

# BREAK- THROUGH RAPID READING

REVISED

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"Speed reading is one of the truly  
useful educational ideas of the last few  
years, and this book can be the  
least expensive and most  
effective way you can learn it."

—WILLIAM PROXMIRE, United States Senator

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PETER KUMP

Former Director of Education for Evelyn Wood Reading Dynamics







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# BREAK- THROUGH RAPID READING

REVISED

PETER KUMP

PRENTICE HALL PRESS



A member of Penguin Putnam Inc.  
375 Hudson Street  
New York, New York 10014

[www.penguinputnam.com](http://www.penguinputnam.com)

**Library of Congress Cataloging-in-Publication Data**

Kump, Peter

Breakthrough rapid reading/by Peter Kump.—Rev.

p. cm.

Includes index.

eISBN : 978-1-440-67279-8

1. Speed reading. I. Title.

LB1050.54.K-30376

428.'43—dc21 CIP

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<http://us.penguin.com>

FOR EVELYN NIELSEN WOOD

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through whose untiring efforts in the face of unimaginable obstacles was able to effect the “spee  
reading revolution” and introduce her exciting ideas to millions

AND FOR M. DOUGLAS WOOD

the man who always stood behind her and without whom it never would have been possible, at an  
stage of the long way

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## ACKNOWLEDGMENTS

Thanks first and foremost to all of my students from whom I've learned so much ... to Thurston Smith my teacher, who got me so very excited about the course ... to Dr. Harry Wachs who gave me the first opportunity to teach rapid reading and develop my own techniques ... to Pat Cafferata who gave the first sensible answers to many of my questions ... to George Webster who hired me to open the Pittsburgh Reading Dynamics Institute ... to Adele Rosenstein, my first "trainer" ... to Karen Riedel who assisted me in developing new ideas and techniques ... to Connie Fisher for her supportive advice ... to the teachers of the Pittsburgh and New York Institutes who so ably put up with my experiments ... to Chip Chapin who gave me many opportunities to expand ... to Dan Theodocion who selected me to teach the White House Staff ... to Lori Mammen, my able companion at the New York Institute ... to Charles Durakis who gave me an opportunity to work much more closely with Evelyn Wood ... to Martha White, Vicki Morgan, and Charlotte "Speaking" Taucz who endlessly typed so many of the books and manuals ... to Georgie Reynolds who typed and assisted and continued on even after she took another job in despair ... to Mary Gussman who collaborated with me on making the training films and writing one of the course manuals ... to Verla Nielsen, who offered such good support in Salt Lake City ... and to the many friends at Reading Dynamics including Judy Loughman, Marian Hayes, Bob Boles, Pat Lynch, Hilda Takeyama, Bernie Kelly, Max Cohen, John Kilgo, Art Kramek, Lou Kohn, Doug Hall, Revetta Young, Lockwood Smith, Margaret Walsh, and many, many more including the hundreds of teachers I worked with and trained over the years.

Special thanks with work on this book goes to Jo Guttadauro who has assisted me for many different years in many different projects, to David Ross for his invaluable counsel, to my parents who made Schloss Matzen available, where most of this book was peacefully written, also to Dennis Modiglian, Arthur Abelman, Margaret Paull, and Janet Cohn. Illustrations are by Carlos Madrid.

# WHAT BREAKTHROUGH RAPID READING MEANS TO YOU

## LEARN TO READ MORE THAN 3 TIMES FASTER WITH BETTER UNDERSTANDING, MORE RETENTION AND IMPROVED RECALL—AT HOME—IN ONLY 6 SHORT WEEKS

It's not difficult to jog a mile in eight minutes, yet the world's fastest miler can barely do it in half that time.

If you watch a champion swim a 100-meter race you can easily see that he can't swim twice as fast as you can—if you can swim even reasonably well.

Yet there are people who can read three, five, even ten times faster than you can. In fact, as long as there have been books printed, there have been a few people—a very select, small percentage—who could read at incredible rates, going through books at a breakneck pace.

Maybe you've heard that John F. Kennedy was one of these rapid readers. Theodore Roosevelt used to read a book a day, *before breakfast*, while he occupied the White House. Oliver Wendell Holmes could glance at pages while walking to the Supreme Court and then answer questions about the material in great detail. These are just some of the better-known rapid readers. There have also been many ordinary citizens who can breeze through books and magazines as well.

