

**RAPID COMPREHENSION  
THROUGH EFFECTIVE  
READING**



# **SPEED LEARNING**

**3**



**RAPID COMPREHENSION  
THROUGH  
EFFECTIVE READING**

by

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Nothing in this material should be construed to indicate a discrimination because of race, color, religion, sex, age, or national origin. Personal pronouns are used to improve readability and are in no way intended to discriminate against persons of either sex.

Several articles have information that is dated. Your purpose in completing each exercise is to practice developing reading skills. Do not be distracted by the information included in the reading material. Dated information sometimes gives an added dimension to the reading-thinking process.

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# SURVEYING

## PREFACE

Having reached this point in the program you should notice a change in the way you go about learning. Learning should be growing easier for you — not just in this course, but *in all subject areas that involve reading*. You should begin to notice that you are learning more in less time and ~~remembering~~ *remembering* it better. You are becoming more ~~efficient~~ *efficient*.

~~You have learned~~ how important it is to set a ~~definite~~ *definite* purpose for your reading by asking yourself, “~~Why~~ *Why* am I reading this?” After ~~deciding~~ *deciding* on your purpose for reading you have ~~learned~~ *learned* when and how to skim, scan or study-type-read. ~~You’ve learned~~ *You’ve learned* to predict or speculate on your reading, to bring all of your knowledge to the task and improve your comprehension and retention. Having learned these *thinking patterns or skills*, you are now ready to learn a new skill — *surveying*.

Surveying and *purpose setting* go hand in hand. Often surveying materials helps you set your purpose or makes your purpose more definite and clear to you. When you are assigned reading, and your purpose is already set for you, then *surveying* the material shows you the kind of material you are dealing with and how best to approach it. When you have a reading-learning task, but the books or materials have *not* been assigned, *surveying* helps you select books or materials that will be most productive.

The sequence or order of learning the various reading skills is designed to make learning as easy as possible for you. So, as you begin to *learn* the next skill *surveying*, keep in mind that in actual practice *surveying* is the *second* skill you will employ or use in your daily reading. So that you can better understand *survey reading* and place it in the proper order or sequence of

use — we will briefly list the reading-learning skills in order of use:

1. **Purpose setting**
2. **Survey** *(No. 1 & 2 often reversed)*
3. **Speculation**
4. **Skim - Scan - Study, depending on purpose**

As you understand how to do *Survey Reading* in the following section, all the skills will fit together. You will know when and how to use each skill. The above order of skill usage will become automatic to you as you apply them each time you read.

## INTRODUCTION TO SURVEY READING

When you meet a stranger and have a chat with him, he is no longer a stranger to you. You learn something about him even at a first meeting. You certainly don't know everything about him, but you know enough to help you decide whether or not you want to know him better. And you have a pretty good idea of the best way to pursue this association if you want to do so.

Surveying a book or an article which you are meeting for the first time gives you somewhat the same advantage. The material is no longer a stranger to you. After surveying, or pre-reading it, you have a general idea of the character, the difficulty, and the type of content. Surveying doesn't enable you to know all about the material, but it *does prepare* you for reading and assists you in establishing your *purpose* for reading.

Throughout this course we have tried to show you that you and your purposes, or *learning objectives*, are extremely vital factors in your

reading. *You are the master, not the slave of written material.* Let's face it, there is a great deal of reading material that comes to us which is of no interest or value. There is also material that is poorly written — taking 1000 words to say what a good writer could say in 50 words.

Learning to be a good survey reader will be a tremendous help to you for two reasons:

1. **Surveying will help you quickly select important and worthwhile materials to satisfy your purpose and eliminate undesirable or non-productive materials.**
2. **Surveying will enable you to be more efficient in attacking a reading-learning task once you have approved the material. Knowing how the reading matter is organized and having an overview of the subjects or areas the author will cover, will enable you to organize your thinking and accomplish your purpose quicker and more completely.**

Now that you understand the importance of surveying, let's examine how to survey and then do some exercises to become skillful. There is a definite procedure to follow. *Until these steps are thoroughly absorbed, and until you can follow them automatically,* don't hesitate to refer to the **TEN COMMANDMENTS** presented on the following pages.

Now turn the page and introduce yourself to

**THE TEN COMMANDMENTS OF SURVEY.**

# THE TEN COMMANDMENTS OF SURVEY

1. Read the title and subtitle, jacket summary if the literature is a book, and identify the source the material came from. Speculate on the following questions:

- a. Have you ever heard about this piece of writing before?
- b. Have you ever heard about this author?
- c. Did you know anything about this subject before reading it?
- d. Is it really necessary for you to read it? What do you expect to gain from it?

