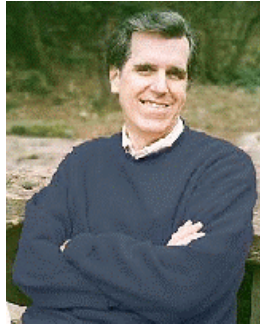


A Course in Light Speed Reading

A Return to Natural Intuitive Reading

Joseph Bennette



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by Joseph Bennette

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About the Author

Joseph Bennette holds Master Rapid Eye Technician (MRET) and Reiki Master Teacher (RMT) certificates and is listed in the International Registry of Rapid Eye Technicians.

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Joseph is in private practice in Salem, Oregon. With a wealth of clinical and educational experience, he offers successful strategies for positive life transformation in a minimum of time, with gentleness and ease.

Joseph and Carol Bennette live in Salem, Oregon. They have a family of nine children, many grandchildren, and a host of friends.

What Joseph has to say about The Course

When I was in second grade I was called upon to read in front of the class. The material I was required to read was above my ability at the time and I knew it. I was so frightened to stand in front of the class, yet I was unable to resist the teacher who was an old-school disciplinarian. The teacher insisted that I come up and read in front of the class or receive a severe consequence - she liked to strike the backs of hands with a ruler, a very intimidating and painful experience.

I was petrified with fright as I stood before my class, many of whom were snickering and giggling. I gave them quite a show when I released my bladder in fright. I was so embarrassed, and the teacher so unsympathetic, that I swore I'd never do that again. I was traumatized to say the least. I never again stood in front of a class - I took the consequences instead.

Further, I never undertook to read adequately because that meant "proving" it to my teachers and classmates in some embarrassing way. So, I went to my mother's mother, my grandma Tuggle. She was a special reading teacher

for the school district I lived in. She taught me some shortcuts that helped me get through. Some of her shortcuts are included in this course because they worked so well for me.

In the mid 1970's I completed the Evelyn Wood Reading Dynamics course. The concepts of supersonic reading appealed to me having actually demonstrated to myself that it could be done. I burst the reading barrier and proved to myself that I was not a dummy - I had just learned a system that did not work for me.

Years later, when one of our daughters was nearly gang raped after school and our son was beaten into a gang, we pulled our school age children out of school (there were 4 then) and determined to teach them at home. I took upon myself the task of teaching them how to read, since a person can learn just about anything if they know how to read. All the successful tactics I used with them I included with this course.

We did some experimentation with eye patches, reading upside down and backwards, and generally having a great time. We also used “shortcuts” and “cheating” as one daughter who took the course scolded me - she had been taught what was fair and correct in reading.

After 8 weeks of our course, the oldest daughter, then in her senior year in traditional school, was able to demonstrate a reading speed of over 30,000 words per minute and comprehension level of 95% (from her initial speed of 120 and comprehension level of 30%). The youngest of our children to take this course was then in 8th grade. Her scores were similar - 25,000 words per minute and 95% comprehension. They were amazed, yet not surprised.

As they have gone on with their lives, they have chosen to practice some of the skills and have retained much of their skill.

In this course I offer you the value of my experience in reading. My belief is that you already know how to read; you’ve just been conditioned to believe that you either can’t read or read slowly. My own experience in second grade and on through the public school system has shown me the inadequacy of our present system of instruction in reading. Belief in our own innate genius might be a wonderful start.

Thank you for investing in this course. May you experience wonder and awe in yourself as you progress.

In gratitude,

Joseph Bennette

A Course in Light-Speed Reading© is based on the fundamental concepts of holistic studies. From that point of view, you are already a Light-Speed Reader before you begin this course. All you have to do is remember your own power.

A Course in Light-Speed Reading© is a course in recovery of your basic intuitive sense of connection and a return to humanity's natural way of communicating - thought (idea) transmission.

A Course in Light-Speed Reading© is a system of concepts, exercises, and processes designed to be enjoyed and utilized in the home environment by the whole family or an individual (taught/learned at home). Having a library nearby can be useful, too.

A Course in Light-Speed Reading© includes step-by-step, day-by-day activities and exercises for developing Light-Speed Reading skills. Also included are exercises and processes designed to enhance your intuitive abilities (i.e., extrasensory perception).

Remember that reading is fun, easy, and an adventure. I believe in you!

Equipment you will need to successfully complete this course:

1. An eye patch for each participant. A properly fitted eye patch will stand away from the eye enough to allow the eye to be open under the patch, yet block all or nearly all light. Adequate eye patches may be purchased from the Rapid Eye Institute at www.rapideyetechnology.com or 503_399_1181.
2. A computer with a data connection to an online service or ISP (if you wish to use the online links available in this course).
3. You will find that Paraliminal audio tapes/CDs will assist you greatly in balancing your brain hemispheres and strengthening your learning experience. I recommend the "Memory Supercharger" by Paul R. Scheele, from Learning Strategies, Corp. at 952_476_9200, or toll free 800_735_8273, or FAX 952_475_2373 <http://www.LearningStrategies.com>

What A Course in Light Speed Reading is and is not:

Is:

A basic reading course
A course for upgrading reading abilities
Easy to do and learn
A skill based on innate ability
Enlightening

Is Not:

Difficult or complex
An end-all reading course
A magic pill
A replacement for practice
Enlightenment

Table of Contents

Introduction.....	7
Rapid Eye Technology.....	7
NLP.....	8
Emotional Freedom Technique (EFT).....	8
Home Schooling.....	9
Reading.....	9
Some Fundamental Philosophies.....	10
The Course.....	10
Basic Premises.....	12
Some Challenges with Intuitive Reading.....	20
What Is Reading?.....	23
The Visual Reading Process.....	25
Obstacles.....	33
General Supporting Processes.....	36
How to Eye Patch.....	39
Emotional First Aid.....	41
RET (Rapid Eye Technology)®.....	41
Emotional Freedom Technique (EFT)®.....	42
Mind Machines.....	44
Reading the Signs.....	45
Trusting Myself.....	46
Making Up Stories.....	48
New Point of Awareness.....	51
Spinning.....	52
Journaling Dreams.....	52
Imaging Modes and Goal Setting.....	56
A Course in Light Speed Reading.....	60
Course Outline.....	60
<i>Daily Schedule of Events</i>	61
How to Read.....	83
Reading Technical Material.....	98
Teaching Children to Read.....	100
Baseline And Forecast.....	104
Baseline Scores.....	104
End Results Forecast.....	104

Testing Form.....	105
Resources	106

Introduction

Many years ago, I took a course in speed-reading as part of a college program. It was marvelous for me to break the 700 words per minute “barrier” and explode into a new world of reading. I found that, for me, reading was more of a block or hindrance than an aid to learning. I had to do something significantly different so that I could read the huge amount I needed to read for my degree.

My maternal grandmother was a reading teacher during the 1950s and 1960s. She was the first to introduce me to alternative reading methods, including mechanical readers. Her love for reading has been an inspiration to me through my life. I love to read and have developed a deep appreciation for this wondrous human ability to communicate through the written word.

Even though my mother and grandmother encouraged me to read, I was not a good reader in school. For some reason, I despised reading. I recall being embarrassed as a young child. I was called upon to stand in front of the class and read out loud. Every other word out of my mouth was “no” or “wrong.” I recall having to read sentences twice or more until I got them “right.”

In my college speed-reading course, I increased my reading speed by a factor of three by learning to read sentences only once - rather than going back over each sentence twice or more. You can do the same thing. If you learned to read out loud to a teacher or class, you may have developed this same poor reading habit.

Rapid Eye Technology

Over the past 15 years, I’ve been involved with Rapid Eye Technology (RET) - both practice and training. Early on, I recognized the possibilities for RET in the educational arena. RET is a stress relief process that is effective and fast. Much of the reason most people have trouble reading is their stress about reading out loud in front of judgmental others (a “flashback” to childhood reading problems).

In addition to the emotional and mental processes RET addresses, there is also a strong spiritual basis that encourages inner growth and development. I suggest that the basis for reading is the same basis that underlies RET. That spiritual basis is how you can read at astronomical speeds, beyond your wildest dreams or expectations.

You have within you the ability to read millions of words per minute and comprehend it all!

Now, aside from what you are capable of, you will probably allow yourself to read in the thousands of words per minute range. Realistically, readers will probably see a substantial rise in both reading speed and comprehension. This is the overall goal of the reading course presented here. Beyond the reading course, my hope is that you find the spiritual giant within you that knows all and understands all. A Course in Light-Speed Reading© could be your opening into that wondrous mystical realm.

NLP

Neuro-Linguistic Programming (NLP) is a powerful process for initiating and sustaining successful action. In a nutshell, NLP was originally developed after the “monkey-see-monkey-do” philosophy. That is, if you can see what someone is doing to achieve success, you can pattern after them and achieve success, too.

There are a number of successful reading strategies involved in this course. You will read and follow specific directions based on principles of NLP and other tactics of successful speed-readers and speed reading courses.

In addition to gleaning the most successful processes and techniques from many sources, this course includes processes and techniques for opening and increasing intuitive functions.

Emotional Freedom Technique (EFT)

EFT is an emotional healing technique based on the idea that the cause of all negative emotions is a disruption in the body’s energy system. EFT tends to relieve symptoms by use of a routine of tapping with the fingertips on various body locations. This tapping serves to balance energy meridians that become disrupted when the client thinks about or becomes involved in an emotionally disturbing circumstance.

EFT was developed by Gary Craig whose academic training includes a Stanford engineering degree. He is a Certified Master Practitioner of Neuro-Linguistic Programming (NLP) and is a Certified Master of The Callahan Techniques. Many of the concepts underlying EFT came from Gary’s training in Thought Field Therapy (TFT) under the tutorship of Dr. Roger J. Callahan.

Home Schooling

A few years ago, we chose to home school our children. We were very disappointed with their performance in public school and could not afford to send our nine children to a private school. We looked into several home school alternatives and were unhappy with all of them. Being very busy people, we felt very discouraged and a little disheartened with the idea of having to spend significant time schooling our children.

Fortunately, our time worked out (as time can do when one lets go of the need for time) so that we could allot several hours per week to schooling our children. Some of our children had moved away, pursuing their own adult lives. We were left with four children, all teens, to attend our home school.

As parents, we were aware that the most important things our children could learn at home were not academic. Above all other things, love had to be the underlying principle of our school. Further, we recognized how important it was that our children learn how to think, rather than know how to do the three Rs. We both agreed that imagination and creativity were important in the thinking process.

The oldest of our children to attend our home school was 17 and a senior in high school. She chose to withdraw from formal public school to learn at home. This was a significant sacrifice on her part. As a popular teenager at school, she was convinced that her education was more important to her than her popularity.

We enrolled our 14 and 15-year-old children, too. They were very excited about doing school at home. In addition, one of our adult children joined us for one semester. The whole experience has been an exciting adventure into alternatives and family togetherness.

Reading

We recognized the importance of reading right away. Because our children read poorly, they were at a distinct disadvantage in school and academic pursuits.

We started by investigating several methods of reading and processes for learning, including super-learning and NLP methods. All these courses and

books were useful and effective ideas and presented us with several ideas to get us started.

We investigated ways in which we could incorporate basic Rapid Eye Technology processes and techniques to quicken the learning curve.

Some Fundamental Philosophies

From the standpoint of perception, you are everything you perceive. Because you are the one doing the perception from your point of view, you are the ultimate authority, the creator or god of your perception. Regardless of what may actually occur around you, you are the one who perceives it in your way. No one else perceives for you.

As the one who perceives your world, you have much more control over your perceptual dimension than you may think. You can change your mind in a flash about anything you can perceive. You hold the key to your Light Speed Reading experience. Life in general is the way it is because you perceive (believe) it that way. Change your mind and you change your world.

You're only as young as the last time you changed your mind.

Timothy Leary

The Course

A Course in Light-Speed Reading is set up to be a four-week experience that may take more time according to the readiness and adaptability of those taking the course. Included is a course for children. It will take most young children little time to catch on to the principles of light-speed reading as the parents and teachers support them in their efforts (resist testing their comprehension by having them read out loud - just ask what the story was about). There is also a program for reading technical material.

This program is based on a 4-week, 4-day per week, day-by-day plan. Your plan may vary according to your needs. However, the plan as outlined here has proven successful in its order (time may vary). Day 5 of each week is to

be used as a day for integration and review. Use this day to relax, let go of the learning curve, and allow the learning to sink in.

Instructions for week 5 are specific to reading technical or scientific material. Therefore, for learning how to light-speed read novels, magazine articles, and most newspapers, the instruction for the first 4 weeks will be sufficient.

The key to success is intent and commitment. If, for some reason, you find yourself digressing (reading at light-speed and feeling that you're just not getting it), relax, breath, and re-commit. The natural learning curve must be overcome by continuing undaunted. You are already successful, you just have to demonstrate it to yourself with practice and faith.

The most important thing to do with reading is to enjoy it. No matter whether you are reading technical material, children's books, novels, or magazine articles, fun is the most important ingredient in a successful reading experience. Relax into your reading and allow the fun to come forth.

Basic Premises

Reading is a visual task

Think about it. You read by seeing the words with your eyes first. The visual is then translated into verbal in order to read out loud. Dyslexia is a condition where the person is unable to verbalize what he/she sees. This condition is minimized in Light Speed Reading because there is no necessity to translate visual to verbal. The visual input is directed to the cognitive awareness centers instead to create mental images and concepts. These concepts and mental images are intuitive processes we all do every day. It's our natural capacity for understanding our world. It is this sense of understanding that Light Speed Reading taps into.

Read ideas and concepts

Reading can be an experience in wholeness. Holistic thinking can speed your reading experience. By engaging holistic modalities of the natural process of thinking in a reading session, the reader connects with a level of awareness that connects with the author in wholeness.

The reader and the author become one mind and the concepts are translated from one person to another rather than the slower method of transliteration, which follows the path of a third party (your verbal awareness). By tapping directly into the thought process of the author you get a unique perspective: that of the original author.

Transliteration is a little like an exercise I experienced years ago. Two people sit back-to-back on the floor (or on a bench). Each has an identical stack of children's building blocks.

The job of one of the two participants is to build something and with voice only, and without looking, get the other person to build what he/she has built. So, one participant is building and describing while the other is listening only (no speaking) and building from the description given by the other. It is an exercise in frustration for many.

Reading has become an exercise in frustration for many people because they don't have the author there with them to ask questions of. In Light Speed Reading the reader simply plugs into their native intuition and converses with the author while they read.

Anxiety impedes reading

For a great many people reading was taught to them in an environment of high stress. Forced to read in front of our peers; embarrassed if we made a mistake; given bad marks and often shown up in favor of those who looked better to the teacher (in school looks were much more important than talent or ability [Stanford 1989]). A great deal of stress has therefore been attached to our reading experience. Fortunately there are several effective remedies to the stress of reading. Here are a few suggestions:

Eye Patching - If you continue to see life as you have always seen life, you will continue to get from life what you have always gotten from life. Until you change your basic thought processes about life (including your ability to read) you will continue to experience life as you have always done. Patching the eyes provides your brain with a new perspective on life. Even for a short while, patching can significantly change your perspective and your underlying paradigm.

Rapid Eye Technology - Rapid Eye Technology (RET) is one of the most exciting alternative healing methods of this century because it addresses the key aspects of mind and body together. RET is the treatment of choice for reading anxiety and stress. There are exercises, instructions, and processes for RET in this course.

Emotional Freedom Technique - EFT aligns the meridians to give you a boost of energy and align your thoughts and your energy fields. There are EFT techniques in this book to assist you in aligning your thought processes for maximum benefit and speed.

Mind Machine. This machine is worth its weight in gold for decreasing reading anxiety and increasing reading speed and comprehension. I have found that the Voyager used just before bed increases the likelihood of lucid dreaming. For some reason unknown to me, the patterns, sound, and light change in the eyes and ears of the participant seems to enhance learning and comprehension abilities.

Perhaps enlivening the visual sensory mechanisms of the brain and stimulating the learning centers associated with them opens the intuitive, R-mode, holistic parts of the psyche/mind. In my experience with this program for restructuring our reading experience, I think the Voyager is indispensable. I believe there is a relationship between visual stimulation and increased learning ability with Mind Machines. You can find my favorite machines at www.jbennette.com.

