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The **NEW** Science Of Speed Reading

A BRAND-NEW Method That Helps YOU



Read Faster!
Think Faster!
Remember MORE!

Peter Shepherd
Forward by Scot Dantzer

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Forward

Can learning one simple skill change your life and take you from where you are...to where you want to be?

If you had asked me that question just 5 years ago, I probably would have said, "Of course not!"

You see, I'm a relative newcomer to the field of personal development. Much of what I'd been exposed to (at that point) came off as too 'new-agey' for my tastes. I saw daily affirmations and 'the power of positive thinking' as just another way of fooling myself...

...a way to fool my brain into thinking reality was somehow different than what I could see with my own eyes. I knew you couldn't fool your (conscious) mind. Eventually it would revert back to what it **KNEW** was true.

Then a colleague gave me 2 books that changed my life in ways I never thought possible:

Napoleon Hill's "[**Think And Grow Rich**](#)", and Maxwell Maltz's "[**Psycho-Cybernetics**](#)".

These books explained the relationships between our conscious mind and **our sub-conscious** minds in a way that really clicked for me...and I was shocked at how a seemingly 'dumb' exercise could **INSTANTLY** throw open previously-closed mental doors.

Through the examples and exercises in these books, I discovered that that the sub-conscious mind can be trained to **eliminate doubt and fear AND reveal creative solutions** and unexpected breakthroughs in problem times.

It's pretty fascinating stuff, and I've proven to myself over and over again that it really works!

One can easily learn how to train the different – and **HIGHLY** specialized – centers of the mind to work together in ways you never would have expected. Or thought possible. The sub-conscious can show you how to get everything you want out of life. More fulfilling personal and business relationships. A comfortable lifestyle. A life free from worry.

How does speed reading fit into all this?

Dr. Peter Shepherd's unique method of speed reading is a perfect example of training the different parts of the mind to work in unity. The result being a whole greater than the sum of its parts.

These exercises you're about to discover show you how to bypass the meddlesome conscious mind and channel reading material directly into the sub-conscious...where it's permanently stored and integrated into your **intuitive** knowledge of the world.

On the surface, speed reading might seem like a simple skill. Almost like a parlor trick or knowing how to juggle.

But hidden underneath this newfound skill will be brand new pathways into your all-knowing sub-conscious mind. These are the residual benefits sitting inside this course that get me really excited!

You'll learn how to use your brain more efficiently and actually find yourself thinking faster and more efficiently. You'll begin to develop new pathways inside your brain that foster creative problem solving.

You'll be able to grow your own personal database of helpful and usable data in leaps and bounds – and find new ways to use previously stored and long-forgotten information.

I'm proud to make Dr. Shepherd's simple-yet-groundbreaking methods available to you. I'm confident you'll find it a real eye opener. And I truly believe mastering these simple speed reading skills will bring you closer to the kind of success you want...and deserve!

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Preface

"Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives."

James Madison (1751-1836), U.S. president

"When people grow wise in one direction, they are sure to make it easier for themselves to grow wise in other directions as well."

Isaac Asimov (1920-1992), Russian-born U.S. author

How can speed reading give you advantages in your business and personal life? Read the above 2 quotes again!

How To Use This PDF Ebook

The navigation features of this book are the same features you see in other documents printed in Adobe's PDF format. You can print this entire book on your printer, print only the sections you want to study more closely OR read the entire text on your computer monitor.

Many of these features (like the dynamic hyper linking schemes) are simply not available in a printed book. Here's how to use these advanced features:

Two Types Of Links Inside This Book

Digital publishing using Adobe Acrobat provides 2 linking methods:

Links to other resources within the book

Links to sites on the internet

Regardless of the destination, these links will always appear as **[bold, blue, and underlined.](#)**

If the link is preceded by **[http://](#)** this signifies an internet link. The location of this link will open in your browser window. You will need to be connected to the internet to view these link destinations.

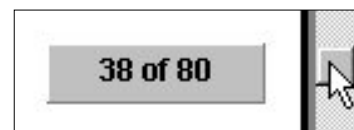
Using Acrobat's Navigation Features

Acrobat makes navigation easy. Here's how to move around this book (and any other PDF documents you come across):

The Scroll Bar

Click on the **Scroll Box** in the **Scroll Bar** and drag it down to **move backward or forward** through the book.

You will see the page number visible when you click on the box. **Release it** when you get to the desired page.



Arrow Keys



Pressing the **forward or back arrow key** will advance you through the course one page at a time.

