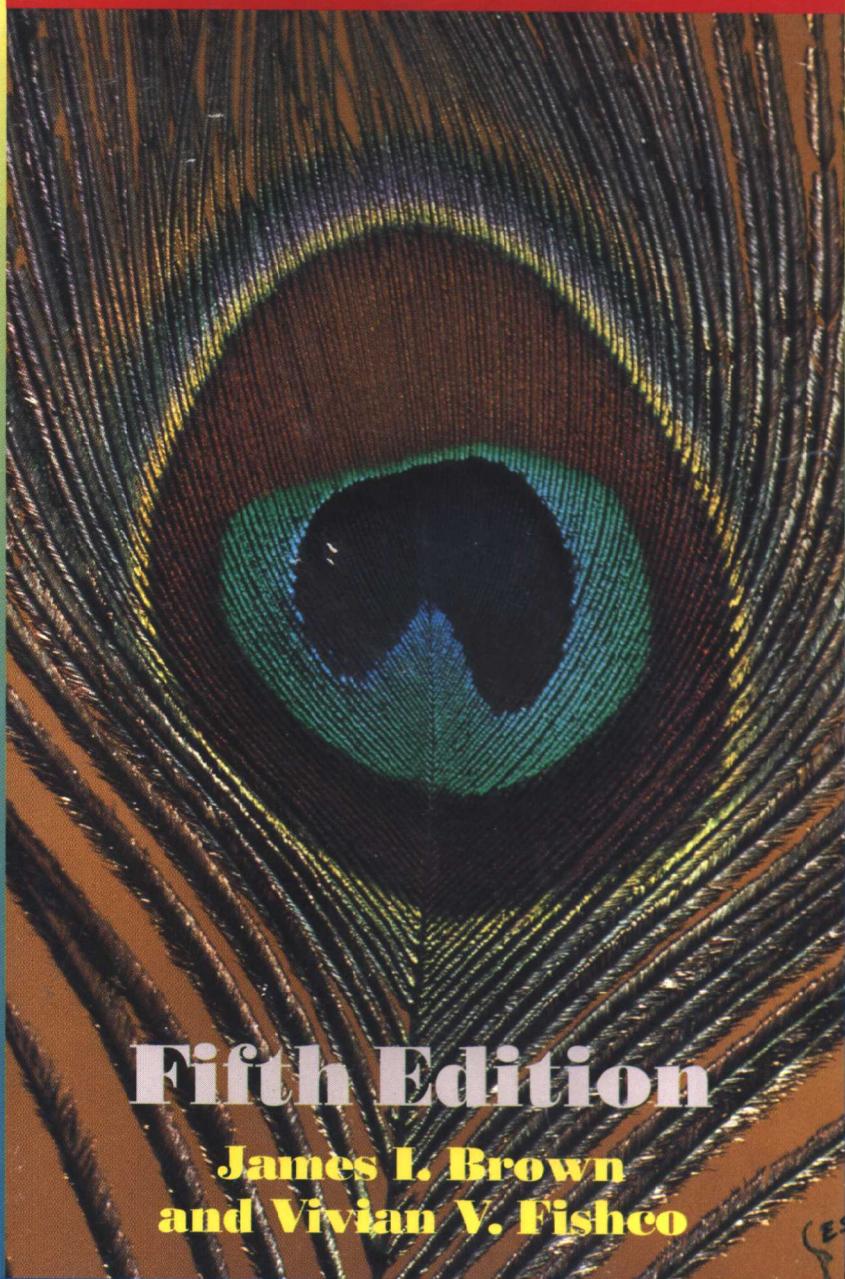


# **Reading POWER**

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\$ 20.00



**Fifth Edition**

**James L. Brown  
and Vivian V. Fishco**

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HONOLY}

# **Reading Power**

*FIFTH EDITION*

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# To the Instructor

As with previous editions, our goals for writing this fifth edition of *Reading Power* are

- to stimulate heightened student interest in reading and vocabulary development.

- to provide a practical classroom-tested program for achieving maximum reading proficiency and vocabulary growth.

- to provide help in applying a wide range of specific reading and study techniques for better and more flexible management of textbook reading.

- to fit reading into a broad framework, establishing it as an activity of prime importance both in and out of school, especially in the workplace.

- to improve the reading skills needed to manage the information age explosion.