2. Read the date of publication or copyright.

How current is this article or book?

Is it likely to be worth reading? Has more recently developed material made this material out of date?

3. If the material is a book and has an index, read it carefully. Once you've analyzed the index it will be a great time saver in locating answers to the questions you raised, when setting your purpose for reading. Indexes are usually organized along the following categories of content:

Subject - places, dates, events, organizations, etc.

Concepts - freedom, democracy, etc.

Names - proper names

- a. In analyzing the index, which categories are emphasized? Subjects? Names? Concepts?
- b. Within each category, which listings receive the most attention or recur most frequently in the book?
- c. What does the index tell you about the organization and information in the book?

4. Read the table of contents and note chapter summaries.

- a. This will tell you how the book is organized. It will also set the contents before you in a brief and orderly manner.
- b. Check the end of chapters for summaries, conclusions, or other study helps.
- c. Close the book and mentally review its organization.

**5. Read the preface and foreword if the material is a book. Does the foreword or preface tell you**

- a. The author's purpose in writing the book?
- b. The theme of the book?

**6. Skim through the book or article and look at maps, illustrations, graphs, charts and bold headlines and chapter headings.**

What key ideas about the book's content do you receive from doing this?

**7. Read the first three paragraphs and the last three paragraphs of the material.**

Does the information in these six paragraphs give you the impression that this reading will be easy, average, or difficult to understand?

**8. If there is a summary, or review of the book; read it.**

Jot down the key ideas of the summary.

**9. Review**

Take a minute to think about everything you have learned from your survey. Quickly organize the information and ask yourself "Does it appear that this material will satisfy my needs?" and therefore "should I read it?"

**10. Finalize your purposes for reading in the form of questions. Remember, your objective in surveying is to raise questions, not find answers. Refer to the six key question words **who - what - where - when - why - how** to clearly state your purposes for reading.**

*The above **Ten Commandments** will serve as a guide to enable you to get your arms around a reading-learning task. Write them down on a piece of paper or a card to use for practice on the next exercises. Keep in mind that most of the material you will survey will not contain all the elements of the Ten Commandments to permit a total survey — but use as many of the Ten Commandments as you can. Now, let's practice some surveying. Let the Ten Commandments be your guide and push yourself to read as fast and efficiently as you can.*



## **SURVEYING**

### **EXERCISE 1**

For our first practice in **survey**, let's take any book from your desk that you are currently reading or planning to read, and practice the **Ten Commandments of Survey**.

1. Read the title and subtitle, jacket summary, and identify the *source*. Speculate on the following questions:
  - a. Have you ever heard about this book before? . . . . .
  - b. Do you know anything about the author or source? . . . . .
  - c. Do you know anything about the subject? . . . . .  
What? . . . . .
  - d. Is it really necessary for you to read it? . . . . .  
Why? . . . . .
  - e. What do you expect to gain from it? . . . . .  
. . . . .
2. Read the date of publication or copyright.
  - a. How current and timely is this material? . . . . .
  - b. Is it likely to be worth your reading? . . . . .
  - c. Is it likely that more recently developed material makes this piece out of date? . . . . .
3. If the book has an index, read the entries in order.
  - a. Is the index organized by subject, concept, name, or a combination? . . . . .
  - b. In the entire index, which subjects, names, or concepts, does the author emphasize? . . . . .  
. . . . .  
. . . . .
  - c. Will the emphasis of these listings aid you in satisfying your purpose?  
. . . . .
  - d. What does the index tell you about the organization and overall content of the material?  
. . . . .  
. . . . .
4. Read the preface and foreword.
  - a. What is the author's reason for writing the book? . . . . .  
. . . . .
  - b. Look for the theme of the book. What is it? . . . . .  
. . . . .

5. Read the table of contents of the book and check for study helps at the end of the chapters.
  - a. Is there any one subject area or title in the book that receives more attention than other subject areas? . . . . . If so, which subject? . . . . .
  - b. Are there chapter summaries, review questions, or other study helps? . . . . .
6. Skim quickly through the book and look at maps, illustrations, graphs, charts, and bold headlines.

What key ideas about the book did you learn from doing this? . . . . .

. . . . .

. . . . .

. . . . .

7. Read the first three paragraphs and the last three paragraphs. Does the information in these six paragraphs give you the impression that the book will be easy to understand? . . . . .
8. If there is a book summary, read it and jot down key ideas.

Key ideas . . . . .

. . . . .

