



READ *FASTER* READ BETTER

A WORKBOOK



N. H. ATTHEYA



LEADERSHIP SKILLS SELF-DEVELOPMENT SERIES

READ FASTER
READ BETTER

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READ BETTER

A WORKBOOK

N. H. ATTHREYA
Management Consultant

M M C SCHOOL OF MANAGEMENT
BOMBAY

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3E1

TO

MY UNCLE

S. NAGASWAMI

The matter is presented
in the easy reading format -
to facilitate speed of comprehension.
Phrases, thought-units, are given unbroken

ACKNOWLEDGEMENTS

IN THE words of Isaac Newton, "if I have seen further it is by standing on the shoulders of giants". I am indebted to the many scholars and teachers whose research in Reading has made possible this book.

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N H ATTREYA

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*Read like
listen*

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DEAR READER :

The

LATE President Kennedy took a course in Rapid Reading Skill Development and ~~mustered~~ ^{attained} an average reading speed of 1200 wpm.
of 1200 words per minute (wpm)

It If not of that magnitude, all of us have our share of paper ~~food~~ ^{work}; and we need the Rapid Reading Skill.

Like any ^{other} skill ^{we} this takes time to acquire. Let us concede that.

Our problem is how to avail ourselves of a systematic course in Rapid Reading. Time is so scarce and travel so unpredictable that we are unable to register for a course. Also, the facilities for such training are few and far between.

It is to meet such problems that this self-development workbook has been prepared. It has been so prepared that ^{in a few} almost ~~at one sitting~~ the fundamentals can be read, understood and absorbed.

But knowledge is not skill and
Rapid Reading is a skill.

pd Skill is knowledge in action.

It has to be assiduously acquired over a period.

In any skill development a head start is the thing
and that is what a systematic course gives and

→ that is what this WORKBOOK aims to give.

Since our elementary school, we have been given
more and more reading, NOT better and still better
techniques of reading.

An awareness of the possibilities of faster reading,
a knowledge of the principles of better reading,
and an idea of how people tackle special reading situations
will in themselves step up our speed to some degree.

rd If we want perceptible benefits, however,
there is no substitute for a systematic
and sustained practice for many weeks.
The heartening thing about it all is
the distinct prospect of doubling
our speed of reading.

The term 'Rapid Reading' should not mislead us.
Rapid Reading is not aimed merely at increasing
the speed of reading. Speed in itself is valueless;
comprehension is basic to skilful reading.

rd The aim therefore is *speed of comprehension* —
how to get the meaning off the page,
from behind the words, in a shorter space of time,
and with less strain: the aim is to improve
our total reading proficiency.

Bombay 22
19 November 1965

N H ATTHREYA

SECTION I

INTRODUCTORY

(*) In the second edition, new material was added. Additional material is included in this third edition. In 1959 when we offered this programme people quipped: "The problem in our country is not rapid leading but leading itself". I don't think this is true. I take this opportunity to thank all the readers who made a ~~third~~^{fourth} edition of this book possible.

HOW WELL ARE WE READING NOW?

To GET a fair idea of how well we are reading now, let us take a simple *exercise*.

Here are the steps to observe :

- Turn to the passage on page 4.
- Record the starting time.
- Read it the normal, usual way, the way you always read.
- Record ^{the} finishing time at the end.
- Calculate the time taken to read.
- ~~Close the passage and~~ take up the questions on page 8.
- Without referring to the passage 'tick' *the* answer to each of the ten questions.
- These answers should be what the author has stated in the passage and *not* what we individually think. It is not our knowledge but our reading of the passage that is being tested.

BASE EXERCISE

Starting Time

THE METHODS OF PSYCHOLOGY

THE WORD 'psychology' is made up from two Greek words : *psyche*, meaning mind or soul, and *logos*, meaning word or study. 'Psychology', then, means 'the study of the mind', and that is one way of describing what psychologists try to do. There is, however, a serious difficulty with this definition. No one has been able to isolate or identify 'the mind' scientifically. It has no known weight or size and does not appear to exist in any material form. 'Mind' is a left-over term from an earlier century when it was thought that man was controlled by some little creature or spirit within. Later this idea was modified and mind was thought of as some operating and controlling process which was different from the body. The two were thought to work in harness together. This approach merely pursued a non-existent abstraction, so psychologists shifted their attention to a more concrete approach to the study of man. They began to concentrate upon the observable *effects* of the 'mind' — that is, the way in which we behave.

* Reproduced by permission from " *Psychology for Everyman* " by LARRY S. Skurnik & Frank George. Copyright by Penguin.

Psychology may be defined, then, as the scientific study of the behaviour of man and other animals. It is not the only branch of science which examines people, but psychology differs from other disciplines in that it is concerned chiefly with *behaviour*. It is man's performance in which psychologists are primarily interested rather than his body structure, as such ; but they must, nevertheless, try to relate their theories of behaviour to what is known of the structure and workings of the body. This is not at all easy, since the human body is very complex. The brain, to look at just one of its working parts, has over 10,000,000,000 components (cells), and each of these has a number of different connexions. At our present level of knowledge, it is impossible to specify how every individual cell functions. The most the scientist can do at the moment is to separate some of the complex acts that are performed by humans and, with patience and study, identify some of the processes which seem to govern behaviour.

This approach, with its emphasis upon precise, measurable evidence, has produced useful results in understanding, predicting, and controlling human behaviour. This strict, scientific method of study is not acceptable to all psychologists. Some prefer a more subjective, intuitive approach. Nevertheless, considerable progress has been made in psychology by means of objective, 'behaviouristic' methods.

Before we venture forth into specific information about human habits and actions we should perhaps distinguish between psychology and psychiatry. The psychiatrist is a medically qualified person concerned with the diagnosis and treatment of mental illness and serious disorders of behaviour. The psychologist, on the other hand, is concerned with all aspects of behaviour, both the normal and the disturbed. We must now turn to scientific method.

Scientific method, which involves the systematic collection of data, and the testing of the description of that data, is universal. It is a systematization of common sense which involves logic and careful analysis of the process of data-collecting and reasoning. Its application to a particular subject such as psychology leads to the development of specific techniques which are developed in terms of that subject. Four of the main techniques or methods employed by psychologists are : the experimental methods ; the natural observation method ; the case history method ; and the survey method.

The *experimental method*, sometimes called the laboratory method, is the one which most people associate with science, and it is by far the most important. It entails the performance of experiments in the laboratory under carefully controlled conditions where precise, objective measurements can be carried out. Studies have been performed in the laboratory to find out about the structure of the nervous system, or the speed of reactions to lights, sounds, etc. Animal studies also are performed by the experimental method, as the principles of behaviour of animals can furnish useful clues about the nature of human behaviour. Many concepts of human learning were first suggested by clues gained through animal studies. The laboratory conditions provide almost complete control over the behaviour of the organism being studied, but these conditions also present one special difficulty. Behaviour that is shown in a laboratory may not be characteristic or representative of behaviour outside the laboratory. The very nature of the laboratory control presents an artificial environment which may distort the evidence in an unknown way. To resolve this problem, psychologists also study behaviour outside the laboratory.

The *natural observation* method consists in examining behaviour as it occurs in its natural settings. As much as possible, the psychologist tries to be unobtrusive, as he does not wish to have the same problems of artificiality that exist in the laboratory. By looking at behaviour as it happens in the natural environment he is more likely to obtain a true picture of how the individual behaves. It is still possible to exercise some element of control, but this is typically done by special methods of statistical analysis which are too complicated to be considered in this book. The natural observation method, like all the other methods described, is just one of the many that can be used to study an individual. A person may behave one way in the laboratory and somewhat differently outside, but if behaviour is studied under *both* conditions a more accurate set of data is obtained.

The *case history* is a somewhat different approach. Directed towards the past, it explores the information and evidence of what has already happened. The rationale for this historical approach is simply that psychologists find that the best basis for predicting future behaviour is evidence as to past and present behaviour. Case history information is collected in many ways. The individual may be interviewed about his past, and school, employment, and other

records are examined. Service records, accident reports, medical history information, and the comments of friends and neighbours may all be pertinent.

The *survey method* differs from the others in that it is used to obtain information about group behaviour, collective attitudes, feelings, or habits, rather than about individual behaviour. We are, of course, all familiar with such opinion-gathering procedures as the Gallup Poll. The method that they use is the survey method, and their objective is to find out how a sample of people are inclined to act. From the data obtained from these samples, predictions can be made about how the population will act at a later date. Surveys help to discover what the public attitude is towards nationalization of industry, towards the proposals to join the Common Market, towards the laws about capital punishment, and even towards preferences of food and clothes. The survey method is extremely useful to psychologists working in business and industry.

A psychologist chooses his methods by examining the problem first and then selecting the technique which seems to be the most suitable. We should probably find, for example, that a scientist interested in learning about the effects of noise to be expected from the supersonic airliners would conduct studies in his laboratories with specially simulated sound effects. He would also visit the home areas of people subjected to noise and compare data obtained there with results found in the laboratory.

One of the newer techniques that psychologists are using is the attempt to build machines which will simulate human processes. Research workers in this field (which is known as cybernetics) have already programmed into machines some of the processes which appear to be involved in problem-solving and learning. By studying the problems of preparing the computer programmes, and then observing the operation of these machines, they have gained new insights into some aspects of human behaviour. In the final chapter on frontiers in psychology we will explore this ground in more detail.

Finishing Time

*Total Time Taken
to Read Passage*

COMPREHENSION TEST :

BASE EXERCISE

The Methods of Psychology

- NOTE :
- i. *Please answer without looking at the passage.*
 - ii. *Give the answer the author has given and not from your own knowledge.*
 - iii. *'Tick' only one alternative.*

1. Psychologists concentrate their attention on
 - (a) the study of the mind
 - (b) the study of the spirit within
 - (c) ~~on~~ observable effects of the mind
 - (d) the operating and controlling processes, different from the body.

2. At our present level of knowledge
 - (a) it is impossible to specify how every individual cell functions
 - (b) we can explain all the complex acts that are performed
 - (c) behaviour has been completely related to body structure
 - (d) all the processes governing behaviour have been identified.

3. A psychiatrist is *the*
 - (a) concerned with ^{the} diagnosis and treatment of mental illness
 - (b) the same as a psychologist
 - (c) concerned with all aspects of behaviour
 - (d) not interested in disorders of behaviour.

4. When scientific methods are applied, it leads to
 - (a) development of specific techniques for the subject
 - (b) the subject becoming a science
 - (c) a rapid growth of the subject
 - (d) four techniques.

5. Studies under laboratory conditions present one difficulty
- (a) carefully controlled conditions cannot be maintained
 - (b) they are suitable only for animal studies
 - (c) they do not provide further clues
 - (d) the behaviour may not be characteristic of behaviour outside the laboratory.
6. In the natural observation method
- (a) no control is exercised
 - (b) the behaviour observed is the same as ^{the} in laboratory method
 - (c) some control is exercised by special methods of statistical analysis
 - (d) we have the only method to study an individual.
7. The rationale for a historical approach is ^{that}
- (a) it is the simplest
 - (b) case history methods are used in other fields
 - (c) that past and present behaviour is the best guide to predict future behaviour
 - (d) ^{is} the same as for the natural observation method.
8. From the data obtained from samples
- (a) we can predict the action of the group at a later date
 - (b) we can deduce individual behaviour
 - (c) we can learn very little
 - (d) we cannot learn the attitudes of the group.
9. A psychologist chooses his methods
- (a) according to ^{the} what techniques he knows
 - (b) by examining the problem first
 - (c) preferring the latest techniques
 - (d) ^{by} preferring the first one that he thinks of.
10. The newer technique described is
- (a) the use of high speed computers
 - (b) the building of machines to simulate human process
 - (c) '~~cybernetics~~ ^{human engineering}'
 - (d) the development of teaching machines.

WHERE ARE WE NOW?

IN ANY systematic skill development,
it is necessary to establish the base point. *gt*

This is how we do it for the Reading Skill.

9. We refer to the Table on page 218
against the time we took to read the passage.

This figure gives the *Reading Speed* —
in words per minute.

These are the correct answers :

1. c 2. a 3. a 4. a 5. d 6. c 7. c
8. a 9. b 10. b

We check and ascertain
how many of our answers are correct.

The tests are so designed that only one answer is correct and all the other alternatives are incorrect.

This figure gives the *Reading Comprehension* — in per centage.

If 7 is the figure, our Reading Comprehension is 70%.

(Let us not be surprised if our comprehension is not 100%. In general reading, it rarely is!)

Let us multiply our Reading Speed by Reading Comprehension.

The product gives our reading efficiency score — our *Reading Index*.

Thus if our Reading Speed is 200 w.p.m. and if our Reading Comprehension is 70%, our Reading Index is 140.

Our Reading Scores as ^{of} ~~on~~ today ^{at}
(please put the date here)
are as follows :

Reading Speed	=
Reading Comprehension	=
Reading Index	=

This gives us an idea of where we are now.
On a ^{the same type of material} ~~comparatively difficult passage,~~
we will take another test 6 weeks from now,
and also 12 weeks from now,
and record the three scores.

Comparison of those scores will tell the story of our progress in reading skill development.

WHY READ? :

Our Thoughts

WE READ for a number of reasons.

We wish to read more

for a number of good reasons.

What are those reasons?

May we list them here briefly?

WHY READ? : Others' Thoughts

HERE ARE some observations on the subject
by a few thinkers :

Each man who knows how to read has in him
the power to magnify himself, to multiply
the ways in which he exists, to make his life
fully significant and interesting.

Reading is the key that unlocks the doors
to all other subjects and to other doors
beyond and throughout life.

It is unsafe to be uninformed
in an era of "knowledge explosion".

obtain Because reading is one of the most vital skills,
it directly influences the size of your income,
the pleasures you enjoy and, *often, sometimes,*
the degree of social success. *your*

It helps *one* to keep abreast of the latest ideas
in one's *one* field *and* the confidence to discuss
current affairs freely with friends or
business associates or even one's own children.

One cannot become an educated person today
just by spending four years at college.

One can no longer even become educated by studying
for many years more, because knowledge is doubling
every ten years. Therefore, even after one has
completed his education, he must devote
atleast one-tenth of his time to keeping up with
the new knowledge being developed. If he doesn't
do this much at least, he will fall behind.

WHY READ FASTER?

WHY READ BETTER?: Others' Views

THESE ARE some of the reported reasons for and benefits from a systematic acquisition of the rapid reading skill :

REASONS

① Never before have so many dozens of newspapers, hundreds of periodicals and thousands of books rolled from the presses. Never before has it been so necessary for us to read in connection with our profession, business, or occupation. Modern life demands of many of us that we read more than people have ever done — and that we read faster and with greater comprehension.

② If we fail to cope with this unrelenting and ever increasing flood of ^{words} ~~verbiage~~ in office hours, we have to do homework or just skip — both of which are undesirable.

③ The higher a man climbs up the professional ladder the more he has to read. How to cope with this added load is one of ^{the} modern leaders' continuing problems.

④ Rapid Reading skill is perhaps one answer. Like any other skill this may enable us to do our job better, faster and smoother.

⑤ In most schools, instruction in reading terminates in the first few standards or grades. Thereafter, we are given more and more reading but not better and still better reading techniques. It is assumed that the pupil, having mastered

the ~~elementary~~ [✓] fundamentals, can develop by himself the reading skills he needs.

- This assumption rarely comes true. Few add to their elementary school achievement. Consequently the reading skill of the average adult is no greater than that of a "sixth grader". Often it is less; because reading, like writing, tends to deteriorate unless we do something to improve it.
- Because Rapid Reading is simply "Better Reading", regardless of our present state of proficiency, it is possible to learn to read more rapidly and with more accurate comprehension — there is scope for improvement: there is certainly need.

BENEFITS: Better Reading Skill makes possible —

- Increased reading rates — doubling or even trebling. ^{them}
RL Reading time is halved; we do twice as much reading or more within the same time.
- Improved comprehension ^{of} all types of material.
RL
- Greater ease and enjoyment arising out of applying research-tested study methods; less eye strain and less fatigue, consequently. ↗
- Clearing the desks more quickly.
- More efficient handling of our daily correspondence, quick discard of irrelevant information, better delegation of responsibility and more time after reading "musts" for intelligent business action.
RL
- Keeping better informed of general business conditions and the latest developments and techniques.
RL
- Being more relaxed during the business day, and no more "homework", meaning more time ^{and} for pleasure reading or more time with family and friends.

THIS IS POSSIBLE

IT IS possible to double or treble our reading effectiveness.

Regardless of our age or occupation, or the kind of reading that we have to do, we *can* learn to read more rapidly and with better understanding and greater ease.

The logic is simple.

Firstly, most of us are currently utilising 20% or less of our capacities to read swiftly and intelligently. It is therefore simply a matter of *realising our potential*.

Rapid reading develops our latent or unused capacity to read faster and comprehend more.

Secondly, some of our current reading habits are hindering ^{our} ~~the~~ possible rate of reading. These habits were useful when we were children. They are unhelpful ~~for~~ ⁱⁿ the adult situation, for the present demands, (*h*)

Most of us stopped learning to read when we left school.

In our first halting months we mastered the letters of the alphabet and the sounds they represented.

We then learnt to spell out words letter by letter C...A...T, CAT, R...A...T, RAT etc.

Gradually, we came to recognise words as a whole. We knew that C...A...T spelled 'CAT' without having to break it up into letters.

When we tackled a sentence
we read word by word, not letter by letter.
And that is where most of us
stopped learning to read.

Once the old, unhelpful reading habits
are noted and corrected, the speed tends
to go up and by speed is always meant
'*speed of comprehension*'.

Also, Rapid Reading means *raising* our reading skills
beyond the "sixth grade level".

Better Reading training helps us develop
visual skills, and improved reading *habits*
that increase our reading speed, our comprehension
and concentration.

Thirdly, in many fields,
and reading is no exception,
we do not watch out for the research findings
and apply them to our day to day work.
The findings of psychological laboratories
and the survey results of executive reading practices
provide valuable clues
to reading faster, to reading better.

If, therefore, we consciously and systematically
cultivate the more efficient habits
to reach our potential, we should be reading
faster and better.

Even a few *days* of guidance and practice
can enable participants to double their speed or more
as the chart on page 19 will show,
as the histogram on page 20 will ~~show~~. *reveal*

A few *weeks* of systematic practice can
certainly take us nearer our potentiality.

READING PERFORMANCE BEFORE AND AFTER MMC RAPID READING PROGRAMME

THE FIRST and last day performance of the first 30 executives who took a 10 day (one hour a day) programme in 1959-60 is given below. To facilitate reading, the grouping has been made on the basis of reading rate on the last day.

Conferee	Final day			First day		
	RI	R	C	RI	R	C
1	96	239	42	54	108	53
2	76	252	34	48	121	40
3	153	255	56	31	105	33
4	165	275	60	95	190	50
5	193	276	67	88	125	66
6	173	288	60	100	125	83
7	203	290	67	128	160	83
8	175	292	64	55	109	51
9	180	300	60	110	220	50
10	180	300	60	161	230	66
11	240	300	80	176	220	83
12	182	304	60	75	126	60
13	183	305	58	88	126	73
14	256	320	79	74	124	63
15	161	323	53	66	132	47
16	228	326	70	90	150	62
17	199	332	56	89	177	50
18	233	333	42	49	164	30
19	233	334	67	126	180	66
20	205	342	60	99	142	66
21	192	385	50	98	163	55
22	273	391	66	136	170	83
23	344	429	80	168	210	80
24	250	433	60	151	215	66
25	344	491	70	192	240	81
26	416	520	80	205	410	50
27	317	528	58	168	210	75
28	348	580	60	111	185	56
29	289	578	51	87	124	72
30*	666	666	100*	320	320	100

* At the review session after three months, this participant scored 726 with 100% comprehension.

RI = R × C where RI = Reading Index; R = Reading Rate per minute; C = Comprehension percentage.

READING PERFORMANCE; BEFORE & AFTER

(OF THE FIRST 30 PARTICIPANTS)



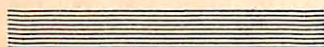
AFTER PROGRAMME



BEFORE PROGRAMME

Reading Index = Reading Rate (w.p.m.)

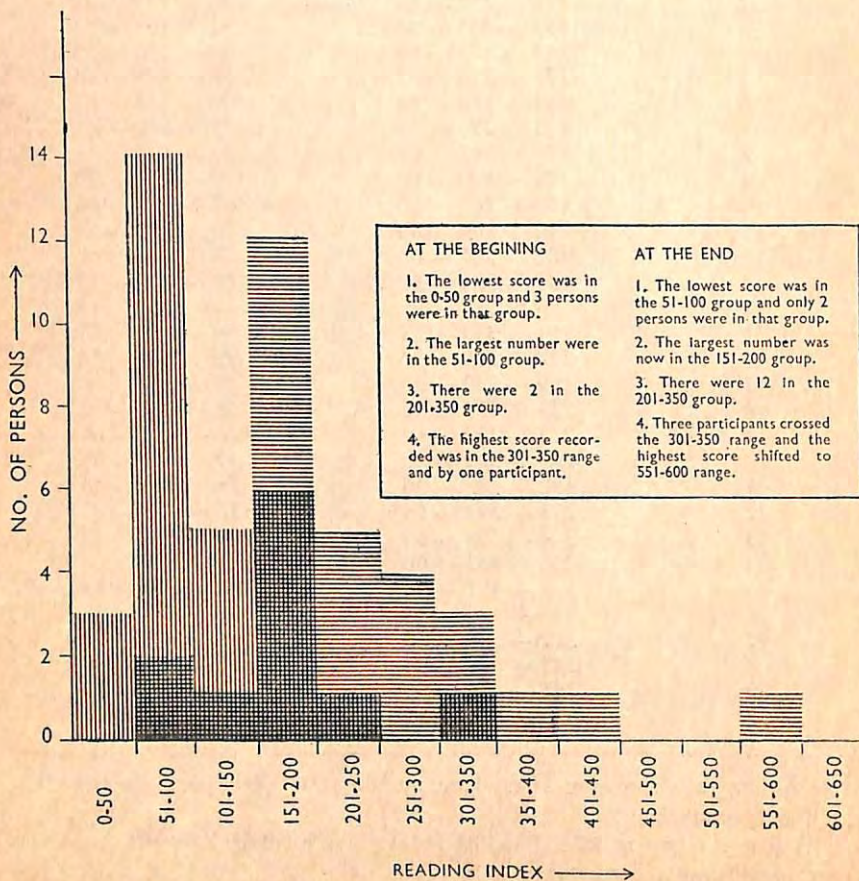
× Comprehension percentage (w.p.m.)



AVERAGE SCORE: 257



AVERAGE SCORE: 137



THE POSSIBLE FEARS

FEAR 1: Can *my* reading be improved?

WHETHER WE are now good, average, or poor readers, we can learn to read faster. As we saw in the last section, many of us are using only a fraction of our capacities. Also, some of our reading habits waste part of our reading time.

FEAR 2: Won't I understand less if I read faster?

On the contrary, we will actually understand much more. Scientific studies have shown that understanding usually increases as reading speed increases!

These studies show that the slow reader is so concerned with the words that he often misses the main ideas. It is not true to say, therefore, that 'the slow reader is a good reader'.

Initially, when the speed picks up, comprehension suffers. But this is a *passing phase* as the chart on page 24 demonstrates. Comprehension soon picks up and, in fact, the initial comprehension score is outstripped. In other words, with increased speed comprehension improves.

We can see this phenomenon for ourselves as many have done by maintaining a progress chart. For the first few days, as we make an effort to step up our speed of reading, comprehension tends to come down. The speed steadies itself at a stage, and then our comprehension picks up. *later*

FEAR 3: What happens meanwhile, especially on official material?