Paraliminal Audio - Paraliminal audio is a strategy devised by Paul R. Scheele that produces profound mental relaxation and focus. I highly recommend these audio tapes/CDs for balancing brain hemispheres, releasing tension, and focusing for recall. I particularly recommend the Paraliminal tape/CD, "Memory Supercharger" available from Learning Strategies, Corp. www.learningstrategies.com.

Meditation - Perhaps the most profound changes you will ever make in your life will be in those times of stillness when you connect with your Higher Self. Through a program of intentional stillness, you can significantly speed up the process of incorporating and integrating the Light Speed Reading course. There are several very successful and effective meditation processes and programs available in your public library. Further information can be had from TM (Transcendental Meditation) groups. Check in with your local Public Library for assistance.

Breathing techniques - Breathing is fundamental to human existence. Breathing the breath of life is permission to live. So, notice how you breathe while you read. Occasionally take in a very deep breath and exhale it all at once (like a deep sigh of relief). Do this before you read. Taking in the breath of life can also relieve a large amount of your anxiety and doubt about reading. I think you will be pleased with what breathing can do for your reading experience.

Reading is like life

You don't have to understand it all - Sometimes you have to let go of understanding your life in order to enter the realm of Light Speed. When scientists first discovered quantum particles, they were faced with a dilemma of monumental proportions: because these tiny particles that make up all matter seemed to be nonexistent, what did that say about our existence? What's more, these seemingly nonexistent particles were simultaneously existent, too.

Beyond that complete madness, relationships between particles seemed to exist faster than the speed of light. In other words, a particle paired with another would exhibit the same behavior as the other even when the two particles were large distances apart and shielded from one another.

Getting past our defense about how long something must take to learn; how quickly an idea can be understood, how fast we can take in information, opens us to the realm of infinite possibilities.

There will be times in this course when you will have to give up your preconceived ideas about how fast you can read. There will be times when you will be coached by this course to sweep through material so fast that you will feel convinced that you got nothing out of the material; and you will be right, you may get nothing from it. Stay with it, though. It's just you going through your barriers.

When man discovered flight in the early part of this century (20th century), he thought he was up against a barrier, the barrier of air. With faith and perseverance, he overcame that barrier and flew, farther and farther, faster and faster.

Later, man believed he was restricted by another barrier, the speed of sound. It seemed that when aircraft flew at or near the speed of sound, they would rattle and fly apart physically. Finally, someone "broke" that barrier, too, and man flew faster than they thought they could.

It's like that in our lives, too. We find ourselves face-to-face with a barrier and we think we can't overcome it. Then, with perseverance and work, we overcome it and it becomes part of what we can do and no longer in the realm of what we can't do. The same holds for reading. Know that you can exceed your self-imposed barrier to Light Speed Reading.

Reading is fun and an adventure - When you "break" the verbal reading barrier an interesting thing happens: your reading material turns into "movies of the mind." Because you can read at such high speeds, the book turns into a vivid, 3D, movie.

Your mind will actually create the scenes, play the soundtracks, and involve you in a full sensory experience. Because you no longer have to translate your visual experience through the auditory mode (a slower sensory function), you free yourself to experience whole-brain, full sensory, intuitive fun.

Minus the anxiety associated with the running of the equipment (the reading process), you can sit back, relax, and enjoy the show. And it is usually a fun and enjoyable one.

Beyond the idea of a movie, A Course in Light Speed Reading is intended to create in you a "memory" or "knowing" of the material you read. This is a

deeper sense of the material than just “seeing” it. It is as if you have experienced it and have a memory of it. This makes reading retention more than merely recalling the material you read. It feels more like recalling something you experienced directly.

Intuitive Reading is natural - It is your native capacity to take in things in wholeness. Think of a chair. Did you come up with an image of a whole chair or did you imagine all the parts of the chair separately? Initially you thought of the whole chair together as one item. As I asked, you may have parted out the chair and then imagined it in parts. Still, the first image that came to you was the whole chair. You didn’t have to mull it over or talk to yourself about it - you just had it.

For most the image of the chair was a visual image. At the very least, you probably had a sense of the chair immediately. Reading can use the same mechanism. Once the full capacity of the imagination is put into play, the images, ideas, concepts, and stories will come to you before you can even speed-read them.

By the time you get to the end of this course you will probably be able to “read” the story before you actually get to the last page of text. Your mind will fill in the details intuitively. It’s a little like what happens when you point your finger in a direction and say, “It’s over there.” You don’t have to extend your finger all the way across the room to the item; the mind fills in the line and knows where to look.

In the course of engaging our intuitive sense, we will take maximum advantage of our ability to surmise, to assume. Many of us have been taught that it is wrong to assume anything. I have even heard it said that the word “ASSUME” makes an “ASS” out of “U” and “ME”. In the process of reading (and intuition) assumption is the creative energy that completes the bridge between imagination and understanding.

Our reading history

Our early experiences with reading were often anxiety filled and guilt-ridden. We were forced to read out loud in front of others, criticized and corrected in public (invalidated and humiliated), made to look stupid or slow, then tested to check that we were “right” according to someone else’s interpretations. This made making mistakes “wrong”. So we determined not to be embarrassed or made wrong by learning how to defend ourselves against it.

Some of us found ways to avoid reading (some of us were very creative in our avoidance techniques, too). Some learned how to put on a good face - faking it. Maybe we even ran away; escaping into other pursuits and interests that excluded reading or didn't seem to require it.

If we were "slow" or different we were criticized and/or humiliated. This made us the brunt of jokes, labels, and other judgments. For most of us, this ridicule and judgment took us to a dislike and anxiety about reading.

In most schools, reading is taught as a verbal skill. The process of moving visual symbols (words on the page) into verbal speech patterns is called transliteration. It's a little like translating Spanish into English one word at a time. As you may know, Spanish is structured differently than English so a word-by-word transliteration would probably sound pretty funny to one who knows the language.

A simple phrase like "Look at the red ball" in Spanish, would transliterate into English something like "Look you at ball red." The same kind of mistranslating occurs between the visual and verbal processes. They just don't speak the same language.

The old way of reading meant that one must first transliterate the visual words on the page into verbal speech patterns and then into visual, verbal, and kinesthetic images. When the visual text is placed directly into visual images, coupled with an inner "knowingness" the process is substantially quickened. This is the process of Light Speed Reading.

Reading out loud to "check" that we knew the words we read took most of us out of our intuition and into our linear verbal sense. Reading became an exercise in translation and frustration. Because reading is a visual-imaginary process, making it a verbal-mental exercise took us out of our hearts and into our heads.

This migration from heart (intuition) to head (intellectualizing and doubting) is one of the fundamental, underlying problems facing our society in general. When we think about and analyze instead of feeling, we often miss opportunities for real experience and expressions of true connection and relationship. Especially in the West it is customary to avoid feeling, embarrassing or shaming those who express their feelings openly. We label it as some kind of weakness.

Regardless of what we may think about it, emotions are the gateway to intuition and the key to the Light Speed Reading process. When you release

your shame and guilt, your intuition can come through for you. Then all you have to do is trust it.

Phonics is still the most popular reading methodology - as good as phonics is, and as popular as it is, it is still a process of transliteration that slows or diminishes the intuitive process. Schools contend that the teacher must hear the child read in order to determine that the child has read the material correctly. I think that given the opportunity to intuit the story, most children will “assume” or intuit the story correctly (at least as they interpret it).

Following the Light Speed Reading method, children can learn to speed read at a very young age with encouragement. It is the judgment of “right” or “wrong” that makes the child believe that he or she is “right” or “wrong” when they read. The child equates ability with identity and learns to believe they are their behaviors. As a culture we perpetuate this illusion in our learning institutions with the very fundamental process of reading.

We learned that words must be read serially, one-after-another (strong left-brain lean) so they can be heard and understood by the teacher. This bias toward serial thinking and away from holistic thinking is obvious in most scholastic pursuits. After a lifetime of learning in this way, we begin to believe that there is no other way to learn.

The “one-thing-at-a-time” mentality is useful when doing tasks that require attention to detail and order like preparing food from a recipe. When it comes to reading, however, the attention to detail and order can become a hindrance to the smooth translation of ideas from one person to another (the basis of communication).

To give you a feel of what it is like to make a story out of words without all the details consider the following: Cat - mouse - boy - house - garden hose - summer. With those words, you can make a story, maybe many stories. It’s because your mind fills in the details for you.

I don’t have to give you the details in order for you to get the images necessary to make up a pretty interesting story. You may even come up with your own images (an inner show). If I were to tell you that you could take all the elements of your story about the cat and mouse and use them randomly rather than in the order I gave them to you, you would come up with even more possible stories.

It’s not the order of the words that make the story; it’s the author’s intent that makes the story. Intuitively connecting with the author by opening up to

your native holistic nature will allow your detail-filling mind to do what it does best - assume. This will make the show worth the price of admission.

Verbal reading instills a “what if I make a mistake” mentality (anxiety). This anxiety carries on to other facets of life. Ever watchful that we don’t make a mistake causes us to be hyper-vigilant about life. This over-protective posture invites more opportunities to feel unsafe so we can further engage our over-protective postures. It’s a cycle of anxiety-insecurity-safety-hyper-vigilance.

Watching always that we stay safe means that our ability to stretch and grow diminishes with time. Because we feel afraid we may make a mistake, we tend to close down opportunities because we believe they are unsafe. Further we seek fewer opportunities for growth and development because they seem to offer some degree of risk (the four-letter word that starts with “R”).

As we release our grip on safety and step into some degree of perceived risk, we must open our trust. It is this trust of ourselves that develops true character and the ability to do the miraculous. When you no longer worry about whether you have it right or not, you may graduate into a larger dimension that includes Light Speed living.

Verbal Reading

Verbal reading has a speed barrier (about 600-700 words per minute). Testing has shown that a person can speak about 600-700 words per minute maximum. When a person is taught to read verbally, they can expect to read no faster than the 600-700 words per minute barrier. Because reading has been taught as a verbal transliteration process, the 600-700-word barrier becomes real.

The belief is that we can only read as fast as we can say the words (after transliterating the visual symbols into verbal speech patterns). Once a person learns how to take visual symbols (the words on the page) and translate them into ideas and concepts directly, the barrier breaks and there is no speed barrier to contend with (after all, how fast can you think thoughts).

Intuitive processes have been discouraged in our society. Until recently, we’ve tended to place a cultural taboo on intuition in the West. We discourage those who practiced intuitive processes and condemned those who believe in it.

We called people “witch doctors” or “quacks” or “daydreamers” or even “devils” for believing or practicing intuitive processes. We really have

turned things upside-down in the West. Because we have sought to limit ourselves to what our senses can feel, we limit our possibilities and our abilities. Sometimes the discouragement is subtle or hidden. We seek to “prove” intuitive processes when they are beyond proving.

As you and your family participate in this Light Speed Reading course, a significant side benefit might be that you become reacquainted with your holistic, feminine, intuitive self. I think the reunion will be a delightful one.

Some Challenges with Intuitive Reading

In school intuition seems to be too subjective - hard to test objectively. Studies at Princeton (Jahn, et.al.) have shown that the mindset of the experimenter significantly influences the outcome of any experiment.

So powerful is our intuitive nature that we actually control the functioning of matter with it. Because intuition is a personal thing and easily influenced by a myriad of outside influences, schools and the public in general tend to steer away from psychic or intuitive processes.

Reading is one of those intuitive processes that as a culture we have avoided or sought to do a different way. It is as though God declared man to be a certain way and man said, “Great idea, God, but I think I’ll do it my way, thank you.”

So, here we have a natural intuitive process, reading, taught by man in an unnatural way. How like us humans to choose our own way in spite of evidence to the contrary.

I have found that it is possible to objectively test people’s reading speed and comprehension. When testing is done, however, the subjective part, the interpretation of the images received by the reader, is not subject to testing.

In school, the testing methods used to “objectively” check to determine if the pupil understood those giving the test subjectivize the material. In other words, we test our children in reading to determine if they understand the passage the same way the teacher (or testing agency) does.

It’s ridiculous to assume that because the school board or teacher understands a passage of material one way, that everyone who reads it thereafter must understand it the same way. Our world is too full of ambiguity to say that any two people must understand anything the same way.

Take for example the statement: “People know me as Fred.” When someone says that to you, do you interpret it to mean that people know me the same way a person named Fred does, or that people know me by the name “Fred?”

You see, it’s ambiguous; and it represents the entire dimension we live in. Everything can be taken ambiguously and therefore subject to personal interpretation. Reading is no different. Every passage is understood differently depending upon the personal lean of the reader.

To test this would be impossible. Therefore, the tester must be in the position to allow personal interpretation. In this manner, schools are sorely lacking in resources and desire to initiate a testing program of this nature.

In this course I encourage the administrator of the course to relax and allow for personal interpretation. You might be surprised at the results.

Schools instill conformity

If you read intuitively, you will be taught to read “correctly” like the others. Conformity is the great killer of creativity. As one is forced to conform, his personal identity is taken over by the collective whole into a mass of conformity and mediocrity.

In order to break out of the conformity cage and take on your own creative genius, you and others around you may need to relax their expectations of you. Because we are conditioned to “save” one another when one of us goes “astray,” we tend to seek, as a collective group, to hold each other in our old patterns. It’s more comfortable that way - it’s familiar and safe.

When one of us begins to change, the others will seek to exert pressure on the recalcitrant one in order to bring them back into the flock - back into conformity and safety. In school, we found that peer pressure kept us in line, and the school authorities backed that up with force. School conformity is our culture’s norming element.

I believe that we force our children to attend school, not so much to get an education in science and math, but to learn to conform. Even in the post-scholastic environment, conformity is the most important thing. Think about it a little and you will come to notice that it is those who reject conformity who are ostracized and punished by society.

Except for certain notable professions, like clowning, acting, and politics, everyone is expected to conform to those around them. In the arena of reading this conformity has taught us to read slowly, if at all, and to judge

ourselves unable or unworthy to do anything else. This belief is an underlying structure of mind control in authoritarian dictatorships and state-run societies.

Miller illustrates the power of conformity in her enlightening treatises on the origins of child abuse in America (re: For Your Own Good, Miller). She follows the lives of well-known mass killers, like Adolph Hitler and others, who, with the assistance of societal support for conformity, brought about horror on a global scale. It is my hope that as you open your intuitive reading abilities you also awaken the deep stirring of divinity within you.

The “Problem” With School

Schools are ill equipped to teach visual reading skills to young children. Phonics is a great starting point when children are allowed to be creative rather than forced to conform. Since most schools teach phonics as the only method, few children are presented with any other option.

Because we are presented with no other options, we tend to believe that there are none. Life then seems to dwindle into fewer options until we believe that we are out of options and we die. There is much anxiety and invalidation involved in this process. It’s a whole life lesson taught to us in first grade reading class. Light Speed Reading is about options and opening. The very essence of A Course in Light Speed Reading is life transformation.

Intuitive readers (those who can intuit the story quickly) have been discouraged and labeled “weird,” “strange,” or worse, as “bad” or “evil”. We discussed this earlier. We tend to consider anyone outside the approved norm as “wrong”.

The “approved norm” is so transitory, depending solely upon who is making the standard by which all others will be judged. Culturally we base those standards on collective neuroses and enforce them upon our children so they will be “right” (in other words neurotic like us).

People who demonstrate an ability to read intuitively often demonstrate phenomenally fast reading abilities. Because they are so different from the rest, and schools are based upon collective learning rather than individual acceleration, these students are often penalized or made “special” when they exhibit extraordinary abilities.

What’s more, we label them as different or “special” (like we do those with learning “disabilities”). Children learn quickly that it is better to be slow and

accepted than to be quick and rejected. Many a quick learner has been conditioned out of their quickness by the pressure of group dynamics. Light Speed Reading is designed to take us all back to our basic natural abilities to read intuitively.

What Is Reading?

Reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought.

The visual process of taking in information visually and translating that into dimensions of thought is very rapid. It moves at the speed of thought. There are some scientists like Nick Herbert who believe that this process exceeds the speed of light. When you come to believe that you can read in this dynamic way, you will find that there is no limit to how fast you can read. Literally, you can read faster than you can turn the pages.