. . . . .

9. Review the information you have learned from your survey in order to decide, "Should I read it?"

Is this book likely to satisfy my needs? . . . . .

What areas am I most interested in? . . . . .

. . . . .

. . . . .

. . . . .

10. Now finalize your purposes for reading by developing purpose-setting questions. State complete questions, not just the key question words.

- a. . . . . ?
- b. . . . . ?
- c. . . . . ?
- d. . . . . ?
- e. . . . . ?

**SURVEYING**

**EXERCISE 2**

Let's try one more of your books. Try to select a book that contains any of the elements that were omitted in the first book. If, for example, your first book did not have an index, look for a book with an index. Remember, *choose a book you are planning to read*. Now, let's **survey** it quickly and efficiently.

- 1. Read the title and subtitle, jacket summary, and identify the source. Speculate on the following questions:
  - a. Have you ever heard about this book before? . . . . .
  - b. Do you know anything about the author or source? . . . . .
  - c. Do you know anything about the subject? . . . . .  
What? . . . . .
  - d. Is it really necessary for you to read it? . . . . .  
Why? . . . . .
  - e. What do you expect to gain from it? . . . . .  
. . . . .
- 2. Read the date of publication or copyright.
  - a. How current and timely is this material? . . . . .
  - b. Is it likely to be worth your reading? . . . . .
  - c. Is it likely that more recently developed material makes this piece out of date? . . . . .
- 3. If the book has an index, read the entries in order.
  - a. Is the index organized by subject, concept, name, or a combination? . . . . .
  - b. In the entire index, which subjects, names, or concepts, does the author emphasize? . . . . .  
. . . . .  
. . . . .
  - c. Will the emphasis of these listings aid you in satisfying your purpose?  
. . . . .
  - d. What does the index tell you about the organization and overall content of the material?  
. . . . .  
. . . . .
- 4. Read the preface and foreword.
  - a. What is the author's reason for writing the book? . . . . .  
. . . . .
  - b. Look for the theme of the book. What is it? . . . . .  
. . . . .

5. Read the table of contents of the book and check for study helps at the end of the chapters.

a. Is there any one subject area or title in the book that receives more attention than other subject areas? . . . . . If so, which subject? . . . . .

. . . . .

b. Are there chapter summaries, review questions, or other study helps? . . . . .

6. Skim quickly through the book and look at maps, illustrations, graphs, charts, and bold headlines.

What key ideas about the book did you learn from doing this? . . . . .

. . . . .

. . . . .

. . . . .

7. Read the first three paragraphs and the last three paragraphs. Does the information in these six paragraphs give you the impression that the book will be easy to understand? . . . . .

. . . . .

8. If there is a book summary, read it and jot down key ideas.

Key ideas . . . . .

. . . . .

. . . . .

9. Review the information you have learned from your survey in order to decide, "Should I read it?"

Is this book likely to satisfy my needs? . . . . .

What areas am I most interested in? . . . . .

. . . . .

. . . . .

. . . . .

10. Now finalize your purposes for reading by developing purpose-setting questions. State complete questions, not just the key question words.

a. . . . . ?

b. . . . . ?

c. . . . . ?

d. . . . . ?

e. . . . . ?

**SURVEYING**

**EXERCISE 3**

Now let's survey a short article on a medical subject you may know <sup>very</sup> little about. The vocabulary will slow you down a bit on this short article, but let's see what we can learn from a quick survey. We'll pose some survey steps and questions, and you fill in the answers.

*The article to be surveyed is on the following pages.*

1. Title? .....
2. Author or source? .....
3. What do you already know about asthma? .....
4. Did you ever hear of anyone having surgery for asthma? .....
5. What hints about the article do you get from the bold print? .....
6. After reading the first and last two paragraphs of the article, what would you expect to find in the way of reading difficulty?  
easy ..... average ..... hard .....  
What did you learn from your survey? .....
7. Have you learned enough to decide whether or not you wish to read the article? .....  
Have you a good idea how you would read it? .....  
What reading skills would you probably employ if you decided to read it? .....

After your survey of Asthma and Surgery, and after you've completed the above questions, go on to Exercise 4.

## Asthma and Surgery

There are four occasions when an asthmatic patient may need the services of a surgeon. The first is when, quite apart from his asthma, the patient requires an operation for another reason, as for an inflamed appendix or the removal of the gallbladder. The physician who is looking after the patient, the anesthetist and the surgeon all know how to deal with asthmatic patients and the risks of surgery in patients who wheeze are no greater than they are in the general population.