## THE RAPID READING BREAKTHROUGHS

It wasn't until the 1940's when the first major breakthrough in rapid reading was made. A Salt Lake City school teacher discovered how to turn average readers into super-fast readers. Since then, thousands of people have successfully learned to at least triple their reading speeds and improve their comprehension skills. But this could only be taught in a classroom, and the students had to pay hundreds of dollars for this instruction.

But now, for the first time ever, all of these revolutionary techniques are available to you in the brand-new self-teaching format of easy-to-follow drills and exercises. It has taken four years of careful development, research and testing to arrive at these self-teaching methods which now make it possible for you to learn them at home, in your spare time. You can just imagine what this will mean. Every conceivable subject that has been written about and the whole world of knowledge will lie at your fingertips. And you can do this in just a few short weeks.

Undoubtedly you are aware that you are almost buried, literally, under over one million words every day of your life. Magazines and newspapers. Study materials. Business correspondence. Reports. Books you want to read—*when you get time*. You are practically drowning in an ocean of print. That's because publishing increases yearly and more has been printed in the last ten years than in all of the centuries of printing prior to that time. And it increases daily. But with these new methods

you will discover how you can become one of the world's fastest readers in this sea of words.

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## **SOME OF THE BREAKTHROUGHS YOU'LL LEARN**

You will discover how to read both smarter and better. Smarter means that you will read as fast as you can think in any material. You will know when to speed up and when to slow down. You will learn all the “tricks” of good readers. You will absorb the information at a rate you never believed possible. And the side effects are tremendous. As an example:

You will find out how to remember what you have read. Concentration will become second nature in reading. You will begin to think more clearly, and to organize your daily reading. This will give you much more free time for your outside interests. You will quickly become more interesting to your friends, your family, even to yourself, as you pore over more and more materials.

When you follow the tested and proven method in this book, you will find your mind growing closer to its potential than you ever believed possible. Most important, there are few “practice” reading passages. You immediately begin to apply the techniques in the materials that you need to read.

Get started today, and by the end of the week you should be at least 30 percent faster—which means absorbing 40 pages in the time it used to take you to read 30. Without machines or gimmicks of any kind, you will learn to use your own built-in reading pacer. Then you will start using the breakthrough drills which have enabled hundreds of thousands to double and triple their reading rates in just a few short days.

You will discover writers' secrets that unveil the writing patterns which will help you to go even faster. You will begin cracking through the most difficult, abstract writing. And you will also discover the many different ways of reading—yes, there are more than the one you already know.

Even your attitude can affect your reading rate, and you will discover what you can do about it. For chapters are devoted to study reading, how to study better and faster with all of the latest methods that help many students to get top grades in as little as one-half the time that others spend. Learning to read the newspaper “instantaneously” will allow you to read much more than just one a day, or two magazines a week. The fascinating possibilities—and realities—of reading a book a day are all included. And there's much, much more.

## **HOW I BECAME A RAPID READER**

Let me tell you how I began reading fast. In 1966, I was very worried about my reading assignments in graduate school. Then I saw a television commercial showing a young man running his finger down a page and reading thousands of words per minute. I immediately called to reserve what turned out to be the last seat in a Saturday morning class of an Evelyn Wood Reading Dynamics course. Within just a few weeks this exciting course had helped me to read over five times faster. Keeping up with my reading in school turned out to be incredibly easy. In fact, it was so easy to keep up with my studies that I had the time to hold down a full-time job (with the Reading Dynamics organization which I had

been invited to join) while also going full-time to graduate school. I even had time left over!

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In 1967 I met Evelyn Wood, a wonderful and dedicated woman who has spent her life trying to help others to enrich their lives through reading. And it was from her that I learned that mind organization starts with the ability to absorb printed material rapidly. Within a few short years, I had not only taught this amazing skill to the President's staff at the White House, but I also had become the National Director of Education for Evelyn Wood Reading Dynamics—at Evelyn Wood's personal request.