Meanwhile, we shall keep to our usual habit of reading in our official work. *st*
The newer techniques can be confined to the practice period.

FEAR 4: How can I read the technical matter faster?

It is true that we can't expect to zip through a scientific text book as we would through a mystery novel. Our reading rate will vary from material to material. The point is that the rise in speed will be proportionate.

Thus, if our current maximum rate on light material is 250 words per minute, chances are our current technical reading rate is 150/200 w.p.m. If we improve our reading rate on light material to 500 w.p.m., our technical reading rate would double *proportionately* to 300/400 w.p.m.

FEAR 5: Won't it take long to acquire the skill?

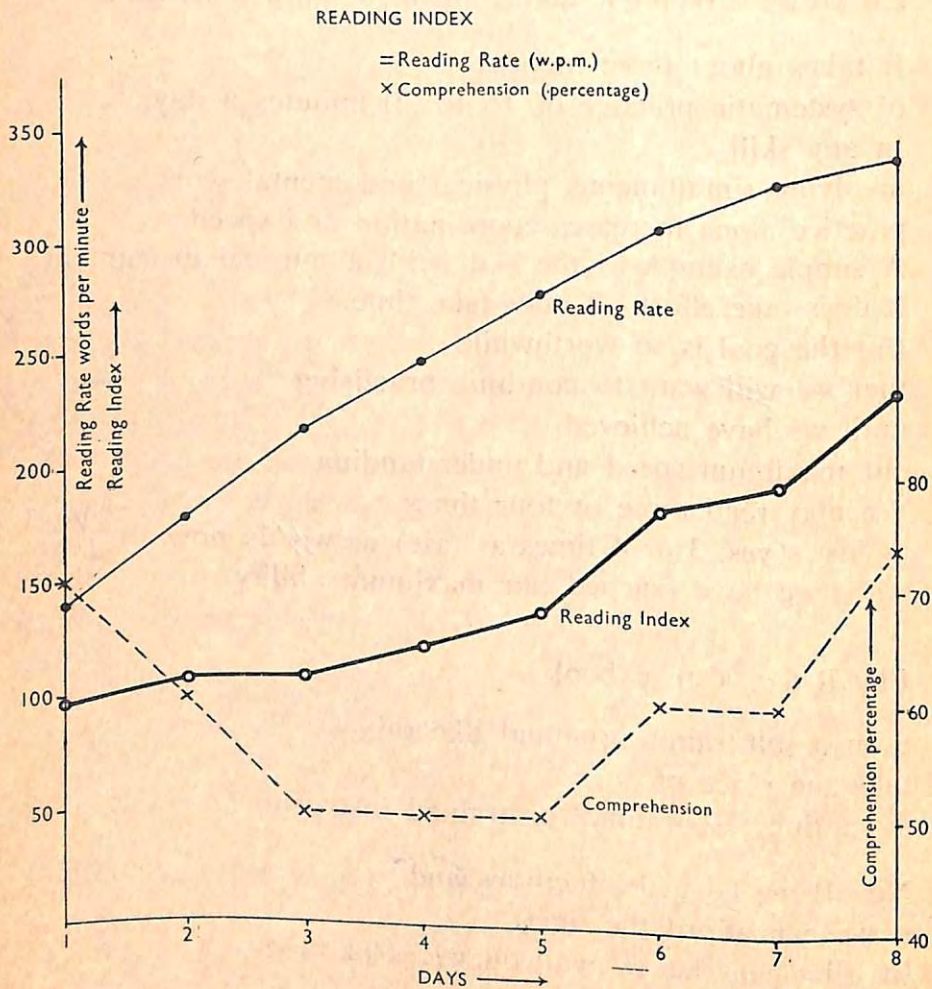
It takes about three months of systematic practice of 15 to 30 minutes a day. In any skill involving simultaneous physical and mental work, practice alone increases coordination and speed. A simple example is the skill with a musical instrument. It does take effort. It does take time. But the goal is so worthwhile that we ~~will~~ want to continue practising until we have achieved our maximum speed and understanding. We may read three or four times as fast, (yes, 3 or 4 times as fast) as we ~~do~~ now *le* when we have reached our maximum ability.

FEAR 6: Can a book —

even a self-training manual like this — take the place of a reading 'laboratory' or trained instructor?

No. If we have the facilities (and if we can afford the time, by all means let us avail ourselves of them. That is the best way. The fact is that not everyone is able to attend a reading 'laboratory'.

A TYPICAL PROGRESS CHART



SECTION II
THE LOGIC

WHAT IS RAPID READING?:

The Objectives

RAPID reading
is another name
for better reading or improved reading,
with a ~~slant on~~ time factor.

own emphasis on the

Other phrases used are:
quicker reading,
faster reading,
developmental reading,
and reading improvement.

Rapid reading *is not*
hurried reading.

The objective of Rapid Reading is

To read faster, read better; *and faster*

Consistent with comprehension,
existing or added,
to reduce
the time now taken to read
any particular type of material;

Putting it differently,
to effectively read more matter
within a specified time and
without impairing comprehension.

Rapid reading objectives are thus *threefold*:

- Better comprehension
- Greater speed
- Greater ease

RAPID READING IS A SKILL

RAPID READING is a skill.
It is a communication skill.

It is a composite skill
involving simultaneous
physical and mental work.

It can be acquired
like any other skill,
swimming for example.

It calls for
an awareness of the need and possibility,
an understanding of the basic principles,
a systematic and sustained application for a period,
~~the~~ formation of helpful reading habits, and
a continuing pride in excelling oneself.

THE READING PROCESS: What happens when we read?

WHAT happens
when we read
a line of print?

Scientists have shown
that our eyes
do not move smoothly along a line of print
as we read.

Instead,
our eyes make a series of *stops*
as they move across the page.

The movements of the eyes
are controlled by
six small but powerful muscles
attached to the outside of the eyeball.
These muscles
act coordinately
to pull the eyes
in a series of small jerks
as they sweep
the axis of vision
across the lines of print.

It is during these *pauses*
that the eyes do the "reading"
or pick up the content.
During the *darts* or *jumps*, the eyes are blind,
the eyes see nothing,
they do not "read".

THE WAY THE EYES MOVED*

- Subject
- 655 After the war he gave the Negro a little house on
- 582 After the war he gave the Negro a little house on
- 790 After the war he gave the Negro a little house on
- 455 After the war he gave the Negro a little house on
- 491 After the war he gave the Negro a little house on
- 427 After the war he gave the Negro a little house on
- 747 After the war he gave the Negro a little house on.
- 846 After the war he gave the Negro a little house on

*Guy Thomas Buswell, *How Adults Read*. Supp. Educ. Monograph.
Univ. of Chicago. 1937.

THE DISCOVERY BEHIND THE BASIC PRINCIPLE

THE FOUNDATION of modern rapid reading is a startling discovery made in 1879 by a Frenchman, Javal.

Javal discovered that the eyes did not look at one letter or word at a time. Rather they proceeded in a series of pauses and jerks stopping only a few times in covering an entire line.

The study of eye-movements started by Javal was followed by Huey and others. Instruments were developed to detect and record eye movements.

An analysis of hundreds of observations revealed decided differences between the way the poor reader read and the way the excellent reader ~~perused~~ ^{studied} the printed page.

The plate on page 30 is a composite photographic reproduction of the eye movements of eight different adults as each one read the same line of print.

The vertical lines represent the points at which the eyes rested as they moved across the line.

The numbers above the vertical line refer to the pauses.

The figures below refer to the duration in $1/16$ th of a second.

Thus,
subject 655
made only three pauses
in covering the line
and they were about the same duration
though ~~it~~^{each} became shorter
as he got under way with his reading.
His total reading time for the line
was only $21/16$ seconds.

Subject 846, on the other hand,
made 20 fixations
while reading the line.
His total reading time for the line
was $163/16$ seconds.

Also,
subject 846
did not proceed regularly across the page
as did subject 655.
He made his first fixation
on the "g" in *gave* ;
then he swept his eyes backward
and made his second fixation
on the "r" in *after*.
Then he proceeded ~~ahead~~
with his third fixation
which centred between the "t" and "h" in *the*.
His next eye-movement was a regressive one,
and his third pause
~~took hold~~
was at the point of "t" in *after*.

In this group,
subject 655
was the most skilful reader
and subject 846 the least skilful.
The least skilful made
about 7 times as many fixations
as the most skilful
and took about 10 times
as much time to read the line,
besides making several backward movements
which the other did not.

It is such analysis and synthesis
of successful and not-so-successful experience
that led to what may be called
the modern reading science.

Like in any other science,
certain expressive terms
have been coined.

Some we will ~~see here~~ mention at this stage
and ~~more~~ later. *the others*

The pauses or the stops
are called "*fixation pauses*"
or just "*fixations*".

The width of the portion of a sentence
which the eyes perceive
at one glance or fixation is called
"*the eye span of recognition*"
or the "*eye span*"
or just "*the span*".

Now main

SECTION III
THE PHYSIOLOGICAL PHASE

TIME ELEMENTS IN READING

READING time
is accounted for by

1. The number of fixations or stops
2. The fixation-time or duration of the stops
3. The tempo of reading.

If the number of stops per line
is less,
or/and
if the duration of the stops
is less,
the reading time
for a passage
will be less.

Also, reading time will be less
if the tempo of reading is higher.

To reduce the reading time, therefore,
we should find ways and means

1. To reduce the number of 'fixations' per line;
2. To reduce the duration of each stop;
3. To step up the tempo of reading.

STEPPING UP THE TEMPO

WE HAVE cultivated
a habit of reading slow.

We have developed
a fear of reading fast.

We have been hypnotised
by the suggestion :
Read slowly, otherwise . . .

Consequently,
the tempo of our reading
is not as high as it can well be.

*"If you read fast,
you will miss the meaning":*
this is baseless fear.

The *fact* is
the faster the speed of reading,
the better the comprehension.

Clinical studies have shown that
in so far as reading is concerned
reasonable haste does not make waste. 26

The explanation is this:

The mind and the eye
should work in as near unison
as possible.

When the gap is more,
concentration suffers
and therefore comprehension.

To step up comprehension,
we should step up concentration.

h/v } To step up concentration
we should step our reading speed
to be as near to the thinking speed as possible. r w p

Let us therefore,
consciously increase
the tempo of our reading.

Let us read a little faster
than we did yesterday.

Let us also spot the impediments to tempo
and ~~stop~~ them.

overcome

IMPEDIMENTS TO TEMPO: Regression

THE IMPEDIMENTS to tempo take the form of certain unhelpful reading practices and habits.

If these impediments are removed and replaced by ~~more~~ helpful ones, *Habits* there will be good tempo and consequent saving ~~on~~^{of} reading time.

One of such unhelpful habits is the habit of looking back, the habit of reading first and then looking back to determine what we have read.

As we read on,
we feel
we have missed something
and so choose to go back,
re-reading the words
that our eyes have just passed over.

(Such backward glances and re-readings
are technically called "*regressions*".)

~~This Regression~~ hinders the tempo
and ~~thereby~~ the reading speed.

Therefore

Regression often arises
out of lack of confidence.
We have a feeling
that we have missed a word somewhere
and we hop back and read it again.

The odds are
that we did not miss the word
in the first place;
and even if we ~~had~~, *did*
it would have made little difference
to our understanding of the passage as a whole.

When we read, therefore,
let us *read*.

Let us not look back.

As in driving, so in reading,
let us keep our eyes moving forward.

It

If at any time the thought goes
completely to pieces,
we may go back.

Even then, it should be
after we finish ~~the~~ paragraph —
after the regressive impulse is repulsed.

IMPEDIMENTS TO TEMPO: Back Swing

IT HAS been observed that we *drag* the eyes from the end of one line to the beginning of the next rather leisurely.

This affects the rate of reading ;
and what is more important,
this affects concentration,
and therefore the speed of comprehension,
for the reason that
the mind tends to wander during this interval.] 9x

The desirable reading habit is
to swing back the eyes
to the beginning of the next line.

So that we may get the feel of it,
we may try an exercise.

Let us 'read' the matter on page 44
observing the following instruction :
at the same speed we move from one word to another,
we should move from the last word in the first line
to the first word in the next line.

When we do this,
we feel the swing of our eyes,
back to the beginning of the next line :
we call this *back swing*.
Once back-swing becomes a habit,
tempo is facilitated.

Normally, in a longer line of print,
the distance of the swing is wide,
but if we apply the phenomenon
described on page 63,
we will find that the distance
between the last fixation in the first line
and the first fixation in the next line
is much less than it would otherwise be.

BACK SWING EXERCISES

Can	Man	Van
Law	Raw	Caw
One	Two	Ten
Age	Egg	Cup
Hen	Men	Gun
Why	How	Bow
Tea	Cup	But
Rut	Hut	See
Out	Cry	Old
Far	Bar	Sir
New	Few	Cue
Add	Six	Fix
Sun	Fun	Got
Boy	Toy	Yet
Tit	Tat	Sit
Cry	Fry	Bye

THE LIMITING FACTORS

THE FIRST thing to do
in the physiological
phase of reading
is to let the eye see
as fast as it can
and permit no impediments.

The limiting factor should be
the eye
and not anything else.

Many of us
have other limiting factors.

LIMITING FACTORS: Crutches

ESSENTIALLY, so that
we may not miss even a word,
we may be pointing to words.
We may be following every line
with a pencil
or a **finger**.

Where such a habit exists,
the speed of the pencil or the finger
limits the speed of reading.

Our finger cannot possibly move
as fast as our eye.

We have, therefore, to remove this limitation,
if we are to have optimum tempo.

LIMITING FACTORS: Head Movements

WE ALSO tend
to swing our head
from side to side.

These movements too
slow us down.

Head movement
tends to tie down
the speed of the eye movements
to the speed of the head.
Since the eyes can move
much faster than the head,
it is essential
that the head be kept still.

A line of print
very easily falls
within the limits
of our peripheral vision.

It is true
we have to shift
the focus of our eyes,
as they move across the line,
but we need not move our head.

Our eyes will swivel
over a much wider angle
than is needed for them
to read a line.

And, incidentally,
head movement tires us more.

Let us watch our *advers*
for any involuntary
movement of the head.

SECOND TIME FACTOR :

Fixation Time :

OUR EYE CONDITIONS

ASSUMING A fair degree of intelligence, fixation-time depends on a physical factor like perception and a mental factor like recognition.

We have then to examine every item that contributes to quick and accurate perception and recognition.

One such item is the state of our eye.

Our eyes travel
at lightning speed.

Combination of letters
becomes for us in a split second of time
a thought, a concept, a bit of information.
The eyes grasp data in a split second
and then dash on.

When we remember this,
we see the place of
perceptive faculties
in reading duration.

Just to take one example :
Some of us tend to confuse
~~between~~ '265' and '256',
~~between~~ 'then' and 'them'
and this tells on
over ~~the~~ proficiency in perception.

Health in general,
and eye health in particular,
is, therefore, a factor to reckon with
in reading efficiency.

We should check
for possible disorders.

The usual symptoms are
eye fatigue, headache while reading,
discomfort while reading a book
(unless it is held close or farther
than the usual 14 inches,)
and blurred vision.

Even as a normal practice,
after forty,
it is good to get
our eyes checked every two years
by a specialist.

FIXATION TIME: Reading Conditions

THE ADEQUACY of light,
the absence of glare,
the quality of paper,
the size of the print,
and similar factors
also have a ~~say~~ on duration.

an effect

FIXATION TIME:

Our General Vocabulary

SINCE WORDS are language symbols,
symbol (word) recognition
and meaning recognition
affect speed of comprehension.

If our vocabulary is meagre,
we will take more time on words,
trying to figure out the meaning.

If our general vocabulary is rich,
the duration tends to be less.

A large and increasing vocabulary
is characteristic of a skilful reader.

FIXATION TIME: Our G. K. Quotient

INTELLIGENT READING requires more than a mere knowledge of what the words mean.

Allusions, figures of speech, references of one sort or another, all demand that the reader meet the author halfway so that the full implications of the author's words may be appreciated.

This assumes we have enough intellectual curiosity.

General background information and knowledge becomes then another factor in comprehension and, therefore, speed of comprehension.

FIXATION TIME: Familiarity

DURATION DEPENDS on
our familiarity with
and interest in
the subject matter.

If we are physicists,
we ~~will~~ take less time
to read a piece by Sir James Jeans or Bertrand Russell
than we do a piece by Alfred Adler or Carl Jung.

THE ACTION PLAN

Preview

REDUCING duration
is an integral part
of the development of the total reading skill.

The Action Plan (Section VI) suggests
steps for improvement in all the areas
that affect duration.

A profitable start
can be made within a few days ;
but, for good results,
we have to work for many weeks.
There are no short cuts.

Relatively speaking,
eye conditions
and working conditions
are corrected
easily and quickly.

Improvement in the areas of
vocabulary and general knowledge
takes time ;
it calls for sustained and conscious effort
over a ~~fair~~ period. of time

Certain

THIRD TIME FACTOR : Number of Fixations

UNIT OF COMPREHENSION

EVEN WITH existing limitations of tempo and vocabulary, we can, with some awareness and effort, reduce the number of stops per line and thereby increase our speed.

The number of fixations per line depends certainly on the length of the line of print but more surely on the amount of printed material the eyes can take in at one pause — an “eyeful”.

An eyeful in many cases is a single word.
Let us increase our unit of comprehension.
Let us make the eyeful a group of words.
Let us grasp a whole phrase at a glance.

Instead of reading isolated words in a passage this way :

Students, / business / men, / and / professional / people /
frequently / report / that / they / have / not / been /
taught / to / concentrate / and / that / they / need /
practical / and / specific / suggestions. / Several / brief /
recommendations / are / provided. /

We may read this way, taking ⁱⁿ small phrases at a glance :

Read with / a definite purpose. / Determine /
what you want / and / then go after it. / Develop /
the habit of asking questions / ~~on~~ ^{about} your book. /

Or, better still, this way, taking larger phrases at a glance :

Work with pencil, paper, / and the necessary reference
materials. / Keep in mind that / study is an activity /
which involves more than / just looking at a book. /
Study is an active process, / not a passive one. /

If possible, / plan to do all studying in one place. /
All of us are creatures of habit. / We have places
for worship, / amusement, sleeping, eating, and even for
taking a bath / so why not have a place for study? /
Students ^{with} ~~having~~ one habitual place for their work /
report gratifying results. /

In other words, let us increase
our "eyeful", our "visual bite".

And this is not unnatural either.
In fact, *this* is natural.

A Phrase is a thought unit, a meaning unit.

When we read by phrases,
we read in the same way we think —
by whole ideas.

Reading is
reading for meaning,
which means we have to read
in terms of thought units,
and, therefore, in terms of phrases.

If we are reading
a list of unrelated words,
we may have to read word by word.

But in normal reading,
the words are held together
by the broader meaning.

Each phrase in a sentence
is a unit of meaning.

Instead of
gradually building up to the thought
word by word,

*through phrase-reading,**

we grasp the whole
just as it was in the author's mind.

Also, psychologists have proved experimentally
that wholes can be recognised with 100% accuracy
without any conscious recognition
of the several parts that make up the whole.

*This book, like the other books *by Deane*
published by the ~~M M C~~ School of Management
is patterned to facilitate phrase-reading.
If in typing breaking a word is frowned at,
so in printing breaking a phrase should be frowned at.

In reading, the whole is more significant than the sum of its parts.

The "whole" is a phrase, a thought; the parts are individuals which, by themselves, one by one, are often useless for comprehension.

If we take more words in a single fixation, we tend to understand more quickly.

Further, the eyes can see more than one word at a glance.

only ~~The~~ physiological capacity is much more than what we normally use.

It stands to reason then that we should read in terms of phrases rather than in terms of words.

In actual practice, however, training the eye and the mind to take in these units of meanings, instead of words, at a single glance is not so simple.

We have been used to read word by word, ~~and~~ for many years. Old habits die hard and new habits take time to form; and phrase-reading is a new habit.

This new habit will demand some effort. To change over from conventional ways, (in which we have confidence),

to new and untried (by us) ones
takes some doughtiness of spirit.

It is more than
forming a new habit.
It is giving up
an old, old habit —
the habit of word-reading.

Word-by-word reading
has also meant another habit —
the habit of 'reading aloud',
the habit of 'see-say-hear'.
We tend to read 'aloud'
with the lips,
with the tongues,
with the larynx.
If we do not say each word,
at least silently to ourselves,
and if we do not hear each word,
in our 'mind's ear',
we are unable to get the meaning.

We have to make
a conscious effort, therefore,
to get over this habit of vocalisation
and word-by-word reading for one thing,
and cultivate the phrase-reading habit, ~~for another.~~

To break this vocalising habit
and rely on vision alone in reading
is not easy;
but it *has* to be done
and it *can* be done.

the
To restate ~~of~~ point,
if we vocalise,
we can hear only one word at a time :
we can read as fast as we can talk
and no faster.

want to
If we ~~should~~ read faster,
it should be a visual matter.

The eyes and the brain
can work faster
than the vocal apparatus.

Why not avail of this facility?

would
It ~~will~~ be well
if ~~printing~~ is done *a more*
as on this page.

Until that time,
the eyes should look at a passage
in terms of phrases.

When we phrase-read,
the number of fixations comes down,
since from as many fixations as words *95*
we go to as many fixations as phrases. *95*
When we phrase-read,
the fixations become less
and the duration time too!

That is the relation between
reading better and reading faster.

'Business' or 'functional reading'

is what we have in mind all along.

*The skills considered here are NOT applicable
to poetry where sound values have to be noticed
or even to prose which we read for the style.*

VOCALISATION AND SUB-VOCALISATION

READERS CAN be divided into
three broad types :

the motor reader,
the auditory reader,
and the sight reader.

The *motor reader* forms the words
with his lips ^{etc} ~~et cetera~~, as he reads.

The *auditory reader* hears
in his mind's ears the words as he reads,
although the speech organs are completely at rest.

The *sight reader* gathers the information
from the printed page
without the aid of the auditory or vocal senses.

As children, we say it aloud.

Later, we learn to 'say' silently. *n it*

So long as we read by word-units,
and not by thought-units,
mental vocalisation or sub-vocalisation remains.

When we observe :

"I will not 'say' the words";
we are still emphasising the 'saying'.

What we need to observe is :

"I'll not 'hear' the word;
I'll think the thoughts".

The eyes and brain —

without the vocal apparatus —
can work together

two or three times faster than
the vocal apparatus can pronounce the words.

So long as the 'sound barrier' is there
the speed does not pick up fast.

Let us cross this barrier.

To graduate into a sight reader
is *not easy*.

It has to be done over a period. *of time*

The best way is NOT
the conscious inhibition of auditory reactions.

The best way IS

being entirely preoccupied
with the pursuit of ideas.

pl. sm p. 70

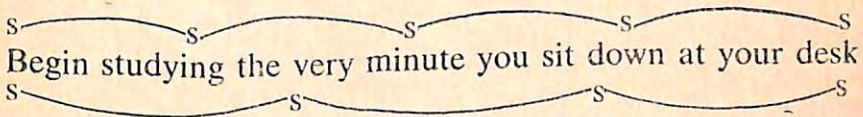
WASTEFUL READING EFFORT :

How to Reduce it

A SMALL way
but a sure way
to read more effectively
is to reduce/eliminate any wastes
in the act of seeing.

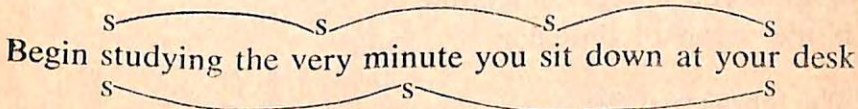
One waste that often occurs
is the way we focus
the first and the last fixation in a line.