But, asthma is, after all, not a disease in itself, but a sign and symptom of several disorders of the lungs, and it would be strange if some of these did not need surgical attention. The infected mucus of chronic bronchitis may plug one of the bronchial tubes and it may be necessary to use a bronchoscope to explore the lung and to remove the plug or any foreign body which is lodged in a bronchus. Uncommonly, a small lobe of the lung may become infected and need removal. It must be emphasized that few asthmatic patients ever require surgery of the lung, but it would be wrong not to mention the fact that some do and that the survival rate of such surgery is high.

The third type of surgery is not truly surgical, although the thoracic surgeon is the expert who performs the technique. When the patient cannot, of himself, raise the excess thickened mucus and medicines are of little help, there is a method of washing out the lobes of his lung. Although the technique is not everywhere available, its use is spreading with some rapidity because the procedure is safe and effective and, should it be necessary, can be repeated some months later or, in fact, after some years, during which the patient can take care of himself. In a future issue, ether anesthesia and lung washout will be described in detail.

### Surgery As a Cure?

During the last few years there has been much publicity concerning surgery which is said to be a 'cure' of asthma. The surgeon removes a small bundle of nerves from each side of the neck. The name of each bundle of nerves is the *glomus carotidum* and the operation is known as a glomectomy. There are surgeons who say that one-third of their patients are much better after the operation, and that some of these need no medical atten-

tion or medicines. There are other physicians who have studied such patients and who say that few, if any, of the patients are helped, and that the tests show that the patients are no better, although some of them may think that they are. Let us try to be fair and analyse the problem.

We will begin with the assumption that the asthmatic patient who wishes to get well will want to know all that he can about the workings of his lungs and of all of the methods of treatment for asthma. It is obvious that the body is complex and that all of its processes cannot always be reduced to the simplest of terms equally comprehensible to everybody. What follows may require close attention and perhaps re-reading before it is all understood. The study will repay the time and effort expended upon it.

### The Circulation of Blood

The heart must drive all of the blood of the body through the lungs and also through the remainder of the body. On its way through the lungs the blood must give up its carbon dioxide and pick up oxygen in the same way as on its way through the kidneys it must give up water in which there are a number of impurities, the end-products of the processes of life itself, and as it passes through the vessels of the intestinal tract and the liver, it picks up the proteins, fats and carbohydrates (sugars and starches) needed to nourish the various types of cells of which the body is composed. For all of the body's functions, of which only a few have been listed, there must be controls. The controls of respiration are, at the moment, of chief interest to us.

### Controls of Respiration

In the walls of the first chamber (or right atrium) of the heart there are discs which are sensitive to the presence of carbon dioxide in the blood. These discs represent the first controls and it is their job to make certain that the heartbeat is in accordance with the needs of the body. It takes only from two to ten seconds for the blood to journey from the right atrium to the next chamber, the right ventricle, and from there to the lungs, through them to return to the left atrium of the heart and from it to the left ventricle where it is sent on its

way through the rest of the body by means of a large artery named the aorta

One-twentieth of all of the blood which leaves the heart to enter the aorta returns to the heart for its own nourishment. The trip takes three seconds. The aorta divides into two arteries which pass on either side of the neck. These, the right and left carotid arteries, carry the blood to the brain through which it passes in less than eight seconds. What is left of the blood circulates through all of the organs of the body within a span of 25 seconds.

When you stop to think of what is happening it is truly amazing. There are, in the blood, 25,000,000,000,000 red cells. Each of these makes the round-trip through the heart, lungs and body approximately 3,000 times each day. Careful studies have shown that during each second there pass through the lungs 2,000,000,000,000 red cells or corpuscles. Obviously there must be more than one control if traffic of such magnitude is to be moved with any efficiency.

### Glomus Aorticum

The second set of controls lies in the walls of the aorta. Each of these is called a *glomus aorticum*. They sample the blood which leaves the heart and if the oxygen content is too low, they send impulses back to the heart to quicken its beat, and to the lung to speed the passage of the blood through it. These controls also raise the blood pressure so that, within seconds, blood richer in oxygen is on its way through the body.

The *glomus aorticum* is not accessible to the surgeon, at least not yet. Part of its blood supply reaches it from the coronary vessels of the heart, they are so named because they look like a crown as they leave the aorta. If we could reach the *glomus aorticum*, we might exercise some control of respiration, but it might be at a price of interfering with the circulation through the heart.

### Glomectomy

The carotid arteries of which mention was made, supply blood not only to the brain, but to parts of the skull and the face. Each artery divides into two branches, the internal and external carotid arteries, and at the point of division there is the *glomus carotidum* concerning which there has been so much publicity.