After leaving the Reading Dynamics organization, I determined to find a way for people to teach themselves these techniques and thus make them available to the hundreds of thousands who need them so badly but can't afford the expensive classroom instruction. *Breakthrough Rapid Reading* represents an entirely new self-teaching format, with drills and exercises especially for someone who is working alone. The drills allow you to work both according to your own rate of progress and also according to the amount of time that you have to practice. You will find all of the theories and techniques which are taught in the best rapid reading courses, as well as new ones which I have discovered and developed in the course of my own work—to be found nowhere else.

For the very first time, the long-guarded secrets of rapid reading are available to everyone. Anyone can take this book and discover the principles and skills essential for becoming an efficient and fast reader. And this book can even be used by graduates of rapid reading courses to continue developing and refining their skills—or to review areas in which they need more work.

Having successfully taught thousands of people of all educational backgrounds to read faster and better, I am convinced that there is no better way for anyone to improve his or her reading ability. With this book, you can not only learn these breakthroughs yourself, but you can do it in an astonishingly brief span of time.

The breakthroughs of rapid reading are now in your hands. You are about to change your reading—and, by doing that, your life itself.

Peter Kump

## SAVE TIME BY STARTING TODAY

People often say that they need a course in rapid reading but they don't have time to take it because of the great amount of reading they already have to do. From the morning newspaper, to combing through endless e-mails, many of us are drowning in information. If too much reading is keeping you from becoming a rapid reader, then maybe you should reconsider. Although initial practice may entail extra time the first or second week, within two weeks you should be reading fast enough to practice not only rapid reading but to read or study your required materials as well. So if you don't have the time to do both, then now is the time to learn this time-saving skill.

Learning the skills of efficient reading is relatively simple. Just read one chapter of this book at a time, doing the short exercises before going on to the next chapter. This will average about twenty minutes per session, often less time than that. After the first six lessons, you will find a special section of drills. These are to be done daily while you are completing the next six lessons. The time you spend on the drills can be varied according to how fast you wish to improve your skills. There are six groups of six lessons, each with its own set of drills.

The first week will go very quickly. You'll learn a few things about fast reading, then you'll test your present ability, and you'll learn how to immediately begin improving your reading rate. By the end of this week you'll be reading at least 10 percent faster, perhaps much more. Of course as you learn to read faster, you'll go faster through this book as well.

## RAPID READING IS A SKILL

Rapid reading is not a difficult skill to learn. Most of the learning we do as adults is considered conceptual learning that is quite different from developing a skill. Conceptual learning is mainly a process of developing an *understanding* of the subject and can often be done through listening or reading. This is primarily intellectual. In developing a skill, there is also an understanding, but this understanding must be coupled with the *practice* of what you are learning. Sometimes you must practice without an intellectual understanding because that comes only when you can *do* it.

There is another difference between learning conceptual subjects and developing a skill. Learning conceptual subjects can sometimes be done very rapidly, especially for adults. But learning a skill, certainly a complex one such as reading, is rarely something that can be acquired immediately. You must master each aspect of the skill before going on to the next. Reading through this book in one evening and just understanding it will not suffice.

# SUCCESSFUL SKILL LEARNING

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In learning new skills, it is generally best to practice a little bit every day. If you try to learn it all once you may wind up understanding *how* it is done but not be able to do it very well. To get the most out of this book and to progress most rapidly I suggest that you plan to finish one chapter at a time, ideally one chapter a day.

It is often difficult to get started learning a new skill. One tends to put it off until later in the day, especially when you're first learning it. A definite time each day is imperative. Mornings are usually best because things have a way of getting put off in the evenings. Before you begin to learn rapidly, reading decide how much time you can devote to it each day. If you make it a part of your daily routine, then you will find yourself progressing very quickly.

## A SENIOR "STUDENT" MAKES IT

Arthur, one of my older students, was a recently retired senior partner of one of Wall Street's most respected brokerage firms. A Yale graduate, this determined individual had decided upon retirement he would take up his education and personal development with the same planning and vigor he had given to his career. He felt that a good reading course would be an excellent beginning and he plunged in with the vitality and optimism of a person one-third his age.