Teachers and students alike need a textbook that is both stimulating and practical. To provide that is our hope. This text has grown out of our firsthand teaching experience with more than 10,000 reading students at universities and community colleges throughout the country. Add users of previous editions, and we would like to think *Reading Power* has helped hundreds of thousands of students deal more effectively with their reading problems.

As in all subject areas, results in reading improvement tend to be unsatisfactory without high student interest. For that reason, we have continued to make interest a matter of prime concern. That means using an informal style in the instructional articles and drawing practice articles from bestsellers, popular magazines, and works of high-profile authors. We have also included passages from eight different current and widely used high school and college textbooks. But here, too, we have kept interest uppermost, selecting passages of particular appeal. As every teacher knows, strong student interest ensures outstanding progress.

This edition contains thirty-four entirely new selections, a sufficient number to permit choices in making assignments. We have retained the same organizational format as before—a format well-accepted by previous users. Each of the fourteen instructional articles is followed by two selections designed to provide immediate opportunities for applying the techniques covered. This application step moves students quickly from theory into practice, accelerating growth.

To meet teacher requests, we have added a new feature with this edition. Ten mini-tests or progress review tests are included, each designed to

take a minimum of class time. Answers to these tests are not provided in the text, allowing teachers to use them as quick quizzes or progress reviews interspersed throughout the instruction.

The text is divided into five carefully structured parts, each advancing the student step-by-step toward development of full reading potential.

PART I, THE CHECK-UP, introduced by the instructional article "Reading Power—Key to Personal Growth," focuses on diagnosis. The student makes informal explorations into the major factors of comprehension, rate, and word power. This part immediately involves students in self-exploration, generating increased interest and motivation. To supplement these informal explorations you need a standardized reading text for exact normative comparisons and a much more accurate evaluation of reading ability.

The two selections that follow provide amusing glimpses into growing up—one real and one fictional. The first, written by popular TV star Bill Cosby, has an immediate appeal. The second presents the well-known American humorist Patrick McManus at his entertaining best.

PART II, THE BUILD-UP, starts the student along the vocabulary improvement road and the reading-for-facts road, laying a solid foundation for the subsequent move into in-depth comprehension.

The vocabulary approach incorporates significant research done by Holmes and Singer. Their research attempted to discover exactly what factors led to comprehension. They discovered that the single most important first-order factor contributing to comprehension was *vocabulary in context*. It contributed 39 percent, considerably more than even *intelligence*, which contributed only 27 percent. Developing skill in dealing with context aids comprehension more than any other first-order factor. Second- and third-order factors provide additional evidence of the importance of vocabulary: *Vocabulary in isolation* contributes 47 percent, *prefixes* 11 percent, and *suffixes* 10 percent. In short, to improve comprehension, improve vocabulary.

The vocabulary exercises in this text strongly reflect the Holmes-Singer findings. Students are led gradually from *vocabulary in isolation* (with no context) to *vocabulary in minimal context*, and finally to *vocabulary in full context* as found in the selection being read.

Before reading a selection, students work through the exercise "Leaning on Context," built around ten potentially troublesome words drawn from the selection—words with minimal context. Such exercises uncover words that pose difficulties, which students are encouraged to resolve at that time by further study. To reinforce word mastery, they do yet another exercise over those same words: "Making the Words Yours." That exercise provides ten informal, more complete contexts, requiring students to choose the appropriate word from those being studied—a valuable double check to solidify their effective use of those words. This minimizes any potential word blocks to understanding before the actual reading of the selection.

In addition to those two exercises, a third, "Leaning on Parts," focuses on the important prefix, root, and suffix elements found in more than 14,000 words of desk-dictionary size, an invaluable shortcut.

The second instructional reading, "How Do You Best Get the Facts?," lays a strong and necessary foundation for complete comprehension. If readers have trouble getting the facts, they inevitably have trouble drawing accurate conclusions or making accurate evaluations. All judgments based on faulty or incomplete grasp of details will lack accuracy. For that reason, the first twenty-one readings concentrate on establishing a solid foundation of factual accuracy before moving on to in-depth comprehension.

PART III, THE SPEED-UP, appeals strongly to students, who usually face major problems in finding time to cover all the required reading in college. This part concentrates on helping them manage their study time better through use of such techniques as surveying, skimming, and scanning, and by learning how to increase reading speed without sacrificing comprehension—invaluable aids to academic success.