We normally start lines right at the beginning
and finish them right at the end
(as shown below.)



If, on the other hand, we begin half an inch along
and break off the same distance from the end
(as shown below)

we eliminate the wasted vision —
making for less number of fixations
and for less reading time (therefore)



This reading behaviour is a matter for minor adjustment ;
and can be brought about almost immediately.

THE EYE SPAN

A RELATED aspect of fixation
is the width of the span of vision.

The phrases differ
in length —
some are small
and others large.

If we have to 'phrase-read',
our span of vision
has to be wide enough
to cover the larger phrases as well.

Largely because of habit again —
as also the habit of word-reading —
we have been using
only a small fraction
of our potential eye-span.

The next major step
to reduce the number of stops per line
is to widen
the span of vision.

"An eyeful" is the span of vision.
And this span
CAN be widened.

Such ^{or} widened span
will enable us
to take ⁱⁿ larger phrases
at one "fixation".

The length of the eye span
can be increased
to our own physiological limit.
Good readers, it has been found,
measure upto 14 units;
they can take in one "gulp"
a 14-14 word of this type: eg.

antidisestablishmentarianism.

SECTION IV
THE COGNITIVE PHASE

DYNAMICS OF READING

WHATEVER WE have ^{said} seen so far
assumes that
all that is written should be read
and at the same speed.

Should it be?

Should we read every word?

Should we read all matter at the same rate?

Before we answer these questions,
we may attempt an answer to one other question:
What is the *purpose of reading*?

WHAT IS THE PURPOSE OF READING?

GOOD READING is ~~much~~ more than speeded ^{up} reading.

To read well means to engage in a complex activity, partly visual, partly psychological.

It is basically a process of translation or decoding. It is a process of deciphering symbols and deriving meanings.

We read with a view to getting the message off the printed page, the ideas, the thoughts and the salient facts.

The words are of value only to the extent that they help convey the message.

Reading requires more than word recognition. Actually, concentration upon word recognition hinders efficient reading.

Reading is an active, ^{positive} aggressive acquisition of ideas and this means the reader analyzes, anticipates, compares, contrasts and evaluates.

For purposes of this skill, we keep out poetry, drama, literature or legal document: we confine ourselves to non-fiction, (business or otherwise) and fiction. When we read for the sheer love of words, this skill has limited ^{popularity} bearing. ^{relevance}

To go to p. 62

THE REVERSE OF READING

IF THE purpose of reading
is to get the message
off the printed page,
the purpose of *writing*
is to get the message
into the 'printed' page.

In a sense reading is writing in reverse.

Once we know
the nature of the writing process,
attacking the printed page
becomes easier.

We learn to take apart a piece quickly
by understanding how it is put together.

There is a thought or a message —
a fact, an idea or an opinion.

This is expressed in the form of a sentence.

This is built into a paragraph.

And the process continues in that direction.

This is writing.

The reverse process, reading,
should be
to look for the thought
with which it all started.

The aim of reading
is to crack the shell of words
and grasp the kernel of thought.

READING, A THINKING PROCESS

THIS MEANS that
reading is not a mere physical process.
It is essentially a thinking process,
a process
to get at the thought,
to get at the meaning behind the words.

Reading is not
a passive physical process.
Eye movements are simply
symptoms of mental processes
which a person uses while reading.
While unhelpful habits must be observed and corrected,
the mere mechanics of changing the eye movements
or recognition span
will not make for better or faster reading.
In other words,
we should work on the fundamental mental process itself,
“back of the eyeball”
and not simply tinker with the symptoms.

Logically, therefore,
we should read for meaning.
We do this now unconsciously.
When we read for meaning consciously,
we see a distinct difference.

So that we may
read for meaning consciously,
we should get a clear idea of
some of ~~the~~ aspects of writing.

These aspects *include*

- General structure
- Writing patterns
- Paragraph formation
- Signal words
- Punctuation marks.

ASPECTS OF WRITING

Structure

MOST PIECES of writing
have a characteristic structure.

Let us take
the *news story* ^{as an} ~~for~~ example.

It takes the 'shape' of
"the inverted pyramid",
that is,
the more important appears first
and then the less important,
and then the still less important.

The opening paragraphs,
called "the lead",
will give us a clear idea of
the significant facts of a story
in a matter of seconds.

They will present
the nature of the event being reported,
the persons or things concerned,
the time, the place, the cause, the result.
Most leads, in fact,
answer the stock questions of
who, what, when, where, why and how,
either directly or by implication.

Succeeding paragraphs may fill in the story
in more detail ;
and the longer the story,
the more the details and the background.

This understanding
or awareness of the news story structure
gives us a clue
^{on} ~~as to~~ how to attack a newspaper page.
All that we need do
to keep abreast of the news
is to read the leads.

The rest is useful —
but only for the specialist in the field.

Just as the *newspaper story**
has a characteristic structure,
so has other standard written material.

Once we have an idea
of the structure of any piece of writing,
we are able to choose a strategy of reading
that will fit in with our purpose.

* This 'inverted pyramid' applies only to the news story,
not to the short story ~~in general.~~

THE AUTHOR'S PURPOSE :

Patterns of Writing

THE WRITER has a purpose ⁱⁿ ~~for~~ his writing journey.
If we know it,
and if we travel right along with him,
our reading journey will be
surer and swifter.

As the writing purposes vary,
the patterns of writing also vary.

And different patterns of writing
permit different speeds.

Identifying the patterns of writing
enables us to 'read to the pattern',
which, in turn, enables us to read
at the maximum speed permissible by
or possible for the matter on hand.

Let us examine a few of
the more common patterns.

PATTERNS OF WRITING :

Easy Patterns

1. Sharing ^{the} Experience Pattern

Is the author sharing
some first hand actual experience?
If the answer is 'yes', it can be this pattern.

st~~This~~ is easy to read and permits high speed,
as the following extract illustrates :

No Hollywood star could be so temperamental, so hilarious, so touching, or so frightening as some of the actors that have performed their roles before the camera.

As a member of the Walt Disney wild life camera crew I spent two seasons filming the spectacular true life adventure, The Vanishing Prairie. We followed and found our animal and bird actors in remote sections of the West — in the last retreats of the native wild life of the Great Plains.

This was my greatest camera adventure.

My "actors" were unpredictable. They misbehaved continually. Small ones disappeared down burrows just when I was ready to start my camera. Of course they ran from me whenever I inadvertently revealed myself. They hid from me much more easily than I from them. Larger ones often charged me angrily when I got too close.

Yet all this was to be expected.

The story for this film was their true story — the everyday adventures of the animals and birds of the vast American prairie. They wrote the script with nature as their director. My camera was merely the "invisible" intruder.

2. Question-Answer Pattern

Either directly or by implication, the writer states a question and then proceeds to answer it.

This question furnishes a compelling and constant frame of reference with which details can be associated.

This pattern also facilitates speed.

Consider the following extract :

What will we do with our time in that leisured world? Undoubtedly there will be still more travel and more vigorous and daring outdoor recreation. Life will be dull otherwise. Perhaps thousands will climb Everest and millions will ride dolphins. But I think the activities that will really begin to bloom are the creative arts and education and science. Not just Sunday painting. But Wednesday-Thursday-Friday-Saturday-Sunday painting. Continual rebuilding of your own home to your own taste, filling it with personal ingenuities and bold designs, might become the fashionable thing to do.

3. Opinion-Reason Pattern

The writer states his opinion and gives his reasons for it, as in the extract below.

This too lends itself to speeded^{wp} reading.

Change, change, change, continual change. This is the watchword of modern life. We have not only adjusted to it, many of us have begun to revel in it. Conservative scientists have predicted the end of change at various times, but they have always been proved wrong. It seems it must go on forever. In the last two decades, the changes have been coming faster than ever before. Planes have passed the speed of sound, bombs have become incredible and then incredible squared, men are in orbit; and here below, new countries have proliferated, television has become universal, and every corner of the world is in a state of ferment.

PATTERNS OF WRITING :

Less Easy Patterns

1. Imparting-information Pattern

This pattern usually contains many factual details which means careful and relatively slower reading.

Consider the following extracts :

The circulation of SCIENCE abroad is expanding. During the last year it increased 30 percent, while the domestic circulation was up 10 percent. In the past, the AAAS has concentrated on seeking membership in this country : in the future, citizens of other nations will be made aware that they too are welcomed as members or subscribers.

Publications of other American scientific organizations are also distributed widely abroad. The Journal of Geophysical Research is sent to about 7000 domestic and 2100 foreign members and subscribers. The growth rate of the non-U.S. component is three times of the U.S. component.

The American Institute of Physics publishes 14 journals as well as translations of 10 Russian periodicals. About 30 percent of the circulation of fundamental journals is foreign. Ranked by number of subscribers per million of population, the top five countries are as follows: United States, Israel, Canada, Switzerland, and Sweden. Figures for the U.S.S.R. are not meaningful, since the Russians make many copies of U.S. publications.

2. Substantiated-facts Pattern

The writer begins with a conclusion and substantiates it ~~by data~~; ^{with} scientific observations, experiments etc. The conclusion will be the topic sentence and the rest reinforcing details, as the accompanying extract illustrates.

This again calls for more careful and therefore less speeded ^{up} reading.

The role of hands in the spread of infection was recognized by Semmelweis before the era of bacteriology. Indirectly, its importance is supported by bacteriological data showing that the skin carries micro-organisms and by the value of no-touch techniques in the application of dressings. More direct support comes from the recent finding that the spread of an indefatigable strain of Staphylococcus aureus in a nursery was considerably less when the nurses washed their hands with a hexachlorophane detergent cream before they handled infants than if they did not.

PATTERNS OF WRITING :

Guideposts

IF WE relate this writing phenomenon to reading we arrive at a few guideposts —

First, let us identify the pattern of writing.

If it is in ^{the} *question-answer pattern*, let us concentrate on the questions and then read to find the answer(s).

If the pattern is that of *personal experience*, let us live with the writer vicariously as he tells what happened. us

If it is of *opinion-reason type*, let us focus sharply on the opinion expressed and then find the author's reasons for holding it.

If the *giving information pattern* is used, let us read carefully to find what information he wishes to impart. it

If we encounter the *substantiated fact pattern*, let us first look for the conclusions and then find the facts which support each conclusion.

Each pattern permits a different speed or gear. Reading at the permissible speed speaks of flexibility which, we will see, is a major secret of the reading skill.

THE PARAGRAPH

PARAGRAPHS ARE units of writing.

Generally speaking,
each paragraph revolves around one thought.

One sentence —
we may call it *the key sentence or topic sentence* —
states clearly the main thought of the paragraph.

The other sentences in the paragraph explain, illustrate, contrast or parallel the key sentence of the paragraph.

— give a sample

This knowledge holds a clue for us, readers.

Each author has his own way of expressing himself.

There are authors who adopt the pattern of giving the key sentence at the beginning of each paragraph ; and there are others who give a key sentence only by implication.

The approach, therefore, is :

Develop a technique of paragraph reading, so that as soon as your eyes alight upon the page, you see the paragraph as a unit of writing and you automatically *look for the main idea* of that paragraph as *expressed in the key sentence*. If not expressed, sense the main thought clearly, and immediately frame a topic statement in your own thinking.

Let us recall this :

Rapid reading depends on our ability to select only the distinctive elements. All phrases are not equally important in a sentence — there are *key phrases*. All sentences are not equally significant — there are *key sentences*. We should train the mind and the eye to look for these key items.

SIGNAL WORDS

IN EVERY paragraph,
the movement of the thought
pivots upon
certain words or phrases.
It is these words and phrases
that give us an indication
of the thought direction.
We may call them '*signal words*'.
They are like signposts
on the highways.
They tell us what to expect.
We are thus prepared
to anticipate the meaning
and adjust quickly to change.
A knowledge of these signal or direction words
enables us to read more intelligently
and ~~thereby~~ more rapidly.

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GO AHEAD

One set of words
point to the forward movement
of the thoughtflow.

They seem to say :

Go AHEAD

CONTINUE RIGHT ON.

They indicate that
there will be more and more ideas added
which carry forward
the same course of thought.

And is the commonest of such
“go ahead” signals.

Other more commonly used ones include :

more

moreover

more than that

furthermore

also

too

likewise

besides

again

as well as

in addition to.

A related set of words,
for example,

thus

so and so

therefore
consequently
accordingly

perform a more specific function.

These words
signal you to continue
without change in thought,
but
they also tell you
that something is coming
which is of significance.
When we spot such words
we should think :
“ I must pay special attention
to this sentence ;
it may summarize
the whole paragraph for me.”

TURN-ABOUT

A second set of words
point to the reversal of the direction
of the flow of thought
and thereby says :
CAUTION : Sharp turn. Slow a little.

The chief announcer in this category
is the word ‘ but ’.

Others include :

yet
nevertheless
otherwise
although
despite

in spite of
on the contrary
however
notwithstanding
rather
on the other hand.

These turn-about signals tell you
to stop going ahead,
since the author is about to usher in an idea
adverse to those that we have been reading.
The author is about to take a different course.
Let us travel with him
so as to reach our destination
more quickly and more accurately.

SLOW-DOWN

A third set of words
announces a thought-eddy
and directs us to consider
dwelling upon a particular point.

Such words are :

because
for example
if
provided
to be specific.

The stream of thought does not
move evenly.

The author tends to indicate the changes
by using the directional words.
If we are alert to these signal words,
we are able to adjust our speed suitably.

PUNCTUATION :

PUNCTUATION HAS one major purpose.
That is to speed the reader on his way,
by regulating the word traffic.

Let us take a small passage
where the punctuation has been dispensed with.
Let us see how it reads.

Where there is much for the mind of the reader to handle however where verbal pedestrians are likely to dart out into the stream of verbal as that word however did a moment ago in this sentence where detours must be made around other thoughts there the punctuation marks the traffic lights of reading must be thickly clustered so that without delay the reader may deftly find his way through the maze of words thus keeping the traffic of thought flowing smoothly.

Let us place the punctuation marks and read.

Where there is much for the mind of the reader to handle, however, where verbal pedestrians are likely to dart out into the stream of verbal (as that word, however, did a moment ago in this sentence), where detours must be made around other thoughts, there the punctuation marks — the traffic lights of reading — must be thickly clustered so that without delay the reader may deftly find his way through the maze of words, thus keeping the traffic of thought flowing smoothly.

And what a difference we find !

We know enough about punctuation
in relation to writing.

What we need to do here is to briefly relate it to reading. Such an exercise enables us to understand one other aspect of mastering the reading skill.

Periods or full stops and exclamation points are like red lights of the traffic lanes. They flash a stop signal as we approach them.

The capital letter of the next sentence is the "green light" of a new thought.

The semi-colon is a kind of caution signal — an amber light that flashes green just as we are about to stop. It warns us that we are approaching the end of one aspect of a thought, and that continuing, we will encounter different phases of that same thought.

The comma is a guide signal. It helps ^{us} recognise main ideas and subsidiary ones.

The colon announces that what follows is basically explanatory material.

Quotation marks ~~would~~ mean that someone is saying something or someone is being quoted (for some specific reason).

Dashes warn the reader of a parenthetical expression — an afterthought or an explanatory statement.

The *Question mark* is the author's device to keep the reader awake.

READING FOR DETAILS

OFTEN enough
the technique of
gathering the larger basic ideas
will serve our purpose.

There are occasions, however,
when we have to look for details.

One naturally wonders whether it is possible
to increase the speed of understanding
in this kind of reading.

One can improve the ability
to do detailed, factual reading.

The ability to do such reading, however, is a very complex act, requiring the combination and application of many different reading skills.

Some of these, we are already familiar with.
For example :

We need to know how to make use of preview so that we can decide whether the material is of sufficient interest to be read for details.

We need to know how to pick out the main idea in paragraphs[~] so that we will be in a position[^] to see details as related to this idea.

And we need the skill to read fast in order to increase our tempo in reading for details.

Two *additional* skills are required to do 'reading for details'.

One is learning to discriminate between main ideas and details.

The other is learning to organise details around the main ideas to which they are related.

Dr. Nila Banton Smith gives these guidelines :

“ As you read think of the main ideas as a magnet drawing the particles toward it — the particles being the smaller, detailed ideas.

Then think of this main idea
together with its cluster of sub-ideas
as a unit.

“ These are the basic processes
which will enable you to grasp
a series of minor details quickly and accurately.”

After considerable practice
in analysing paragraphs
and organising details,
we will reach a point, she says,
at which we will read factual material
in groups of meanings
rather than in isolated bits.

The exercise * she recommends
is illustrated below :

Illustration 1 — DIAGRAMMING MAJOR DETAILS

Let us read the following paragraph quickly and
'spot' the main idea.

Tropical fish are becoming increasingly popular. Varied in color, they are decorative for homes, offices, and even store windows. The raising of such fish is recommended as a relaxing hobby for people in jobs involving much tension. Many hobbyists have made money by breeding tropical fish varieties for which there is a special demand.

The main idea is :

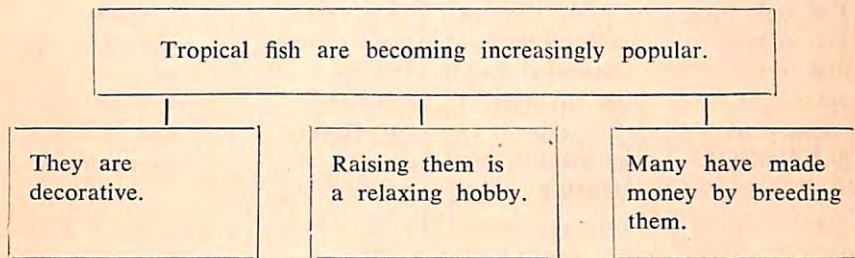
TROPICAL FISH ARE BECOMING INCREASINGLY POPULAR

* Reproduced by permission from “Faster Reading Made Easy” by Nila Banton Smith. Copyright by Popular Library.

Let us now find three details that are related to this main idea and sum them up. This will read :

- i. They are decorative.
- ii. Raising them, a relaxing hobby.
- iii. A profitable one too.

Let us represent this diagrammatically.



We find now the details very easy to grasp.

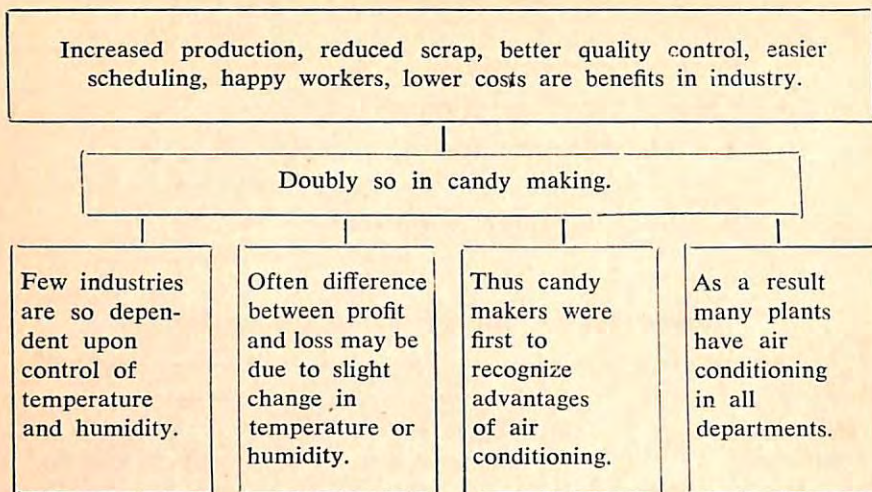
Illustration 2 — IDENTIFYING MINOR DETAILS

Let us read the following paragraph and find

- i. the main idea
- ii. one major detail
- iii. several minor details related to the major detail

Increased production, reduced scrap, better quality control, easier scheduling, happier workers, and lower costs are benefits which appeal to management in any industry. This is doubly so in high-volume, close-margin candy making. Few industries are so dependent upon the rigid control of temperature and humidity as to avoid losses in production and maintain product quality. Often the difference between profit and loss may be a few temperature degrees or a slight change in the relative humidity. Thus, candy makers were among the first to realize the advantages to be derived from air conditioning. As a result many plants have complete integrated systems, serving all their manufacturing, packaging and storage areas.

Diagrammatically, it will look like this :



To acquire this aspect of reading skill, we have to do plenty of exercises * of this kind.

A warning which the author gives deserves to be quoted here :

“The necessary written work (during the practice period) may seem laborious and time-consuming, for you must thoughtfully read all the explanations and directions and write all the answers requested.

“As you practice, however, you will gradually abandon written work and detailed analyses, and will mentally apply the new techniques as you read. Then you will be able to grasp details more speedily as well as with greater effectiveness.”

* Dr. Smith gives a ^{Bew}handful in her book : "Faster Reading Made Easy" (Popular Library) and we commend this book.

READING FLEXIBILITY

READING IS **not**

starting at the first word of the first paragraph
and reading each word ~~up~~ to the very end.

Reading is a matter
of searching for the thought
that was in the mind of the author
and that now lies
in the meaning of the words
which are before us, the readers.

Also, just as the author has a purpose
in writing,
we have a purpose in reading.

Further, writings differ —
some are easy to read and some are difficult.

All these lead us
to a basic approach to printed material ;
and that is,
reading flexibility.

We should give unequal attention to reading matter.

Some we need not read at all.

Respect for the writer is desirable
but relevance to our purpose is important.
Everything that comes to our table
need not be read.

Everything that is written need not be read.
We have to choose.
We have to select.

Having selected what to read,
we decide how fast to read.

Some material we can *skip*,
some we can *skim*,
and some we have to *scan*.

Skipping, skimming and scanning
refer to different ways of
handling printed matter.
These are comparable to 'gears' in driving.

Scan^{ing} is line-by-line reading —
what we considered in detail in part one.

Skip^{ing} and skim^{ing} we will consider
in the coming sections.

PLANNING PURPOSE AND SURVEYING MATERIALS

SINCE PURPOSEFUL reading plays a central part in the rapid reading skill, it is worth emphasising.

A questioning or interrogatory frame of mind is basic to Rapid Reading Skill. Whether it is a paragraph, a page or a chapter, we seek answers for questions like who, what, where, when, why and how.

25 So, planning purpose is an essential step in all efficient reading.

The inefficient reader begins reading as soon as he picks up some reading material and proceeds aimlessly until he has looked over all of it.

26 The efficient reader surveys the material to get a broad overview of it, decides what his purpose is in reading it, and selects the techniques to achieve this purpose most efficiently.

For one piece, the purpose may call for *perfect* comprehension ; while, for another, *fair* comprehension is quite ~~acceptable~~. *enough*

Having a purpose increases comprehension since the reader is more attentive to information relative to his purpose.

27 [The speed at which a person reads will vary with purpose. When a general overview of an article is needed, the reader would read at a higher rate than if his purpose required remembering supporting details.

28 [Purposeful reading keeps the reader attentive to the printed material and purpose establishes a mental set for retention.

Purpose also aids in organising the way in which a session of reading will be spent. Priorities and sequences are made possible.

In planning purpose it is necessary to specify the use to which the information obtained will be put. This incidentally encourages applying the information.

Surveying provides a basis for planning the purpose in dealing with the material.

Surveying may be all that is required to achieve the purpose.

If other techniques of reading are required, surveying the material first will contribute to both the rate and comprehension of subsequent reading.

After surveying the material, we will be able to answer the four questions that aid in structuring the purpose :

- What information is desired from the material ?
The extent of emphasis upon minor details, major ideas etc. should be spelled out.
- What level of comprehension is desired for the information obtained ?
- How much of the information should be retained and for how long ?
If complete comprehension is needed and indefinitely, special plans for review will be needed.
- How will the information be used ?
The answer to this question influences the answers to the other three questions.