Whole-brain, intuitive, symbolic reading is meant to be a conceptual metaphor for life. It is blueprinted into your right-left brained, holistic mind. I believe that reading has been with man from such primitive times that it is encoded in our DNA.

We know how to read instinctively. Think about this: a child is born and what is the first thing he/she does? The baby looks into mother's face and "reads" it, mapping it into memory and "knowingness."

Next, it will "read" its environment in every detail, imprinting the images as life-long knowledge. We know how to read right out of the package. I find it interesting that we seek to "teach" our children how to read in school by creating a method for them to follow that is contrary to their natural way of learning. A Course in Light Speed Reading returns us to that natural state of learning.

"Reading" is the natural passage of ideas and concepts from one person to another (mind-to-mind communication). The intuitive process allows us to contact the author mind-to-mind. Because each of us has an intuitive nature and each of us has an imagination, reading is simply connecting one person's intuition to another's. Because the author is imagining something (even when the author is writing about facts), the reader can interpret those writings and glean the author's imaginings.

On this planet reading is not unique to humanity. Many creatures and plants “read” their environment to determine their times and seasons, whether or not they are in danger, when it’s time to sleep, or when they will mate. Even plants interpret the symbols around them. When there is a nip in the air in autumn, the trees drop their leaves and begin the process of winter sleep.

Reading is all around us and it is natural. No one had to teach the bears how to hibernate or the trees to know how to prepare for winter. No one has to teach you how to be intuitive; you are already. All that must be done is to un-learn what you have been conditioned to believe about yourself.

Energetic on many levels of human experience, reading energizes the reader when done naturally. When you feel depressed or tired with life, notice how energized you can become when introduced to a new concept or idea that intrigues you. Light Speed Reading is just such a resource. You can explore multiple ideas and concepts simultaneously. It’s an energetic experience and engages those exciting intuitive processes that energize the human system. The transmittal of ideas from person to person has always been man’s greatest glory. What man does with those ideas is man’s greatest achievement.

Imagination is our bridge to other dimensions. Libraries and Universities are full of books representing the expression of that imagination. Natural intuitive reading is one way to encourage our imagination to flourish and our minds to expand.

Anything man can conceive and believe he will achieve.

Og Mandino

Reading is personal, private, and individually interpretive (each person is correct within their own frame of reference). Take any two people and tell them something and you will get two individually tailored interpretations of what was said. It is so with life, too; each person believing they have the correct interpretation of life’s symbols.

The principle of perception accepts that we all are correct in our interpretation based upon each person’s perspective. Our entire earthly experience is subjective; that is, subject to personal interpretation and perception. Because of this wonderful ability to perceive, we can allow each person to have their own interpretation of their reading experience.

What one person is sure of another will doubt. What one person interprets in a reading will be totally different to the next person who reads the same

material. It is because each has a different frame of reference in regard to the material.

To expect a child to interpret written symbols on a page exactly the same as another or the teacher is to ascribe collective consciousness onto personal consciousness. It is an earthly impossibility. We are each unique in our interpretation of life's symbols because we are each unique beings.

Beyond the earthly realms of separation and uniqueness, our minds are able to tap into the boundless realm of collective consciousness and make eternal connections beyond our earth-bound consciousness. It is in the realm of the infinite that intuition and imagination play key roles.

Reading one word at a time is earth-bound (bound by the speed of speech). Reading by intuition takes one into the realm of the infinite where possibilities are boundless and imagination rules. I believe that we are always who we believe ourselves to be.

The Visual Reading Process

Visual Perception

There are very special mechanisms involved in the visual perception process. The eye is only one small part. Following the optic nerve from the eye into the center of the brain we find that the information gathered by the eye is first processed in a place called the limbic system.

The connection there is called the Lateral Geniculate Nucleus, or LGN. This process is part of the Thalamus, which in turn is part of the Limbic System. The Limbic System has long been known as the emotional center for the brain. The job of the limbic system is to process memories, provide emotional response, and to initiate fight or flight mechanisms.

The optic nerve continues through the center of the brain to the occipital lobe at the rear of the head. From there the "picture" is presented to the rest of the brain for processing. Because of this "stop-over" at the emotional limbic system you never really see what you are looking at. What you see is a composite of what is there and what you "feel" about what you see. That's why you sometimes see something different from what is really there or why you might miss something that you look directly at. The emotions and memories cloud your visual perception.

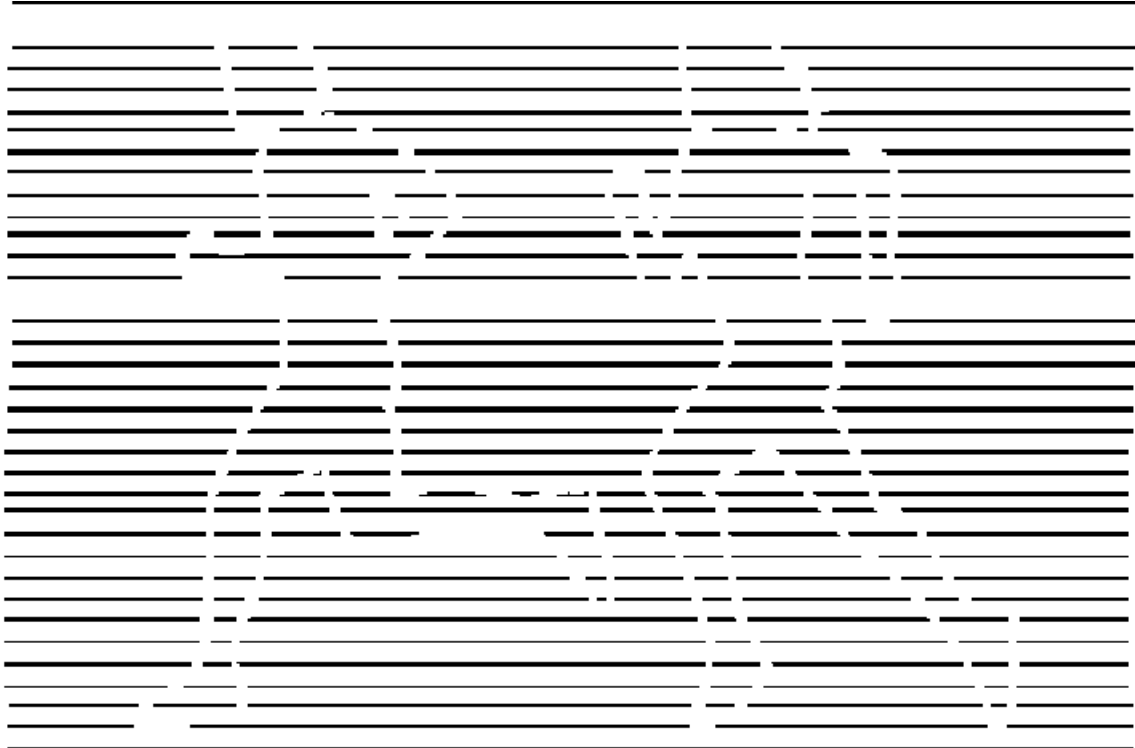
Let's return to the Lateral Geniculate Nuclei (there are two of them - one for each eye). These are marvelous structures in our brains. Their job is to make

changes to our visual receptors (our eyes) to assist us in matching our inner vision to our outer sensory input. Your vision of what you want to see is matched up with what your eyes actually see to create a composite “picture” at the eye itself.

Your mind has the marvelous ability to “create” reality through perception. A special trait of human perception is called “patterning” in which your mind will create a continuation of a pattern when it perceives such a pattern. In other words, you will tend to continue a pattern when you perceive that such a pattern exists. An example might be in a relationship with someone. If a person in your life acts in a certain way often enough, you will tend to believe that they will continue to act that way in the future, too. It’s a continuation of a known (perceived) pattern.

Seeing Between the Lines

Referring to the illustration above, do you see the shapes within the lines? What you see are patterns of breaks in the lines. The shapes you “see” are really patterns you create in your mind. Does it look like the “shape” lines are slightly larger as they cross the black lines and thinner as they pass through the white areas?



For some, it will appear as though the white “lines” are laying over the black in a near-three dimensional “lumpy” look, as though the white lines were white tape crossing over black garden hoses. The rods in the photo-receptive areas of the eye, which notice differences between light and dark, amplify this illusion. Where the two are in close proximity as they are at the line breaks, a distortion of perception is created that makes those places appear larger than where the color (or lack of it) appears solid. Vision, like the other senses, is so easily fooled because it is based on expectation and assumption rather than actual empirical data.

This exercise is a wonderful brain hemispheric balancing activity. The left-mode sees the lines and the breaks in the lines while the right-mode sees the shapes within the lines. Practice with this exercise will tend to strengthen the

corpus callosum in the brain, the part that shares information between brain hemispheres, resulting in a strengthening of intuition, reasoning, and lucidity.

Reading and Perception

Light-Speed Reading utilizes this innate ability to create what we see to fill in the details of the story as you see each page. What's more, even if you were to read the story slowly, the same thing would occur - you would settle in on a pattern of story line and fill in the rest - sometimes even "spacing out" while you read, yet still coming away with a story. Have you ever found yourself "awakening" after reading for a while and wonder what you just read? In that time when your reading went on autopilot, you were probably daydreaming or contemplating some other subject. Most of us tend to return a few paragraphs or sentences to retrieve what we think we have lost. And yet, it is just like the dots exercise - your mind filled in the story behind your daydream - you just didn't believe it - so you turned back the text until you felt that you could connect the pattern of the story and continue on.

It's conditioning that forces us to continually read in circles - forward a way then circle back, then forward again reading the same material over and over until we think we have it. The joke on us is that our marvelous minds have had it all along. It's only our conditioning, our habits that slow us down. You did not have to do anything special to "see" the lines continue across the page - your mind simply did it for you. You don't have to work at reading; your mind does it automatically. With practice, the skill becomes a principle and then it becomes you.

Light-Speed Reading is simply a return to who we are: the Light that already knows it all. We are merely remembering our selves. Allowing visual reading to be like the dots exercise - natural and normal - returns us to our native powerful self. It's a matter of awareness.

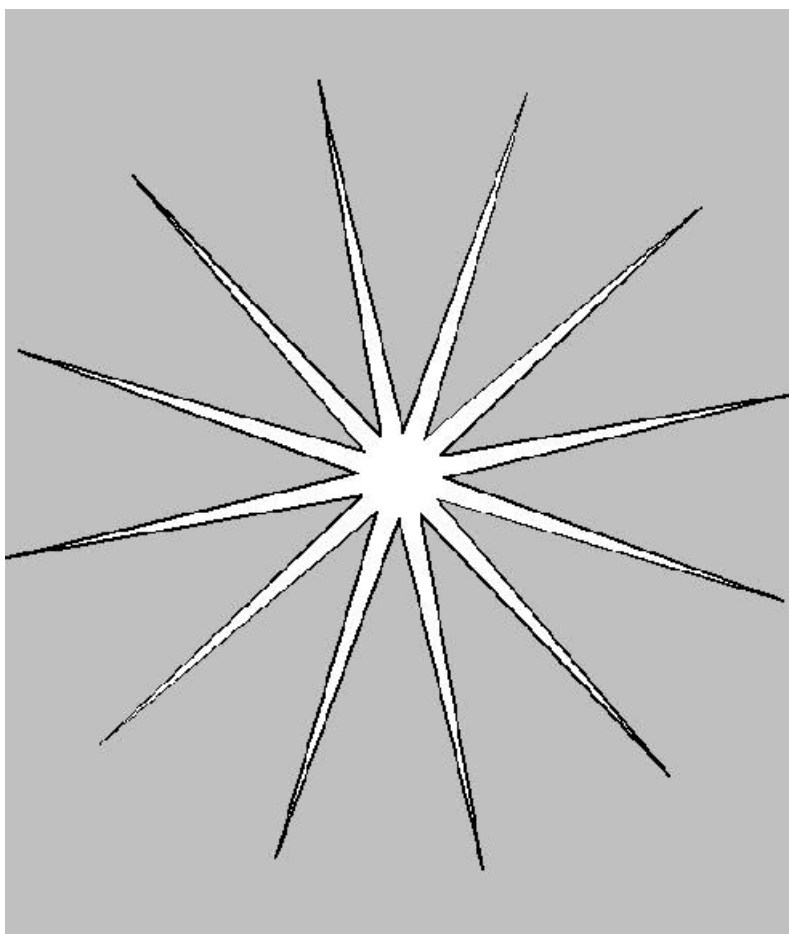
Your brain/mind has two halves or hemispheres that play together in a dance of harmony and rhythm. Sometimes that harmony and rhythm is somewhat troubled or awkward. So often our conditioning, our habits, our traditions, get in the way of smooth and harmonious integration of our two halves. The great eastern religions call these halves yin (feminine principle) and yang (masculine principle). They are represented quite obviously in our brain

hemispheres. The objective of Light-Speed Reading is a smooth integration of left (masculine) and right (feminine) hemispheres.

Have you ever watched great dancers like Fred Astaire and Ginger Rogers perform? The movement is so graceful and fluid. When one moves the other moves to enhance the other's performance and we applaud and pay them great sums of money. We are reminded when we see such performances of our own integrative process within our minds - the dance between our masculine manifestation energy and our feminine knowingness. It's a dance that we choreograph and produce. We introduce coaches throughout our lives that teach us how to dance; yet it is our own choices that make our dance our own (any good dancer will tell you that every performance is different and unique - just like our own thought processes - similar, yet distinctly different from anyone else).

Light-Speed Reading is a choreographed effort of harmony and rhythm that is intended to bring both hemispheres, both energies, together. As you learn to respect your feminine energies and appreciate your masculine energies, you will move into a realm of light-speed possibilities and increased awareness. It is a realm of light and energy, oneness and wholeness, unbounded by limiting thoughts. This Light-Speed Reading course is as much a self-assisted therapy as it is a course in reading skills. As you develop your reading abilities, you will simultaneously develop your integrative, self-empowering, light-speed awareness.

You are more than whatever you think you are. Living in a dimension of perceived limitation gives us the opportunity to experience what it is to be less than all. Yet, the funny part is that we are all. We just perceive that we are not. It is a choice we make to experience limitation. Depending upon what we focus attention, we get a different experience. For example, stare at the star below. Keep staring until you see a "hole" into another dimension. When you do, change your perception to see another perspective. Then another. How many perspectives can you imagine with the same "star"?



The Dreaming Self

Have you ever awakened in the morning, got out of bed, gone to the bathroom, brushed your teeth, maybe even showered, then awakened again finding yourself in bed again? You were dreaming that you were doing all those things when you perceived you were awake. Yet, even though you were convinced that you were awake, you were still sleeping and the perception of getting up, brushing your teeth, showering, etc., was a dream. Sometimes you may even have dreams that are so vivid that you become convinced that they are “reality”. Most of us don’t even remember our dreams, yet it is scientifically proven that everyone dreams - it keeps us alive. If you could remember your dreams, you would probably notice that you were convinced in each case that the dream was real.

A special kind of dreaming is called lucid dreaming. It is a condition in which you become aware and convinced that you are dreaming - that what you are experiencing is fantasy. When you become aware that you are dreaming, it opens the awareness that you are perfectly safe (it is just a dream) and can experience anything you want to experience including that which is impossible in this dimension - like flying, swimming in earth, and instantaneous travel. Most lucid dreams are exceptionally vivid, including all sensory feeling (sight, sound, feel, taste, smell, and beyond). In the lucid state you can direct the dream and control all the characters - because you realize that it is you that created them all! In a sense, you are the god of that dimension. With practice, some lucid dreamers are even able to cross dimensions into this world and cause changes here, too. As far-fetched as this may seem there is even more.

You, too, have the ability to lucid dream. In fact, how do you know you are not dreaming right now? What is it that convinces you that what you are experiencing now is “real”? Is it that others agree with you? What if they, like in your sleeping dreams, are dream characters in another dream? How can you trust what you are experiencing? In your sleeping dreams, don’t the characters act and sound like they are real? Don’t they work to convince you that they are real? You could be dreaming at this instant! In the next instant you could awaken on a couch or bed and say, “Wow, what a vivid, realistic dream I just had!” Consider for a moment that those who you trusted to teach you about this dimension (like your parents) might be dream characters, too; that like your sleeping dreams, you create all the characters, situations, and backgrounds (like houses, yards, fields, forests, etc.). If this

dimension were a dream, then who is responsible for and creating every bit of it? If you are dreaming, you are the creator of it all.