Each is only one-sixth of an inch in length. It is a puzzling gland because, microscopically, its nerves resemble those of touch, but its structure is that of the adrenal glands which manufacture epinephrine (Adrenalin). When the blood which reaches the carotid body or *glomus carotidum* contains more carbon dioxide than it should, there is an increase in the rate and the depth of respiration. The animal breathes faster and deeper. The pulse rate quickens, that is, the heart beats faster, and each of the heartbeats is stronger. The carotid body is also activated if the blood should lack oxygen or if it should be more acid than normal.

We know that the asthmatic patient who is wheezing is not short of oxygen and, in fact, that the administration of oxygen will not help him unless there is more going on than swelling of the mucous membrane of the bronchial tubes and some spasm of their circular muscles. There are many other sets of controls than the carotid body. These are more responsive to excesses of carbon dioxide than they are to a lack of oxygen. They are, however, in a sense anesthetized by a great excess of the same carbon dioxide and then begin to react to the shortage of oxygen. If we oversupply them with oxygen they cease to react and the patient may become comatose because of what is termed respiratory acidosis.

It does little good to change only one set of controls because each is backed up by another set which can take over and soon does. According to the two Doctors Takino who operated on 102 asthmatic patients, taking out the carotid body in 87, there was no improvement in 35 and of these, six became worse. Nineteen of the 52 who were helped were slightly or moderately improved, and in the others the relief from asthma was only temporary. The removal of only one carotid body brought no one any relief.

Doctor Marshke and his associates did the true operation on one group of patients and a sham operation on another group. The results were the same in both groups.

It may be that some day we will discover that there is one set of controls of breathing which is not acting as it should, and that surgical interference may help asthmatic patients. We do not at this time possess such knowledge and cannot hold out such hope to asthmatic patients.

## EXERCISE 4

If it helps you feel more confident, keep the **Ten Commandments** check list at your side and let's **survey** a longer article to which you may bring some *previous knowledge*.

This time, however, *the questions are at the end of the article*. So, *survey* the article on "Water Supply Sources" starting on the following pages as quickly as possible and then *answer* the questions at the end.

Here is a list of the **Ten Commandments for Surveying**. Print them on a small pocket card for easy use. Refer to the card each time before reading, until the procedure and the "10 Commandments" become automatic.

**TEN COMMANDMENTS OF SURVEY**

1. Read title, subtitle, jacket summaries, identify source (author, place).
2. Read the date of publication or copyright
3. Analyze index — check emphasis of listings and their organization
4. Read Preface, Foreword, Introduction.
5. Read Table of Contents. Note sequence. Check for chapter summaries
6. Read maps, graphs, illustrations, charts, bold headings, study questions.
7. Read first two and last two paragraphs.
8. Read summary or review of book.
9. Review your survey results, decide to use or not to use
10. Finalize your purposes for reading with WHAT, WHERE, WHEN, WHO, HOW, WHY questions



# WATER-SUPPLY SOURCES

## for the

# Farmstead and Rural Home

Water-supply systems for farmsteads and rural homes may be developed from either ground water or surface water sources. Ground water sources are wells and springs. Surface water sources include streams, lakes, ponds, and cisterns.

A properly located and constructed well is the preferred source of water for domestic use. Well water is less likely to be contam-

inated than water from other sources. It is, however, apt to contain more dissolved minerals such as iron and manganese.

Surface water sources should be used only as a last resort because of the cost and difficulty of making the water safe to drink. However, surface water may be suitable for irrigating, firefighting, livestock, and other nondomestic purposes.

## WATER REQUIREMENTS

### Quality

Water for domestic use should be safe and pleasant to use.

Water may be unsafe because of its bacterial or toxic-chemical content. Contaminated water often carries disease-producing organisms or parasites. Surface water is almost always contaminated; well and spring water can become contaminated. Contaminated water can generally be made safe to drink by proper treatment.

Water may be unpleasant or unsatisfactory for use because of its chemical or physical quality. For example, excessive amounts of cal-

cium and magnesium salts in water make it "hard." Hard water is less desirable for bathing, cooking, and laundering than soft water.

Suspended silt in water makes it look muddy or cloudy. Excessive amounts of dissolved minerals, gases, or decaying organic matter may give it a bad taste and odor.

---

### CAUTION

A water's appearance and taste can be misleading. Many illnesses and deaths have resulted from drinking clean-looking, pleasant-tasting water from an unsafe source.

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