We then select the techniques and the rate necessary to achieve our purpose.

SURVEYING

SURVEYING IS a basic step
in ~~practically~~^{virtually} all good reading.

We saw that ~~reading~~^{in reading} flexibility,
the art of giving unequal attention to written material,
is one of the secrets of the reading skill.

We know that reading material ~~differs~~^{varies} in difficulty.

We saw that since the terrain differs, changing gears
(to use an automobile analogy)
is the right thing to do.

We further saw that writing
has aspects an understanding of which
enables us to attack the printed word
with sureness and swiftness.

We considered the need to know the author's purpose and relate it to our own.

All of which suggests that we should size up the written material ~~earlier~~ before taking it up for reading.

During this survey, we try to have an overall view of the material and the way it has been organised. This gives us an idea of how to 'attack' the various sections of the written material.

This preliminary review or preview tells us whether we will profit by a thorough reading of the item at hand.

It answers questions like these :
Is the discussion too elementary ?
Does it simply repeat what we already know ?
Or is it too advanced for us ?

It saves time.

Thus, if surveying indicates that the material is off the point, too elementary or too advanced, we may decide to skip it completely.

If it indicates there are some points worth noting, we decide to skim back to those sections.

The survey may suggest a thorough reading. Even in such a case, our advanced sampling of the author's style, our foreknowledge of the major points to be covered, and the conclusions to be drawn, all help us to get through the article more quickly.

Again, this bird's eye view, this 'look-before-you-read' helps us to adjust our reading and thinking speed to fit the ~~pieces~~ ^{material}. We are better *prepared*.

Surveying makes reading more *meaningful*.

Knowing the bony structure of the discussion, we can more easily distinguish ^{the minor} between the main ideas and ~~small~~ details: we can be more alert, more *critical*.

Surveying is a means of ^{grasping} getting the framework. By increasing our ability to organise the material in our mind, both comprehension and retention ^{are} ~~get~~ facilitated.

In some cases, the preview will provide all the information we desire, and we won't find it necessary to read the ~~selection~~ ^{material} at all.

In other cases, our pre-reading insight ^{may} ~~would~~ have paved the way ^{to} ~~for~~ speedier and more comprehensive coverage of the printed page.

Surveying usually consists of the following steps :

- Glance at the whole piece first.
- Look at the title to find the author's focal point.
- Look at the sub-headings — they reveal the trend of discussion.
- Examine illustrations and table of contents, if any.
- Examine the length of the paragraphs — if long, ~~may be~~ ^{may} they carry more details and therefore may be difficult reading.

- ① Read thoroughly the first para or two.
- ② When the author starts ~~in~~ on the main body of the discussion, start reading only the first sentence of each para.
- ③ Read the summarising paragraphs thoroughly.
- ④ Look for the author's purpose — what is he trying to prove or accomplish ?
- ⑤ Define your purpose in reading — for information, opinion-gathering, solution, ^{a problem,} pleasure, or to while away time.
- ⑥ What do you know of the author's views ?
What do you know of the subject ?
- ⑦ Define your strategy —
would you read carefully,
read parts, skim ?
Where and when would you read —
at the desk, at home, while travelling ?
How much time are you giving yourself ?

True, all this takes additional time
but ~~two points~~ we ~~will~~ ^{would} do well to remember, ^{two points.}

One is that the **total time** taken for surveying *and* reading often proves to be *less* than the time taken for *just* reading. What is more pertinent, the *effect* is much better.

Secondly, it is only the telling that takes time : surveying technique, once mastered takes pretty little time.

READING TO OUR PURPOSE

THE WRITER writes having a purpose in mind ;
also, having an audience in mind ;
often, having many audiences in mind.

Sometimes He tries to be exhaustive.

He tends to cover a larger canvass
than any one reader may need.

Often, we read to meet *our* purpose.

That purpose can be :

to find one specific fact,

to find the main ideas,

to find an answer to a question, or

to ~~generally~~ add to our knowledge.

general

We saw earlier ~~on~~

that one principle of efficient reading

is to give the print that comes before us

unequal attention —

attention equal to its merit that is.

And when we say merit,

we have our current purpose in mind.

What we have seen ~~so far~~ *in the earlier sections* refers to detailed reading, also called scanning. *st*
There is a related set of skills which apply to reading to *our* purpose. These skills — skipping and skimming — enable us to select quickly material which we want to read and to discard that which is inconsequential to our present purpose.

There are situations *in every executive's and professional's life* where things have to be read but quickly, *as for example,*
eg. reading newspapers and periodicals, choosing a book to read, locating an article of special interest, or finding a speech reference. In such situations skimming comes *extremely handy.* *in*

In the strict sense, skimming is *not* rapid reading : that is why it has not been discussed earlier. But it is a reading tool ; it is a tool of extracting ideas from the pages of print. For certain situations, for certain results, it is ~~almost~~ ideal.

In such situations, we know skimming does involve some loss, a loss we expect and we are resigned to before we start.

SKIPPING AND SKIMMING

SKIPPING AND skimming are not haphazard, helter-skelter methods of reading. On the contrary, they are well-defined skills, products of conscious and continued practice. Skimming is getting the essence of material without reading all of it.

It involves judicious and selective skipping of non-essential or of less essential matter.

It is not careless reading ;
it is careful reading

of selected words, sentences ~~et cetera~~ etc.

Knowing what to look for and how to pick calls for an attitude, a technique and some judgement.

It is true we have been skipping and skimming since infancy but few of us have looked at it as a skill and fewer cultivated it systematically.

28 [A champion skimmer like a champion swimmer is made possible only by constructive practice.

Let us, to start with, get some clearer ideas, on skipping and skimming.

‘To skip’ means ‘to leave unread’ and we call it a skill because it is the skilful reader who knows when to skip and how, to plunge into that part that is promising.

Skimming, on the other hand, carries the reading process one degree in thoroughness beyond surveying.

We survey when we want to know a theme and its development.

that We skim when surveying reveals we need further understanding.

Skimming yields understanding of all the main ideas and the significant details of a selection.

Then comes scanning or line-by-line reading.

Without surveying, however, *may* both skipping and skimming ~~can~~ prove a gamble.

Surveying tells what to skip, what to skim, and what to read thoroughly.

Skilful readers skip portions when a complete reading would be unprofitable. It may be because there is nothing new they need; or even because they cannot ~~make out~~ without help.

Some written material Skimming is done when survey indicates that ~~a selection~~ ^{recognize it} deserves further perusal but not a thorough reading.

Or when we are pressed for time to read thoroughly, or when we encounter material that is apparently familiar, but too important for our purposes to skip, *be skip, read over,* or when we wish to review close reading of difficult material.

There are two broad areas in which skimming is useful and often essential.

One is skimming for specific items of information.

What we do to find the meaning
of a word in a dictionary,
we can do to find a piece of information
~~from~~ a reference book.

What happens to our system when we ~~thus~~ skim *in this way*
has been described by Professor Shefter thus :

* "Let's analyze what happens when your eyes
begin to slide down a column of words, names or figures.
You don't actually read each entry.
As a matter of fact, you don't even look for
the particular bit of information you want.
Whether you have realized this before or not,
what you do is let your eyes drift past each item
and wait for the one you are seeking
to hit your consciousness.
As your glance moves down a page,
you are vaguely aware of other word or name images,
but you react positively
only when the right one comes along.
You don't go after it ; you let it come to you." *

The other is skimming for highlights.

This is where we want to get a bird's eye view
of a letter, article, story, editorial or ~~a~~ book.
We are interested in a general impression,
a main point or theme, the broad outlines of a plot,
or perhaps just in finding out
whether we should read the material more carefully
a second time. Our objective is to pick out
the highlights and *this* to do ~~it~~ as quickly as possible.

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Situation

Here, unlike the earlier ~~one~~, our centre of attention is on the whole of ~~a section, selection,~~ *the material selected,* not on a small detail in it.

Skimming, we ~~will~~ observe, is so much of a personal skill that only a few hints can be ~~had,~~ *gleaned on it,* and here ~~are a few hints~~ *they are* from the same authority :

“ If the *article, story, or book* is written with proper attention to paragraph construction, you can get most of its ideas by reading the first sentence, perhaps one in the middle, and the last one of very long paragraphs.

“ When you come to extended *scenic descriptions* and you have no immediate interest in the beauty of the language look at only a sentence or two per page, and then get on with the story.

“ In skimming through *letters*, first see who sent it.

That may be enough in itself.

If not, glance at the opening sentence, and if that doesn't make up your mind, read the last one.

By that time you should know whether the letter is of any importance to you.

“ Don't waste time

ploughing through line after line of *statistics* that are offered in bunches to make one point.

Leave the figures to readers who have serious use for them.

Once you understand

what the author is trying to prove, you can slide past the numbers.

“ If you wish to skim through *serious material*,
an editorial, for example —
you can do this very successfully
by simply stopping at only the phrases
containing the longer words
and occasionally glancing at a name or date.
This requires a zigzag pattern of eye movements,
but you will have little trouble
perfecting this technique after a few tries.

“ When you start a *book*,
make a conscious effort to
become familiar with the author’s style.
If he likes to stretch out his descriptions or analyses,
uses dialogue to clinch a point he has already made,
has a tendency to repeat,
you can find valuable clues that will help you
skip generously without loss of understanding.

“ In *textbooks*,
use the illustrations, chapter headings,
table of contents,
and your knowledge of paragraph structure
to give you a preview of the material you will study later.
It is often a good idea, if the book is yours,
to underline important statements as you study.
Later on, when you review,
you can skim through the subject matter,
concentrating almost exclusively
on the underlined portions.
The latter will be enough to refresh your memory.” *

* *Ibid.*

SKIMMING SKILL

IN effect,
skimming is gathering what we want
as we 'fly' along,
'catching' what we desire,
as we are 'on the wings'.

Skimming utilises many of the reading skills
that we have ~~seen~~ so far *and a few more.*

mentioned

To illustrate :

We should have a strong leading-on purpose :
what are we skimming for ?

We need to force our speed,
accelerate our reading tempo
beyond our fastest reading of even easy material :
we really 'fly' over the page
but we know what to 'catch' while flying. p. 26

Survey, or preview
is a primary step in our skimming process.

We should also identify patterns of writing
and find the main idea in a paragraph.

Techniques apart,
one simple attitude plays a key ^{role} ~~part~~ in this art.

We have to cultivate an attitude of abandon.
We have to cultivate a willingness
to skip large portions of content
without in any sense feeling guilty.

Regular
This is not easy — especially for those
whose ^rwork requires meticulous reading
as for example, lawyers and technicians.

There *is* material that must be scanned meticulously
but there is *also* material
that lends itself to skimming :
unless we concede this, we don't go very far.

**The confidence to dismiss the trivial
is the foundation of all reading skills.**

SKIMMING

New Skills to Learn

BESIDES THE techniques we have ~~seen~~ *studied* in mastering a printed page, to be adept at skimming, three more are required.

The *first* one says :
Skim for main ideas only.

Let us ignore all content in a selection except the main idea in each paragraph.
Let us do this with no feeling, *of uneas.*
Let us be satisfied to find the main ideas only and rush on.

The *second* one says :
Make use of key words only.

Certain words are important in conveying the general meaning of a selection and others are not.
Let us omit the "others", the paddings.

The *third* says :

Use a new pattern of eye movements —
the pattern in which you sweep your eyes from the top to the bottom of the pages.

How the third may be done is outlined in the next section.

SKIMMING SKILL

Using ^{the} Vertical Field of Vision

WE ARE accustomed
to use our lateral field of vision.

We ~~fixate~~ ^{are} at a point on a line → ^{our attention}
and read all the words we can see
^{to} ~~at~~ the left and right of this fixation.

In Part One,
we ~~were seeing~~ ^{described} methods by which
we can develop speed in reading
horizontally *from left to right*.

Here we consider
the other possibility —
of making fleeting eye sweeps vertically.

This is based on the phenomenon that
we possess *a vertical field of vision* as well.
It is possible to cultivate this,
to take in words above and below
the points of fixations,
just as well as at the left and right of it.

This skill enables us to take
two or three words, figures, phrases
above and below the point
at which our eyes are fixed,
yes, without moving the eyes up or down.
In making use of this skill,
we simply hold our eyes in one place
and take in everything
within our range of vision
vertically.

To illustrate:
in what follows,
we can look at 10.30 (the middle figure)
and read all figures
without moving our eyes.

10.10
10.30
10.50

This skill when developed
will certainly save us
the need for reading each separate line
individually and horizontally.
But it is not easy.
If developing speed in reading horizontally
from left to right is hard,
developing skill
in making fleeting eye sweeps vertically
is even harder.
This takes a lot more time and effort.

CRITICAL READING

JUST A few words on critical reading.

Reading skill aims at good and fast comprehension.

In some situations, however, understanding alone is not enough. One has to be skeptical, critical. One should be vigilant enough not to 'swallow' the printed word. And today there is so much of propaganda writing that the unwary reader is unfair to himself.

Says J. Donald Adams :

All our lives most of us, and perhaps most of all those in whom the habit of reading is ingrained, have to guard and fight against that strange mesmerism which is resident in print. Statements that have the peculiar sanction of type, and which, if orally made, we would brush away like a buzzing fly, often receive our respectful attention merely because they have achieved the spurious dignity of print.

Sometimes I think *the best we can get from a formal education is the inflexible habit of examining every new fact and every new conclusion drawn from fact, warily from top to toe.* An education, however conducted, that neglects the skeptical approach is no education at all. And if the wisdom of the world is in books, so, too, is a vast amount of nonsense.

The following* are some of the ways recommended by Professor Norman Lewis for developing the critical reading skill :

- To develop the ability to approach material critically, you should broaden and enrich your background of knowledge.
So *read widely*.
- Read books in fields with which you are at present unacquainted ; read newspapers with differing political and social viewpoints ; read as great a variety of magazines as you can lay your hands on.
- Go out of your way to hear, and to understand, the other side of the story. Read opinion, lots of it, that is opposed to your own instinctive prejudices, fears, likes, and dislikes.
But *read*.
- And when you read, keep an open mind. Do not accept passively or blindly ; demand evidence, insist on all the facts, test whatever an author is saying against what you know, against what you have read in other sources.
- Above all, don't succumb to the "mesmerism which is resident in print". Be alert to detect the "vast amount of nonsense", much of it probably sincere, but nonsense nevertheless, that you will find in many books, magazines and newspapers.

* Reproduced by permission from "How To Read Better And Faster" by Norman Lewis. Copyright by Thomas W. Crowell & Company.

SECTION V
SPECIAL READING SITUATIONS

HOW TO MASTER AN IN-BASKET*

THE DISTINGUISHED British official finally retired
“full of honours and of years,”
according to a recent newspaper account.
His former associates were in for a shock, however.
A routine house-cleaning turned up
a batch of important papers stuffed under the office rug!

* Reproduced by permission from “*Rapid Reading Made Easy*” by John Waldman. Copyright by Made Easy Books Inc.

Perhaps this official shouldn't be judged too harshly. Every executive has undoubtedly been tempted upon occasion to get rid of some of his own business correspondence in just such a fashion!

When an in-basket begins to threaten you, any number of desperate measures may be taken.

The cartoonist who portrayed an American businessman "clearing his desk" at four p.m. by sweeping off everything into the wastepaper basket was simply stating in a humorous way what is often not especially funny.

A pertinent question: Is there any solution to this increasingly vexatious problem of the daily mail?

An obvious and sensible line of action is often overlooked. The way to master an in-basket is not through plodding persistence. Instead, it is through increased skill — specifically, *increased reading skill*.

Correspondence, memorandums, reports, newspapers, trade and professional publications, not to mention direct mail advertising materials, can all be dealt with much more efficiently each day, if you acquire this skill.

You may go about it in two ways:
one, by increasing reading speed;
two, by increasing reading flexibility.

Before considering the steps which will lead toward fast and flexible reading, one point might be stressed.

Useless, printed, and written material
not only clutters up desks but also clutters up minds.

Some of the material entering an in-basket, therefore,
needs to be rejected completely.

This process permits no time for dawdling.

Useless stuff should be dealt with
promptly and without a second thought.

Rejection may not necessarily mean the waste-paper basket.

Perhaps somebody else will be interested

in seeing the latest statistics

on imported cowbells from Ruritania.

If so, then that information should by all means

be routed on to the person who will appreciate it.

Other material may gain a tentative consideration
but be put aside for later perusal.

This is a fine idea if used in moderation.

Experience shows, however, that if you let

deferred material pile up too high,

nothing will ever be done about it.

Still other material needs to be read at once,

rapidly and with understanding

so that intelligent action may be taken.

This is the material which demands skill in reading,

and skill comes only with practice.

Practice, in this case, means reading

a wide selection of printed material systematically,

at varying levels of difficulty,

accurately timed and with careful checks on comprehension.

Some businessmen have decided to go back to school
to find the quickreading way of battling a basket.

Speed reading courses for adults have thus been flourishing

on college campuses,
in the so-called commercial reading laboratories,
and in company in-service training programmes.

Happily, these courses for the most part
produce fruitful results.

Group work has certain advantages.
Individuals are stimulated to compete with others,
in spite of the fact that they are competing
against their own scores
and not with the scores of anybody else.

A disadvantage of the formal classroom is
that the businessman as a student often expects too much.
He may literally lean back in his chair,
facing the instructor with a belligerent attitude of :
“All right, now teach me!”

The despair of reading specialists
is the businessman student who practically demands
to be taught to read at up to 10,000 words a minute.
And with perfect comprehension to boot.
He may have a friend named Jones
who can actually read this fast (or claims as much)
and if Jones can do it, so can he.

Publicity about reading courses
often encourages dreams of supersonic speeds.
Median scores are rarely reported
in newspapers, radio and television,
but instead the sky high scores of the whiz in the class
who can analyse an entire book before anybody else
can take the stiffness out of the binding.

Moreover, such reports are likely to be accurate. Some people, can read certain material at 10,000 words a minute — and double that, upon occasion — with comprehension *adequate for the particular task*.

But these sensational results are obtained by exceptional individuals who have the knack and skill of moving down a page of print like a brilliant broken-field runner on a football field.

Although most businessmen exposed to reading training, whether on their own or in the classroom respond well, they ordinarily do not reach in ten easy lessons a cherished 10,000 w.p.m. if they ever reach it at all.

Individual reading rates will, however, often double and sometimes treble and quadruple.

For example, executive personnel at the Humble Oil and Refining Company, in Houston, Texas, entered a training programme with a medium score of 280 words per minute, and 77·3 per cent comprehension.

At the end of a few weeks, they were reading at a median of 554 w.p.m. Comprehension rose to 87·5 per cent.

Available data show that about fifty per cent of the gains made in these classes were still held a year after training ended.

These figures are fairly representative. Other groups in classrooms across the nation could match and some could even better these scores.

Individuals working conscientiously on their own in reading can also compare their scores favourably with the classroom groups.

Some executives begin their reading speed-up campaign by having their secretaries screen out useless material. The secretaries also highlight important ideas in required reading matter by using a red pencil to underline main points and principal passages.

An efficient reader, however, can do both these tasks for himself, employing both his eyes and his brain.

Now for a rapid run-down on the steps to follow for better and faster handling of printed, typed or handwritten material :

- Discriminate. Select the material which requires attention, and reject firmly the useless. Route information to others if it is appropriate to do so.
- Practise. Learn to speed up in reading by timing your performance and keeping a record.
- Adjust. Be flexible in your approach to various kinds of reading material found in your in-basket as well as to various levels of difficulty.

A conscious application of these three plans for action will soon demonstrate who is the master in your office, the in-basket or you.

READING A NEWSPAPER*

ONE OF the first things cub reporters are usually taught by newspaper editors is to write news stories by "spilling the beans in the first paragraph". If the reader's interest can be sustained throughout the rest of the story, so much the better. But the important thing is to put the climax at the beginning.

This upside-down structure is called "the inverted pyramid". No other form of written composition is quite like it.

* Reproduced by permission from "*Rapid Reading Made Easy*" by John Waldman. Copyright by Made Easy Books Inc.

Although the method is some hundred years old and not at all a secret formula, many readers have apparently not yet caught on to it. Otherwise, they wouldn't complain that they "haven't any time to read the paper".

Many readers never get past the first page. Others get bogged down on the sports pages. Still others settle for the comic strips.

Imagining a diagram of an inverted pyramid may help you to grasp the structure of what you read in the papers. There is a practical reason for using this form. When lack of space demands it, news stories can be chopped off from the bottom, paragraph by paragraph and still stand up under the ordeal. Since the heart of the story is in the *opening* paragraphs, as long as they remain, the story is very much alive.

If you don't believe it, pick a news story from a front page and find out for yourself. Try having out the last two paragraphs or so. You will see at once that little of importance is lost.

The opening paragraphs, called the lead, and pronounced "leed", will give you a clear idea of the significant facts of a story in a matter of seconds. They will present the nature of the event being reported, the persons or things concerned, the time, the place, the cause, the result. Most leads, in fact, answer the stock questions of who, what, when, where, why, and how, with the authority for the information whether stated or implied.

These questions may be answered in the very first paragraph. Sometimes it may take an additional paragraph or two. Professional news writing requires that the questions be answered as early in the story as possible.

Several types of leads may be used. As an efficient newspaper reader, you would do well to recognize some of them.

The type most frequently seen is the straight or digest lead. This lead may summarize the whole story in a paragraph made up of one short sentence. If the people in a news story are well-known, they will usually be named in this first paragraph; if not, they may be named in the second. Further details are filled in later in the story, if at all.

Another type of lead popular with beginning writers, perhaps because it is easy to formulate, is expressed as a question.

This is often effective because readers are accustomed to responding to questions. But if the question is a foolish one, the well-known foolish answer might be the result.

When you are addressed as "you" (as you are now) the lead is called the direct appeal.

This technique should be thoroughly familiar to all readers through its wide use in advertising copy. Extremely popular at present because of the informal way it takes the reader into the writer's confidence, the "you" lead may eventually wear out from being over-worked.

The statement or quotation lead is also in high favour at present.

In this case words are taken right out of a speaker's mouth and sometimes placed in quotation marks, sometimes not. Or the writer may open a sentence or a paragraph with an indirect quotation and conclude with a direct quotation.

This type of lead is especially appropriate for reporting meetings or gatherings of all kinds. The quotation may be taken from a political speech, a lecture, a sermon, a learned paper, a prognostication by an authority on anything from the weather to the national economy, or the final words of a condemned man. It is up to the reporter or re-write man to find the high spot in a mass of words to give the reader a gist of what was said.

In complicated stories with a great deal of interrelated action involving a great many people, the tabulated lead will help you to grasp the story quickly. In this case, the writer either numbers the significant items (1-2-3-4-5 and so on), or heads each separate item with a distinguishing symbol such as a paragraph sign or a black dot.

Opening leads

of the inverted pyramid structure and arrangement usually fit one or another of the above descriptions. Newspapermen are known for their ingenuity, however, and you may find upon occasion original leads that are appropriate to a particular story. Editors are often known to encourage such originality on the part of their writing staff.

Turn the pyramid upside down and the structure becomes the familiar one used in typical feature articles, with the climax at or near the end.

Is knowledge of leads any real help to the hard-pressed-for-time newspaper reader?

Yes, beyond the slightest doubt.

Merely becoming aware of some of the various patterns of structure and arrangement will make your daily reading habits more efficient. } BL

Two other aids to efficiency might be noted.

Headlines can be thought of as guide posts to news stories. They give you a strong hint of what may be expected. The efficient reader will rapidly decide to follow whichever guide posts promise to take him where he wants to go, and ignore those that do not.