Table of Contents

In the **Table Of Contents** click on any subject heading to jump to that section of the book.

Bookmarks

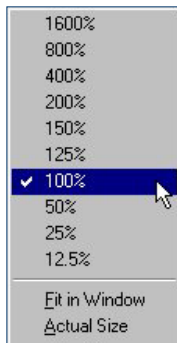
Bookmarks are essentially little pictures of the individual pages of this course. Bookmarks are especially useful if you have a large monitor and can see the appearances of the individual pages.

To see the **Bookmarks**, Click



Window > Show bookmarks.

Page Magnification

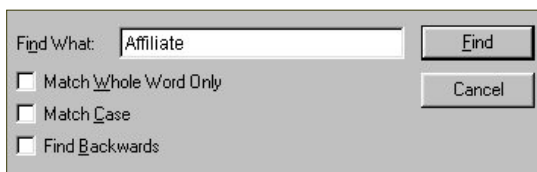


Generally, the best magnification size to view this course is **100%**.

To change this, click on the magnification button on the **lower left corner** of Acrobat's window and hold it in.

Then simply select the magnification you wish.

Search Features



To find a word, phrase or specific text anywhere within this course, click **CTL-F (Windows)** or **Command-F (Mac)** to bring up the **Find** Window.

Type the word you're searching for in the **Find What** box and click **Find**.

Print Features

You can print this book as you would any other document. Please respect my (and others') copyrights and intellectual property rights.

How We Read

For most of us, reading in the manner we were taught in school is an extremely inefficient use of our brain power.

In this course you will learn to better use the **left brain's focused attention** combined with the **right brain's peripheral attention** in close harmony. Good communication between the brain hemispheres is a pre-requisite for creative thinking and also a sense of well-being...where thoughts and feelings are integrated.

As you probably expect, this course will also teach you to read much faster and at the same time, to remember more of what you have read.

Stop "Speaking" When You Read

As we read, most of us 'speak' the words aloud in our head.

There is a small silent voice inside our brains that reads the material to us...and as a result...our reading speed is limited to the speed of this voice.

No matter how fast our eyes move across the page, we have a hard time remembering and comprehending the words we read because we're slowed by the voice. If our eyes get ahead of the voice we're prone to losing our place, missing important concepts, and may need to read sentences several times to get the meaning.

This is called "**subvocalization**".

Subvocalization Slows You Down

It is this subvocalization that holds back fast reading. And frankly, it's totally unnecessary for understanding and comprehension.

It is possible to have an inner speech – a kind of **thought awareness** – that isn't linked to the tongue, mouth and vocal chord muscles, and this is much faster and more fluent. Cutting out subvocalization and the stream of thought gives a surprising by-product.

Many of us think that our constant subvocalized 'speaking voice' is who we are.

Finding out that you can think and be aware without a vocal stream of words opens up your consciousness to the usually **unrecognized** domain of intuition and spiritual awareness.

You'll have a better sense of who you really are. Try it and see!

Reading Is A THINKING Process

Reading may be defined as:

An individual's total inter-relationship with symbolic information.

Reading is a communication process that requires a wide range of skills.

As such, reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind.

Seven Basic Thought Patterns In Your Reading

They may be broken down into the following seven basic processes:

1. **Recognition:** the reader's knowledge of the alphabetic symbols.
2. **Assimilation:** the physical process of perception and scanning.
3. **Intra-integration:** basic understanding derived from the reading material itself, with minimum dependence on past experience other than knowledge of grammar and vocabulary.
4. **Extra-integration:** analysis, criticism, appreciation, selection & rejection. These are all activities which require the reader to bring his past experience to bear on the task.
5. **Retention:** this is the capacity to store the information in memory.
6. **Recall:** the ability to recover the information from memory storage.
7. **Communication:** this represents the application of the information and may be further broken down into at least 4 categories, which are:
 - **Written** communication

- **Spoken** communication
- Communication **through drawing and the manipulation** of objects
- Thinking, which is another word for **communication with the self**.

Reading Problems Or Bad Habits?

Many problems in reading and learning are due to old habits. Many people are still reading in the way that they were taught in elementary school.

Their reading speed will have settled to about 250 w.p.m. Many people can think at rates of 500 w.p.m. or more...

...so their mind is running at **twice the speed** of their eyes.

A consequence is that it is easy to lapse into boredom, day-dreaming or thinking about what you want to do on the weekend. Frequently, it is through this type of distraction that you find you have to re-read sentences and paragraphs.

And you find as a result, ideas are difficult to understand and remember.