When you Light-Speed Read, consider while you read that you could be dreaming, and that in your dream, you can read and understand instantly, completely. It is, after all, just a dream and you can have it any way you want in your lucidity. Here's an exercise that may assist you in taking full direction of your wake-state dream:

Awake-State Dream Awareness Exercise

Look around you at the things you notice in your perception. Perhaps there is a chair, a bed, a car, a telephone pole, or a bush in your perceptual field. Take about ten minutes and say this statement to each item you perceive (sense deeper and harder in order to notice everything available - including sounds, sights, tastes, smells, feelings): "Be there. I created you. Thank-you for obeying me."

Let go of the judgment you may experience about the exercise. This is an exercise in awareness, not conceit. It will assist you to do this exercise out loud, so you may want to do this when you are alone.

Adapting your perception to view your world as a dream and you as the dreamer can assist you in reclaiming your personal power, the power you have to write your own life script and play it out. I highly recommend that you release yourself from your past hurtful history by seeking out a qualified mental health professional. A very effective means of relieving yourself of your past hurtful emotional load is to participate in some Rapid Eye Technology sessions. Relieving yourself of your hurtful past emotional history will allow you to open up to Light-Speed possibilities. You must free yourself of your hurtful perceptual history so that it will not get in the way of your intuition.

The Role of Intuition

Intuition is a key element in the process of Light-Speed Reading. Intuitive reading is more like "reading" faces or "reading" something into a statement. This type of reading is nearly instantaneous because it comes from a place in us that is timeless and spaceless. Exercises that encourage intuition and right-mode thinking will very likely improve your reading abilities in this program.

Obstacles

Debilitating Habits

1. Reading each phrase more than once - you will find that you probably read phrases in sentences more than once. This is conditioning from school when you were forced to read out loud and every word had to be right. When you made a mistake you were told to stop and go back to correct the word you said wrong.

2. Mind wandering and thought straying - when you read verbally you will tend to stray because your mind is made to travel quickly and process thoughts fast. While your left-brain is seeking to make sense of its verbally transliterated visual input, the rest of the brain is seeking more, quickly. As you remember how to read intuitively, your mind will keep pace and you will tend to stay on track.

3. Concern about technique - again, schooling taught us to be hyper-vigilant, lest we make a mistake and be shamed over it. Since Light Speed Reading is based upon your natural blueprinted ability, you can relax and let go of concern or hyper-vigilance about technique. It will come to you naturally.

4. Worry about missing a critical “not” or other conjunctive structure - when you have the whole story like a movie, you may notice a distinct disregard for detail. It’s not that you don’t have the details, you do. It’s that you are no longer concerned about them.

5. Self doubt - it’s a natural human concern to doubt that which you are unsure of. In the process of remembering your natural reading ability you may come face-to-face with your own Self-doubt. I use the word “Self” rather than the familiar “self” because I believe that it is when you go outside your accepted abilities that you find that Self.



Let me fix those doubts you been havin'

Be prepared to come nose-to-nose with your deepest doubts about yourself; doubts about your abilities in many areas besides reading fast. When you open yourself to experience Light Speed Reading for the first time since early childhood (when you read everything instantly), you may find that many other things related to your childhood and earliest learnings will come up for you, too.

Stay close to someone who can assist you through your Self-doubts and fears. You will be glad you did, and your speed-reading experience will be enhanced greatly. I recommend you do Rapid Eye Technology (RET) or Emotional Freedom Technique (EFT) to relieve the stress of this part of your reading adventure.

6. Outside anxiety or stressors (job, home, family, etc.) - no doubt about it, our environment affects us. Reading in an environment stressful to you will surely make the experience more difficult.

Even reading at light speed can become difficult or impossible in a stressful environment. To counteract these effects, seek sessions of RET to dissipate and release the perception of negative stress while following the simple directions of this program.

It has been shown to be effective for the reader to find a comfortable and quiet place to read. However, some choose to do their Light Speed Reading just prior to a big test they are about to take (like College and High School students). Then the material is fresh in the mind and ready to present itself to the reader for testing. Many students have found this technique of study useful (especially those who dislike studying the night before a big test).

Performing the exercises presented in this course may alleviate much of the outside stress experienced before reading. They may also substantially reduce the amount of test anxiety you feel before school or life “tests.”

Weakness to Strength

There was once a 10 year old boy who decided to study judo despite the fact that he had lost his left arm in a devastating car accident. The boy began lessons with an old Japanese judo master. The boy was doing well, so he couldn't understand why, after three months of training, the master had taught him only one move.

“Sensei,” the boy finally said, “shouldn't I be learning more moves?”

“This is the only move you know, but this is the only move you’ll ever need to know,” the sensei replied.

Not quite understanding, but believing in his teacher, the boy kept training.

Several months later, the sensei took the boy to his first tournament.

Surprising himself, the boy easily won his first two matches. The third match proved to be more difficult, but after some time, his opponent became impatient and charged; the boy deftly used his one move to win the match.

Still amazed by his success, the boy was now in the finals. This time, his opponent was bigger, stronger, and more experienced. For a while, the boy appeared to be overmatched. Concerned that the boy might get hurt, the referee called a timeout. He was about to stop the match when the sensei intervened.

“No,” the sensei insisted, “Let him continue.”

Soon after the match resumed, his opponent made a critical mistake: he dropped his guard. Instantly, the boy used his move to pin him. The boy had won the match and the tournament. He was the champion.

On the way home, the boy and sensei reviewed every move in each and every match. Then the boy summoned the courage to ask what was really on his mind.

“Sensei, how did I win the tournament with only one move?”

“You won for two reasons,” the sensei answered. “First, you’ve almost mastered one of the most difficult throws in all of judo. Second, the only known defense for that move is for your opponent to grab your left arm.”

The boy’s biggest weakness had become his biggest strength.

Your reading weaknesses can be your greatest strength. The more you relax into the reading program, the easier it will be for you; and you may find that your weaknesses have become your greatest asset.

General Supporting Processes

1. **Rapid Eye Technology (RET) Sessions.** RET releases the stress that holds you back from your potential. Done as it is outlined in this course, RET enhances your reading experience while releasing the stress that holds you back.
2. **Emotional Freedom Technique (EFT).** EFT can be used to facilitate goal achievement by aligning your meridians for optimum energy.
3. **Baroque music as soft, quiet, background music (esp. Handel and Vivaldi).** Many studies show that Baroque music, Handel and Vivaldi in particular, increases learning ability. What's more, the music actually speeds the process of learning (remembering).
4. **Breathing exercises (refer to Breathing Exercises).** As I have already stated, breathing is fundamental to life in general and reading in particular. In conjunction with breathing exercises, just plain old physical exercise is good for the learning environment. When our bodies are stressed with enjoyable exercise, they function better, including reading.
5. **Focus exercises (refer to Support Exercises).** In the text of this course I have devised and borrowed several exercises to enhance your Light Speed Reading experience. Most of these exercises are meant to be life-enhancing exercises as well. Consider them gifts from me to you.
6. **Awareness exercises (refer to Support Exercises).** As your conscious awareness becomes more acute, so will be your ability to do what you believe now to be miraculous. As you awaken from your sleeping consciousness to an awareness of who you are beyond the body and the behaviors, you may come to understand that you are much more than you can begin to conceive. With the understanding of how great a being you really are, light speed-reading is simply a small characteristic of such a great being.
7. **Examine thoughts and feelings about what you just read.** I've heard it said and I believe it from my own experience, "The greatest distance is the one foot from your head to your heart." As you come to experience and express your emotional self you may come to appreciate how wonderful emotion is and how inseparably connected that part of you is with your intuition.

Perhaps you've heard the phrase, "follow your heart"? In the process of intuitive reading, you must trust your heart and with that trust comes an

experience of the heart called love. It is the love of self. Trusting your intuitive feelings can open up the most beautiful and exquisite experiences of your life. Release your fear about following your intuition or your heart. There are some wonderful workshops covering this very subject of heart life. I recommend you attend some. Learning to trust your heart will remind you to trust your intuition. As you trust your intuition, your reading speed and comprehension will skyrocket. So, Trust! Trust! Trust!

8. Link vague ideas to concrete ideas - Recall one thing then link it to another and another... This is our natural recall mechanism. Following the process that your mind already does makes Light Speed Reading a cinch. Recalling dreams in the same manner can create for you an experience of lucid dreaming, by far the most powerful form of imagery.

Lucid dreaming is when you become conscious that you are dreaming while you are in a dream. You get a full sensory experience of anything you want in full safety because you know for certain you are dreaming. There is no end to the possibilities you can experience in this form of imagery.

Light Speed Reading is based upon a similar principle: full sensory experience in a safe environment (the reading environment). Recalling vague ideas and concepts is about subtle energy and the workings of it. As you come to trust your vague ideas and concepts as real, you will open your intuitive senses and find that the concrete ideas are then easily recalled. Especially when you know you will be right when you do this, you can relax and enjoy the experience.

Until you have developed the skills of Light Speed Reading, you will by necessity need to release your attachment to being “right” and correct. In other words, you may Light Speed read a book, make notes about it, and feel that you were completely off base and missed the story altogether.

Be patient with yourself and believe that you have simply interpreted the story your way at this point in time. It really has nothing to do with being “right” or “wrong” and everything to do with personal perception. Accept it and trust yourself and you will find one day that suddenly it’s all clear and easy. Just like that!

9. Eye Patching - Balances brain hemispheres for whole-brain activities. Place the patch on one eye for several minutes (10-20 minutes) then place it over the other eye for the same amount of time. This is an exercise that can bring about greater results than the improvement of the reading experience.

Patching alone has been shown to improve reading speed and comprehension.

If you continue to see life as you have always seen life, you will continue to get from life what you have always gotten from life. Until you change your basic thought processes about life you will continue to experience life as you have always done. Patching the eyes provides your brain with a new perspective on life. Even for a short while, patching can significantly change your perspective and your underlying paradigm (beliefs). Eye Patching tends to balance brain hemispheres. What most people will first experience with eye patching is an increase in visual acuity, a sense of “lightness” in the room, and an overall lessening of stress and strain on the eyes.

With one eye patched, one brain hemisphere tends to become hypersensitive (intensifying) while the other seeks to compensate, becoming hypo-sensitive (lessening). This imbalance creates a state wherein the person has two completely different concepts of the perceptual world. One concept is that being directly fed from the uncovered eye to the brain. The other concept is that being shared from the uncovered eye - through it’s governing brain hemisphere - to the other brain hemisphere. This condition strengthens the communication bridge between brain hemispheres and tends to create a paradigm shift (a change of thought patterning).Some conditions that seem to improve after eye patching:

Obsessions	Chronic Intrusive Thoughts	Chronic Pain	Excessive Mind Chatter
Compulsions	Chronic Anxieties	Conflicts	Chronic Depression
Fixations	Chronic Frustrations	Chronic Anger, Rage	Chronic Substance Abuse
Chronic Fatigue	Chronic Grief & Sadness	Chronic Fears (phobias)	Chronic Over/Under Weight

How to Eye Patch

1. Place the eye patch over one eye (either eye will do). Adjust it to fit comfortably.
2. Experience the patch for several minutes - 20 minutes or until you feel uncomfortable whichever is less
3. Place the patch over the other eye for several minutes - 20 minutes or until you feel uncomfortable whichever is less
4. Practice patching one eye, then the other, until you are comfortable wearing the patch on each eye for about 20 minutes each
5. Patch the eyes at least twice per day - morning and evening
6. If you feel distressed, take off the patch, do RET first aid, patch again, and call me for an appointment soon - you've probably found an issue that's ready to work

What you might experience after eye patching:

- Some physical discomfort - nausea, headache
- Physical cleansing - diarrhea, nausea, sweating, cold symptoms
- A change in visual acuity - you may want to have your eyes checked by a qualified optometrist if you notice a change
- A clarity or clouding of thought - usually a clouding or confusion will arise before a clarity
- Lessening of mental clutter after a period of increased mental chatter
- Lessening of overall stress after a period of increased stress

Activities to do while eye patching

1. Reading - practice reading with one eye patched, then the other, for a few weeks to improve speed and comprehension
2. During a conflict with a family member - for greater positive results both participants patch (usually the right eye)
3. Just prior to any test or examination - during preparation time (to assist in comprehension and retention of material)
4. Listen to Baroque music - Handel, Telamon, Beethoven, Mozart - enhances the patching effect (keep eyes open while listening)

5. While listening to verbal instructions or during a presentation - patch the eye that clarifies the material for you

Warning: Do not patch the eyes during times when depth perception is important (such as driving, operating dangerous equipment or machines, cutting with knives, walking up/down stairs, etc.).

Emotional First Aid

RET (Rapid Eye Technology)®

There are some powerful steps you can take to relieve emotional upset or trauma at the time you experience it. The following are simple techniques you can use to quickly regain your composure, get through a difficult time, or enhance performance.

1. Identify something that is stressing you. Keep it simple _ maybe something recent. For more stressful material, or to do more than this simple process, go to www.rapideye.org or call 503-399-1181 to find a therapist in your area to work with.
2. While thinking about what is stressing you, gage how much you feel it on a scale of 0_10 with 0 meaning not at all and 10 meaning totally stressed out.
3. Cast your eyes back and forth in a zigzag pattern while moving the zigzag up and down as long as you can before you either can't or you want to blink a lot.
4. Blink hard 3_4 times
5. Take three deep breaths, letting each out all at once in a sigh.
6. Gage again how you feel on the same 0_10 scale and notice the difference in the way you feel.
7. Repeat the process to de_stress more or to process another issue.

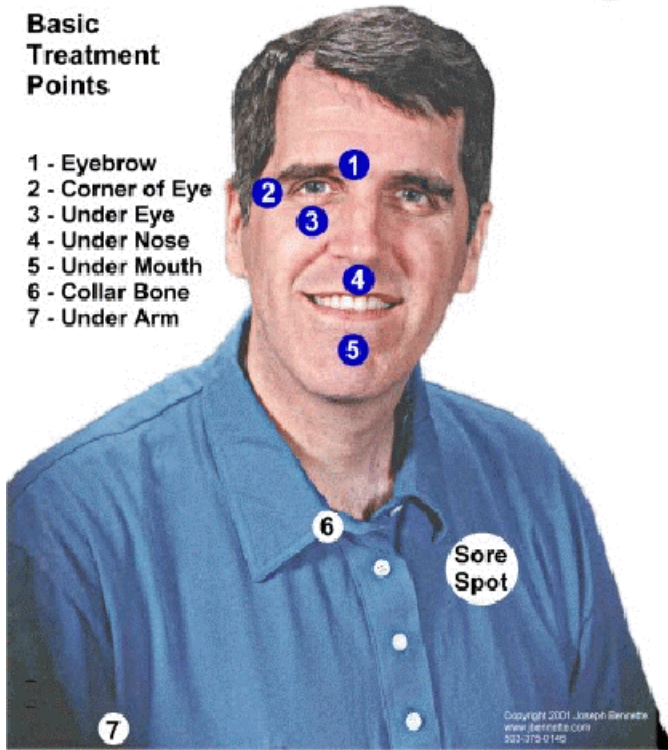
This quick process is intended for simple stress and is not intended to replace competent medical or psychological assistance. If you are dealing with physical problems or an emergency, seek qualified medical attention.

Emotional Freedom Technique (EFT)®

Emotional Freedom Technique

Basic Treatment Points

- 1 - Eyebrow
- 2 - Corner of Eye
- 3 - Under Eye
- 4 - Under Nose
- 5 - Under Mouth
- 6 - Collar Bone
- 7 - Under Arm



Step 1 - Name the problem, clearly, directly and truthfully.

Step 2 - Take a SUD¹ reading of how bad it is right now 0 _ 10

(0 = none, 10 = unbearable)

Step 3 - Setup² - “Even though [I have this problem], I deeply and completely accept myself” - speak three times out loud, while rubbing the Sore Spot³. For example:

“Even though I have this pain in my arm, I deeply and completely accept myself”

Step 4 - Using one or two fingers, rapidly tap each of the points 7-10 times, starting from point 1 (eyebrow) and

ending with point 7 (under arm), then back to point 6 (collar bone); while tapping each point, speak out loud, once at each point, a keyword or phrase that assists you in keeping focus on the problem:

Keyword Example: “pain”

Step 5 - Check SUD level. If significant progress has been made, yet some remains, go on to step 6. If no progress has been made (SUD remains high), return to step 1 and explore what other problem may be under this one.