There's quite some truth to the saying about teaching old dogs new tricks, and trying to learn new reading habits after over sixty years of one technique is not easy. But after a slower than average start Arthur came through reading more than three times faster with better comprehension. But his own statement that he was now able to get much more reading in, and was using the valuable learning techniques to great advantage, was far more important to me than any statistics. And when he finished he didn't even feel that it was as difficult as he had anticipated.

One word of caution: Do not read through the book planning to come back and do the exercises later because many of the exercises will lose their effect if you know what to expect in advance. Master each concept and drill before moving on to the next one. If you do this you most assuredly will improve your reading skills.

## A GOOD READER IS A FLEXIBLE READER

Learning to read faster and more efficiently will not simply speed up your rate. You will be learning to read in a completely new way. When people ask me how fast I read I am not able to answer with a single words per minute rate. It's comparable to asking a driver how fast he can drive a car. He might answer that it depends on the condition of the car, the condition of the roads, the weather, the traffic, and his familiarity with the route. It would also depend on how compelling it is to get to his destination.

Like this driver, the efficient reader varies his or her rate according to the difficulty of the material, the organization of the reading matter, their familiarity with the subject, and their purpose in reading it. So instead of reading everything the same way, starting at the beginning and going word-by-word straight through to the end, you will learn many different ways to read, and how to adapt each one to meet your specific purpose in reading the material.

## **WHAT YOU CAN EXPECT TO LEARN**

In the most difficult type of reading, technical or study reading, the average student should be able to cut one-third to one-half the time from his or her studying and know the material better. Professionals or businesspersons should be able to read reports, e-mail, regular mail and professional journals from two to four times faster than they do now. When you are just reading for your own pleasure, you should be able to reach rates of five to ten times faster in most novels and easy reading material.

You will not just learn to read faster, but also how to read much better. This includes how to get better comprehension when you read, how to remember what you read, how to determine your purpose for reading different types of material, and how to concentrate better. Reading is a tremendously complex skill and there are many new things to find out about it. Whatever your reading needs, if you apply yourself to the lessons of this book, you will begin to improve immediately, and, within a few weeks, become not only a fast reader, but an efficient one as well.

Sherri Weisman was a very gifted student who became a very fast reader in a matter of weeks. One day in English class her high school teacher gave the students the last 15 minutes to read a chapter in a book that the entire class had been assigned to read. Sherri finished in minutes and had begun to do something else when her teacher noticed that she wasn't reading the book. When called upon to explain she replied that she had finished. But her teacher refused to believe her and ordered her to the front of the class to tell what the chapter was about. Sherri complied but the teacher was still incredulous. Obviously, according to the teacher, Sherri had read it before class.

## **HOW TO GET STARTED**

The first thing you should do is test yourself and evaluate your reading abilities. This means establishing your beginning reading rate and how much you can retain of what you've read. This will be the topic of the next chapter. First there is a short exercise to complete.

After you have done that, there are a few materials to assemble.

This first exercise will prepare you for other exercises in the course—and it will take only five minutes at the most. You will need to use your progress profile for the exercise (you'll be using it for many of the exercises and drills in this book) and you will find it at the end of the book.

### **EXERCISE NO. 1**

**Materials:** *Progress profile at the end of this book. Pen or pencil (Or, if you prefer, use the word processing program on your personal computer. Create a file specifically for this purpose.)*

**First Part:** *If you had only six months to live and could read any ten books during that time, which would they be? List as many as you can on the progress profile in three minutes. They need not be books you feel you should read, but rather books you really want to read.*

**Second Part:** *Taking no more than two minutes, list any topic or subject that you would like to learn more about if you had the time.*

Once you have completed this first exercise, you should gather the few materials which you will need for the next chapter. I have found over the years that if students practiced in their own reading materials—materials relevant to them—it becomes much easier to alleviate personal reading problems and progress much faster in the course. You will find all the materials you need in your home or office or certainly no further than the bookstore, newsstand or online sources. The materials are simply books that you might normally read, magazines and newspapers that you subscribe to read, or printouts from selected online articles. Collect them now and you will then be ready to test yourself tomorrow.