PART IV, THE WORK-UP, makes the all-important transition from factual to in-depth comprehension. "Reading for Meaning" starts the process. That and all the remaining selections—twenty-seven in all—have comprehension tests balancing factual with inferential, judgmental, and critical questions. Concentrated attention is given to reading words, paragraphs, and entire selections more effectively, an ordering to encourage metacognitive skills development. Techniques for getting better grades and developing special interests in varied academic areas conclude this part.

Finally, PART V, THE ROUND-UP, provides the opportunity to pull together all the newly developed reading and vocabulary suggestions—all the separate strands of content—for final application and reinforcement. Of the eight selections in this part, the first four come directly from college textbooks—samples of the reading students must do effectively to succeed in school. The last four come from books and magazines—general reading. This twofold division serves as a reminder that reading remains of prime importance both in and out of school.

The selections following each instructional article are ordered, insofar as possible, from easy to difficult, from shorter to longer. The average difficulty approximates the Standard English level on the Flesch Reading Ease scale. Exact reading ease figures are given for each of the selections on page 000 of the Appendix. The selections touch a wide variety of subjects: serious and humorous, personal and social concerns, sports, adventure, words, dreams, food, communicating, remembering, and personal narratives. The selections about Charles Lindbergh and Hans Christian Anderson and by Chaucer relate specifically to cultural literacy.

The Appendix, in addition to the index according to difficulty, contains progress record charts to help students visualize improvement, a conversion table for changing reading time to word-per-minute rate, and answers for all the exercises and comprehension tests to provide immediate feedback.

In short, this book is eminently practical, emphasizing both reading and study procedures. Flexibility is a central concept, with specialized techniques, different kinds of comprehension questions, and a wide variety of short, highly interesting articles and stories contributing to that objective. The book leads the student in a step-by-step progression toward achieving his or her full potential as a reader.

Available for the first time with this edition of *Reading Power*, an Instructor's Guide, prepared by Lois Hassan of Henry Ford Community College, offers suggestions for using the text, nine vocabulary quizzes, master words activities and tests, and reading and writing discussion questions for each text selection.

We wish to thank the following individuals who reviewed the manuscript and made helpful suggestions for improving the text: Estella Clark, University of Arkansas—Pine Bluff; Lois Hassan, Henry Ford Community College; Louise S. Haugh, Pima County Community College—West Campus; Clare E. Hite, University of South Florida; Vickie Kelly, Louisiana State University—Alexandria; Judith Little, Community College of Allegheny County; William J. McGreevy, Ocean County College; Barbara Risser, Onondaga Community College; Sharon White, Pima County Community College—East Campus; and West W. Wood, Virginia State University. Especially do we wish to thank Ruth Brown, who went over every page of the manuscript, making valuable suggestions and perceptive criticisms during its preparation. Her training and experience as a certified tutor and teacher of reading provided valuable insights.

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# To the Student

What's most worth knowing? If you can't answer that all-important question, you can't begin to use your time to best advantage. After all, you're in the middle of a knowledge explosion of unbelievable magnitude. Books, for example, pour from the world's presses at almost a thousand a day! Read only one today, and you're already 999 books behind in your effort to keep informed. Now add newspapers and magazines, including almost 100,000 scientific journals—plus the flood of information from electronic databases. Overwhelming, isn't it? And its *your* problem!

Well, what *is* most worth knowing? Knowing how to read! That was the answer back in the last century. Remember the three R's, with reading first? And that's still the answer today. A recent \$14-million national survey revealed that roughly 90 million Americans over age 16—about half that category's total population—are, as far as most workplaces are concerned, basically unfit for employment. They can't really read—can't really access needed information. So, what's most worth knowing? Knowing how to read!

Makes sense, doesn't it? Keeping up is all-important. Listening brings you information at about 100 words a minute, the average classroom lecture rate. But look at reading. The average reader gets information at about 250 wpm, more than twice as fast as listening. That means you hear about 4,000 words in a forty-minute lecture but can read 10,000 in exactly the same time. Best of all, the use of this text should at least *double* your reading rate. That means 20,000, not 10,000 words, in the same time.

If reading comes first, what next? To find out, put this page so close to your face that your nose actually touches it. Then try to read it. Go ahead. Try it!

See? To read even one page, you need one more thing of key importance—perspective. You need to get back far enough to see the whole, not just a small fragment.