Jump-lines tell you on what page a story is continued. Make a mental note of them, but don't jump immediately to the inside page.

Instead, pick up the continuations when you reach them as you go through the paper page by page ^ (O)

With these techniques a newspaper of even 100,000 words or more (such as the daily *New York Times*) can be covered fruitfully in a half hour or so.

A Sunday newspaper which may run to 400,000 words or more

can be covered in about an hour and a half.

You can become better informed in a shorter time, and you will enjoy your newspaper reading much more besides.

READING THE TECHNICAL REPORT

^{the} THE TECHNICAL report is a factual ~~paper~~ ^{one} aimed to keep those who read it abreast of latest developments in their specialised field.

^{the} It reports on work in progress, details the particulars of some specialised operation/method, or describes ~~newer~~ approaches to problems of the profession.

It has distinctive features like the ^{format}, the matter-of-factness, the ^{foot} notes, and selected references. ² ^{special}

It is not feasible to discuss each type of ~~the~~ professional journal.

From a reading standpoint, some general observations can be made to help the reader handle more quickly this type of material.

The following suggestions* for reading are given by Dr. Paul Leedy :

1. Let us ascertain the organisation of the piece.

These articles appear heavy and scholarly. Even so, let us look at them the same way we look at any other piece of writing.

Often, such articles have a summary — mostly in the concluding paragraphs.

2. Let us survey the report.

Let us skim.

We may be able to distil the sum and substance of the report.

Since technical writers are fairly consistent stylists in writing, paragraph reading becomes easy. Wherever the author places the main idea in the first several paragraphs, he tends to do in the remainder of the article.

3. Let us settle our reading purpose. Let us decide what we will do with it.

Technical reports may have varying degrees of appeal for us.

When a trade, professional or business journal comes to our hands, let us turn to the table of contents to check on the most likely articles that we will want to read first. Let us pick out two or three of the most apparently

* *Ibid.*

appealing articles,
give these a quick skimming to see
whether these really are what their title implies.
That may be sufficient ;
we may not need to go any further :
may be there is not as much in them as we thought
there would be.
At a glance we may recognise
that another of the articles
is more worth while.

This, we may decide, calls for the application
of other techniques of reading
involving more time and care.

4. Let us select the technique to meet our need.

We have settled our reading purpose.
Now we select the reading technique
that fits our purpose best.
Is it, for example, to remember details ?
Or is it to follow directions ?

5. After we have finished the report,
let us cover the ground again — quickly.
This is a good habit
in respect of reading a technical report.

Let us give a once-over to the entire article
before we put it aside.
Let us glance back to see
what there is in this article
that we want to remember especially.
This is the one act that may cement this article
in our memory.

STRICTLY FOR STUDY (For the 'Student')

READING FOR study is, in particular,
reading for a purpose.

The purpose is
to answer questions and to solve problems,
thus adding to the sum total of our knowledge.

Before considering the essential procedures for study,
we should first consider the matter of study habits.

STUDY-WORK HABITS

The study-work habits vary from one person to another.
The best ones are those that work for *us*.

But, it is desirable to study in the *same place* daily.

Also it is good to study
at approximately the *same time* daily.

When we study at a regular time, in a regular place,
we soon become conditioned to the fact that at this time
in this place we will apply ourselves
to serious concentrated work.

We can then see to it
that we have a comfortable place to sit,
that the light is easy on the eye.

Let us arrange to have the tools of our occupation at hand — pencils, erasers, notebooks, and perhaps a typewriter.

Within easy reach should also be our reference works, including a dictionary.

Some of us require frequent rest periods and some ^{do} not. Some of us work best before breakfast. Some ^{of} us work best in the early morning hours and others ~~late~~ hours. *prefer keeping*

Let us discover our own best conditions and then follow our own individual pattern. But whatever the pattern, let us get the place-habit and the time-habit working for us.

STEPS IN SYSTEMATIC STUDY

Following certain steps help ^{in getting} good results.

The *first* step is that of the survey or preview.

To get a grasp of the reading material we are going to cover for study, let us see it as a whole, let us try to get a comprehensive bird's eye ^{view}.

Let us get an overall idea by rapidly glancing at the chapter headings and also by sampling the preface.

Let us glance at the table of contents and the index ^{at} ~~in~~ the back.

In the preface or introduction, the author often states the purpose of his work, gives the reader some idea of his method of presenting the material and outlines the contents to follow.

Textbooks (also may) have graphic aids to understanding which should be examined briefly during the initial run-through.

The reading assignment may cover a number of books on a certain subject.

Knowing what books to select, what books to skip, what books to skim or scan out of such a listing requires a special facility on the part of the reader.

For working near the peak of efficiency, the student needs to have in advance some familiarity with the published works in a given field.

To acquire this familiarity often means preparing our own listing or bibliography.

Even before we open the cover of a textbook, we may wish to know certain facts about ~~the work.~~ *it.*
A bibliographical listing would include —

the author's name

title

city of publication

publisher

date of publication or revision

a brief annotation telling us in a sentence or two something about the book → |

usually drawn from reviews or abstracts. →

To keep our listing up-to-date,
the best system is to use file cards.
Let us make a separate card for each reference.

Reading a file card is not intended to be a substitute for reading the book ~~itself~~. Nevertheless, in an age when even specialized areas of knowledge have produced literally thousands of separate volumes, it may be impossible to permit ourselves the luxury of a leisurely reading of everything on the subject.

A bibliographical listing, whether prepared by us or by someone else, helps us to select what is essential ~~for~~ whatever our study purpose may be.

^{with} **STUDYING ~~FOR~~ A PURPOSE**

When we make a preview, we need to keep in mind the next step we are to take in reading for study. This step is to formulate questions we wish to answer, to state problems we wish to solve.

Since our approach to study-type material depends almost completely on our *purpose*, this step is highly important to ~~study~~ success ^{in study}.

For example,
if we are preparing for an essay-type examination where a broad knowledge of ^{the} principal ideas is required, we approach our reading material with this goal in mind.

Let us seek out the main ideas.

Let us turn them into questions,
or state them as problems.

Let us note these questions or problems in our mind,
or better still, in the margin of the book,
or even in a separate notebook.

Various typographical arrangements on the page may give us considerable assistance. This is especially the case with textbooks.

Chapter headings are invariably printed in CAPITALS.

Sections within chapters are usually headed by subheadings in CAPITALS of both LIGHTFACE and **BOLDFACE** type.

Divisions of the material within the sections may be headed by *italics*.

Many textbooks have marginal subheadings which highlight separate sections.

To illustrate the way type selection may be used, the following is sample of headings from a psychology textbook :

PART THREE

THE EMOTIONS

CHAPTER II

EXPERIMENTAL STUDIES IN
EMOTIONAL DEVELOPMENT

Differences in Clinical and Laboratory Psychology

How Emotions are Studied in Clinic and Laboratory

Different origins

Different goals

Different procedures

Headings and subheadings very often have a two-fold value to the reader.

1. They announce the main topic or the principal idea of the material to follow.
2. They provide a statement which can easily be rephrased as a question or stated as a problem.

Many textbook authors also supply a summary at the end of each chapter. Here is another rich source of material for formulating questions and stating problems.

In some instances, the textbook writer will supply the questions and problems himself. We can then supplement this with our own.

Important points are often listed in textbooks by numerals or letters.

For example :

- | | | |
|----|-------|------|
| 1. | I | A |
| 2. | or II | or B |
| 3. | III | C |

Certain signal words or phrases point the way for the alert reader to pursue and discover key concepts and ideas. For example :

as follows
 for example
 include the following
 at the same time
 by a comparison
 usually
 in most instances
 on the contrary
 to enumerate
 obviously

Reading the questions first and then reading a chapter facilitates active learning.

in addition
of course
thus
in the first place
actually
in consequence
as you know
first of all
in like manner.

During the survey of a textbook, it is a good practice to make notes, comments and questions ^{by} on a notebook, giving accurate page references for future use.

We may underline or note down key ideas.

If we are preparing for an objective type of examination, with multiple-choice questions or true-false questions, we must also note carefully many of the details which support the main ideas.

At this stage then when we are formulating questions, we underline important ideas and details, make notations in the margin, and keep a notebook.

Then we begin to read.

Let Professor John Waldman explain ^{how best to read,} in his own words : *

You have obtained the bird's eye ^{view} of the material you wish to study.

You have formulated your questions and stated your problems.

* *Ibid.*

Now you read with the clear purpose of either answering questions or solving problems.

Your reading should be fairly rapid if you intend only to look for broad, general answers and solutions. Seek out topic sentences, look for key phrases, identify principal thoughts.

Relatively long periods of time are best for this kind of thoughtful study-reading.

If you intend to pick up and remember many supporting details in the material, then you may have to pause upon occasion to fix them in your mind.

REMEMBERING AND FORGETTING

Although not all psychologists subscribe to the theory of the learning plateau, nearly all of them agree on the curve of forgetting.

Picture to yourself a steep hill.
Imagine then as you study
that you are arduously climbing up this hill.
As time passes,
you absorb more and more from your reading
and thus continue toward the theoretical top
of your learning capacity.

Then you stop reading.

Immediately you begin to slide downward.
But unlike sliding down a real hill,
slowly at first and then gathering momentum,
in this downward slide of forgetting
you go with extreme rapidity
the moment you stop your learning.

Only one thing can stop this immediate and rapid descent and that is reviewing what you have already learned.

If you review the material within a short period of time — say in an hour or so and definitely within twelve hours — you will abruptly halt the unceremonious descent and begin your climb upward once again.

The next time you stop,
your descent won't be quite as rapid.
With each review session
you stabilize your learning at a higher level.

Another activity can help keep you near the peak of a learning period and that is use.

Moreover, the material you have learned through study should be used as soon as possible after the learning has taken place.

Short, high-powered bursts of study-reading are best for grasping and holding details. If you wish to memorize anything in print, you will do better to work intensively for brief periods. Repeat at frequent intervals.

Reciting or stating the material is the next step in reading for study. This step, although described separately, is actually an integral part of the reading process.

As you read, you organize the answers to questions and advance your solutions to problems. This may be done entirely by thinking to yourself.

*Compare what you read
with what you already know about the subject.*

Or you may wish to stop occasionally
and either write or say aloud the answers or solutions.

Most important, you should carry out this step
in exactly the way you expect to be tested or examined.

If you will have to write an essay on a theme,
then practise by writing an essay on the theme.

If you will have to make an oral presentation,
then practice by thinking to yourself may be sufficient.

But, however you prepare,
give your complete attention to the task.
Weigh ideas, compare, criticize, CONCENTRATE.

THE PRECIS AND THE OUTLINE

Two learning devices which prove valuable to students
are the precis and the outline.

Both are ways of getting ideas from your reading
down on paper
so that both comprehension *and* retention are increased.

A precis may be defined as a brief but exact statement
of the essential material contained in a longer selection.
The rules for preparing a precis are as follows :

1. Hold the length to no more than one-third
the number of words of the original material,
and shorter if possible.
2. Present the essential thoughts in the order
in which they are presented in the original.
3. Use your own words.

4. Be both concise and accurate,
but set down your ideas with a smooth continuity.
5. *Don't omit any important points.*

Two types of outlines will be considered here.

One is the Topic Outline,
the other the Sentence Outline.

Both are constructed in exactly the same way
except that the topic outline consists of phrases
and the sentence outline of complete sentences.

Either one may be used to help you with reading for study.

Since a textbook author often plans a work from an outline,
if you can discover this plan,

it may help you in your understanding of the work.

Ideas are often presented in some order of time,
or space, or cause and effect, or problem and solution,
or various combinations of these.

Look for the relationships.

The conventional structure of an outline is as follows :

- i. (First main idea)
 - A. (Supporting detail)
 - B. (Supporting detail)
 - C. (Etc.)
- ii. (Second main idea)
 - A. (Supporting detail)
 1. (Source leading to A)
 2. (Important item relating to A)
 - a. (Subordinate item relating to 2)
 - b. (Another subordinate item relating to 2)
- iii. (And so on and so forth)

A final word about reading for study.

Occasionally the student finds himself bogged down because the textbook material is too difficult for him. The fault is not always the reader's.

Specialists in a subject sometimes write their textbooks as though they were addressing fellow specialists.

Preparing a precis or an outline from the material may help the reader.

Or the work may be divided into small sections and attacked in that manner, with frequent use of reference works and a dictionary.

Another solution is for the student to turn to an easier work on the same subject.

Simply written but excellent popularizations of quite difficult material are often available. After you have read the easier work, however, you should always attempt once again to read the source material.

In pursuing reading for study, the competent readers will have little difficulty in finding their way around Experienced travellers in the vast realm of study-type reading material, they know exactly where they are at all times. ^ ^ ⊙

They also know where they are going and at what speed they are moving.

With patience and practice, you can achieve this facility.

FICTION : Reading for Enjoyment

SKILLS, TECHNIQUES and methods of approaching the printed page are just as important in and as applicable to the art of reading fiction as to the art of reading fact.

What briefly is fiction ?

Simply, fiction is narrative — a story told by a story-teller, *artistically*.

How may we approach it ?

Says Dr. Paul Leedy : *

“ First, get acquainted with the people with whom you are going to associate in the book. They will be your companions for the length of the story. Get to know them.

Observe them carefully at their first appearances. Consider them, not as characters but as human beings. These are people whom you might meet at a party.

“ Read the first few chapters carefully.

You will want to feel at home — with these people and in their surroundings.

You should read, therefore, with such scrutiny that you could draw the characters, and describe their various environments, just as if they were real people.

Think about these characters between readings.

Picture them in your mind ;

see the backdrop against which they live and move.

As you get on into the story, read with greater and greater acceleration. (Italics, this writer's)

At the sight of quotation marks you should hear your characters begin to speak.

* *Ibid.*

There will be no need to read
such wooden comments of the author as
'he said . . .', 'she assented . . .', 'she laughed . . .'.
All these moods and conditions you will sense.
Strive to hear the characters talk.
See the scenery as though you were riding through it.

"You know how your friends will react
to a given situation most of the time.
When you read for the fun of it,
try to guess what next the characters of the book will do.
The elements of every denouement are told in chapters
ahead of the outcome.

A hint here, a clue there, and then in due time,
the author ties them all together.

Are you clever enough to synthesize all these
and guess the denouement
before it really happens?

"Once you do it, it's a thrill that you'll never forget.
Reading can be fun."

Dr. John Waldman has this to add : *

"Plunge right in and get acquainted with
the people you are going to live with for a time,
as you read a short story, a novel or a play.

"You might even go a step further
and identify yourself
with someone you meet on the printed pages.

"As you get closer and closer
to the characters in a story,
the more your pleasure will heighten.

"How do you come to know these men and women
who a short time ago were total strangers ?

* *Ibid.*

“ Your introduction will be effortless if you are aware of how the author has brought them to life. Soon they will come alive for you, too.

“ The first thing to think about as you enter into the living presence of these fictional but real people is what professional writers term *P.V.*, or *point of view*.

“ Most fiction is written from the point of view of a single character. Everything is portrayed as it appears physically, emotionally and psychologically to this one person.

“ The author apparently is ‘inside’ this character. Often, so is the absorbed reader.

“ Frequently, the point of view is that of the protagonist, or leading character. You may think of this person as the hero or the heroine. Sometimes he or she may be the villain.

“ The P.V. is that of author omniscient. In this case, the writer is here, there, and everywhere. He sees all and knows all. He may even be at several places at one time.

“ The P.V. may change from one character to another ; or it may change from a character to the author.

“ But the changes are clearly signalled by a variety of ways : by a change of time or place, by a new chapter, by a deliberate statement, by asterisks or other typographical devices.

“ Whatever the P.V., however,
or whatever the shifts made back and forth,
you can depend on one thing.
The successful author applied himself seriously
to the problem before he wrote down the story.
In much of fiction, the author selects his P.V.
after careful deliberation
and stays with it to the end.

“ Once you have discovered the point of view,
you can begin to enter into the lives of the characters.
How well you come to know them depends
on your art and skill as well as
the art and skill of the author.

“ As an outstanding reader, you need to be aware of
how the author makes his characters live
and breathe on the printed page.

“ Here are a few of the ways,
and you will notice others in the course of your reading :

how the character thinks
how the character looks
how the character dresses
how the character talks
how the character behaves
how the character reacts to the behaviour of others.

“ Sometimes the author tells you these things
about a character in so many words.
At other times you may learn them from the dialogue
or from what other characters say or think.

“ You often learn a great deal about people in fiction,
just as you do about people in real life
from observing *how they act in a crisis.*”

SECTION VI
AN ACTION PLAN

GENERAL GUIDPOINTS

THIS BOOK has been written in such a fashion
that ^{in a few} ~~practically at one~~ sitting^s
the principles can be read, understood and absorbed.

Knowledge of the principles, we saw,
is only one step in skill development.

The *critical* step is the application
of the method the principles suggest.

This section deals with the ^{problems of} application ~~part~~.

Significant results become possible
if we consciously apply ourselves
to the development of the skill

RL [about 20 minutes a day for 3 months.

Why three months ?

Because it does take time to break
our old habits and substitute them
by new and more efficient ones.

It does take time to transform
our *potential* speed
into a normal, comfortable, *habitual* speed.

Spending ~~of~~ 20 minutes a day for 3 months
is not easy but the fact is that
such spending can save 20 minutes a day
thereafter — for a lifetime.

These 20 minutes can be a regular time each day.
Freshness ^{of mind} and absence ^{of} distraction are desirable.
Even smoking is best ^{avoided} ~~kept out~~ during the practice period.

RL [One way to break a record is to keep a record.

Let us keep a daily progress record
during this 3 months' spaced learning period.

The first ^{item in the} ~~piece of~~ record is an inventory (page 157) [?]
of our present skills in and habits of reading.

We can check this record after six weeks
and again after another six weeks
and record the facts ~~then current~~.
(Progress Exercises are on pages ~~220-233~~.)

The showing should be welcome, normally.
If it is not, more practice may be called for,
and probably more systematic practice.

A second ^{item in the} ~~piece~~ of record is a sort of reading diary.
It gives

- the date
- the time spent on systematic practice
- the material covered and ^{the} quantity
- the item taken for emphasis
- comments, if any.

Aids like a pad, a pencil, a watch with ^a second hand, and a dictionary come ^{up} handy.

A number of items we find in this practical, flexible plan. Depending upon time and other factors we may take ^{up} as many items as we wish at any one time.

Preferably, let us *not* take too many items. As in learning tennis, ^{for example,} so here, it pays to concentrate on one or two aspects during practice period.

Also, it is essential that we stick to ^{the} few items *long enough* until we gain confidence and proficiency. Knowledge of these methods we already have. What we are working for now is personal skill, and this does take time.

A few items have been commended as *priorities*, since they are of a basic nature, since they take considerable time to acquire proficiency.

These 20 or so minutes' practice refers to the systematic and conscious side of developing the rapid reading skill, the specific practice period.

This is the basic minimum.

To develop good speed, we have to read at least a full book every week or 50 books a year.*

All through the reading day we may do well to apply *a large part* of the techniques.

A large part of the techniques and *not the whole* of them for a simple reason—certain tempo techniques, for example, **cannot be safely used on official reading during the practice period.**

The material that we choose for the practice periods can be ^B three types :

1. Newspaper items
2. Magazines like *Reader's Digest*
3. Non-fiction, non-technical books of interest to us
4. Non-fiction, technical books of interest to us.

Until we break off from old habits and establish new ones, we may devote the bulk of our reading practice to easy material and of ~~our~~ ^{to us} interest.

We may do technical reading but we ~~may~~ keep it out of the practice period for *the first six weeks*.

* Please see pp. 202-212 for Recommended Titles.

AN INVENTORY OF SKILLS AND HABITS OF READING

A. READING SCORES

	Date	Words per Minute	% Compre- hension	Reading Index
Base Exercise
Progress Exercise 1
Progress Exercise 2
.....

B. STATE OF HEALTH

	Today ()	Today ()	Today ()
Date of last physical exam.
Date of last eye examination
State of eye health

Top. 2.

C. HABITS WHILE READING

Write 'yes' or 'no'

	Today ()	Today ()	Today ()
Pointing to words with fingers
Following a line of print with a pencil or ruler
Moving head from side to side
Re-reading a great deal
Lip reading
Vocalising deep in your throat
Mental muttering the words to yourself
Word-by-word reading

D. APPROACH TO PRINTED MATTER

Describe as 'Excellent', 'Good' or 'Fair'

	Today ()	Today ()	Today ()
How long do you read per week for work
for pleasure
for personal improvement
Tempo of reading
Vocabulary level (English)
Vocabulary level (Mother tongue)
General knowledge
Giving all matter equal attention
Surveying
Skimming
Varying reading speeds

UNHELPFUL MANNERISMS

So long as ~~the~~ reading

~~UNTIL THE~~ mannerisms last,
two minutes' conscious attention
can be given to spot and stop them.

- Cut out "regression".
- Keep moving ahead steadily
to the end of the line,
to the end of the paragraph,
to the end of the passage ;
don't look back to check.
Stop worrying about having missed something
in a prior portion of a paragraph.
- Hold the book in *both* the hands
and avoid the possibility of
using a pencil, ruler or ~~a~~ finger
to guide your eyes along a line of print.
- Hold your head still by the chin —
move your eyes, not your head.

You have to get over ~~the~~ unhelpful mannerisms.

Training to become a rapid reader involves not only
the constant practice of efficient techniques, but also
the ruthless elimination of ~~any~~ inefficient habits.

TEMPO

YOU HAVE to accustom yourself to a new tempo.

This is a *priority* item — it is good to spend two minutes a day pushing yourself faster and faster.

This is a *warning* item — this technique should be kept out of official work.

- Select brief newspaper items for practice.
- Move your eyes down the column quickly picking up all the meaning you can. Just let yourself go, whether or not you are getting the meaning of every sentence.
- At first, your comprehension may drop off at an alarming rate. But don't let this discourage you. Let the speed habits become stabilised. Keep it up until you can read a news story with speed *and* comprehension.
- Don't dawdle ; concentrate.
- Resist ^{the} temptation to linger over individual words ; beware of ~~seductive language~~
- Speed up your mental process of absorbing meanings rapidly.
- *Two to three minutes a day will suffice.*

health

PERCEPTION

YOU HAVE to perceive better and quicker.

If you have not done ^{so} recently, it is good to have a general check up *and* eye check up.

It is also good to check up on your reading, working conditions *and* is the light adequate and free from glare? *20*

Do you hold the page 15 to ~~25~~ inches from your eyes?

- Take the accompanying exercises to see how fast you are able to do them (pages 162-163).
- They will ^{expose} throw up vision defects if you have any.
- If you find any difficulty in perception, an early check up with ^{the} doctor is indicated.

