1320
60	720	840	960	1080	1200	1320	1440
65	780	910	1040	1170	1300	1420	1540
70	840	980	1120	1260	1400	1540	1680
75	900	1050	1200	1350	1500	1650	1800
80	960	1120	1280	1440	1600	1760	1920
85	1020	1190	1360	1530	1700	1870	2040
90	1080	1260	1440	1620	1800	1980	2160
95	1140	1330	1520	1710	1900	2090	2280
100	1200	1400	1600	1800	2000	2200	2400

RATE CHART 2

METRONOME TAPE

One Line Per Beat

Beats Per Min.	Average Words per Line						
	6	7	8	9	10	11	12
	words per minute						
40	240	280	320	360	400	440	480
60	360	420	480	540	600	660	720
80	480	560	640	720	800	880	960
100	600	700	800	900	1000	1100	1200
120	720	840	960	1080	1200	1320	1440
160	960	1120	1280	1440	1600	1760	1920

Two lines per beat double the rate.
Three lines per beat triples the rate,

RATE CHART 3

TWO-MINUTE READING

Lines R e e d	Average Words per Line						
	8	7	8	9	10	11	12
	words per minute						
60	180	210	240	270	300	330	360
80	240	280	320	360	400	440	480
100	300	350	400	450	500	550	600
120	360	420	480	540	600	660	720
140	420	490	560	630	700	770	840
160	480	560	640	720	800	880	960
180	540	630	720	810	900	990	1080
200	600	700	800	900	1000	1100	1200
220	660	770	880	990	1100	1210	1320
240	720	840	960	1080	1200	1320	1440
260	780	910	1040	1170	1300	1430	1560
280	840	980	1120	1260	1400	1540	1680
300	900	1050	1200	1350	1500	1650	1800
320	960	1120	1280	1440	1600	1760	1920
340	1020	1190	1360	1530	1700	1870	2040
360	1080	1260	1440	1620	1800	1980	2160
380	1140	1330	1520	1710	1900	2090	2280
400	1200	1400	1600	1800	2000	2200	2400