In a word, *perspective* is the key to this book, as it is to life. We have to see the *present* within the frame of both past and future. For example, this book takes you back to those early days of settling the West. And it looks ahead to the amazing potential of supercarbons and hydrogen. It focuses on what's serious and what's humorous, what's entertaining and what's useful, what's work and what's leisure. And since all work and no play means lack of perspective, selections touch not only on how to manage a rotten boss and how to write, listen, and sleep better but also on rare hunting adventures and an unusual linking of sports and life. In short, the thirty-four practice selections provide wide-ranging glimpses of life, from the practical to the exciting.

Furthermore, all the practice selections fit into a broader perspective; they let you explore important rate and comprehension relationships. In



short, they give you an ideal opportunity to apply newly learned reading skills to a variety of reading situations, including essential textbook reading.

The very heart of reading—understanding—must also reflect desired perspective. It's not enough just to get the facts. You must see both the trees *and* the forest—the facts as well as the main ideas, the literal as well as the reflective. You'll find both in this book, laid out in gradual steps, bringing facts and meaning into balance. You must learn to crawl before you walk. In the same way, you must learn to get facts accurately before you can build complete comprehension. The first fourteen practice selections focus on getting the facts; the last twenty focus on getting both facts and meaning.

And what about vocabulary? Here too you need perspective. It's easy to focus on context and overlook word parts—or on the dictionary and overlook context. The exercises in this text focus on all three—context, word parts, and dictionary.

At times, context—even very limited context—practically defines a strange word for you; at other times it provides little or no help. In the following exercises, the very brief contexts in Part A, "Leaning on Context," reflect this varying degree of helpfulness and lay the groundwork for desired habits of attention to whatever clues are present. Add the heightened awareness of word parts, resulting from Part B, "Leaning on Parts," and you'll be even better prepared to unravel word meanings. Finally, in Part C, "Making the Words Yours," you'll find new sentence contexts, more conversational in nature, where you can fit the new words into place, making them indeed yours. This threefold attack on words ends, as it should, with application and use. As you know, best results come from doing—from actively using what you've learned.

Finally, remember that reviewing plays an essential role in learning. To expedite that step, you'll find mini-reviews of all prefix, root, and suffix elements covered in Part B, plus an important minireview of twenty other useful prefix shortcuts. You'll also find a description of the LDE formula—a formula that will let you deal with literally thousands of additional word parts. Last, you'll find useful respellings to help you with words that might pose a pronunciation problem.

So, as you work through this book, be assured you're using an approach that will bring a greatly improved vocabulary and the reading skill most worth having. In addition, you'll find increased awareness of how to fit what you read into better perspective. It's a challenge worthy of your best efforts.

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PART  
**I**

# ***The Check-up***

- 1. Reading Power—Key to Personal Growth     3**
- 2. A Mother Always Knows, Sometimes     15**
- 3. The Night the Bear Ate Goombaw     21**

## Getting Ready for Words

Now for your first step toward greater word power! It's the first of forty-eight such word power workouts, each with an in-depth coverage of ten of the most difficult words from the selection that follows. Complete all forty-eight; make your vocabulary 480 words richer.

At first in every exercise you'll meet each word in the briefest of contexts exactly as found in the selection to be read. Sometimes that context supplies no more than an indication of part of speech. You match words and definitions with context help. Next you make the words yours by turning to the longer sentence-length contexts, approximating the English you yourself might use. Fit each word into its appropriate sentence. Then repeat the sentence a time or so to make it seem natural. These steps sharpen your awareness of meaning and provide useful reinforcement before you meet the word for the third time as you read it in its full, complete context.

To make a word yours, use it three times. Once isn't enough. That's only a good beginning. Twice and it's almost within your grasp. It's the third time that does the trick, that makes it rememberable. That's the rationale behind these exercises.

To be sure, you already know some of those 480 words. Even so, the exercises will bring such words closer to the tip of your tongue or pen for easier use. That's called fluency—a very important facet of word power. After all, you don't want to waste time groping for words. You want them ready for immediate use.

In addition, starting with Selection 4, you'll find other vocabulary exercises over all-important prefix, root, and suffix elements—shortcuts to the meanings of over 15,000 words of desk dictionary size.

In short, when you finish this book, your vocabulary should be over 15,480 words stronger. That includes new words, new meanings for old words, old words raised to a more fluent level, plus some dramatically useful shortcuts to word meanings. That all adds up to increased confidence and satisfaction with your improved ability to communicate—in reading, writing, speaking, and listening.

So, do each exercise carefully, checking your answers with the key. Clear up any word difficulties before reading on. If needed, get additional help from your dictionary. Always enter your score for each part on the Progress Record Chart, page 376.