(example: “I did something stupid and hurt my arm.” setup: “Even though I did something stupid and hurt my arm I deeply and completely accept myself.” Keyword: “Hurt” or “Stupid”).

Step 6 - While rubbing the sore spot, change the Setup to:

“Even though there is still some of this problem [pain] remaining, I deeply and completely accept myself.”

Return to step 4 using keyword: “remaining” _ meaning “remaining [problem or pain]”.

Step 7 - If, after using the new Setup in step 6, the SUD level is not yet down to 0-1, rub the sore spot using this new setup:

“I really want to get completely over this problem [pain], and I deeply and completely accept myself.”

Return to step 4 using keywords: “completely over” - meaning “completely over this [problem or pain]”

Tapping Points Locations

- 1 Inside edge of the eyebrow
- 2 On bone outside the eye
- 3 On bone under the eye
- 4 Under the nose
- 5 Between mouth and chin
- 6 About one inch down and out from top of sternum
- 7 Tender spot about 4 inches below armpit (bra line)

Note: The order of tapping is insignificant. The order presented here is so you will more likely remember them all.

¹ SUD = Subjective Units of Disturbance or Distress (0 - 10 scale)

² Alternative Setup statement: “Even though I have this problem, I really want to accept myself.”

³ Sore spot - Place your hand over your heart. Where your fingers fall is the “sore spot”.

Adapted with permission from Gary Craig's Emotional Freedom Techniques® www.emofree.com

Mind Machines

Mind Machines (MM) are machines that project flashing light and binaural sound through goggles and headphones. The operator/wearer initiates a program in the MM while sitting or lying quietly with eye lids closed. I've found MMs to be especially useful in initiating spontaneous lucid dreaming, which assists in the formation and strengthening of fundamental neural networks necessary for Light-Speed Reading.

I offer a variety of Mind Machines that present several built-in programs so you don't have to be a genius to operate them. I suggest that you select a different program each night. Explore which programs energize you and which relax you. If the MM bothers you, you can do the Emotional First Aid if you feel that it bothers you or gets in the way of what you want to do. You can find a better explanation and synopsis at www.jbennette.com.

Support Games and Exercises

Reading the Signs

Sometimes reading can be made very fun and portable by looking at road signs as they pass by. This is an exercise in quick identification for children and anyone desiring to improve their native intuitive skills. Road signs can be like “Flash Cards” for children or adults learning to identify words with meanings. Seeing things quickly at the periphery of awareness will increase your perception of things at the periphery of consciousness, like intuition. This exercise is for a passenger or passengers of a vehicle or bus.

Procedure:

- ❑ While riding in a vehicle as a passenger, look far out in front of the vehicle.
- ❑ Notice road signs out of the corner of your eyes
- ❑ Read them as they pass by, keeping your eyes fixed to the front
- ❑ Notice how easy it is to read the signs of the road as you focus ahead
- ❑ For children and new readers, large single word signs can be identified with practice
- ❑ More advanced readers may want to identify longer phrases

Remember to trust yourself

- ❑ Whatever is read is correct (resist the temptation to correct the reader - just notice)

Praise goes far!

Variation:

- ❑ Play the above procedure as a game:
- ❑ Choose teams or play as individuals
- ❑ Notice a road sign
- ❑ Team 1 or the first person speaks line one of the road sign
- ❑ Team 2 or the next person reads the next line of the road sign
- ❑ Continue with each line of each road sign

Trusting Myself

(A simplified exercise in seeing beyond form)

People often experience things and then doubt what they experience. These people will often seek others to give them reality through agreement. That is to say, they will believe what they experience if someone else can substantiate it with them. For example, one person may “see” the human energy field, yet they will doubt that it is so unless someone else tells them they also “saw” the phenomenon. This exercise is designed to give you an experience in intuitive process that can be used anywhere, anytime. As you practice this exercise, you will gain trust in your intuitive ability, including Light-Speed Reading (otherwise known as Intuitive Reading).

Equipment Required:

A suitable background: a wall of solid color (off-white or tan is great) or you can construct a large solid color backdrop the size of a person (about 6 feet tall and about 3 feet wide). You may instead use a cream colored or white sheet pulled tight so there are no wrinkles or waves in the material.

Procedure:

1. Place an object large enough to observe (like a vase of flowers) in front of the background
2. Stare at the object, looking “through” it (like you would if you were looking at one of those 3D pictures made of dots or waves)
3. Let yourself become a little “dreamy” as you look
4. Now allow your vision to drift to the side of the object, still focusing attention on the object
5. This is called a “soft focus” and is extremely beneficial in speed reading
6. Now notice a difference in your view of the object (like a halo effect or corona effect around the object)
7. You are observing more than that object - Now trust that you are seeing it!
8. Allow yourself to be correct whether you “see” something or you don’t - either way is okay
9. The object of the exercise is to trust yourself about what you “see” or “don’t see”
10. Some will see something and some will not - trust your own ability to sense

11. Next do the same exercise with a human object in front of the background
12. Become acutely aware of what you “see” (this kind of seeing is more of an awareness thing - like imagery)
13. Practice allowing yourself to get into that dreamy state of awareness - it is actually a heightened state of awareness even though it may feel like you are falling asleep
14. Some people will actually see something; some will feel it in their body; some will experience something resembling heat waves on the horizon on a hot day - each experience will be different - some will sense nothing, and each is correct and okay
15. TRUST YOURSELF and your intuition - it may seem subtle at first, yet, after a while, you will trust yourself completely regardless of external voices or differing opinions.

Making Up Stories

The process of Light-Speed Reading is based on intuition. The intuitive process of reading is greatly enhanced with the proper use of the principle of assumption. In Light-Speed Reading the story is assumed then checked for differences. This is the same principle that is used by your senses. What you sense is compared to what you already believe before you sense (measure) that belief. What's more, where the belief is strong enough sensory input is conditioned to fit the belief. We actually know the story before we sense it; then we compare what we believe with what we measure with our visual sense. This exercise encourages and enhances this basic nature toward the process of reading. This exercise may be done as a family game with great results.

Procedure:

Choose 1 word at random from each of the columns on the Story Words Page. Select words in order by column (i.e., one word from column 1, then a word from column 2, and so forth).

Make up a story that speaks to all the words in order.

Example:

Mother - Singing - Hair - Fishing

John's mother was sure that he had gone fishing when she called home. She went to the fishing pond just outside town. There she found John's hair on the dock. She was sure something terrible had happened to John when she heard him singing. Sure enough, there he was, in a boat, floating along on the pond, his singing voice drifting across the water like driftwood. She sighed a sigh of relief as she turned toward home. She would go home and wash her hair with a song in her heart.

Story Words Page

1	2	3	4
Mother	Running	Father	Fishing
House	Eating	Barn	Jumping
Bird	Shoving	Curtain	Playing
Pillow	Being	Hair	Dancing
Coat	Singing	Shoe	Falling
Tree	Climbing	Money	Touching
Summer	Sharing	Winter	Asking
Foot	Turning	Sky	Bringing
Food	Crying	Telephone	Carrying
Jungle	Sailing	Cardboard	Living
Book	Trading	Glass	Telling
Bubbles	Fighting	Socks	Blowing
Cat	Kicking	Dog	Pulling
Box	Flying	Street	Drinking
Ball	Speaking	Lamp	Diving
Mirror	Writing	Hands	Lighting
Clock	Reading	Color	Tickling
Bottle	Talking	Floor	Tasting
Picture	Saving	Blanket	Rolling
Can	Smiling	Shirt	Waving

Drawing the Story

This exercise is intended to promote intuitive processes through the use of art. This exercise may be done as a fun family game.

Equipment required:

Pencil or pen, paper

Procedure:

- ❑ Develop a story from the Story Words Page or make up a story.
- ❑ Tell the story in as much detail as you feel inclined to do.
- ❑ Each person participating draws what he or she hears. Be creative and imaginative. DO NOT compare drawings unless you all agree to do so - just for fun. All creations are equally good. It just is.

If you are doing this exercise alone, you may use the following alternative:

- ❑ Recall someone's story you heard some time today.
- ❑ Draw a picture of what you recall of the story.
- ❑ Allow your picture to be whatever it is. Accept it as perfect for you.
- ❑ Enjoy the exercise of drawing.

Enjoy drawing for the fun of drawing. Make sure you do not compare for quality. Everyone draws what he or she draws and it is all good.

Pop Art Finger Painting

As with the previous exercise, this exercise encourages intuitive processes that promote Light-Speed Reading.

Equipment required:

Finger-paints, finger painting paper, coveralls or old shirts, newspaper, rubber gloves, if necessary

Procedure:

1. Prepare a table or floor with newspaper (to protect the finish of the table or floor).

2. Place finger painting paper on the table or floor on top of the newspaper.
3. Following the directions on the finger painting materials, HAVE FUN!
4. Create something that doesn't make any sense. It is important that you "draw" what you feel, not what you think. Just let your fingers and hands go where they will. Completely let go of the need to analyze your painting or to make anything recognizable - just let go...
5. When you are complete with your drawing, let it dry and place it where you can admire it often. Your own "Pop Art" expression is a representation of your inner self. Honoring your inner self in this manner encourages it to come out to assist you in other intuitive endeavors, like Light-Speed Reading.

New Point of Awareness

When the right and left sides of the brain communicate with the conscious and subconscious, a new point of awareness is developed, a balanced view. This exercise is to assist anyone in developing a new point of awareness (a new level of consciousness).

Procedure:

1. Sit upright (preferably on the floor)
2. Close your eyes
3. Rock your upper body back and forth (forward and back) a few inches for 30 seconds
4. Rock your upper body side to side a few inches for 30 seconds
5. Circle the upper body clockwise (as you would look down on a clock) for 30 seconds
6. Circle the upper body counterclockwise for 30 seconds
7. While holding the body still imagine doing full body tumbles in the air (as if you were floating) for 30 seconds
8. Stand up and spin to your right, arms extended, for 3 spins

Spinning

Like the previous exercise, this will cause the right and left-brains to communicate. Also, this exercise tends to bring you into a more receptive spiritual condition.

Procedure:

1. Stand in place, feet together
2. Extend your arms straight out to the sides
3. Turn to your right in a circle a number of times

Journaling Dreams

There are many similarities between reading and dreaming. When reading, even though you are inputting visual words to the brain, it is the image created by the meaning of those words that makes it reading and is similar to dreaming. In fact, a dreamy state of altered consciousness is preferred in Light-Speed Reading. Generally, when one reads thousands of words per minute, the images come fast and vague. Much like dreaming, the images can be recalled using the same mechanism used to retrieve dream memories. This is a procedure for recalling dreams and Light-Speed Reading images and concepts. Practicing dream recall will assist you in recalling (and thus improving comprehension of) read material.

Procedure:

1. Upon waking, immediately ask yourself, “What was I just dreaming about?”
2. Write down your dream as you remember it
3. Link vague memories to concrete memories (the “that reminds me of...” system)
4. Trust your vague memories about your dreams until they become more concrete
5. Link more vague memories to the new concrete ones until the entire dream is recalled
6. Continue with all dreams

The Butterfly

A man found a cocoon of a butterfly. One day a small opening appeared, he sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then it seemed to stop making any progress. It appeared as if it had gotten as far as it could and it could go no further.

Then the man decided to help the butterfly, so he took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly then emerged easily. But it had a swollen body and small, shriveled wings. The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time. Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It never was able to fly.

What the man in his kindness and haste did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening were nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon.

Sometimes struggles are exactly what we need in our life. If we were allowed to go through our life without any obstacles, it would cripple us. We would not be as strong as what we could have been. And we could never fly.

As you progress through the Light-Speed Reading program, be patient with yourself as you work. Sometimes you may feel as though it will never work. Just stay with it, breathe through the frustration, and you will come out with wings unfurled, ready to fly.

Breathing Exercises

Releasing

Sigh

Do this 3 times before any reading or testing

Breathe deeply in the nose or mouth

Let the breath out (release the breath without force) all at once

Keep mouth open wide

You may include a tone or noise (like “ahh”)

Yawn

Breathe in the mouth deeply while opening the mouth wide

Hold briefly

Release all at once out the mouth with the mouth wide open

You may include a tone or noise (like “ahh”)

Physical Pain Relief

Pant

Small breaths in and out the mouth quickly with the mouth wide open

Stutter Breath

Breathe in the nose deeply while stuttering the breath (like you’re about to cry)

Imagine energy coming into the body through the perineum (base of the spine)

Breathe to the pain

Breathe in through the nose

Imagine the breath going to the painful body location

Hold the breath in that location while it “gathers” the pain

Breathe the pain out the mouth with the breath in a fast sigh (all at once)

Relaxation

Deep Breath

Breath in deeply through the nose
Hold the breath for 3 seconds
Release through the mouth slowly

Slow Breathing

Breath in and out very deeply and very slowly (into the abdomen)
May be accompanied by a tone on the out breath

Imagery

Light Breath

Breath in light through the nose from above the head
Fill the body with light and oxygen (hold the breath and imagine light in every cell)
Breath out darkness through the mouth

Opening the Heart (abundance breath)

Breathe in deeply through the nose imagining energy flowing in from the earth (below the feet) to the heart.
Hold the breath 3 seconds.
Breathe out while imagining energy flowing down from the sun and through the head to the heart, opening the heart.

Seeds

*We are each like a seed
Having unlimited potential,
Nurtured by the universe.
As we are willing to open up
To our own unique possibilities,
The wondrous design
Will burst forth!*

Carol Bennette, 1994

Imaging Modes and Goal Setting

You may wish to set some goals for yourself as you progress through this course. Goals can be very useful especially if you believe in them. I recommend that if you do wish to set goals for yourself, that you do so according to your innate imaging mode. Your internal imaging mode is just that: how you image internally. When you close your eyes, what do you “see” with your mind’s eye? What you see and how you see it makes a difference in how you set and achieve goals.

There is a continuum of internal imaging that extends from non-imaging at one end to rapidly changing imaging at the other. We do all imaging modes at some time, yet we tend to prefer one mode to others, settling on one to the virtual exclusion of the others. Let’s look at how you prefer to internal image, and maybe learn some things that could assist you in setting goals for yourself.

Here is a simple imagery I use to determine internal imaging mode. You may read this to someone else to determine their imaging mode or have someone else read this to you to determine your imaging mode (the “< >” signify instructions to the reader that are not intended to be read aloud).

“Close your eyes for a moment... Imagine a table <pause for 3 seconds>... Imagine a vase on the table <pause for 3 seconds>... And 5 red roses in the vase < pause>... Imagine you could walk up to the vase and smell the roses <pause>... Tap the vase and listen to the sound <pause>... Now, step back and change the roses to another kind of flower < pause>... Now, change the color of the flowers to another color <pause>... Now open your eyes fully present and in the present moment... <pause>”

Non-imaging - If you had difficulty seeing what I told you to see, or you saw nothing at all, you probably do non-imaging. You probably image internally in another sense other than visual. To

make imagery work for you, you may need to keep your eyes open. You probably tend to imagine only things you are familiar with.

Fixed imaging - If you followed the imagery exactly as I directed you, and had trouble creating a different flower to replace the roses and had difficulty changing the color of the flowers, you probably do fixed imaging. You can hold an image internally for a long time without disturbance from outside influence. When you “get the picture” you will hold onto it and not be dissuaded by additional information to the contrary.

Changing imaging - If you followed the imagery exactly as I directed you, you probably do changing imaging. You can hold an image in your mind and adjust that image easily as you are presented with more information about it.

Rapidly changing imaging - If you could see internally what I suggested, yet wanted to add more to the imagery, became impatient with how long the imagery was taking, or had difficulty holding the image, you probably do rapidly changing imaging. You tend to flash on ideas as rapidly changing images rather than to build scenes to hold on to. You have an insatiable appetite for more information, yet you tend to release or forget it as you move on to new things. You tend to be very imaginative, yet find it difficult to put imagination into action without assistance from others who do not share your style of imaging.