### **Materials You Will Need for the First Week**

1. A pencil or pen.
2. A timing device. Any one of the following will do: a watch or clock *with a sweep second hand*; a stop watch; a tape recorder; or any timer that will time a *one-minute period*. If you prefer, you can use the clock on your computer. Many feature both digital and the regular clock face screens.
3. A book for testing yourself. This should be a book that you haven't read, preferably on a general subject or perhaps a biography. Try to avoid novels and how-to-do-it books; magazine articles are not usually satisfactory for testing since most articles are not long enough.
4. Another book of your choice. This may be any book that you might ordinarily read for pleasure. It should not be too difficult and it is permissible to use a book you've read before.
5. Paper, 8 ½ x 11 sheets. (Or open a file on your computer to track your speed reading progress.)

While you are assembling the above items, you should also look for the books you listed in Exercise No. 1. While the exercise assumes that you would have six *months* to read these books, there's a good chance that you'll be able to read them during the next six *weeks*. If you don't have these books, then plan to pick them up at your local library, nearest bookstore or order them online. You won't need them all at once, but when you do need them, they should be available.

As soon as you have the materials for this week then you are ready to begin the next chapter. If you

have already done this, pick a regular daily time to do the chapters, and then plan to begin at that time tomorrow.

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## TEST YOUR READING RATE TO SEE WHERE YOU STAND

Most people feel that they read too slowly—but they have no idea of how fast they really read. Now you will find out how to test your own reading rate, and also how to measure how much you retained of what you read. It tends to be a more accurate self-test if you use the type of material that you regularly read: e.g., nonfiction, texts, business reports, fiction, etc.

If you would like to have a broader picture of your reading skills, then you should plan to test yourself in more than one book. In this case, the second book should be a contrast to the first: if the first book is nonfiction, which is preferred, then a novel or biography would be a good second choice. If you test yourself in several books, you may find a variation in your abilities. That's because most people are more knowledgeable in one field than in another, and your reading rate will usually reflect this fact.

### TIMING YOURSELF

To test yourself, you will be reading for three minutes, and you must know when the time is up. It is not difficult to time yourself. If you use a stop watch, simply start the watch when it is time to begin, then glance over at it from time to time until the three minutes are up.

If you use a tape recorder, record a three-minute time period in the following manner:

Record onto the tape: *“Ready? Begin reading”*

Then leave a three-minute silence.

Next record onto the tape: *“Stop, please”*

If you use a watch or clock with a sweep second hand, simply place the watch or clock where you can see it easily. Wait until the second hand is at the “12,” then begin your reading. Glance over at it from time to time until the reading time is up. Don't worry if you run slightly over or under the correct amount of time. A few seconds will not make a great difference, and soon you will find it quite easy to do. You might also have a friend time you, but this will not be practical more than a few times.

Better still, if you have a PC, use the timer on one of your computer programs.

# TESTING YOURSELF

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Once you have your test book, pen or pencil, and a timing device, then you are ready to begin. When you are reading to test yourself, try to read as you would normally read material of this nature. Do not lightly skim a textbook as though it were a novel, nor read a novel as though you were studying it for a very comprehensive test.

To test yourself, simply follow the steps below:

## Beginning Reading Evaluation

**Directions:** *Read through the four steps carefully. When you understand everything, come back to the first step and begin.*

1. Select a section of your testing book that is about ten pages long and that you have not read.
2. Read as far as you can in the material for three minutes. Use your timing device.
3. At the end of the three minutes, make a pencil or pen mark where you stopped reading, then close the book.
4. Prepare a separate sheet for evaluating your reading retention by numbering from 1-20 down the left. Write down everything you can remember from the reading on this sheet *without looking back at the reading selection*. If you've created a file on your computer, do the same with your word processing program. You may take up to six minutes; use your timing device. (If you are using the tape recorder at the end of the three-minute period, prior to the testing, record a six-minute period.)

Now complete your reading evaluation according to the steps above before reading on.

## COMPUTING YOUR READING RATE

Getting a words per minute reading rate is really quite easy if you just follow these four steps:

*First, you must find the average number of words per line in your book.* To do this count the number of words in any three full lines and divide the sum by three. For example, if there are 33 words in three full lines, the average would be 11 words per line, WPL. But if there were only 31 or 32 words in three full lines, you should put the count at ten WPL because it is more accurate to round down in determining your reading rate.