Perception Exercise : I

THE EXERCISE is to spot the first number in the row along the line. For example, in the first row, the first number is 829. As you go along the line you find it third in the row. Mark it. *Time yourself.* Do not vocalise. Simply let your eyes play over the group quickly. *Check yourself.*

829	928	829	882	807	875
462	463	286	462	909	476
980	780	890	980	965	931
476	475	467	588	476	436
237	239	949	273	237	654
909	960	709	462	909	342
939	433	909	969	273	939
710	017	565	710	785	373
572	246	427	572	373	569
366	306	369	366	706	655
968	966	698	968	987	429
509	590	509	844	150	908
716	706	761	193	716	416
119	319	797	119	123	963
779	797	194	779	777	524
223	714	232	223	322	584
229	929	229	220	527	617
894	543	284	396	894	298
999	990	907	905	999	966
317	217	312	317	386	311
451	415	451	960	433	166
392	645	229	292	392	192
634	633	353	634	643	269
961	169	961	691	358	188
977	274	779	907	977	835
220	202	210	102	220	229
135	175	135	571	315	465
539	953	871	593	539	553
823	779	832	823	829	491
147	731	147	714	511	800
566	656	966	424	659	566
819	877	891	243	918	819
473	475	473	995	512	213
926	926	564	766	439	244
996	669	969	996	708	900
320	302	320	313	023	754
590	958	905	865	590	964

Time :

Number wrong :

Perception Exercise : 2

THE EXERCISE is to spot in the shortest possible time where the first word is repeated in the line. For example, the word 'training' in the first line is repeated as the last word in the line. *Time yourself, do the exercise and check yourself.*

1. training : stage, unite, dig, yesterday, training
2. important : important, eliminate, soft, arrange, if
3. practice : remember, practice, hit, enough, are
4. intense : brood, ignite, going, intense, bright
5. remember : sole, apprehend, preach, remember, ditto
6. obvious : eventual, vital, did, obvious, evident
7. forth : fresh, forward, find, forth, award
8. limits : ritual, limits, slave, catch, invent
9. elated : jest, genius, full, joyful, elated
10. equal : horse, equal, help, week, kindred
11. conceive : realise, choke, chase, conceive, click
12. beaming : beaming, advent, radiant, tell, see
13. power : sew, reveal, need, strength, power
14. unite : sight, unite, are, ill, situation
15. valuable : now, prevent, valuable, precious, sight
16. demolish : discuss, demolish, destroy, yen, little
17. convene : convene, mold, assemble, bid, shake
18. detect : dingy, discover, voice, write, detect
19. occur : hope, address, peal, happen, occur
20. various : several, various, vendor, right, announce
21. pleasant : pleasant, instigate, loathe, ask, agreeable
22. amount : near, number, amount, different, find
23. observe : sell, can, buy, unite, observe
24. inward : by, for, therefore, inward, inside
25. vivid : certain, tale, liberty, rate, vivid
26. offend : insult, lift, offend, mar, fix
27. capable : epic, ally, almanac, allure, capable
28. possess : live, possess, venture, archives, health
29. grumble : grumble, taste, smell, grow, live
30. differ : sold, disagree, elbow, differ, told
31. enemy : friend, enemy, teacher, notary, exercise
32. immense : enormous, survey, onward, immense, orange
33. begin : end, situate, start, sit, begin
34. episode : elementary, provide, take, episode, events
35. uniform : still, quiet, noisy, uniform, steady
36. erase : needle, ladle, erase, cancel, answer

Number wrong :

Time :

RECOGNITION: GKQ

YOU HAVE to widen
your general knowledge background
if you ~~have~~^{are} to recognise
references and allusions quickly.

The ^{se} steps can be taken outside
the specific practice period.

- Broaden your outside reading.
- Experiment with material
you do not ordinarily ~~attempt~~^{read}.
- If you read only newspapers,
try reading journals.
If you read only fiction,
try non-fiction ; and vice versa.
- Read regularly journals like
^{name} TIME, NEWSWEEK, ECONOMIST, ~~ENLITE~~
that cover a variety of interests.
- Whatever you read, read **more**.
- Spend at least 10 or 15 *more* minutes a day in
reading than you have done in the past.

RECOGNITION: Vocabulary*

YOU HAVE to widen your *recognition* vocabulary, and *use* vocabulary.

Poor vocabulary keeps us from being a phrase-reader, because a phrase cannot be seen and grasped as a whole if it contains an unfamiliar word.

Knowing more words and knowing them better visibly helps in reducing reading time.

- The informal approach would be to expose yourself to new words; the context alone would be sufficient to establish your familiarity with them.
- If time and temperament permit, the practices recommended in one of the books on vocabulary building — quite a few are available in paperbacks — can be taken up: it will do good. *you*
- An in-between approach would be this: choose a word a day for 'attack'.

* Professor Harry Shefter has a valuable chapter on vocabulary in his book, "Faster Reading Self Taught".

- After you have finished reading an item, go over^{it} and jot it down on a 3 × 5 card.
- By referring to a good dictionary, write down
 - the pronunciation
 - the common meanings
 - the various forms of the words
 - the sentence in which the word was found
 - a sentence or two of your own using the word or its forms
 - ~~as in~~ the following^{are} examples—

ACCENT (pronounced aksent)

as noun

- i. Prominence to a syllable
- ii. Individual, local, or national mode of pronunciation
- iii. Intensity, sharp distinction

as verb

- i. Pronounce with accent
- ii. Heighten, make conspicuous

other forms

accentual	adjective
accentuate	verb transitive
accentuation	noun

The sentence in which found :

“It is necessary to shift the accent from fulfilling consumer needs to attaining self-sufficiency in all essential goods and defence equipment.”

Sentences of own ^{one's} :

- i. The critics applauded the accent on colour harmony in his paintings.
- ii. He speaks with a distinct Southern accent.
- iii. The board was equally divided as to whether the accent during training should be on theory or on shop work.

wrote •• During the week-end, take time off and ~~spin~~ ^{write} a meaningful paragraph or two, using the six words picked up that week.

•• Here is an example :

Words of the week :
supercilious, debonair,
mediocre, cursory, credulous

A *credulous* public had long been his victims. Never allowing people more than a *cursory* inspection of his product, he wore them down with his *debonair* disregard for the facts. In the face of his *supercilious* smile, one dared not question him. This made it possible for him to sell *mediocre* products with the air of one offering jewels.

•• Or you may compose ^a ~~one~~ paragraph. *Rally*.

Just to have an idea of how good is your current vocabulary, take the exercises on pages 168-169.

Comprehension Exercise : I

THE EXERCISE is to spot the word whose meaning is nearest to that of the word first in the line. For example, the first word in the first line is 'whole' and the word nearest in meaning is 'entire'. *Time yourself*, do the exercise fast enough, and *check yourself*.

1. whole : functions, depend, entire, heavily, upon
2. crisis : strength, increase, size, crucial, muscle
3. approach : crawl, depend, infant, upon, near
4. motion : number, movement, other, capacity, function
5. preposition : increase, undertaking, indication, number, through
6. settle : always, keep, in, every, regulate
7. luxurious : possibilities, age, full, rich, beginning
8. mischievous : branch, disobedient, rapidly, grow, sitting
9. ponder : brain, consider, travel, receptors, other
10. radiant : exercise, necessary, shown, beaming, post
11. conspicuous : late, prominent, character, certain, does
12. prestige : explain, shall, important, influence, moral
13. banish : indication, does, bundles, into, dismiss
14. acoustics : sound, grow, notation, give, rough
15. trust : structures, underly, rely, cause, number
16. follow : balance, trail, start, growth, last
17. summons : utility, call, previous, stimulate, difficult
18. stubborn : hereditary, thus, obstinate, become, ductless
19. finish : species, rest, console, touch, conclude
20. enumerate : specify, kept, control, stop, coat
21. parcel : package, learn, isolation, include, imitation
22. leader : pain, unknown, person, commander, blackout
23. chilly : cold, function, parts, region, through
24. battle : deals, conflict, method, way, thinking
25. obtain : term, gain, soul, existence, action
26. messenger : bomber, dark, carrier, roaring, dive
27. proceed : silent, advance, submarine, hunger, pain
28. liberate : probably, convinced, rescue, resemblance, gain
29. similarity : method, most, best, resemblance, gain
30. dwell : abide, action, muscles, stimulation, result
31. adjoin : students, course, nature, adjacent, source
32. agony : find, distress, especially, likely, retard
33. nearly : truth, each, lines, almost, base
34. audible : heard, important, one, choosing, vocation
35. attire : description, normal, illustration, dress, observation
36. verify : detail, problem, confirm, ever, altered

Time :

Number wrong :

Comprehension Exercise: 2

THE EXERCISE is to spot the phrase whose meaning is nearest to that of the first phrase in the line. For example, the first phrase in the first line is 'the required time' and the phrase nearest in meaning is 'certain length of period'. *Time yourself*, do the exercise fast enough, and *check yourself*.

1. the required time : to take away ; another of that kind ; certain length of period ; the wiser of the two ; under my care.
2. of no value : the way to be sure ; will want to know ; no such mistake ; completely worthless ; later on.
3. a trivial matter : who are available ; of little importance ; to some other person ; not long ago ; occasional visit.
4. unanimous vote : is not true ; as he grows older ; between intervals ; on schedule ; agreement by all.
5. that which is unique : in the first place ; single in kind or excellence ; even though ; well adjusted ; to make the decision.
6. contrary to natural instincts : unrefined form ; use to everyone ; considered as abnormal ; of some food value ; a tendency to lose.
7. to press upon attention : of the same amount ; into each bottle ; to urge forward ; instead of the usual ; a gradual decline.
8. designed as a guide : at the end of the day ; increasing in number ; one way or another ; a sort of pattern ; dropped by the wayside.
9. a short hurried view : one way is solved ; for more than few minutes ; learning to walk ; to take a glimpse ; to report late.
10. a great handicap : one way to success ; of considerable help ; knowing nothing about ; clearing up the situation ; that which is a disadvantage.
11. destitute of help : several occurrences of the same type ; should be examined ; of great need ; sudden disaster ; not real reason.
12. a place of union : in other words ; a common junction ; blamed for the wrong ; which were found ; in many cases.
13. an act of good will : recommended by the best ; of little value ; a multiple choice ; quality of kindness ; in the upper part.
14. living under false pretense : rate cases ; being incognito ; a part of the respiratory system ; we realise the mistake ; startled by loud noise.
15. to be outstanding : the average intelligence ; in rate cases ; too early to see ; most of the time ; to stand out distinctly.

Time :

Number wrong :

PHRASE READING

ONE WAY to meaningfully expand span
and reduce fixation
is to read in terms of phrases —
smaller phrases, and then larger phrases.

Phrase reading is both a physical
and a mental habit — it takes time to acquire.

- Take a magazine like The *Illustrated Weekly*
that is well-spaced between the lines
and circle the phrases in any article.
- Re-read the encircled material
by taking them ⁱⁿ at one glance.
- As a next step, make a single stroke
between phrases.
- As soon as you can, switch over
to space-reading, that is,
focusing the eye above the line of type
instead of right along it.
- Over a period, phrases to you will be
distinguished from one another
by punctuation marks, grammatical clues
and, of course, ^{the} meaning of the thought units.
- Whenever you read for official
or other purposes, consciously look for
wide groups of words, each of which
express a significant thought unit.

Being a basic technique, this is a *priority exercise*

Consciously for 3 minutes a day
you ~~will~~ do well to practise this.

would

SPAN STRETCHING

THE EYE can see more print than ^{normally} it does.
Only it has to get used to more. And this
requires some systematic and long enough effort.

This is a *priority* item.

Three minutes' span-stretching exercise
is a daily must. 9

- On pages 173-185 are ^{given} ~~found~~ some exercises.
- One glance, one stop, one word group :
that is the rule.

- Attempt to read each portion in *one* fixation by consciously focusing your eyes *about* ~~above~~ the black dot.
- As you feel comfortable with one exercise, you can proceed to the next so that you can stretch your recognition span further.
- Once the exercises are over, you can take a publication like the *Reader's Digest* *which has* with two columns *on each page*.
- Draw a line down the middle of the column and with a focus on this centre line push down the page trying to see the outer ends of the line.
- Develop a three-stop-per-line rhythm *in* of eye movement.
- Start part of the way along the line — move your starting ~~place~~ *point*.
- Take any magazine article, draw a line across the centre; using it as a rough guide, trying two stops per line — left to right move down the page rapidly. Don't worry about the meaning — you will ~~get~~ *grasp* it.
- Try to see consciously more line of print in all the reading you do.
- Take *in whole* meaningful groups of words at each fleeting glance.

Span-stretch Exercise: I

•
Can Can
•
Man Did
•
Law Ass
•
Raw Egg
•
One Two
•
 Ill Met
•
Few May
•
How Old
•
Old Age
•
Far Low
•
Got Out
•
And Cry
•
Add Ten
•
New Boy
•
Yes But
•
You See
•
Sun Tan
•
Tea Cup
•
All Men
•
Why How

Please note :
one glance
one stop
one word group

Span-stretch Exercise: 2

join	•	army
fair	•	path
open	•	step
shop	•	talk
home	•	life
good	•	joke
puny	•	hand
show	•	more
frog	•	hole
long	•	road
fall	•	pace
idea	•	cost
down	•	town
rich	•	girl
more	•	soap
once	•	told
with	•	guts
well	•	said
send	•	soon
desk	•	dawn

Span-stretch Exercise: 3

•		
false	•	teeth
	•	
fresh	•	apple
	•	
write	•	clear
	•	
wrong	•	names
	•	
burnt	•	toast
	•	
every	•	owner
	•	
music	•	house
	•	
clean	•	press
	•	
which	•	where
	•	
where	•	going
	•	
right	•	route
	•	
about	•	logic
	•	
ready	•	reply
	•	
school	•	party
	•	
clear	•	print
	•	
state	•	again
	•	
other	•	lease
	•	
small	•	being
	•	
early	•	miner
	•	
goody	•	royal

Span-stretch Exercise: 4

stupid	•	retort
rotten	•	apples
vulgar	•	people
sailor	•	pocket
little	•	parcel
office	•	number
battle	•	humour
welcome	•	quotes
pretty	•	estate
midday	•	ritual
better	•	letter
weekly	•	column
simple	•	living
chance	•	cricket
locate	•	problem
minute	•	change
polite	•	advice
corner	•	sentry
follow	•	advance
dinner	•	packet

Span-stretch Exercise: 5

company	•	vehicle
instant	•	picture
advance	•	apology
private	•	thought
biggest	•	banquet
general	•	anatomy
longest	•	lecture
examine	•	finally
general	•	remarks
welcome	•	speaker
theatre	•	stories
complete	•	success
elevated	•	sidewalk
spotless	•	century
earnest	•	tourist
develop	•	friends
another	•	example
college	•	friends
ancestry	•	reports
charity	•	concert
concise	•	correct
soldier	•	knowing

Span-stretch Exercise: 6

straight	•	argument
saluting	•	sentence
youngster	•	professor
creature	•	comforts
remember	•	doomsday
straight	•	checking
detailed	•	contents
physical	•	chemistry
gracious	•	operator
teen-age	•	customer
reckless	•	employee
bequeath	•	millions
trouble	•	composer
orchestra	•	symphony
backward	•	campaign
practical	•	politics
progress	•	register
thousand	•	recruits
emotional	•	exercise
certainly	•	multiply

Span-stretch Exercise: 7

volunteer	•	statement
parachute	•	anecdotes
favourite	•	professor
expensive	•	memo-book
represent	•	newspaper
executive	•	situation
violating	•	copy right
assistant	•	scientist
interview	•	behaviour
extremely	•	careful
alcoholics	•	anonymous
passenger	•	mentality
expensive	•	oversight
offensive	•	character
furniture	•	collector
beautiful	•	courtroom
intuition	•	economics
contested	•	procedure
attorney	•	attendant
important	•	questions

In all these
exercises
the rule is :
one glance
one stop
one word group

Span-stretch Exercise : 8

attractive	•	collection
discourage	•	dissection
vegetable	•	sandwiches
unabridged	•	collection
provincial	•	restaurant
agitation	•	conundrums
propaganda	•	instrument
understood	•	neighbours
astonished	•	individual
over-night	•	conclusion
equanimity	•	arithmetic
recruiting	•	expedition
increasing	•	difference
automobile	•	vocabulary
commercial	•	television
accompanied	•	convention
designated	•	occupation
discussing	•	facilities
economical	•	compromise
reluctantly	•	illuminate
thoroughly	•	crestfallen

Span-stretch Exercise : 9

sympathetic	•	translation
hardboiled	•	businessman
paratrooper	•	instructions
examine	•	definitions
outstanding	•	publication
fashion	•	impression
prospective	•	millionaire
introducing	•	bicarbonate
personality	•	difference
metropolitan	•	discussions
diminishing	•	achievement
extravagant	•	arrangement
appealingly	•	quarrelsome
vigorously	•	cylindrical
thoughtless	•	application
exceptional	•	vacationing
secretarial	•	inspiration
industrious	•	communities
centenarian	•	companion
financially	•	transaction
high-priced	•	explanation

Span-stretch Exercise: 10

mathematical manufacturer
presidential congregation
a sign of new flexibility
on the periphery of power
grasps things too quickly
practically nothing to do
could not have cared less
her beautiful fingernails
under other circumstances
censorship is nothing new
a familiar human activity
and censored the audience
almost everybody believes
he is specially qualified
present laws are adequate
restrictive and dangerous
to prevent auto accidents
why such accidents happen
recent research indicates
why take risks in passing
more than forty years ago

Span-stretch Exercise: II

•
misunderstood civil-service
•
distinguished sister-in-law
•
what they assert instead is
•
the right to defend himself
•
differences are still there
•
the risk of excommunication
•
death does not scare easily
•
take part in public affairs
•
makes for a festive evening
•
if this researcher succeeds
•
steadily increasing numbers
•
an ideal base for expansion
•
a most progressive business
•
some municipalities are shy
•
to be of minor significance
•
otherwise violating the law
•
first part of his statement
•
in our current civilization
•
though in a repressed state
•
they wait for opportunities
•
improving driving education

Span-stretch Exercise: 12

overwhelmingly conversational
democratization within church
it must be demonstrated clear
so contemptuous of opposition
but it was too late, too late
father became the grandfather
now hurrying off to a meeting
the deluge of gifts this year
both state : you can't say that
they have been an easy target
all sorts of special pleaders
lack of social responsibility
not yet obsolete in the world
a virtual ban on coal imports
rise above regional standards
we don't tolerate sloppy work
to create flexibility in time
to present a range of options
a hint of scandal in his past
if it does succeed in showing
except the loaded adventurers

Span-stretch Exercise: 13*

The purpose of this drill is to discipline
the little muscles that move the eyes from left to right.
Incorrect habits of reading have frequently caused
these muscles to behave in an undisciplined
and inefficient manner. Try to make your eyes march ahead
in three rhythmic leaps across the line.
Try to feel the tiny tug on these six
little muscles that move each eye. You will note
that some phrases are short others are longer.
This is done intentionally. The amount
of line width that various people can see, differs
with the individual. In these exercises try to group
as one eyeful all the words in the unit ;
look at a point just about midway in each word group.
At times you will feel as though the field
of your vision is being stretched. So much the better !
At other times the phrase will be too short.
We shall strive for wider and wider units as we proceed.
In that way your eyes will grasp more and more
at a glance. Read this exercise two or three times
every day for a few days. Try always
to cut down on the time that it took you
to read it each preceding time. You will soon get
the knack of it. Do not let your eyes "skid"
or "slide" when you look at a phrase.
Look at it "amidships". Give it a strong,
fleeting glance. See it all in one look ;
then be off to see the next and the next,
and so on to the very end of the exercise.

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TRANSITIONAL WORDS AND PHRASES

It is good to ^{make} familiarise your eyes familiar
with the following words and phrases.
That way you find your eye movement facilitated.

ADDITION

Also
And
At the same time
Besides
Equally important
Finally
Further, Furthermore
In addition
Lastly
Moreover
Next
Second, Secondly

TIME

After a short time
Afterwards
At last
At length
Hitherto
Immediately
In the future
In the meantime
Meanwhile
Soon
Subsequently
Ultimately

CAUSE & RESULT

Accordingly
As a result
Because
Consequently
Hence
On account of
Owing to
Since
Therefore
Thus

SUMMARY

In brief
In conclusion
In short
On the whole
To sum up, To summarize

EXPLANATION

For example
For instance
Incidentally
Indeed
In fact
In other words
In particular
Specifically
That is

PURPOSE

For this purpose
For this reason

To this end
With this in view

PLACE

Beside
Beyond
Here
On the other side
Opposite
There

COMPARISON

In like manner
Likewise
Similarly

CONTRAST

Although, Though
At the same time
But
For all that
However
In contrast
In spite of, Despite
On the contrary
On the other hand
Nevertheless
Notwithstanding
Still
Yet

VOCALISATION

SAYING THE words physically or mentally plays a critical role in reading skill.

So long as you have the see-say-hear habit, you can only hear one word at a time.

The improved perception or enhanced span will not make a difference in reading time.

Also, irrespective of the type of material, and irrespective of the purpose of the reader, the words per minute rate remains about the same in *oral reading*.

Getting away from this oral reading habit is critical in developing the reading skill.

You have to be a phrase reader in the sense you have to learn to rely on vision alone to get meaning from the printed page.

You have to establish a direct path from the word to the **brain** without the sound barrier, without inner speech.

This therefore is a *priority* item.

A *three-minutes'* daily practice
consciously to cross the sound barrier
will pay off.

- To discover and break the vocalisation habit,
you may clench a pencil in your teeth as you read,
or you may even try gum-chewing temporarily. *st*
- Make reading a thinking process
instead of a physical process.
- Think the words — do not say them aloud :
look at them as symbols of thought.
- Recall that it is not necessary to see
every letter of every word
in order to identify it.
- You don't have to look at every word ;
you don't have to study every detail.
- Become aware that your mind is reading
only certain key words,
although you are seeing all the words.
- When you read, think about the thought
which the author is trying to convey.
- Look for the meaning behind the words.
Get the thought as a thought.
- Concentrate upon getting the thought, the meaning.
Let eye movements take care of themselves.
- With such attitudes, go so fast ^{when} reading that
at best you have time to subvocalise
a word here and a word there.

PARAGRAPH READING

TAKE AN article in a journal
or a chapter in a book.

After doing a survey,
glance at each paragraph,
preferably not more than **just once**
to get at the key sentence.

After so applying
the paragraph reading technique,
read the same passage the conventional way,
to assure yourself
that you have got the essence of the piece
through paragraph reading.

The very first attempt
may not give satisfactory results.
To gain mastery over this technique
sufficient practice is called for.

Five to ten minutes a day *daily*
spent on this technique
you will *find* rewarding.

COMPREHENSION: Summarise

WHILE SPEED is welcome, much more welcome is improved comprehension, concentration, and retention.

We want to constantly assure ourselves that increased speed is not at the cost of comprehension.

Also, we may not be quite happy even with our present state of comprehension.

One exercise that does us good in this connection is making a summary of the material we have read and checking back.

Summarising is an integral part of the next two action plans.

As a rule, whenever we read more difficult material, we may summarise sections we have just read in a momentary flashback review.

Where possible, it is good to write down as many points and supporting details as we can remember.

This section carries a guidepost or two on how to summarise.

A summary has to be a summary, no more and no less. What we write may be a false statement and still be a correct summary of the author's thought.

The summary should be neither broad nor narrow.

A too broad summary is one that goes beyond the thought of the author, one that says something the author did not say. The broad summary overgeneralises the author's statements.

A too narrow summary does correctly state part of what the piece stated, but only part, and not the main idea.

It may be a part that interests the reader very much, but he misinterprets the author's thought if he mistakes a part, however interesting, for the whole.

While summarising, our language may be different from that of the author. The yardstick is :

Does it boil down to pretty much the same general ideas?

For practice purposes we should choose a book * which has a summary at the end of each chapter. And the chapters themselves should not be too long.

* One such book is the Pelican Publication, *Psychology for Everyman*, from which we have given three passages in this workbook.

COMPREHENSION: Non-technical Material

WE ARE interested in the total skill —
that is what we will apply
in our day-to-day reading.

The physical skills we have been considering
take time to form, but once formed
they invisibly become available
for our regular reading.

The mental skills take much less time
but they too call for conscious practice.

These skills can be cultivated both on non-technical material and later on technical material.