Here are some ideas about how you can set goals according to your imaging mode: Non, Fixed, Changing, Rapidly Changing

Non Imaging -

- Set short-term goals that you know you can achieve.
- Keep setting goals no further out than 3 months or so - step-by-step, each goal within view of the last.
- Measure goal achievement by the direction you are going rather than end results.

- Join others (fixed or changing imaging mode) in a common direction.
- Work out the details as you go along.
- Like rapid imaging, non-imaging people will need to start often.

Fixed Imaging -

- Set long-term goals with a few “marker” goals in between.
- Be certain of your goal from the beginning - follow your head, rather than your heart.
- Measure goal achievement by end results - then set the next goal from there.
- Set goals years or lifetime out.

Changing Imaging -

- Set long-term goals and review them occasionally to see if they need to be adjusted slightly.
- Renegotiate your goals accordingly.
- Measure goal achievement by end result, based on initial intent and subsequent information.
- Adjust your goals accordingly - follow your heart rather than your head.
- Re-measure achievement often - annually or semi-annually, sometimes more often.

Rapidly Changing Imaging -

- Set intent often, hold goals as ideas.
- Start several projects repeatedly.
- Avoid concrete goal measurement.
- Start again and feel good about yourself.

- Measure goal achievement by the general direction you want to go - how do you want to feel?
- Measure broadly rather than specifically.
- Measure short term to determine how you feel about your direction.
- Adjust direction according to how you feel emotionally about an end result.

My deep thanks to Wally Minto and Alpha Awareness.

Once upon a time, I, Chuang Tzu, dreamt I was a butterfly, fluttering hither and thither, to all intents and purposes a butterfly. I was conscious only of following my fancies as a butterfly, and was unconscious of my individuality as a man.

Suddenly I awakened, and there I lay, myself again. Now I do not know whether I was then a man dreaming I was a butterfly, or whether I was a butterfly dreaming I am a man.

-Chuang Tzu

A Course in Light Speed Reading

Course Outline Schedule of Events

Week 1. Preparing to Read

- Day 1. Test current ability
- Day 2. Center of Creation imagery with Homunculus Man
- Day 3. Learn eye exercises - do them all
- Day 4. Eye patching and reading

Week 2. Introduction to Light-Speed Reading

- Day 1. Introduce Public Library
- Day 2. Learn to turn pages rapidly
- Day 3. Eye exercises & breathing before reading
- Day 4. Basic reading principles

Week 3. Light-Speed Reading

- Day 1. Go to library
- Day 2. Begin to “guess” stories read up side down
- Day 3. Repeat previous day’s exercises right side up
- Day 4. Light-speed read a book cover-to-cover

Week 4. Practicing Light-Speed Reading

- Day 1. Go to the library
- Day 2. Return to library
- Day 3. Return to library
- Day 4. Testing Day

Light-speed reading technical material & scientific reports

Light-speed reading for young children

Daily Schedule of Events

Day-by-Day instructions

Week 1

Day 1

Preparation:

Obtain several 6th grade level books (few pictures, text easy to read). Books may be obtained from a local library's children's section.

Testing:

Follow the "Testing" procedure on the following pages. Remember to keep it simple and easy. Put the students at ease first (lessen the performance anxiety by stating to them that this will be fun and easy). Participants are to do the best they currently know how so that a baseline reading speed may be determined. They may practice before testing if they wish.

It is important to test comprehension, too, so just open the book being tested on after the time is up and ask general evaluative questions about the text (avoid questions that may be answered with a yes or no): "What was the major theme of what you read?" "What did you like best about what you read?" "Who are the major characters?" "What did these major characters do to develop the theme of the text?" Specific questions may deal with the content in a more focused manner: "What did Bob do with the treasure he found?" Questions that are too general are also much too subjective for evaluation of comprehension, so avoid questions like: "Did you like the book?" (too subjective and is a yes/no question).

The results of the testing may be shared with those taking the test and talked about.

Setting Intent:

Today is the day to "see" the end result before the course begins in full. Once the testing is completed and the participants have a baseline (a starting

point) they may make an objective goal or intent. Today, each participant will fill out the Baseline And Forecast that will be kept by the course administrator and compared with the results at the end of the course. This will assist the participants in noticing and appreciating their progress. Set goals according to the reader's inner imaging mode.

Awareness and appreciation are the keys to progress in any earthly endeavor, and is obvious in Light-Speed Reading.

Testing:

An adequate reading test may be performed in about 10 - 15 minutes.

Setup:

1. Person being tested has a 6th grade reading level novel of sufficient length to be tested for 10 minutes (at light-speed, this may need to be at least 300 pages)
2. There is adequate lighting and ventilation so the person is comfortable
3. The tester has a stopwatch or second hand on a watch

Test procedure:

1. At the "go" signal, the reader starts and the timer starts the clock
2. Continue reading for 10 minutes or more
3. When time is up, timer states, "stop reading"
4. Mark the final page and the line where reading stopped (if the line stopped on is half or more of a page, the whole page may be counted as read - less than half don't count)
5. Complete the exercise on the following page to determine reading speed:

Testing Form

Step	Task	Results
1	Count total number of letters & spaces in 3 lines of text	
2	Letters & spaces in 1 line (divide step 1 result by 3)	
3	Count total number of lines in 3 pages	
4	Lines Per Page (divide step 3 result by 3)	
5	Words Per Line (divide step 2 result by 5)	
6	Words Per Page (multiply step 5 result by step 4 result)	
7	Count number of pages read (last page # minus first page #)	
8	Total words read (multiply step 7 result by step 6 result)	
9	Reading time (how many minutes did you read?)	
10	Words Per Minute (WPM)	

Testing Comprehension:

To test comprehension, open the books to a place the person has read and invent questions that illustrate their comprehension of the material. Keep it simple: if you ask 10 questions and they answer 8 of them correctly, they have 80% comprehension.

Using the Testing form

How to use the reading speed form to determine Words per Minute (a standard reading speed measurement):

Using the following text as an example, I'll fill out the form for you so you can see how it is done.

Seek Ye First...

Once upon a time there was a very popular and well-attended Buddhist temple in China. It was the most popular and most well attended temple in the whole country. This continued for many years. And then a strange thing happened. Over a long period of time, the temple became less popular and less attended until finally, there was only a hand full of monks left to show tourists around the deteriorating buildings. At last, there were no tourists either and the remaining monks thought that they had better discover what they were doing wrong before their order became extinct and there was no one left to attend to the buildings. So they hired a Jewish Rabbi to come and

assist them. The Rabbi was to spend one week with the monks and at the end of that week give them a report.

As the days passed, the Rabbi spent his time doing all that the Buddhist monks would do: eating, sleeping, praying, and teaching. At the end of the week, the monks called upon the Rabbi to give them a report so they could increase the number of people who would attend their temple.

The Rabbi was very polite and said, “In all your traditions you do so well. You pray every day several times. You eat your meals in the tradition of your order. You teach each other and meditate often. In all these and many more things you perform flawlessly. And yet you are missing one essential thing.”

The monks asked anxiously, “What is it that we lack, that keeps us from drawing in the large numbers of people our order did centuries ago? What could it possibly be? Like you said, we do all the things according to our order and help many people, and yet our order is failing and is near extinction. What is it that we yet lack?”

The Rabbi looked at each of the monks gathered together and said, “One of you is God.”

With that statement, the monks looked at one another very closely, “Could it be you brother Chang? You feed the poor your meals each evening and healed a bird yesterday. Or you, brother Xing? We observed you secretly helping a poor widow overcome her grief at the death of her husband. Or you, brother Yang? Was it not you who sought to cleanse the leper last year and saw to his needs until the end?”

The monks continued to question just which of them it might be. And as they did so, people became interested in the temple where God dwells. Soon the temple was filled to capacity and the former glory was rekindled in the people. You see, it was not the deeds of the monks that made the difference. It was their thoughts. As they looked to find the godly in men, they would find it. And in so doing, they found it in themselves as well.

Seek to find the good; notice that which is well first; pretend that everyone you meet could be God because it could be so.

Refer to the Example Form below:

Step 1 - First count the total number of letters and spaces in 3 full lines of text. I counted 282 total letters and spaces in three full lines of text. Write this number in the Results block.

Step 2 - Next, divide the total number of letters and spaces you just counted by 3 to get an average number of letters and spaces in a line. I get 94 (282 divided by 3). Write this number in the Results block.

Step 3 - Next, count all the lines in three pages of text. Since my example is much less than three pages, I'll pretend that the story on the preceding page extended for several pages. Counting all the lines (even short ones) on three pages of text gives me a total of 135. Write this number in the Results block.

Step 4 - Now divide the answer you got in Step 3 (135) by 3 to get an average number of lines per page: $135 \div 3 = 45$. Write this number in the Results block.

Step 5 - Now to discover the number of words per line (a word is defined as 5 letters and spaces). To do this, divide the results of Step 2 by 5 (the number of characters per word). Round to the nearest whole number: $94 \div 5 = 18.8$ which rounds to 19. Write this number in the Results block.

Step 6 - Next, we'll discover the average number of words on each page. To get to this number, just multiply the results of Step 5 (the average number of words per line) by the results of Step 4 (the average number of lines per page): $19 \times 45 = 855$. Write this number in the Results block.

Step 7 - Count the total number of pages read. You can subtract the page you started on from the page you ended on. Let's say that the story started on the previous page went on for 100 pages and I read to page 48. Since I started on page 0 (the title page) and ended on page 48, I read 48 pages. Write this number in the Results block.

Step 8 - To discover the total number of words I read I can multiply the results of Step 7 (the number of pages I read) by the results of Step 6 (the number of words per page): $48 \times 855 = 41,040$ (total number of 5-character words read). Write this number in the Results block.

Step 9 - Write in the Results block the total time you read in minutes. Usually this will be 10 because you will test for only 10 minutes. Write this number in the Results block.

Step 10 - Now you will discover the number of Words Per Minute that you read by dividing the results of Step 8 (the total number of words you read) by the results of Step 9 (the total time in minutes that you read): $41,040$ (results of Step 8) divided by 10 (results of Step 9) = 4104 . Write this number in the Results block.

Example Testing Form

Step	Task	Results
1	Count total number of letters & spaces in 3 lines of text	282
2	Letters & spaces in 1 line (divide step 1 result by 3)	94
3	Count total number of lines in 3 pages	135
4	Lines Per Page (divide step 3 result by 3)	45
5	Words Per Line (divide step 2 result by 5)	19
6	Words Per Page (multiply step 5 result by step 4 result)	855
7	Count number of pages read (last page # minus first page #)	2
8	Total words read (multiply step 7 result by step 6 result)	1710
9	Reading time (how many minutes did you read?)	10
10	Words Per Minute (WPM) (divide step 8 results by step 9 results)	171

Complete a Baseline and Forecast form for each participant.

Baseline And Forecast

Baseline Scores

Reader's Name: _____ Date:

Test Results:

Reading Speed: _____ WPM

Reading Comprehension: _____ %

Statement of Intent (What I want from this course):

End Results Forecast

Imagine you have already completed the course and you are reviewing your progress.

This is the result:

I read at least _____ words per minute.

I comprehend at least _____ % of what I read.

My image of myself after completing the course:

I ...

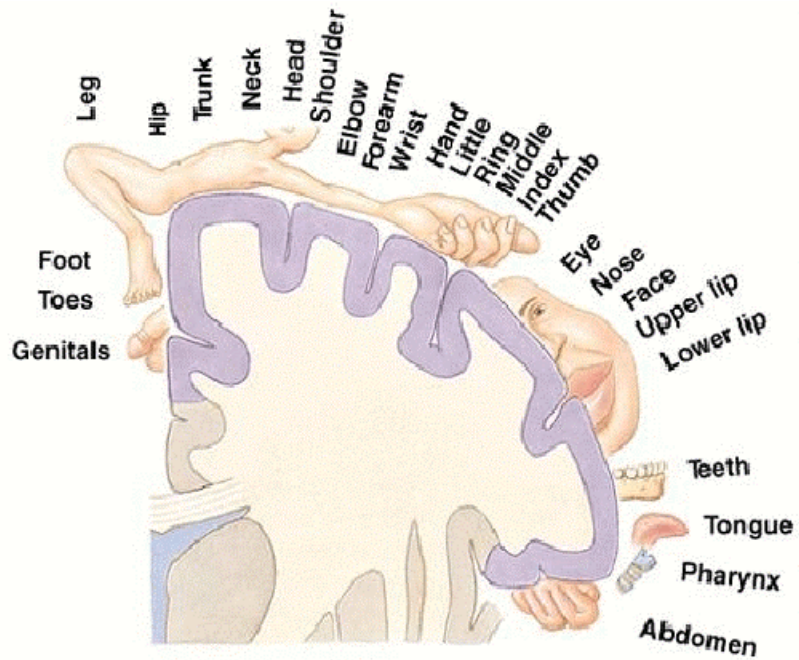
Am

Do

Have

Week 1
Day 2

Describe the Homunculus Man in the brain in preparation to performing the Center of Creation imagery that will be done with each reading experience from this day on. After performing this imagery a few times, it may be performed by simply stating a key phrase



or word to cause the mind to instantly go to that state of being. An anchor or key phrase for establishing the creative space might be “I am still” or some other similar phrase or word. After the body has been conditioned by repeated experience with the imagery, the phrase alone will take the mind to the center of creation (the space between the pineal and pituitary glands in the brain - a corresponding space exists in other dimensions of consciousness).

Along the medial ridge of the brain (from ear to ear) are two strips of cortical (brain) material called the central sulcus. One strip of cortical material represents feeling while another represents motor activity (muscular control). By systematically identifying and activating each part represented in the brain, the consciousness moves deliberately to the center of the brain where the pineal and pituitary glands exist. This imagery focuses on the space between the pineal gland (above and slightly behind the ears) and the pituitary gland (slightly ahead of the ears).

This is the space where powerful structures of the brain modulate such functions as memory, emotion, core belief, and perceptions of survival. Before one experiences something in the world, s/he will imagine it in this space. Further, this imagining tends to carry itself out in manifestation in time. Directing the attention to this powerfully creative space in a systematic way tends to bring about manifestation.

So, sit back, relax, and take a big deep breath. Read this out loud to yourself while imagining it. Or, ask someone else to read it to you as you follow along in your mind. Or, record your own voice reading the imagery. Instructions to the reader will be between < > marks.

Center of Creation Imagery

Bring about a feeling of inner relaxation in the whole body... concentrate on the body and become aware of the importance of complete stillness.

<pause>. Develop your awareness of the body from the top of the head to the tips of the toes and say in your mind “My mind is still, still, still and my body is relaxed, relaxed, relaxed”. <pause>. Complete stillness and complete awareness of the whole body... say again in your mind “My mind is still, still, still and my body is relaxed, relaxed, relaxed.” <pause>.

Continue your awareness of the whole body... the whole body... the whole body. <long pause>.

State your intent to yourself at this point. The intent will be very simple... discover one naturally. Develop an intent to say at this time. <pause>. Make it a short, positive statement in simple language... stated three times with awareness, feeling and emphasis. <long pause>.

Now we begin rotation of consciousness, rotation of awareness by taking a trip through the different parts of the body. Repeat the part in your mind and simultaneously become aware of that part of the body. Keep yourself alert yet avoid concentrating too intensely. Become aware of the right hand. <pause>.

Right thumb, index finger, middle finger, ring finger, little finger, palm of the right hand, back of the hand, the right wrist, the lower arm, the elbow, the upper arm, the shoulder, the armpit, become aware of the right waist, the right hip, the right thigh, the kneecap, the calf, the ankle, the heel, the sole of the right foot, become aware of the top of the foot, the big toe, second toe, third toe, fourth toe, fifth toe...

Become aware of the left hand thumb, index finger, middle finger, ring finger, little finger, palm of the left hand, back of the hand, the wrist, the lower arm, the left elbow, the upper arm, the shoulder, the armpit, become aware of the left waist, the left hip, the left thigh, the kneecap, the calf, the ankle, the heel, the sole of the left foot, become aware of the top of the foot, the big toe, second toe, third toe, fourth toe, fifth toe...

Now to the back. Become aware of the right shoulder blade, the left shoulder blade... the right buttock, the left buttock... the spine... the whole back together...