Thinking Speed vs. Reading Speed

The basic problem - the mismatch between thinking speed and reading speed - arises for the most part from the inadequate methods by which reading is taught.

Since the War there have been two main approaches to teaching students how to read:

The Look-Say method, and

The Phonic method

Both methods are only semi-effective.

In the **Phonic** method a child is first taught the alphabet, then the different sounds for each of the letters, then the blending of sounds and finally, the blending of sounds which form words.

This method works best with children who are left-brain dominant.

In contrast, the **Look-Say** method works best with children who are right-brain dominant. It teaches a child to read by presenting him with cards on which there are pictures of objects, the names of which are printed clearly underneath.

By using this method a basic vocabulary is built up, much in the manner of learning to read Chinese.

When a child has built up enough basic vocabulary, he progresses through a series of graded books similar to those for the child taught by the Phonic method, and eventually becomes a silent reader.

In neither of the above cases is a child taught how to read quickly and with maximum comprehension and recall. An effective reader has usually discovered these techniques all by himself.

Neither the Look-Say method nor the Phonic method, either in isolation or in combination, are adequate for teaching an individual to read in the complete sense of the word.

Only Covers The First Stage Of Reading

Both these methods are designed to cover the first stage of reading, the stage of **recognition**, with some attempt at assimilation and intra-integration. But children are given little help on how to comprehend and integrate the material properly, nor on how to ensure it is remembered.

The methods currently used in schools do not touch on the problems of speed, retention, recall, selection, rejection, concentration and note taking, and indeed all those skills which can be described as advanced reading techniques.

In short, most of your reading problems have not been dealt with during your initial education. By using appropriate techniques, the limitations of early education can be overcome and reading ability **improved by 500% or more**.

For example, skipping back over words can be eliminated because 90% of back-skipping is unnecessary for understanding.

The 10% of words that do need to be reconsidered are probably words which need to be looked up in a dictionary and clearly defined.

The Golden Rule Of Speed Reading

When studying this course and indeed, whenever reading passages that you want to understand and make use of, make sure NEVER to pass by a word or concept that you do not understand.

If you do pass by a misunderstood word or concept, the rest of the text will probably become incomprehensible, and you will feel distracted and bored.

If it's worth reading at all, then you owe it to yourself to define any word you're not sure of, or find the misunderstood word(s) in the concept that is unclear and sort that out before going further. If your studies bog down, go back to where you were doing well, clear up your understanding and start off again from that point.

Reducing Fixation

Techniques in this course will reduce the time for each fixation (the assimilation of a group of words simultaneously) to **less than a quarter of a second**. And the size of fixation can be increased from one or two short words to as many as five words or half a line.

Your eyes will be doing less physical work...

Rather than having as many as 500 tightly focused fixations per page, you will be making about 100, each of which is less fatiguing. And reading speed can exceed 1,000. w.p.m. on light material.

The Eye-Brain Relationship

In order to understand how we read and how reading may be improved, we must first look a little at how the eye works:

Light entering the eye is focused by the **lens** onto the **retina**, which lines the inside of the eye.

The retina itself consists of hundreds of millions of tiny cells responsive to light. Some cells - the **cones** - respond to specific colors; others - the **rods** - to the overall light intensity.

These cells are connected to a web of nerves extending over the retina, which relay information to the **visual cortex**.

The centre of the retina, called the **fovea**, is a small area in which the cells are much more tightly packed, so that the perception of images falling on the fovea is much sharper and more detailed than elsewhere on the retina.

When we focus our attention on something, the light from that item is focused onto the fovea - this is called a **fixation**.

A reader's eyes do not move over print in a smooth manner.

If they did, they would not be able to see anything, because the eye can only see things clearly when it can hold them still. If an object is still, the eye must be still in order to see it, and if an object is moving, the eye must move with the object in order to see it.

When you read a line, the eyes move in a series of quick jumps and still intervals. The jumps themselves are so quick as to take almost no time, but the fixations can take anywhere from a quarter to one and a half seconds.

At the slowest speeds of fixation a student's reading speed would be less than one hundred w.p.m.

Taking 'Short Gulps'

Thus the eye takes short gulps of information.

In between it is **not actually seeing anything; it is moving** from one point to another.

We do not notice these jumps because the information is held over in the brain and integrated from one fixation to the next so that we can perceive a smooth flow. The eye is rarely still for more than half a second.