*Second, count the number of lines that you have read during the time allotted for reading.* You will undoubtedly come across some partial lines. In this case count two halves as one line; a single word on two on a line you may simply omit, and if the line is only a word or two short, then count it as a full line.

Third, multiply the number of lines that you have read by the average number of words per line. This will give you the total number of words that you have read.

Fourth, divide the answer in the third step, just above, by the number of minutes used for the reading, in this case three, to find your words per minute rate. The answer will be your reading rate WPM.

### To Find Your Reading Rate

1. First find the average number of words per line: (a) WPL
2. Count the total number of lines read: (b) \_\_\_\_\_
3. Multiply “a” by “b” for total amount you read: (c) \_\_\_\_\_
4. Divide “c” by the number of minutes you read: WPM

In the first class of my courses, I ask everyone to bring an easy book and read for a minute at the very highest rate. It’s exceedingly rare for anyone to go over 400 words per minute even though they have no responsibility to the material, no test, report, etc. Obviously they are pushing as hard as they can which is easy to see from the pained expressions on their *faces*. Within a few lessons this same rate is usually representative of their lowest, study-reading rate, and by the end of the course when we repeat this same “test” everyone is amazed—not so much at how far they’ve come but that their former top rate now seems so very slow.

## EVALUATING YOUR RETENTION

To obtain a beginning evaluation of your retention, count the total number of items listed that you were able to remember on the “Beginning Reading Evaluation.” This figure will give you an idea of how much you can remember from the material. In this very informal type of evaluation you have an excellent way of watching your progress. At any point that you wish to find out how well you are doing, you may simply repeat this same test *using the same book but a different passage*.

This test does not attempt to evaluate your comprehension, which is very difficult to do accurately. Most tests of comprehension measure what the test writer wishes to measure, not necessarily what is important to you. Many tests do not even measure what they are intended to measure very well.

To evaluate your comprehension, the easiest and best thing to do is simply to read through the material again and note every idea or detail that you feel should be understood and retained. Then check your own paper to see if you remembered as much as you feel you should have. Rate yourself as either adequate (good) or needing improvement. Don’t be discouraged if you forget a great deal; most people do in the beginning and no one can be expected to remember everything. Your ability to recall the information completely from memory, as you have attempted to do here, is the hardest test of retention.

# KEEPING YOUR PROGRESS PROFILE

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When you have computed your reading rate and evaluated your retention, record the figures on the progress profile for the appropriate chapter and test. If you continue to record all of your rates and scores, you will have a good picture of your progress as you develop your skills. (See worksheets at the end of the book.)

## EVALUATING YOUR PRESENT SKILLS

It is always interesting to have an idea of how one's reading relates to others, especially when beginning a rapid reading course. A chart such as the one on page 11 cannot possibly take everything into consideration or be held as very authoritative, but it can give you a good general evaluation.

## BE SURE YOU'RE READY TO BEGIN

If you found that your reading rate was under 120 words per minute, you may not be ready to begin this course. Nothing in this book can harm you, but if you are not ready for a rapid reading course it could be somewhat frustrating. There are many possible reasons why you might not be ready for this course.

If you are an adult and your reading rate is less than 120 words per minute, you may be testing yourself with a book that is too difficult. In such a situation, test yourself again in easier material.

If you are under fifteen, you might try reading regularly any books or materials that you enjoy, for 30 minutes or more every day, and then retest yourself in one or two months to see if you are ready to begin.

If you are reading in a second language and your rate is 150 words per minute or less, you may need to do a lot more reading in the language you wish to read faster, in order to build a larger vocabulary. If you decide to proceed with this course, then take it very slowly with lots of extra practice and reading.

Anne Marie was a very quiet student who began with a double handicap; she was not only a slow reader, but English was her second language. When you're working in a second language it's often quite difficult to get beyond doubling your reading rate. Anne Marie also had rather low comprehension and poor retention or recall. She was a good student who attended all the sessions and did most of the home practice. I kept expecting her not to appear, as sometimes happens with students who don't do their practicing (and subsequently feel very guilty) or who experience difficulty at first. But Anne Marie was more determined than I could see.