# 1 Reading Power — Key to Personal Growth

## WORD POWER WORKOUT

### A. Leaning on Context

In each of the blanks provided, place the letter that precedes the best definition of the underlined word in context to the left.

#### FOR EXAMPLE:

0. k must rely on knowledge

k. depend

Words in Context	Definitions
1. ___ that <u>dependable</u> car	a. shocking, emotionally
2. ___ reading power <u>generates</u> learning power	b. supreme; special
3. ___ lying as in magic <u>preservation</u>	c. reliable
4. ___ know your <u>potential</u>	d. essential
5. ___ a recent comprehensive <u>survey</u>	e. detailed study; investigation
6. ___ an <u>avid</u> reader	f. unchanged condition
7. ___ not nearly so <u>traumatic</u> or unsettling	g. produces
8. ___ of <u>crucial</u> importance	h. capabilities; capacity
9. ___ serves as a <u>catalyst</u>	i. enthusiastic
10. ___ make himself genuinely <u>indispensable</u>	j. way of hastening a result

Check your answers with the Key on page 392 before going on. Give yourself 10 for each one right and enter your score on the chart under A on page 381. Review any that you have missed.

A Score: \_\_\_\_\_

*Pronunciation aids:* 6. AV-id; 7. traw-MAT-ik; 8. KROO-shul; 9. CAT-uh-list.



**B. Leaning on Parts** (begins with Selection 4)

**C. Making the Words Yours**

In each blank below, enter the most appropriate word from the ten words in context in the first exercise, substituting it for the word(s) in parentheses. Use these words: *avid, catalyst, crucial, dependable, generates, indispensable, potential, preservation, survey, traumatic*.

---

**FOR EXAMPLE:**

0. Can we (depend) rely on him?

---

1. Quick freezing keeps the food in perfect (unchanged condition) \_\_\_\_\_.
  2. Being bitten by a snake can be quite (shocking, emotionally) \_\_\_\_\_.
  3. He's an (enthusiastic) \_\_\_\_\_ baseball fan.
  4. Use this chemical as a (way of speeding up reaction time) \_\_\_\_\_.
  5. Fastening your seat belt is of (special) \_\_\_\_\_ importance as a safety measure.
  6. He's the most (reliable) \_\_\_\_\_ pass receiver we have.
  7. You should make a (detailed study) \_\_\_\_\_ of the job opportunities in that field.
  8. This motor (produces) \_\_\_\_\_ how much horsepower?
  9. You should certainly know your (capabilities) \_\_\_\_\_.
  10. Salt is a(n) (essential) \_\_\_\_\_ ingredient in cooking.
- 

Check your answers with the Key on page 393. Give yourself 10 for each one right and enter your score under C on page 381.

---

C Score: \_\_\_\_\_

## How Well Do You Read?

If you decide to make a trip by car, the first thing you usually do is to get out a map and figure out your best route. It's the same with reading. First, you have to see where you are, decide where you want to go, then lay out the best route for getting there.

As you start your reading improvement program, you have three all-important questions to ask yourself: (1) How fast do I now read? (2) How much do I comprehend? (3) How much word power do I now have?

Those are the big three. Once you know the answers to those questions, you can see more clearly the best route to follow for maximum improvement. Obviously, you can't know when you've doubled your reading rate unless you know what your present rate is. And you can't know when you've improved comprehension or vocabulary unless you also know what they now are.

You'll find all kinds of combinations. After all, it's not only our fingerprints that are distinctively different. Some read fast and comprehend little; others read fast and comprehend much. With some, vocabulary is well developed; with others it is in need of major attention. What is exactly true of you? What are your own strong points and weak points?

These next few pages will begin to give you some answers. On the next page, you will find a selection which you are now to read. Use a stopwatch or clock with a sweep second hand so that you can see exactly how long it takes you to read the entire 1,000-word selection. Read it once only—the way you normally read. Don't try to read either faster or slower than usual. When you have read the very last word, check to see how many minutes and seconds it took you. Then turn to page 382 to determine your word-per-minute reading rate.

Your next step is to take the ten-item test on the page following the selection to check comprehension. Don't look back at the selection. You want to know how much you comprehend with one reading, without further review or looking back.

After the comprehension check, you'll find a twenty-five item vocabulary test to check the third big question: How much word power do I have?

Now get ready to time yourself as you read the following selection—an exact timing. That's important if you are to have an accurate beginning rate score.