Even when you feel the eye is completely still (as when you look steadily at a fixed point such as the following comma), it will in fact be making a number of small movements around the point. If the eye were not constantly shifting in this way, and making new fixations, the image would rapidly fade and disappear.

The untrained eye takes about a quarter of a second at each point of fixation, so it is limited to about **four fixations per second**.

Each fixation of an average reader will take in two or three words, so that to read a line on this page probably takes between three and six fixations. The duration of the stops and the number of words taken in by each fixation will vary considerably, depending on both the material being read and the individual's reading skill.

Although the sharpest perception occurs at the fovea, images that are off-centre are still seen, but less clearly.

This **peripheral vision performs a most valuable function** during reading. Words that lie ahead of the current point of fixation will be partially received by the eye and transmitted to the brain.

Peripheral Vision Fills In The Blanks

This is possible because words can be recognized when they are in peripheral vision and the individual letters are too blurred to be recognized.

On the basis of this slightly blurred view of what is coming, the brain will tell the eye where to move to next. Thus the eye does not move along in a regular series of jumps, but skips redundant words and concentrates on the most significant (useful and distinguishing) words of the text.

Immediate Memory Span

Immediate memory span depends on **the number of 'chunks'** rather than the information content.

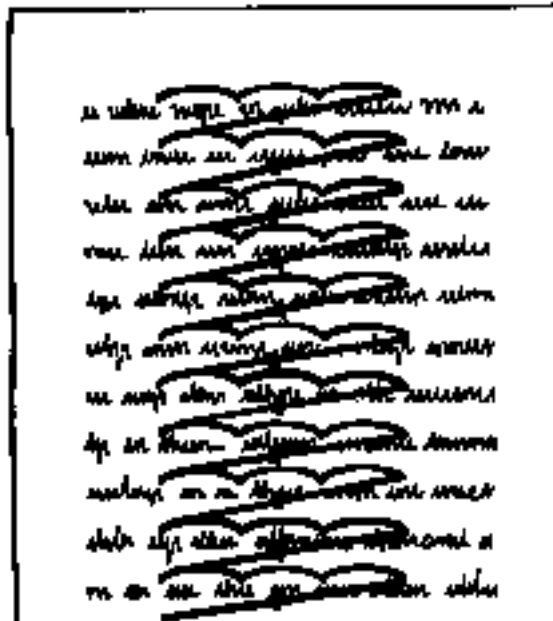
When we read, we can take in about five chunks at a time. A chunk may be a single letter, a syllable, a word, or even a small phrase...

...The easier it is to understand, the larger will be the chunks.

In the case of a skilled reader, the fixation points tend to be concentrated towards the middle of a line of print. When the eye goes to a new line, it does not usually start at the beginning; instead it starts a word or two from the edge.

The brain has a good idea of what is to come from the sense of the previous lines and only needs to check with peripheral vision that the first few words are as anticipated.

Similarly, the eye usually makes its last fixation a word or two short of the end of a line, again making use of peripheral vision to check that the last few words are as expected.



The rhythm and flow of the faster reader will carry him comfortably through the meaning, whereas the slow reader will be far more likely to become bored and lose the meaning of what he is reading.

A slow reader, who pauses at every word and skips back reading the same word two or three times, will not be able to understand much of what he reads.

By the end of a paragraph the concept is lost, because it is so long since the paragraph was begun. During the process of re-reading, his ability to remember fades, and he starts doubting his ability to remember at all.

The Dwindling Spiral Of Ability

The person re-reads more, then loses more trust in his memory and finally concludes that he doesn't understand what he is reading.

For over a hundred years, experts in the field of medical and psychological research have concluded that:

Most humans only use from 4% to 10% of their mental abilities - of their potential to learn, to think and to act.

Speeding up a process such as reading is a very effective method of enabling a people to access a larger proportion of the 90-95% of the mental capacity that he is not using.

When a person is reading rapidly, he is concentrating more, and when he can raise his speed of reading above about 500 w.p.m. with maximum comprehension, he is also speeding up his thinking. New depths of the brain become readily accessible.

Accelerated Reading Reduces Fatigue

Faster reading improves comprehension, because the reader's level of concentration is higher, and there is less cause for him to develop physical tensions such as a pain in the neck or a headache.

A further benefit is the improvement of the completeness of thought. For example, try watching a 90 minute video tape in 9 ten-minute sections. Comprehension will be much less than it would be had the video been presented in its entirety.

There is an optimum reading speed for maximum comprehension, which is proportional to your top speed. This rate will vary from one type of material to another, and finding the best rate for the material you are reading is critical for good comprehension.