Now go to the top of the head. The top of the head; the forehead, both sides of the head, the right eyebrow, the left eyebrow, the space between the eyebrows, the right eyelid, the left eyelid, the right eye, the left eye, the right

ear, the left ear, the right cheek, the left cheek, the chin, the throat, the right side of the chest, the left side of the chest, the middle of the chest, the navel, the abdomen...

The whole of the right leg... the whole of the left leg... both legs together... <pause>. The whole of the right arm... the whole of the left arm... both arms together... <pause>. The whole of the back, buttocks, spine, shoulder blades... the whole of the front, abdomen, chest... the whole of the back and front together... the whole of the head... the whole body together... the whole body together... the whole body together. <pause>.

Now that your body is completely relaxed and you are aware of every part, imagine that you are standing in the very center of your own brain. You are only a quarter of an inch tall and you can stand easily within the small cavity that is formed by your pineal gland above and your pituitary gland below. It is safe and warm and comfortable. You notice a wonderful and strange thing: this place is full of light, memories, visions of understanding, intuitions, flashes of inspiration, feelings of connectedness and relationship with all life. Notice how these images pass by you like beautifully colored birds, flowing pictures, and primary shapes. Allow the understandings to come to you naturally and easily. Notice how your body feels with each image you encounter. Just make note of it and let it pass by.

In this wonderful space there is quiet, serenity, peace. It is also a magical space. Above is the pineal, the key to your spiritual connection with higher consciousness. Below you is the pituitary, the key to the physical dimension of self. In this space between the two is the magic of pure creativity. A number of different things will be named now. Develop a vision of them on all levels... feeling, awareness, emotion, imagination, as best you can... <pause>. Just allow any image to come to you. <pause>.

Burning candle... burning candle... burning candle... endless desert... endless desert... endless desert... Egyptian pyramid... Egyptian pyramid... Egyptian pyramid... torrential rain... torrential rain... torrential rain... snow capped mountains... snow capped mountains... snow capped mountains... temple at sunrise... temple at sunrise... temple at sunrise... solitary coffin beside a grave... solitary coffin beside a grave... solitary coffin beside a grave... birds flying across a sunset... birds flying across a sunset... birds flying across a sunset... red clouds drifting... red clouds drifting... red clouds drifting... a cross above a church... a cross above a church... a cross above a church... stars at night... stars at night... stars at night... full moon... full moon... full moon... smiling Buddha... smiling Buddha... smiling Buddha... wind from

the sea... wind from the sea... wind from the sea... waves breaking on a deserted beach... waves breaking on a deserted beach... waves breaking on a deserted beach... the restless sea... eternal restless sea... eternal restless sea... <long pause>.

Now flash on the end result of your Light-Speed Reading experience. Flash on what you will be like when you have completed this course in reading. Flash on reading whole books at once. Flash on it... <pause>.

Now is the time to repeat your intent... repeat the same intent that you made earlier, repeat the intent three times with full awareness and feeling. <pause>.

Any thought or intention imagined in this magical space is sure to come into physical manifestation so imagine your life exactly as you desire it to be. State your intention out loud to yourself. Allow this image to become one unlimited thought. Now take the thought out of your head and place it in your cupped physical hands in front of you. With your unlimited thought held in front of you in your two hands, quickly blow into your hands and release your intent into the universe as though you were casting seeds out into the air. This begins the physical process of creation.

Return now to your quiet, still, space again and allow the satisfaction of pure creation to sweep over you like clear sparkling water. Imagine that light is flowing through you like the water: coming into your head from the pineal and flowing out your feet to the pituitary. Know that your creation is perfect. Know that it is deserving and acknowledged by universal mind, infinite power, God. Let this knowing fill your entire being... your entire being... your entire being... <pause>.

It is time now to return to the physical dimension of time and space from which we came. Allow your mind to begin to notice the physical space that you occupy. Feel that which touches your own body in present time. Sense that you have returned to the room and open your eyes here and now.

Adapted with great gratitude and honor from Yoga Nidra, by Swami Satyananda Saraswati of the Bihar School of Yoga, Munger, India

Week 1

Day 3

Today participants will learn how to exercise their eyes in preparation for reading rapidly. Because reading is a visual activity, the eyes must be kept free of stress and strain. The following presents several simple eye exercises designed specifically for Light-Speed Reading. The same exercises may be used for simple stress and eyestrain relief. Practice each of these exercises daily or whenever you read. Spend today's time just learning how to move the eyes before and during reading. We'll get to the actual reading later.

Begin with the same imagery you experienced yesterday (Center of Creation). Make sure everyone is well grounded afterward. Holding hands, hugging, or other strong body contact may accomplish grounding. Placing the right hand on the top of the head may help.

Eye Exercises

Preparing to read:

- ❑ Look to your left knee then to your right knee. Look back and forth until your eyes feel like they want to blink a lot.
- ❑ Roll your eyes in large circles as far as you can stretch them to the periphery.
- ❑ Continue rolling your eyes first clockwise then counterclockwise several times.
- ❑ Stop and shut your eyes very tightly - then open - close tightly - then open -- continue for 5 blinks.
- ❑ Hum a bar or so of music ("Happy Birthday").
- ❑ Count from 1 to 10 forward, then backward from 10 to 1.
- ❑ Hum a bar or so of music ("Happy Birthday").
- ❑ Take a deep breath and exhale all at once.
- ❑ Continue the movement-blink-hum-count-hum-breath exercise about 3 times (this will take about 1 minute).
- ❑ Breathe in deeply through your nose - hold for a count of 3 (imagine you could gather all the stress in your body into the breath) - then release it all at once out the mouth (mouth wide

open) - a big sigh! Let your shoulders drop and relax with the breath (notice them drop).

You may replace the above with the RET Emotional First Aid process.

Sharpening Intuitive Sensitivity:

- ❑ Close your eyes
- ❑ Repeat the above exercise with your eyes closed
- ❑ Remember to breath
- ❑ Be aware of what you “see” within - it’s all okay

Relieving Eye Strain

- ❑ Look at a distant object (beyond 15 feet)
- ❑ Look at a near object (closer than 10 inches)
- ❑ Look back and forth between them - focusing near then far
- ❑ Repeat 5 - 10 times
- ❑ Look close to the left then far to the right
- ❑ Look close to the right then far to the left
- ❑ Repeat 5 - 10 times
- ❑ Place your thumb up in front of you at arm’s length (like artist’s do)
- ❑ Move your thumb in a variety of directions while following with your eyes focused on the thumbnail (keep your head still) - really stretch yourself sometimes
- ❑ Continue for 20 seconds
- ❑ Stop, breath deeply in the nose, out the mouth (like a sigh)
- ❑ Blink your eyes very hard 5 times then breath again - relax your body like a rag doll

Week 1

Day 4

Required Equipment - an eye patch for each participant. A properly fitted eye patch will stand away from the eye enough to allow the eye to be open under the patch, yet block all or nearly all light.

Today, we will be learning about eye patching. Eye patching is a stress relief, awareness, balancing therapy that we will be adapting to the reading experience. Patches must be of a type that allows the eye to be open beneath the patch. This is important because the brain must think the eye is open in order to bring about the desired effect. When the eye is closed, the brain shuts the receptors down and “looks” within. The desired effect of patching is to shut down the input to the brain while the brain is actively seeking “outward.”

Approximately 85 - 90 % of the sensory input to each brain hemisphere comes from the visual. If the visual input is shut down (as it is when the room is completely darkened), the brain goes into hypersensitivity (seeking to see like you would if you were in a dark cave or in the forest at night). This increased brain sensitivity opens the pupil of the covered eye (to allow more light), causes the sensory elements of the eye to become hypersensitive (again, attempting to see into the darkness), and causes the governing brain hemisphere to relax (as a result of the lack of visual stimulus).

What most people will experience with eye patching is an increase in visual acuity, a sense of “lightness” in the room, and an overall lessening of stress and strain on the eyes. When reading, the processes of visual acuity, contrast, and awareness become quite important. The reader must be able to see clearly and easily the words and concepts developed by the author. So, here’s the theory behind the patching:

With one eye patched, one brain hemisphere becomes hypersensitive (intensifying) while the other seeks to compensate, becoming hypo-sensitive (lessening). This imbalance creates a state wherein the reader has two completely different concepts of the text being read. One concept is that being directly fed from the uncovered eye to the brain. The other concept is that being shared from the uncovered eye - through it’s governing brain hemisphere - to the other brain hemisphere. This condition strengthens the communication bridge between brain hemispheres (the corpus callosum) and creates a paradigm shift (a change of thought patterning) in the reader.

Reading with an eye patch will cause the brain hemispheres (and their corresponding energy fields) to communicate with each other - first on a survival level - then on a respect level - then on a love level. When your two brain hemispheres arrive at a mutual love and respect, light-speed reading is a reality. To speed up the process of learning to read at light-speed, consider patching the eyes often.

Today, we will be patching according to the following:

Have fun with this!!

Caution: Never wear an eye patch while driving, cutting, operating equipment, or doing anything that requires depth perception.

Eye Patching

What patching might be doing

- Closing down the visual input to almost half your brain
- Causing a relaxation to occur to a large part of your brain
- The un-patched brain half will tend to take command
- Causing the brain to go into its mono-brain early childhood developmental state (rapid learning mode)
- Shutting down mind chatter on one side, spatial conceptualizing on the other
- Allowing the brains to communicate more intensely

How to patch

1. Place the eye patch over one eye (either eye will do). Adjust it to fit comfortably.
2. Experience the patch for several minutes until you feel irritated or very sedated (you may feel that you just don't want that thing on you anymore)
3. Place the patch over the other eye for several minutes (until again you feel you want to change)
4. Remember: it's simple

Patching while reading

1. Place the patch over one eye and read normally (verbally) for several minutes
2. Place the patch over the other eye and read normally (verbally) for several minutes
3. Notice any differences in the way you feel and think in one mode or the other
4. Particularly notice if patching one eye causes you to daydream or look beyond the words
5. Practice reading with the patch over this eye (it's probably the eye that refers to the brain that was unused when you learned how to read before - your spatial brain)

Patching while reading upside-down

1. Place the eye patch on the eye that tends to make you feel more spatial and day-dreamy
2. Place the reading material upside-down in front of you
3. Read over the material as fast as you can looking at the page upside-down (you'll have to read backward - right-to-left, too) - read for about 5 - 10 minutes
4. Notice how much you comprehend in your "knowingness" mode
5. Turn the page right-side-up and reread as fast as you can
6. Reread the same material upside-down with the patch removed
7. Reread the same material right-side-up with the patch removed
8. Notice how you feel each time
9. Notice where you were correct (disregard any incorrect perceptions - these were only other perceptions or ways of understanding the same material)
10. Reading the material upside-down with and without the patch teaches your brain what the words "look like" - this will be very valuable when you are "seeing" whole pages at a time

Week II

Integrating The Basic Process

Day 1

2 hour session today

Introduce the Public Library (source of reading material)

Begin today's reading session with the Center of Creation imagery, followed by the eye exercises for review. Patch each eye for a few minutes before leaving for the library (patching while traveling to the library can be very beneficial, too, if you are not the one driving).

Once at the library, discover and peruse the children's section. Find some children's books that interest each participant (even if the books are very simple or seem to be far below the abilities of the participant - release all judgment). Read by perusal only - scan each book for interest. Just for fun!

Focus attention on the 6th grade reading level area. Find some books that have mostly pictures and seem interesting to the participants. Resist the temptation to "peek" inside the books until it is time to do so.

At a table or chair (where the participants can sit comfortably) each participant opens a book, patches one eye, and "reads" the book upside-down. Just have fun patching and looking at books upside-down. Let go of any frustration in "reading" the book by allowing all ideas to be okay. Trust intuition and ASK NO QUESTIONS about what was read. Just allow it. Have fun with it. Play! Play! Play!

Bring two or three books home with you (depending upon how far you have to travel to the library). Tomorrow you will be learning how to turn the pages of these books. DO NOT READ THEM...

Week II

Day 2

Begin today's reading session with the Center of Creation imagery, followed by the eye exercises for review.

Today, we learn how to turn pages!! When you are reading as fast as you can turn the pages, it becomes important how fast you can turn those pages. Using the books you brought back with you from the library, follow the instructions on the next page - "Turning Pages."

Turning Pages

Method 1:

1. Place the book in your non-dominant hand
2. Place the index finger in the middle between the pages to hold them open
3. Place dominant hand at the top of the page to be turned
4. Turn page by "flipping" the page with the fingers of the dominant hand while removing the index finger of the non-dominant hand
5. Hold the page open with the index finger of the non-dominant hand
6. Continue flipping and holding for each page turned
7. Practice until the process becomes smooth and rapid

Method 2:

1. Place book on a hard flat surface (like a table)
2. Hold the page open with the right hand
3. Turn pages with the left hand by flipping the pages quickly with the middle finger
4. Hold the page down until the right hand can hold both pages open
5. Continue holding - flipping - holding until you get a rhythm developed
6. Practice until the process becomes smooth and rapid

Method 3:

1. Hold the book with your left hand at the top binding or the bottom binding
2. Hold the page open with either the thumb of the left hand at the bottom center binding (in the margin) or at the top center binding (in the margin) with your left index or middle finger
3. As you scan the left page, prepare to turn the next page by placing the middle finger of your right hand on the center margin of the right page (or the bottom outside corner)
4. As you nearly complete the scan of the right page, gently, and quickly, push your right hand middle finger to the left, causing the page to curl and flip to the left
5. Hold the page open with the thumb of your left hand on the bottom center margin (at the binding), or with your index or middle finger of your left hand at the top center margin (at the binding)

Week II

Day 3

Today, we will be doing our first real “reading” exercises. Before we do any reading, however, we will do the Center of Creation imagery - it is probably quite easy to do by now.

Follow the directions in the following section with a book from the library. First, read the entire procedure out loud to the participants. Be sure you all understand the process before anyone begins. Do all the preparatory exercises today. Tomorrow we will “read.”

Pay particular attention to the eye exercises and the breathing techniques. Since reading is a visual process it is important to prepare your “tools” before using them. Performing good preventative maintenance on your eyes and stress levels is imperative in the Light-Speed Reading program. Performing RET on any stressful thoughts or beliefs about reading is imperative.

It is important that you follow the directions in the following section exactly. Modify them only after you have followed them to the letter for at least four weeks. This is important because the left, controlling, serial-oriented brain hemisphere will want to return you to the old one-word-at-a-time, sounded-out reading process learned in school. It is our intent to extend ourselves beyond this limitation.

Hold fast to the program as it is, releasing any desire to “correct” or “modify” it until you follow it exactly for several weeks. Trust yourself, even when it feels like you are making no progress. Especially stay with it when you feel like you are digressing. The feeling of digression is a sure sign that the process is working VERY well and that a major breakthrough is imminent. Reading is a skill to be learned. Like a new habit, the process of reading will take some time to replace old habits. RET will speed this process along greatly.

Trust! Trust! Trust!

How to Read

Novels and Magazine Articles

Preparation

1. While seated look to your left knee then to your right knee. Look back and forth until your eyes feel like they want to blink a lot.
2. Roll your eyes in large circles as far as you can stretch them to the periphery.
3. Continue rolling your eyes first clockwise then counterclockwise several times.
4. Stop and shut your eyes very tightly - then open - close tightly - then open -- continue for 5 blinks.
5. Hum a bar or so of music.
6. Count from 1 to 10 forward, then backward from 10 to 1.
7. Hum a bar or so of music.
8. Take a deep breath and exhale all at once.
9. Continue the movement-blink-hum-count-hum-breath exercise 5 times (this will take about 1 minute).
10. Breathe in deeply through your nose - hold for a count of 3 (imagine you could gather all the stress in your body into the breath) - then release it all at once out the mouth (mouth wide open) - a big sigh! Let your shoulders drop and relax with the breath (notice them drop).
11. Repeat the breath 3 times.
12. Pick up the reading material.
13. Bend it, open it, adjust it to make the pages move easily and quickly (new books will need to be opened in several places and folded back to loosen the binding).
14. Turn the book upside-down and “flip” the pages through - like “fanning” them.

You may replace the above with the RET Emotional First Aid process.

Begin the Reading Process

1. Turn to the book's inside jacket cover to find the synopsis (if there is one) - scan it quickly to get the general idea of the book.