- For practice purposes, take a book of general interest. If it has a summary at the end of each chapter, it is all the more welcome.
- Give yourself 5 minutes a day for this practice.
- Have ^{ing} crystallised your purpose of reading, survey the material in relation to your purpose.
- Survey the material to get an overall idea, probably the gist of the chapter, and establish the 'gear' for sections of the chapter.
- Skim for main ideas where ^{the} situation permits.
- Scan the close-reading sections.
- Make full use of your knowledge of the writing-process :
 - Note the general structure of the piece.
 - Ascertain the writing pattern.
 - Apply the knowledge of paragraph organisation.
 - Look for key-words and phrases.
 - Be sensitive to the signpost words.
 - Take advantage of the punctuation aids.
- Summarise orally or in writing and checkback.
- Your dominating aim in reading such material should be to cut rapidly through the words, the details, to find and follow the author's main idea.

COMPREHENSION :

Technical Material

LEARNING TO read details rapidly is the most difficult type of reading : it requires ~~more~~ ^{further} development and practice.

Since this skill involves other skills, it is necessary to acquire the other ones first.

Practice ^{with} ~~on~~ this type of material can be held over for the first six weeks.

- Choose technical material of your interest but preferably having chapter summaries.
- Ten minutes' practice a day is desirable.
- All the other steps indicated for non-technical material are applicable here.
- The additional ones are :
 - Read for details as suggested on pages 90-94.
 - Check your grasp of facts by —
 - having someone ask you detailed questions,
 - or making an outline from your mental picture,
 - or writing a summary of facts and
 - checking your response by referring to the text.
 - Keep separate progress records for this purpose.

COMPREHENSION: Skimming

SKIMMING IS a useful reading skill.
It ~~does come handy~~ ^{is useful} in certain situations.
But it is never as good as rapid reading
for full comprehension.

Let us not take up this practice
until we gain fair mastery
over the regular rapid reading techniques.

Let us reserve it as an extra —
to supplement, not to substitute,
regular reading skills.

At that time, we may do the following :

- Skim any material that comes for reading.
See the parts in relation to the whole.
Skim to sift out that to which
you need to give only cursory attention
from that you may wish to ~~do~~ with care. → read
- Many journals are in double columns.
This facilitates vertical skimming.
- Sweep the eyes straight down
through the middle of one of these narrow columns,
taking in the central area of two lines at a time,
with the use of the vertical field of vision.
In the great majority of cases,
the central section of the lines
contains enough words to convey
the information given in the selection,
even though the words at either side
of the central section are not seen.
- If you find that you are not following the thought
at a certain point while using this procedure,
you can always glance quickly to the left or right
to catch a key word needed ^{to} ~~in~~ completing the meaning.
- A three minutes' practice everyday is commended.
- Skim to find an article that you want to read,
skim to locate a certain fact or figure,
skim to get ^{the} main ideas,
skim to follow the trend of thought.
Set a time limit of one minute and see how much
you can get out of an article in that time.

A WORD ON EXERCISES

IN THIS workbook we have not given practice exercises.

There are three reasons *for this*:

One is that even books that do give a lot of exercises say:

“The limitations of a book make it impossible to provide you with all the exercises you need to have.”

Secondly, reading skill is a composite skill, as has been ~~made out~~ ^{argued} admirably by Mortimer J. Adler in the accompanying section.

Thirdly, we think it is better to apply the techniques on matter that we normally read.

But we do commend for practice exercises the following good books on the subject.

- le*
gt 1. **FASTER READING SELF TAUGHT**
by Harry Shefter (Pocketbooks, Inc.)
- le*
gt 2. **READ FASTER AND GET MORE FROM YOUR READING** by Nila B. Smith (Prentice Hall)
- le*
gt 3. **IMPROVE YOUR READING**
by Paul D. Leedy (McGraw-Hill)
- le*
gt 4. **RAPID READING MADE EASY**
by John Waldman (Made Easy Books, Inc.)
- le*
gt 5. **HOW TO READ BETTER AND FASTER**
by Norman Lewis (Thomas Y. Crowell Company)
- le*
gt 6. **QUICKER READING** by Harry Bayley (Pitman).

TOWARDS BALANCED READING

THIRTY-THREE YEARS ago ^{the} ~~by~~ *Saturday Review*,
in an editorial observed:

“. . . The man who reads well
is the man who thinks well,
who has a background for opinion
and a touchstone for judgment.

Grateful thanks are due to Mr. S. N. Ramaswami, ^{late}
Mr. Nissim Ezekiel, Mr. C. M. Shukla and Mr. S. Seshadri ^{heredim}
for their assistance in compiling this selection.
The author is also indebted to Norman Lewis whose 'What to Read'
provided the thought-starter for this section.

He may be a Lincoln
who derives wisdom from a few books
or a Roosevelt who ranges from Icelandic sagas to 'Penrod.'
But reading makes him a full man,
and out of his fullness he draws
that example and precept which stand him in good stead
when confronted with the problems
which beset a chaotic universe.

Mere reading, of course, is nothing.

It is but the veneer of education.

But wise reading is a help to action.

American versatility is too frequently dilettantism,
but reinforced by knowledge it becomes motive power.

'Learning,' as Mr. James L. Mursell,
writing of it in a current periodical, remarks,
'cashes the blank check of native versatility.'

And learning is a process

not to be concluded

with the formal teaching of college days

or to be enriched

only by the active experience of later years,

but to be broadened and deepened
by persistent and judicious reading.

'The true University of these days
is a Collection of Books' said Carlyle . . ."

One way to read better, to read faster, then,
is to **READ MORE.**

It is not enough, however,

to read more of a subject ;

it is necessary to read

on a **variety** of subjects.

It should be

balanced and versatile reading.

Such balanced and versatile reading
makes for many pleasures and benefits.
With your present skills,
and fifteen more minutes of extra reading daily,
you can read 20 more books a year.
With your added skill,
the number can be many more.

The accompanying selection of books
is to serve you as a guide
to buy or borrow and browse *over*
So that you may have your own library,
we have referred in good part
to the inexpensive and locally available editions.

When we set an arbitrary limit
to the books to be recommended,
we tend to omit some *a*
that should have found *a* place here.
Even otherwise, it is likely
we have omitted to include
titles that should have been included.
Please do point these to us
~~so that~~ we ^{shall} ~~could~~ gratefully consider
incorporating them in the next edition.
This list of recommended books
is essentially to start you
on a comprehensive, long range, reading programme.

Before buying these books
you may wish to borrow them
from a public library.
After tasting them,
you may then want to own some of them.

Recommended Titles : Indian : Non-Fiction

ALI, SALAM ^I	<i>The Book of Indian Birds</i>
CHAUDHURI, NIRAD C.	<i>The Autobiography of an Unknown Indian</i> <i>The Continent of Circe</i>
COOMARASWAMY, ANANDA	<i>The Dance of Shiva</i>
CORBETT, JIM	<i>My India</i>
GHOSH, AUROBINDO	<i>Essays on the Gita</i> <u>The</u> <i>Life Divine</i>
GANDHI, M. K.	<i>The Story of My Experiments with Truth</i>
JAYAKAR, M. R.	<i>The Story of My Life</i>
KARUNAKARAN, K. P. (Ed.)	<i>Modern Indian Political Tradition</i>
MUKERJI, D. P.	<i>Modern Indian Culture</i>
MEHTA, VED	<i>Face to Face</i>
NEHRU, JAWAHARLAL	<i>The Discovery of India</i> <i>Autobiography</i>
RADHAKRISHNAN, S.	<i>The Hindu View of Life</i> <i>History of Indian Philosophy</i>
SINGH, IQBAL	<i>Rammohan Roy</i>
SINGH, JAGJIT	<i>Mathematical Ideas</i>
SUBBA RAO, B.	<i>The Personality of India</i>
TAGORE, RABINDRANATH	<i>Sadhana</i> <i>Gitanjali</i>

Recommended Titles : Indian : Fiction

ALI, AAMIR	<i>Via Geneva</i>
ALI, AHMAD	<i>Twilight in Delhi</i>
ANAND, MULK RAJ	<i>The Village</i>
BHATTACHARYA, BHABANI	<i>So Many Hungers</i>
GHOSE, SUDHIR	<i>And Gazelles Leaping</i> <i>The Vermillion Boat</i>
HOSAIN, ATTIA	<i>Phoenix Fled</i>
MARKANDAYA, KAMALA	<i>Nectar in a Sieve</i>
NARAYAN, R. K.	<i>The Financial Expert</i> <i>The Dark Room</i>
PREM CHAND	<i>Godan</i> <i>Selected Short Stories</i>
RAJAGOPALACHARI, C. (Trans)	<i>The Mahabharata</i> <i>The Ramayana</i>
RAO, RAJA	<i>The Cat and Shakespeare</i> <i>The Serpent and the Rope</i>
SINGH, KHUSHWANT	<i>Train to Pakistan</i>
TAGORE, RABINDRANATH	<i>Gora</i> <i>Hungry Stones and Other Stories</i>

Recommended Titles : Others : Non-Fiction

ANTHROPOLOGY

- FRAZER, JAMES GEORGE *The Golden Bough*
LINTON, RALPH *The Study of Man*

ARCHAEOLOGY

- MOORE, RUTH *Man, Time and Fossils*

ART

- CHENEY, SHELDON *A World History of Art*
C GROCE, BENEDETTO *Aesthetics*
READ, HERBERT *The Meaning of Art*

ASTRONOMY

- DAVIDSON, MARTIN *Astronomy For Everyman*
JEANS, SIR JAMES *The Universe around Us*

BIOGRAPHY AND AUTOBIOGRAPHY

- BOSWELL, J. *Life of Dr. Johnson*
CURIE, EVE *Madame Curie*
MAUGHAM, SOMERSET *The Summing Up*
HEISER, VICTOR *An American Doctor's Odyssey*
WRIGHT, RICHARD *Black Boy*
ROUSSEAU, J. J. *Confessions*

BIOLOGY AND MEDICAL SCIENCE

- CLENDENING, LOGAN *The Human Body*
DE KRUIF, PAUL *Microbe Hunters*
HAGGARD, HOWARD W. *Devils, Drugs and Doctors*
HUXLEY, JULIAN *Evolution in Action*

CHEMISTRY

JAFFE, BERNARD
NEWTON, FRIEND J.

Chemistry Creates New World
Man and the Chemical Elements

CONSERVATION

CARSON, RACHEL
OSBORN, FAIRFIELD

The Silent Spring
Our Plundered Planet

CRITICISM

BRADLEY, A. G. C
HIGHT, GILBERT
WHYTE, WILLIAM S.
WILSON, CHARLES

Shakespearean Tragedy
The Classical Tradition
The Organization Man
A Teacher is a Person

ECONOMICS

CRANE, BURTON
RUSKIN, JOHN
WARD, B.

Getting and Spending
Unto this Last
The Rich Nations and the Poor
Nations

EVOLUTION

COON, CARLETON S.

The Story of Man

GENETICS

SCHEINFELD, AMRAM

The New You and Heredity

GEOLOGY

MOORE, RUTH

The Earth We Live On

HISTORY

ASBURY, HERBERT
BOWERS, CLAUDE G.
CHURCHILL, W.

The Great Illusion
The Tragic Era
The History of the English People
Memoirs of World War II

TOYNBEE, ARNOLD

A *The Study of History* (abridged by
D. C. Somervell)

TREVELYAN, G. M.

Social History of England
Clio, a Muse and Other Essays

LANGUAGE

PEI, MARIO

The Story of Language

MANAGEMENT

ARGYRIS, CHRIS

*Integrating the Organization and
the Individual*

DRUCKER, PETER

The Practice of Management

FALLETT, MARY PARKER

Dynamic Administration

GILBRETH, F. B. & L. M.

The Writings of the Gilbreths

LIKERT, RENSIS

New Patterns of Management

MCGREGOR, DOUGLAS

The Human Side of Enterprise

ROETHLISBERGER, F. J.

Management and Morale

TAYLOR, F. W.

Scientific Management

URWICK, L. (Ed.)

The Golden Book of Management

MATHEMATICS

NEWMAN, JAMES R.

The World of Mathematics

MUSIC

DOWNES, OLIN

The Lure of Music

SULLIVAN, J. W. M.

Bethoven

OCEANOGRAPHY

CARSON, RACHEL

The Sea around Us

PHILOSOPHY

DURANT, WILL

The Story of Philosophy

OVERSTREET, HARRY A.

The Mature Mind

PHYSICS

EDDINGTON, SIR ARTHUR

The Universe and Dr. Einstein

BARNETT, LINCOLN

Nature of the Physical World

GAMOW, GEORGE

One, Two, Three, Infinity

The Birth and Death of the Sun

PSYCHOLOGY, PSYCHIATRY AND PSYCHO-ANALYSIS

- ADLER, A. ^{The} *Practice & Theory of Individual Psychology*
- DUNBAR, FLANDERS *Mind and Body*
- ELLIS, H. *The Psychology of Sex*
- FREUD, SIGMUND *Psychopathology of Everyday Life*
- JUNG, C. G. *Development of Personality*
- LEWIN, K. *A Dynamic Theory of Personality*
- MENNINGER, KARL A. *Man Against Himself*
- WIGGAM, ALBERT EDWAR *Exploring Your Mind*

POETRY

- EASTMAN, MAX *Enjoyment of Poetry*

RELIGION

- Editors of *Life* *The World's Great Religions*

SCIENCE

- EDDINGTON, ARTHUR S. *The Nature of the Physical World*
- HOGBEN, LANCELOT *Science for the Citizen*

SEMANTICS

- CHASE, STUART *The Tyranny of Words*
- HAYAKAWA, S. I. *Language in Thought and Action*
- JOHNSON, WENDELL *People in Quandaries*

SOCIOLOGY

- MYRDAL, GUNNAR & OTHERS *An American Dilemma*

VALUES

- BRONOWSKI, J. *Science and Human Values*
- CLOUGH, SHEPARD B. *Basic Values of Western Civilization*

Recommended Titles : Others : Classics

ADAMS, HENRY	<i>Degradation of the Democratic Dogma</i>
ADDISON, JOSEPH	<i>Essays</i>
AESCHYLUS	<i>Prometheus Bound</i>
AESOP	<i>The Fables of Aesop</i>
AQUINAS, ST. THOMAS	<i>Summa Theologiae</i>
ARISTOPHANES	<i>The Frogs</i>
ARISTOTLE	<i>Rhetoric</i> <i>Aesthetics</i>
AUGUSTINE, ST.	<i>Confessions</i>
AURELIUS, MARCUS	<i>Meditations</i>
BACON, SIR FRANCIS	<i>Essays</i>
BALZAC, HONORE DE	<i>Pere Goriot</i>
BARRIE, SIR JAMES	<i>Peter Pan</i>
BATES, EARNEST SOUTHERLAND	<i>Bible Designed to be Read as Living Literature</i>
BERGSON, H.	<i>Creative Evolution</i>
BOCCACCIO, GIOVANNI	<i>The Decameron</i>

BULFINCH, THOMAS	<i>Age of Fable</i>
BYRON, LORD GEORGE	<i>Age of Chivalry</i>
GORDON NOEL	<i>Don Juan</i>
CALVIN, JOHN	<i>Institutes of the Christian Religion</i>
CARLYLE, THOMAS	<i>Sartor Resartus</i>
CARROLL, LEWIS (pseudonym of C. L. Dodgson)	<i>Alice in Wonderland</i>
CERVANTES, MIGUEL DE	<i>Through the Looking Glass</i>
CHAUCER, GEOFFERY	<i>Don Quixote, Part One</i>
CONRAD, JOSEPH	<i>Canterbury Tales</i>
COPERNICUS, NICOLAUS	<i>Lord Jim</i>
DANTE, ALIGHIERI	<i>Revolutions of the Heavenly Bodies</i>
DARWIN, CHARLES	<i>The Divine Comedy</i>
DEFOE, DANIEL	<i>Voyage of the Beagle</i>
DEMOSTHENES	<i>Journal of the Plague Year</i>
DESCARTES, RENE	<i>Orations</i>
DEWEY, J.	<i>Discourse on the Method of Rightly Conducting the Reason and Seeking the Truth in the Sciences</i>
DICKENS, CHARLES	<i>Democracy and Education</i>
DOSTOEVSKI, FEDOR	<i>The Pickwick Papers</i>
EINSTEIN, ALBERT	<i>The Brothers Karamazov</i>
EMERSON, RALPH WALDO	<i>Relativity : The Special and General Theory</i>
EPICETUS	<i>Essays</i>
EURIPIDES	<i>Moral Discourses</i>
FABRE, JEAN-HENRI	<i>Medea</i>
FIELDING, HENRY	<i>Social Life in the Insect World</i>
FLAUBERT, GUSTAVE	<i>Tom Jones</i>
FRANKLIN, BENJAMIN	<i>Madame Bovary</i>
FREUD, SIGMUND	<i>Autobiography</i>
GIBBON, EDWARD	<i>Psychopathology of Everyday Life</i>
GOETHE, JOHANN	<i>Decline and Fall of the Roman Empire</i>
WOLFGANG VON	<i>Faust</i>
GOLDSMITH, OLIVER	<i>She Stoops to Conquer</i>
HAMSUN, KUNT	<i>Growth of the Soil</i>
HARDY, THOMAS	<i>Jude the Obscure</i>

HAWTHORNE, NATHANIEL	<i>The Scarlet Letter</i>
HAZLITT, WILLIAM	<i>Dramatic Literature of the Age of Elizabeth</i>
HEMINGWAY, EARNEST	<i>Death in the Afternoon</i>
HERODOTUS	<i>History</i>
HOBBS, THOMAS	<i>Leviathan, or the Matter, Form and Power of a Commonwealth</i>
HOMER	<i>The Iliad and the Odyssey</i>
HORACE	<i>Poems</i>
HUGO, VICTOR	<i>Les Miserables</i>
IBSEN, HENRIK	<i>Hedda Gabler</i>
IRVING, WASHINGTON	<i>Sketch Book</i>
JAMES, WILLIAM	<i>Pragmatism</i>
JOYCE, J.	<i>Ulysses</i>
KANT, IMMANUEL	<i>Critique of Pure Reason</i>
KEATS, JOHN	<i>Poems</i>
LOCKE, JOHN	<i>Essay concerning Human Understanding</i>
LONGINUS	<i>On the Sublime</i>
LUCRETIUS	<i>On the Nature of Things</i>
LYELL	<i>The Antiquity of Man</i>
MACHIAVELLI, NICCOLO	<i>The Prince</i>
MALTHUS, THOMAS R.	<i>Essay on the Principles of Population</i>
MARX, KARL	<i>Communist Manifesto</i>
MILL, JOHN STUART	<i>On Liberty</i>
MILTON, JOHN	<i>Areopagitica</i>
MONTAIGNE, MICHAEL	<i>Essays</i>
RYQUEM DE	
NEWTON, SIR ISAAC	<i>Mathematical Principles of Natural Philosophy</i>
PASCAL, BLAISE	<i>Pensees</i>
PEPYS, SAMUEL	<i>Diary</i>
PLATO	<i>The Republic</i>
	<i>Apology</i>
	<i>Dialogues</i>
PLUTARCH	<i>Lives</i>
RABELIAS, FRANCOIS	<i>Gargantua and Pantagrue</i>
ROSSEAU, JEAN JACQUES	<i>Confessions</i>
	<i>The Social Contract</i>
RUSSELL, BERTRAND	<i>Principles of Mathematics</i>

SANTAYANA, G.
SHAKESPEARE, WILLIAM

Realm of Truth

Comedies :

As You Like It

Twelfth Night

The Tempest

Julius Caesar

Tragedies :

Othello

Macbeth

King Lear

Hamlet

Plays Pleasant

Plays Unpleasant

Man and Superman

Apple Cart

Intelligent Woman's Guide to

Socialism and Capitalism

Poetical Works

The Wealth of Nations

Antigone

Oedipus Rex

Ethics

The Red ^{the} Scarlet and Black

(*Le Rouge et la Noir*)

Tristram Shandy

Gulliver's Travels

Walden

History of the Peloponnesian War

Democracy in America

War and Peace

Study of History ^{the}

The History of Russian Revolution

The Adventures of Huckleberry

Finn

Notebooks

Aeneid

Candide

Science and the Modern World

Adventures of Ideas

Journal

SHAW, BERNARD

SHELLEY, PERCY BYSSHE

SMITH, ADAM

SOPHOCLES

SPINOZA, BENEDICT DE

STENDHAL (BEYLE, MARIE
HENRI)

STERNE, L.

SWIFT, JONATHAN

THOREAU, HENRY DAVID

THUCYDIDES

TOCQUEVILLE, ALEXIS DE

TOLSTOY, COUNT LEO

TOYNBEE, ARNOLD JOSEPH

TROTSKY, LEON

TWAIN, MARK

VINCI, LEONARDO DA

VIRGIL

VOLTAIRE

WHITEHEAD, A. N.

WOOLMAN, JOHN

Additional Titles

FROM HAINY RULES
TO ONE HABIT

FROM MANY RULES TO ONE HABIT*

I AM saying nothing here
which is not common knowledge
about learning a complex skill.
I merely want to be sure you realize
that learning to read is at least as complex
as learning to typewrite or learning to play tennis.
If you can recall your patience
in any other learning experience you have had,
perhaps you will be more tolerant of a tutor
who is shortly going to enumerate
a long list of rules for reading.

The experimental psychologists
have put the learning process under glass
for anyone to look at.
The learning curves they have plotted,
during countless laboratory studies
of every sort of manual skill,
show graphically the rate of progress
from one stage of practice to another.
I want to call your attention to two of their findings.

The first is called the "learning plateau".
During a series of days in which a performance
such as typewriting
or receiving the Morse Code telegraphically,
is practised, the curve shows improvement
both in speed and in the reduction of errors.

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Then suddenly the curve flattens out.

For some days, the learner cannot make any advances. His hard work seems to yield no substantial effects either in speed or accuracy.

The rule that every bit of practice makes a little more perfect appears to break down.

Then, just as suddenly, the learner gets off the plateau and starts to climb again.

The curve which records his achievements again shows steady progress from day to day.

And this continues,

though perhaps with a slightly diminishing acceleration, until the learner hits another plateau.

Plateaus are not found in all learning curves, but only in those which record progress in gaining a complex skill.

In fact, the more complex the performance to be learned, the more frequently such stationary periods appear.

The psychologists have discovered, however, that learning is going on during these periods, though it is hidden in the sense of having no manifest practice effects at the time.

The discovery that "higher units" of skill are then being formed is the second of the two findings I referred to before.

While the learner is improving in typing single letters, he makes progress in speed and accuracy.

But he has to form the habit of typing syllables and words as units, and then later phrases and sentences.

The stage during which the learner is passing from a lower to a higher unit of skill appears to be one of no advance in efficiency, because the learner must develop

a certain number of "word units"
before he can perform at that level.
When he has enough of these units mastered,
he makes a new spurt of progress
until he has to pass to a higher unit of operation.
What at first consisted
of a large number of single acts —
the typing of each individual letter —
becomes finally one complex act —
the typing of a whole sentence.
The habit is perfectly formed
only when the learner has reached
the highest unit of operation.
When before there seemed to be many habits,
which it was difficult to make work together,
now there is one habit
by virtue of the organisation of all the separate acts
into one smoothly flowing performance.

The laboratory findings merely confirm
what I think most of us know already
from our own experience,
though we might not have recognized the plateau
as a period in which hidden learning is going on.
If you are learning to play tennis,
you have to learn how to serve the ball,
how to receive your opponent's service or return,
how to play net, or at the mid-court and base line.
Each of these is part of the total skill.
At first, each must be mastered separately,
because there is a technique for doing each.
But none of these by itself is the game of tennis.
You have to pass from these lower units
to the higher unit in which all the separate skills
are put together and become one complex skill.