IF YOUR READING RATE IS:	AND YOUR RETENTION IS:
<i>Under 120 words per minute: You are a below average reader.</i>	<i>Adequate or Needs Improvement: You probably should consult a reading specialist through a local university, school, or reading clinic. If you are under fifteen, you may be able to benefit from this book. A fuller explanation follows this chart.</i>
<i>120–180 words per minute: Your reading rate is below average unless you are under sixteen.</i>	<i>Adequate: One of your biggest problems may be that you do not read enough. Plan to spend at least thirty minutes extra each day reading in books or magazines which you enjoy. Needs Improvement: In addition to needing extra daily reading time, you should plan to spend at least one hour per day drilling, emphasizing comprehension drills.</i>
<i>180–240 words per minute: You are an average reader.</i>	<i>Adequate: You should benefit a great deal by following this book carefully. Needs Improvement: You should work hard with comprehension and retention drills. Extra reading time on a regular daily basis would be of great value; use materials you enjoy.</i>
<i>240–350 words per minute: You are reading on an average college level.</i>	<i>Adequate: With regular practice you should see a quick and large improvement. Needs Improvement: You tend to be careless in your reading, probably a result of poor habits. Careful attention to comprehension exercises should help to remedy this.</i>
<i>350–500 words per minute: You are an above average reader.</i>	<i>Adequate: You should improve quickly. Some initial exercises may appear easy, but do them carefully to insure a good foundation. Needs Improvement: You do not have good control of your reading. You need to learn when to slow down. Pay special attention to organizing techniques which you may have an impulse to gloss over.</i>
<i>Over 500 words per minute: You are a superior reader.</i>	<i>Adequate: Some of the beginning techniques may slow you down. Be patient and the improvement will soon follow. Needs Improvement: You may have to pay special attention to slowing down and learning how to be careful when it is necessary. As there will be plenty of time to speed up, do not fear a rate decrease initially. Pay special attention to learning how to adjust rate to purpose.</i>

At the second to the last session she raised her hand and said she wanted to thank me because though she was just up to 600 words per minute (no modest achievement since she had started at under 200) she had gained immeasurably from the study reading techniques. She said she was finding that not only had she cut her study reading time significantly, but also she knew the material much better and was already getting better test scores at school. Most important to her, she related that never had she felt so confident before. *It is most important to understand that to be ready to take a rapid reading course you must be able to already read easily.* If you have any question about this, a simple test is to read aloud from a newspaper to someone. If you stumble or have trouble with as many as one out of ten words, then it would be better to seek help from a specialist.

Let's assume you are ready to begin. You've found your beginning reading rate, already learned how to compute your rate in words per minute, and have a good idea of how well you retain what you read. So now start to improve on it.

# A FEW WORDS ABOUT YOUR EYES

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Few people have regular eye examinations. If you experience any visual difficulty or eye strain while reading for more than a few minutes at a time, or if you have not had an eye examination in the last year or two, it would be advisable to do so as soon as possible. This should provide maximum visual efficiency and assure minimum physiological stress.

In one set of classes which I taught at the Pennsylvania Vision Institute in Pittsburgh, as an experiment, all participants were given a visual examination. Over thirty percent of the class needed some attention. Lenses were advised, at least for reading, if they did not already have them. If they already wore lenses, often an adjustment of the prescription or vision training was suggested. I was very surprised as I had never expected such results.

If you would like to see a doctor about your eyes but don't know one, consult the local optometric or ophthalmological society or the yellow pages of your phone book or online and call one of the specialists for an appointment. Or consult with your Health Maintenance Organization, or HMO, if you are a member. Most HMOs cover members' vision care.

The various professions dealing with the eyes can be confusing. Here's a key to help you thread your way through.

**OCULIST:** An outdated and infrequently used word which usually means an Ophthalmologist.

**OPTICIAN:** A specialist who makes or sells corrective lenses but is not licensed to prescribe them.

**OPHTHALMOLOGIST:** A physician who specializes in surgery and diseases of the eye. He may also prescribe lenses as well as vision training.

**OPTOMETRIST:** A professional specially trained to examine, measure and treat visual defects by the means of corrective lenses and other methods such as vision training. While he or she does not operate, in some states they can use drugs for diagnostic as well as therapeutic purposes.

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