You have to be able to move from one act to another so rapidly and automatically that your attention is free for the strategy of play.

Similarly in the case of learning to drive a car.

At first,

you learn to steer, shift gears, apply the brake.

Gradually these units of activity are mastered and lose their separateness in the process of driving.

You have learned to drive

when you have learned to do all these things *together* without thinking about them.

The man who has had one experience in acquiring a complex skill

knows that he need not fear the array of rules which present themselves at the beginning of something new to be learned.

He knows that he does not have to worry about how all the different acts,

in which he must become separately proficient are going to work together.

Knowing that the plateaus in learning are periods of hidden progress may prevent discouragement.

Higher units of activity are getting formed even if they do not increase one's efficiency all at once.

The multiplicity of the rules indicates the complexity of the one habit to be formed not the plurality of distinct habits.

The part acts coalesce and telescope as each reaches the stage of automatic execution.

When all the subordinate acts can be done more or less automatically,

you have formed the habit of the whole performance.

Then you can think about beating
your opponent in tennis,
or driving your car to the country.

This is an important point.

At the beginning, the learner pays attention
to himself and his skill
in the separate acts.

When the acts have lost their separateness
in the skill of the whole performance,
the learner can at last pay attention
to the goal which the technique he has acquired
enables him to reach.

What is true of tennis or driving holds for reading,
not simply the grammar-school rudiments,
but the highest type of reading for understanding.

Anyone who recognizes that such reading
is a complex activity will acknowledge this.

I have made all this explicit
so that you will not think
that the demands to be made here are
any more exorbitant or exasperating
than in other fields of learning.

Not only will you become proficient
in following each of the rules,
but you will gradually cease
to concern yourself with the rules
as distinct and the separate acts they regulate.

You will be doing a larger job,
confident that the parts will take care of themselves.

You will no longer pay so much attention
to yourself as a reader,
and be able to put your mind wholly
on the book you are reading.

READING RATE IN WORDS PER MINUTE

Time to Read	The Methods of Psychology Base Exercise	Memory & Thinking Progress Exercise 1	Growth & Development Progress Exercise 2
1 mt. 15 sec.	1050	1050	..
1 mt. 30 sec.	880	880	..
1 mt. 45 sec.	760	760	..
2 mts.	660	660	1120
2 mts. 15 sec.	590	590	1000
2 mts. 30 sec.	530	530	900
2 mts. 45 sec.	480	480	820
3 mts.	440	440	750
3 mts. 15 sec.	410	410	690
3 mts. 30 sec.	380	380	640
3 mts. 45 sec.	350	350	600
4 mts.	330	330	560
4 mts. 30 sec.	290	290	500
5 mts.	270	270	450
5 mts. 30 sec.	240	240	410
6 mts.	220	220	370
6 mts. 30 sec.	200	200	350
7 mts.	190	190	320
8 mts.	170	170	280
9 mts.	150	150	250
10 mts.	130	130	220
11 mts.	120	120	200
12 mts.	110	110	190
14 mts.	95	95	160
16 mts.	140
18 mts.	125
20 mts.	110

READING RATE IN WORDS
PER MINUTE

APPENDIX

PROGRESS EXERCISE I

N.B. : To be taken after six weeks of practice.

Starting Time

MEMORY AND THINKING

HUMAN MEMORY and learning are intimately related since the development of an association between a stimulus and a response requires some sort of a retention process. Some of our associations, such as conditioned reflexes, are not at the conscious, but at the spinal level of association, although possibly they are 'remembered' there also. For most of the behaviour which distinguishes humans from animals (that is thinking and communicating through language) memory is located in the centre of the nervous system on the cortex of the brain. We can think of memory as analogous to some sort of filing cabinet system. Information received through the capacity and the personal efficiency for 'searching the files'.

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(Without this retention process there could be no learned behaviour.) Our storage capacity seems to be an inflexible individual characteristic, but the efficiency with which the information is retrieved is a function of a number of influences. Three of these influences, which are general features in memory, are frequency, recency, and value. *Frequency* refers, everything else being equal, to the tendency to remember those experiences which happened most often. Experiences or events that occur infrequently are not remembered so well. It is also clear that, everything else being equal, we remember the more recent events in contrast to those that occurred in earlier times. It is as if the old items of information in the file get shoved towards the back of the drawer, so to speak. After a long period they tend to be discarded. *Value* refers in general to experiences which are 'more important' or 'more urgent' than others. Each person has his own value system which seems to decide which items are significant and placed where they can be readily retrieved. Other experiences or events which have little importance to the individual are perhaps simply forgotten. Needless to say when older people clearly remember events from childhood this is taken to imply that *value* is acting as the predominant factor.

Learning also influences our ability to recall our past experiences. *When* the learning takes place, *how well* is the material mastered? How frequently do the lessons occur, and what are the personal priorities or importance we attach to the lessons? All these factors affect the extent to which we can demonstrate our retention of information. Tests of recognition, recall, or relearning may all be used to measure the recollection of a learned experience. An individual with a so-called good memory is often found to be one who is more highly motivated to learn and retain the information and experiences he is exposed to. People having difficulty remembering the names of people they meet improve their retention by: (a) repeating the person's name the moment he is introduced, (b) looking carefully at his face so that name and appearance are clear associations, and (c) repeating the name a number of times.

Thinking must, like memory, be inferred from public behaviour. Thinking is another 'mental' activity, involving the manipulation of symbols, signs, concepts, or ideas which are symbolically represented. Indeed, thinking is a process which we infer, and indeed which we infer is closely bound up with language.

To continue with the filing system analogy, thinking is the term used to describe the various ways in which the information in storage is retrieved, scanned, examined, combined, and rearranged. We do not always actually run our 'mental fingers' through objects on file, but we may sometimes refer to the verbal description of the remembered events. Memory, learning, thinking, and language are all intimately related processes. So far is this the case that a word may remind you of other words and also conjure up *images*, whereas a perception may conjure up images and also remind you of a linguistic description.

In the previous chapter we described two types of learning which we called convergent and divergent thinking. Both are processes of association between stimuli and responses which are acceptable according to different criteria. We may also make associations among ideas or experiences. If we looked at the maths problem again ($1 + 1 = ?$) it might remind us of the mathematics teacher we had in school, the classroom, the colour of the text book, the different names for that colour, etc. This stream of thought could lead us towards many different memories or associations. When we are faced with a problem that we wish to solve we usually resort to convergent thinking, depending upon our memory to bring forth the best answer that can serve as a solution. If this effort is unrewarding we may resort to trial-and-error or perhaps use a hypothesis as a result of insight, i.e. we may be able to assemble our previous experiences in a new way so that we understand the relationships required to solve the task. Our thinking processes, like many of the actions we perform, are very likely to become habitual and standardized. Most people find it very difficult to change their patterns of thinking, especially if their methods have previously been rewarding.

Through language we understand and communicate the symbols and concepts that we learn. The words in our language are learned initially, as we said in the last chapter, by association with the objects or events they represent (extension), but we also acquire meaning of words through their relationship to other words and symbols (intension). The words or symbols that are associated with 'things' are called denotive symbols. They are usually clear-cut and have only one meaning. The second class of symbols are called connotive symbols, and they mark the way we feel about

those things or the preferences we have for them. Words like 'good', 'happy', 'worthwhile', are some of the connotive-type words.

The essential link between thinking and language, we must repeat, comes about because we learn a great deal by *description*. We read about the experiences of others, or their verbal representations of other objects and ideas. We think by the internal manipulation of language, and the very fact that we are able to associate a name successfully with an object is clear evidence that our memory stores *both* the name and a symbolic representation of the thing.

Let us look at just one piece of experiment on linguistic behaviour. Our vocabulary is composed of tens of thousands of words, including a great number of adjectives. We can use adjectives to qualify objects with such words as 'good', 'clean', 'refined', 'large', and so on. Research has shown that our basic connotive vocabulary can be reduced to the three essential types of adjectives that most people use to describe their environment. The fundamental adjective types are :

evaluation : i.e. good . . . bad
potency : i.e. strong . . . weak
activity : i.e. active . . . passive

These three pairs of adjectives are the basic meanings that we seem to apply to many of the objects we perceive, learn, and think about. The whole field of relationship of symbols and language is the communication process by which human knowledge is recorded and developed. Language makes it possible for each generation to learn for itself what other generations had learned earlier. Knowledge is cumulative, otherwise each generation would have to learn for itself, for example, all of the principles of science. Cognition is the mental process by which we learn, think, and remember; and we use language to describe and understand the world around us.

Finishing Time

Total Time taken
to Read Passage

COMPREHENSION TEST :

Progress Exercise I

MEMORY AND THINKING

1. The retention process in our brains is necessary because
 - (a) it guides our conditioned reflexes.
 - (b) otherwise information gathered will have nowhere to go.
 - (c) it is found in animals also.
 - (d) it makes possible learned behaviour.
2. When older people clearly remember events from childhood it implies
 - (a) they have larger brains.
 - (b) their retention power is greater.
 - (c) they continue to remain childish.
 - (d) the events have a greater importance in value to the person.
3. An individual with a so-called memory
 - (a) is born that way.
 - (b) is more highly motivated to learn and retain.
 - (c) is one who remembers all experiences.
 - (d) is ^{the} same as others because there are no tests to distinguish him.
4. Thinking is a mental activity
 - (a) and hence independent of language.
 - (b) which is ^{the} same as symbolic representation.
 - (c) which must be inferred from public behaviour.
 - (d) independent of memory and learning.

5. A perception
- cannot remind you of a linguistic description.
 - may conjure up images and remind you of a linguistic description.
 - carry ^{ies} out conjured up images.
 - is the process of running through our memory.
6. When we are faced with a problem that we wish to solve we usually
- think about everything.
 - have no use for our memory.
 - resort to convergent thinking, utilising our memory.
 - think exclusively of the problem.
7. It is difficult to change our pattern of thinking
- if ^{its} their methods have been previously rewarding.
 - as we grow older.
 - because we were born with one.
 - because, in the first place, there is no pattern in our thinking.
8. Connotive words
- express the way we feel about things.
 - are clear cut and have only one meaning.
 - are learnt by association with objects.
 - are defined words.
9. The link between thinking and language
- does not exist.
 - is that we learn a great deal by description.
 - is both are abstract. ^{that-}
 - ~~has no evidence~~
is not proved by the evidence.
10. Our basic connotive vocabulary can be reduced to
- three essential types of verbs.
 - two essential types of adjectives.
 - no specific essential types.
 - three essential types of adjectives.

N.B. : For correct answers, please see page 234.

PROGRESS EXERCISE 2

N.B. : To be taken after 12 weeks of practice.

Starting Time

GROWTH AND DEVELOPMENT

THE PROCESS of growth and development is something that is taken for granted, since it happens to us all and seems to be a normal, natural series of stages with little variation. Freud focused on the importance of early experience and its long-lasting effects, especially in people with behaviour disorders. One of the important variables which shape our future conduct is the accumulation of experiences that are obtained in the home. In Western society this dependency upon others for satisfaction of basic social and personal needs can last as long as a quarter or a third of a person's lifetime. This is a long time when contrasted with the growth and development rate of other animals. During these formative years we are told when to go to bed, when to rise, what to eat and how, what to wear, how and when to communicate to others, and so on. In comparison with the strong influence of home and family, institutions such as day schools, Sunday schools, and the churches usually have a much smaller effect upon the behaviour patterns of the child.

The two main influences which affect our development are inherited potential and environmental experience. Our inborn characteristics determine our constitution as members of the human species: they determine skin colour, eye colour, bone structure, and internal make-up. These inborn traits govern in a real sense the rate of growth and the limits of biological and physical development. The second influence, that of learning and experience, nurtures this potential so that normal, healthy growth progresses

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to maturity. We reach adulthood through the cumulative and combined effects of these two influences.

To discover the ages and stages of growth many children have been carefully studied, and their behaviour recorded. The early years are essentially concerned with movement and physical development. Mental development also occurs, and this will be discussed later.

From the moment of birth, the child appears as a feeding, crying, sleeping body-waste producer, not very different from any other infant creature. None of the human characteristics, such as speech, thought, sociability, and so on, are apparent. Within a few weeks the child's muscles mature enough for him to be able to focus his eyes on things and people around him and show an awareness of his environment. The reflex patterns of behaviour that are inborn include sucking, breathing, and the other body functions. The infant is so helpless that he cannot even perform such basic survival responses as escape from pain-causing stimuli, or obtaining food and drink, without adult assistance. By six months he can sit up, and at the end of the first year he is usually able to stand or crawl around. Within two or three months more he is on his feet and walking without assistance. Speech development takes place in a somewhat similar manner. In the early months the only sounds are crying or babbling noises. After six months, distinct learned speech sounds can be made, such as 'mamama' and 'dadada'. By the first year these have become 'Mama' and 'Daddy', and are associated with particular people. Although the spoken vocabulary is quite limited at this age, quite a few commands and demands can be clearly understood by the child, such as 'sit still', or 'open wide', or 'don't touch that'. By about fifteen months the child is able to issue one-word demands or comments such as 'out' or 'doll'. Soon, the words are connected in crude but meaningful combinations of two or three words: 'me want sweet' and 'me play toys'. The child is now becoming a human being, to be influenced by the experiences which make people social.

Research with animals and humans has shown, however, that our psychological needs and motives may be significantly influenced from the day of birth. The importance of the sense of touch and other forms of early behaviour experience has been highlighted by studies of monkeys and apes brought up in isolation with only

a choice of substitute mothers to comfort them. One of the 'mothers' was a roughly monkey-shaped construction of wire, with an indentation in its 'chest' where a milk-filled bottle could be sucked so that nourishment could be obtained in the normal way. The other 'mother' was a frame of wire, covered in sponge and wrapped in towelling material. This one was for some of the animals also provided with a source of nourishment. Nearly all the monkeys, regardless of which 'mother' had the bottle, spent virtually all of their time in the presence of the soft, cuddly substitute mother. Not only was she a comfortable thing to cling to but, when the young animals were frightened, they returned to her as the source of protection and safety. The experience and association with the cuddly substitute mother was long-lasting, and when a monkey was returned to her after a full year of separation he demonstrated a very real affection and pleasure at the reunion.

These experiments, reported by Dr. Harry Harlow of Wisconsin University, were originally intended to test the relative strengths of the oral and suckling need against the need for contact-comfort. The studies demonstrated the greater importance of the sense of touch in these animals, but they also brought out some very startling side effects. When the monkeys, brought up in isolation, were put in cages with others of the opposite sex, with the intention of breeding from them, it was found that they were all very anti-social! Not only would they not associate with each other, but those few who tried to engage in the sex act were just not able to assume a correct posture. Most of the monkeys were without any sex drive or instinct for reproduction! This was most disturbing. If the monkeys would not breed, an enormous cost would have to be borne to continue the work. Dr. Harlow set a couple of normal male monkeys to engage some of the reluctant females in sexual activities. As a result of the skill and patience of these 'Romeos' some of the females became pregnant, but when they gave birth to their offspring they treated them as unwanted children, or abandoned them altogether. These females appeared to be without maternal drive or mothering instinct.

Although, of course, it would be wrong to draw firm conclusions about human behaviour on the basis of these studies on monkeys, Dr. Harlow's experiments strongly suggest that contact-comfort may be very important to a child. They also suggest that isolation during very early childhood can lead to: (a) anti-social behaviour

as an adult, (b) absence of interest or ability to engage in sexual affairs, and (c) among the females, a lack of maternal drive. These motivational consequences were completely unexpected and are now being intensively studied in an effort to throw more light upon types of childhood experiences and their relationship with motivation in later life. Orphanages, where similar results of behaviour disturbance were once observed, today try to make provision for every child to receive, as a protective measure, a daily 'dose' of love and affection from some adult.

The first five years of human life, spent mostly at home, are characterized by development of language, motor ability, and socialization. The child, however, is quite self-centred in his view of life and generally does not know how to cooperate with other children in play or other activities. Children at this age may play in the same location but there is no genuine understanding one for the other. School experiences, however, open up a whole new world for the child. He learns to become partly independent of his mother and his home. He learns new facts of life, such as the distinction between the sexes, emphasized by the different toilet arrangements. He learns to conform to a greater extent than might have been the case at home. School uniforms, communal meals, scheduled play and rest periods, all are part of the school experiences of learning how to behave in society.

With the development of greater mental ability from this age, and the exposure to stimulating material, the child in the school environment rapidly acquires many intellectual skills, including the ability to use symbols such as letters and numbers. This acquisition of knowledge is also integrated with the development of other skills, such as the ability to play certain games, the use of artistic materials, tools, etc., and the formation of attitudes. The schools are charged with the task of inculcating knowledge and also moulding the children into useful members of their community and society. To achieve these multiple objectives the schools include recreational activities as well as lessons in academic subjects, so that mental and physical development are stimulated at the same time.

During adolescence the child undergoes changes in his psychological make-up as important and significant as those in the first five years of life. During this period between the dependency of childhood and the freedom of adulthood, the physical, social, and

emotional changes that occur sometimes cause dramatic open conflict between the adolescent, his parents and society. This, of course, is not true for all teen-agers, and many youngsters ripen into adulthood with little or no difficulty.

As the adolescent becomes older and stronger and gains more freedom, he may abuse his independence or he may become shy and withdrawn. Many adjustments have to be made, many skills learned, and many new styles of behaviour have to become a part of the normal life of the individual. Height and weight increase very rapidly, the sex organs mature, and the child is now biologically able to be a parent. Boys find that they need to shave and girls enter adolescence two years earlier than boys, and between the ages of eleven and fifteen many girls are taller than boys. Age eleven is the typical beginning of the adolescent stage for girls and age thirteen for boys. During adolescence the rate of growth is faster than at any other stage since early infancy.

Adolescence is frequently described as 'the awkward age', but in point of fact there is generally no loss in physical skill or coordination. Tests of physical skills, muscular coordination, and athletic ability show a steady increase in ability during the transitional years. Why then do adolescents appear to be so uncoordinated and incompetent? Perhaps it is because we expect them to behave like the seventeen- or eighteen-year-olds that they in part resemble, rather than the twelve- to sixteen-year-olds that they are. Adjustment expresses itself in various forms. The more noticeable problems are insufficient skill and knowledge in making the appropriate responses to different situations. In the past, parents, teachers, and other adults were in a position of greater authority than today; now the greater freedom and independence allowed to the adolescent by society increases his uncertainties. How does one ask a girl out to a dance? When should one plan to meet her family? A girl living alone or sharing a flat produces a situation that can be awkward for both boy and girl. These are very real problems to the adolescents and they will make mistakes in the process of growing up and learning. In full-time employment, an entirely new experience, the teenager has to learn a novel set of approved manners and behaviour. This uncertainty about what to do is reflected often in inconsistent work and expressions of great fatigue. Part of the time there may be intensive concentration and effort to get on with the job, but at other times the young worker may relax into childish

pranks and irrational activities. Smoking, the wearing of adult clothing and cosmetics, vigorous debate about practical and theoretical issues, all are part of the process of development into adulthood. Some may make exaggerated efforts to pass as adults, while others may cling to their lost childhood and dependence. Interest in the opposite sex and the desire to avoid conflicts and problems result in a new set of difficulties. The sex problem in Western civilization is created in part by the conflict between physical readiness for adult sexual behaviour and the cultural prohibition of intercourse before marriage. Other cultures may have formal initiation ceremonies in which the child is publicly and formally inducted into the adult society. The ceremonies may be painful but the transition period is short, and little of our modern uncertainty about behaviour is found in those cultures.

If a single word were needed to characterize adolescence it would be 'freedom'. The problems of this age are quite similar to the problems faced by new nations or former colonies which are obtaining independence. They want to be treated like adults and also wish the parent to have tolerance for their efforts to be individualistic, regardless of the consequences. The transition is made most smoothly if the change is anticipated and provisions are made through which the child naturally assumes more and more independence.

To help themselves over the uncertainties and the feelings of insecurity that permeate this stage of life, teenagers have found that grouping together is an aid to self-protection and psychological self-preservation. There is strength and sympathy and comradeship among members with the same problems. These groupings, formal or informal, may result in common mannerisms, like choosing to wear the same type of dress, having the same style of haircut, participating in the same activities, admiring the same pop idols. Fortunately, almost all adolescents, in every generation, overcome their difficulties, aided by effort and understanding on the part of their parents (all former adolescents!) and grow up to be normal adult members of the community.

Finishing Time

*Total Time taken
to Read Passage*

COMPREHENSION TEST:

Progress Exercise 2

GROWTH AND DEVELOPMENT

1. The strongest influence on ^{the} behaviour patterns of a child is exerted by
 - (a) the neighbouring children.
 - (b) home and family.
 - (c) religion.
 - (d) unknown forces.
2. Around fifteen months, the child starts becoming a human being because
 - (a) it was always one.
 - (b) can make meaningful combination of two or three words.
 - (c) it can walk without assistance.
 - (d) it will be influenced by experiences which make people social.
3. Studies on monkeys have revealed
 - (a) that they need food regularly.
 - (b) contact-comfort is of great importance, ^{to them.}
 - (c) nothing of importance.
 - (d) only mothers can nurse the babies.
4. School experiences teach the child
 - (a) to become self-centred.
 - (b) to play in the same location.
 - (c) to become partly independent of his mother.
 - (d) to be less social.

5. During adolescence
- the child grows directly from childhood to adulthood.
 - ~~only~~ physical changes take place.
 - ~~the~~ ^{human} behaviour is normal.
 - significant changes in psychological make-up take place.
6. Adolescence is called the 'awkward age' because ^{adolescents}
- ~~there is~~ ^{suffer a} loss in physical skill and coordination.
 - ~~they~~ tend to be arrogant.
 - ~~they~~ have insufficient skill and knowledge to meet the different situations.
 - ~~they~~ are ~~too~~ childish ^{in behaviour.}
7. Perhaps the biggest problem for the adolescent is
- to fight the elders.
 - ~~to~~ assert their freedom.
 - ~~to~~ keep up their physical and mental progress.
 - uncertainty about what to do in different situations.
8. If a word were needed to characterise adolescence it would be :
- arrogance.
 - ignorance.
 - uncertainty.
 - freedom.
9. Teenagers usually group together because
- they find strength in ^{the} company of those with the same problems.
 - they hate adults.
 - they are lazy.
 - they are ignorant.
10. We reach adulthood through the influence of
- our inherited potential.
 - our environmental experience.
 - both inherited potential and environmental experience.
 - the passage of time.

N.B. : For correct answers, please see page 234.

ANSWERS FOR EXERCISES

Answers for Base Exercise

1 — *c*

5 — *d*

9 — *b*

2 — *a*

6 — *c*

10 — *b*

3 — *a*

7 — *c*

4 — *a*

8 — *a*



Answers for Progress Exercise 1

1 — *d*

5 — *b*

9 — *b*

2 — *d*

6 — *c*

10 — *d*

3 — *b*

7 — *a*

4 — *c*

8 — *a*



Answers for Progress Exercise 2

1 — *d*

5 — *d*

9 — *a*

2 — *d*

6 — *c*

10 — *c*

3 — *b*

7 — *d*

4 — *c*

8 — *d*

(Continued from front flap)

It is *complete* : It covers the physiological phase, the cognitive phase, and the critical phase.

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(OF THE FIRST 30 PARTICIPANTS)



AFTER PROGRAMME



BEFORE PROGRAMME

Reading Index = Reading Rate (w.p.m.)

× Comprehension percentage (w.p.m.)



AVERAGE SCORE: 257



AVERAGE SCORE: 137