2. Scan the introduction to further your knowledge of the concept of the book.
3. Scan the first 2 - 3 pages of the book to get the starting idea.
4. Scan the last 2 - 3 pages to get a feel for where the book ends.
5. Open the book to the middle and scan 2-3 pages to discover the general direction of the book.
6. Intuit as much of the story as you can - make a possible movie in your mind.

Read the Material

1. Return to the beginning and fill in the details of what you know already - visually read as fast as you can go.
2. Always read faster than your voice can say the words - seek out the concepts and ideas - go for the mind pictures - read with your eyes and mind rather than your voice.
3. Always read forward - trust that you are getting the ideas and understandings as you continue.

After Reading

1. Repeat the eye movement - breathing exercise.
2. Let your body relax and recall the “movie” you’ve just created in your mind as you read the material.
3. Ask yourself several open-ended questions:

“What did I like about this material?”

“How did I grow from this material?”

“What do I know now from this material?”

“How is this material like my life? - How is it different?”

“Would I like to read more of this author’s material? - why?”

Tips and Pointers

1. Soft focus on the page - take in a snapshot of whole pages at once.
2. Trust that you have a picture in your mind of the material.
3. Relax and enjoy the journey - you do know the material.
4. Find a natural rhythm that you will continue to the end (ALWAYS move forward - even when you don't think you "got" the material).
5. At the middle point (where you read before) check to see if your original ideas need modification - DO NOT STOP - always continue forward to the end.
6. Remain flexible - changing your concepts and pictures of the material as you continue. Avoid locking on to an idea and discarding additional evidence.
7. It is better to read the whole thing than to read part now and part later - at light speed the material will take you very little time - so read the whole thing or choose another time to read.
8. At first, choose 6th grade level material (newspapers are written at this level) to develop your skills. Progress to more difficult material when you are sure of your skills.
9. Remember that light-speed reading is a skill and requires practice.
10. Patch your eyes often to develop your brain's light-speed reading capability.
11. If any anxiety develops during the process of light-speed reading, seek out a qualified Rapid Eye Technician to assist you in discharging and relieving the anxiety. Anxiety will take you immediately out of light-speed mode.
12. Daydreaming (seeing pictures and experiences while awake) is desirable in the light-speed reading process. This point is very valuable to parents teaching this process to their children: when the reader is in absolute synchronization with the writer of the material, a dream will occur in which the reader will "experience" the material. This is extremely valuable to the reader - it means that they "got" the material on a cellular level (the material is "embodied" in the reader). Rejoice!

Week II

Day 4

Begin today's reading session with the Center of Creation imagery, followed by the eye exercises for review. Patch each eye for a few minutes before leaving for the library (patching while traveling to the library can be very beneficial, too, for those not driving).

Today's focus is on reading! Introduce the "How to Read" page as a whole process. Take several books from the library (6th grade reading level), present them for reading exercises, and turn the participants loose to enjoy and practice. Keep the process simple - practice! practice! practice!

Remember:

Practice! Practice! Practice!

Week III

Day 1

2-hour session today

Begin this session again with the Center of Creation imagery, patching, and breathing exercises. Repeat the eye exercises before reading any book (according to the “How to Read instructions).

Go to the public library children’s section (6th grade reading level area) again today. Take 30 minutes and speed-read as many books as each person can. Follow the basic reading principles. Read only novels that interests the reader. Trust your inner sense about each book. It is imperative that each person read according to the “How to Read” instructions ONLY. Resist the desire to return to your old way of reading. Even if the book seems very interesting and you want to really get into it, resist the desire to read it slowly. You must flash through the book. You are now reading the way you will always read from now on. You must continue to read in this new dynamic way. You are creating a new habit, a new way of thinking, a new you. Since you had the old habit for so long, it may tug at you often in the process of change. Just acknowledge the feeling, do your eye exercises, breath deeply and sigh it away - then continue to read in your new way.

While you are reading, trust your ideas and “guess” the story as you go. **DO NOT TEST** either speed or comprehension. If a participant desires to do so, you may estimate speed. Resist the desire to please the brain’s left hemisphere (the one that must have objectivity). In order to digest the whole story at once, you must release the left hemisphere’s control. Keep in mind that the right hemisphere is fast (whole ideas at once) while the left hemisphere wants to analyze (takes a long time). The left side wants proof while the right side wants relationship (wholeness). When the left side releases control (no testing, eye patching, and breathing), the right side will take over. Reading is a right brain hemisphere function. By addressing the right hemisphere, you bypass the analytical, linear, slow (because everything must be proven) left hemisphere and get a whole picture of the story. In this case “guessing” the story is justified and encouraged. Regardless of the “guess”, it is right!!

The reading period may be extended to 1 hour if the readers desire to continue; however, through much practice and experimentation, 30 minutes has proven to be the outer limits of most young readers’ attention span. In 30 minutes, many youth (12 - 18) can read about 3 - 4 books.

Week III

Day 2

Repeat the Center of Creation imagery and eye exercises. Begin your day by repeating the eye and breath exercises in the “How to Read“ instructions. This will prepare you for the intensity of today’s learning.

Return to the public library’s children’s section. Find several books that seem interesting to the readers. This time, open the books and read them according to the “How to Read” instructions holding the books upside-down. Read as many books as you can in 30 minutes. Read some with an eye patched and some with the eye un-patched.

Experience total loss of control while reading. As frustration comes up, repeat the eye exercises and breath deeply (deep sighs). You can also do EFT about the frustration.

Continue to exercise your right hemisphere reading skills until the time has elapsed. Allow any “guess” at the story to be correct. Resist going back over the same material slowly to “check” your guess.

In order to bring out the whole-brain experience of reading you must trust the right hemisphere. Trust it implicitly. For now, avoid “testing” your intuitions in any way. Just let the stories be correct and continue believing in your intuitive side.

Believe! Believe! Believe!

*You Are What You Think You Are
If you think you are beaten, you are.
If you think you dare not, you don't.
If you like to win but think you can't,
It's almost certain that you won't.
Life's little battle don't always go
To the stronger woman or man,
But sooner or later, those who win
Are those who think they can.*

- Anonymous

Week III

Day 3

Repeat the previous day's exercises (including the Center of Creation and eye exercises).

Work on getting past the feeling of frustration while reading visually. Be gentle with yourself. Remember that this is a new process to your psyche. Give it a little empathy and continue to do your eye exercises and breathing. Just have some fun with this. Continue this day's practice until you overcome the frustration. Take as many days to practice as the participants need.

Do not continue the program until each participant has overcome his/her frustrations and is having fun.

Remember: Trust Yourself

Week III

Day 4

Begin today's reading session with the Center of Creation imagery, followed by the eye exercises for review. Patch each eye for a few minutes before leaving for the library (patching while traveling to the library can be very beneficial, too, for those not driving).

Today, you will learn how to take notes (see next page for instructions). The participants will choose longer books in the adult fiction novel section of the public library. Using the "How to Read" instructions, flash read a whole book as fast as you can turn the pages (use the "Turning Pages" instructions if necessary). Take a picture of each page and make a "guess" about the story as you complete the book. Write notes of the book afterward. The notes gives your left hemisphere some reality about what was taken in. Trust your intuition about the story. Since reading is a perceptual journey and everyone's perceptual journey is different, your synopsis of the book is every bit as valid as anyone else's perception of the book.

Remember:

Reading is fun!

Taking Notes

Taking notes is a wonderful and easy way to recall what you have read and improve your comprehension. There are many ways to take notes. For *A Course in Light-Speed Reading*, I recommend the linking memories method. In this method, one writes all things they remember concretely about what they read, connects them and links additional vague ideas. It is done in a free hand, free-association manner:

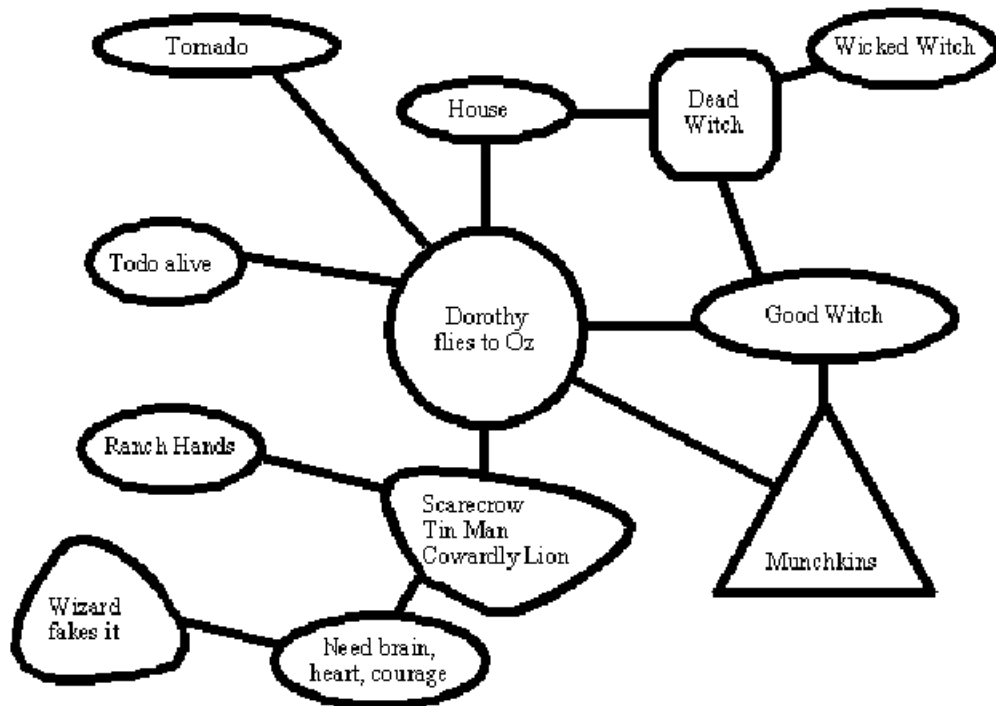
The Wizard of Oz

Remember to take only enough notes that you can reconstruct the story from your notes. Details are unnecessary as they can be drawn from your diagram. You may make your notes simple or more complex as you find it useful for you to recall what you have read. Keep in mind that you write concrete recall first, followed by more vague memories jarred into recall by your diagram.

Recalling dreams in this manner will improve dream recall and reading comprehension. The comparison between dreams and reading is remarkable.

Learning to recall dreams will dramatically improve reading recall and overall reading comprehension. As a rather exciting side benefit to improved reading comprehension, effective dream recall will likely improve your ability to induce lucid dreaming.

For more information on lucid dreaming induction (which will dramatically improve reading comprehension, too), refer to books by Stephen LaBerge, Ph.D. of Stanford University. Dr. LaBerge's book, "Exploring the World of Lucid Dreaming" (Ballantine Books) offers many exercises and methods for inducing lucid dreaming, all of which improve reading comprehension and recall.



Week IV

Day 1

Begin today's reading session with the Center of Creation imagery, followed by the eye exercises for review. Patch each eye for a few minutes before leaving for the library (patching while traveling to the library can be very beneficial, too, for those not driving).

Return to library's children's section. Choose novels from the 6th grade reading level. Light-Speed Read books for 30 minutes patched, unpatched, upside-down, right side-up and as fast as the pages can be turned. Again, "guess" the stories. Take notes on each. Remember to keep notes simple. Just enjoy the stories.

Have Fun!

The mind is so powerful that it can create an experience to support any belief. Then we believe the experience proves the belief, not knowing that the belief created the experience.

Krishnamurti

Week IV

Day 2

Begin today's reading session with the Center of Creation imagery, followed by the eye exercises for review. Patch each eye for a few minutes before leaving for the library (patching while traveling to the library can be very beneficial, too, for those not driving).

Return to the library and repeat the same exercises you did yesterday. Today, however, begin to "tell the story" as you read. In other words, speak the story verbally while "seeing" the words visually. You must "guess" the story and tell it out loud while flashing through the book. If the story sounds a bit disjointed or vague, or even wild, it's completely okay.

Remember, the reader's perception is always valid and correct. The exercise is intended to separate the verbal output from the visual input. A person can read and speak simultaneously. After practicing this technique for a while, one can actually carry on a conversation with someone and read simultaneously.

Enjoy the stories.

Week IV

Day 3

Begin today's reading session with the Center of Creation imagery, followed by the eye exercises for review. Patch each eye for a few minutes before leaving for the library (patching while traveling to the library can be very beneficial, too, for those not driving).

Return to the library. Choose novels from the adult fiction area. Repeat the previous day's exercises. Remember to take notes.

Some questions to ask yourself as you read (answer the questions aloud):

“What is the plot of this story?”

“What is happening to the characters?”

“Who is doing what to whom?”

“What in this story is exciting?”

“What in this story is fun?”

“What am I learning from this story?”

Continue practicing the program up to this point until each participant has overcome his/her frustrations and is having fun.

Check out several books from the 6th grade reading level area. Take them home - you will use them tomorrow. Make sure they are books that appeal to the readers.

Week IV

Day 4

Note: Repeat previous week's subjects until you are ready for this day. Only proceed to this day's exercises when you are sure you are ready.

Today is results day! It's going to be fun and you will be so excited with your new skills. Begin the day's session with the imagery and eye exercises. Breathe several deep slow sighs.

Repeat the testing procedure you did on day 1 of week 1 with books you brought home yesterday.

Testing

An adequate reading test may be performed in about 10 - 15 minutes.

Setup:

1. Person being tested has a 6th grade reading level novel of sufficient length to be tested for 10 minutes (at light-speed, this may need to be at least 300 pages)
2. There is adequate lighting and ventilation so the person is comfortable
3. The tester has a stopwatch or second hand on a watch

Test procedure:

1. At the "go" signal, the reader starts and the timer starts the clock
2. Continue reading for 10 minutes or more
3. When time is up, timer states, "stop reading"
4. Mark the final page and the line where reading stopped (if the line stopped on is half or more of a page, the whole page may be counted as read - less than half don't count)
5. Complete the exercise on the following page to determine reading speed:

Testing Form

Step	Task	Results
1	Count total number of letters & spaces in 3 lines of text	
2	Letters & spaces in 1 line (divide step 1 result by 3)	
3	Count total number of lines in 3 pages	
4	Lines Per Page (divide step 3 result by 3)	
5	Words Per Line (divide step 2 result by 5)	
6	Words Per Page (multiply step 5 result by step 4 result)	
7	Count number of pages read (last page # minus first page #)	
8	Total words read (multiply step 7 result by step 6 result)	
9	Reading time (how many minutes did you read?)	
10	Words Per Minute (WPM)	

Testing Comprehension:

To test comprehension, open the books to a place the person has read and invent questions that illustrate their comprehension of the material. Keep it simple: if you ask 10 questions and they answer 8 of them correctly, they have 80% comprehension.

End Results

Reader's Name: _____

Date:

Scores

Test Results:

Reading Speed: _____ WPM

Reading Comprehension: _____ %

Statement of Result (What I got from this course):

Now I ...

Am

Do

Have

Reading Technical Material

(Including text books)

1. Explore the index and table of contents
2. Know your intent (browsing, searching for information, studying, etc.)
3. If you are studying, searching, or researching
 - Find your objective in the index or table of contents
 - Quickly go to the page(s) referred to
 - Scan the material for what you want, seeking the idea or concept
 - Notice the headings of sections (often in bold or large print)
 - Most of the time the first sentence in any paragraph is the main point of that paragraph
 - Take notes accordingly
4. If you are browsing
 - Scan the table of contents first, then the layout of the book
 - Go to the section of interest
 - Read the first sentence of each paragraph to get the ideas
5. When you must know the information
 - Scan the table of contents first, then the layout of the book
 - Scan the major headings first to discover parts of the text you already know
 - In the areas you do not know scan the first sentence of each paragraph to get the ideas
 - Take notes as appropriate
6. Reading Technical Journals
 - Find the article that interests you
 - Scan the first sentence of each paragraph

- Get a feel for the article - make some notes from this initial scan
- Light-speed read the article noticing what you do not already know

Teaching Children to Read (age 1 to 8)

Read to your child as often as you can.

1. Read out loud to your baby in the womb before birth. Read what you like the best. Read at night before bed when you are relaxed and feel comfortable. Children love to “do” what mother does when she is enjoying herself. Any reading material is okay - whatever you enjoy the best. The key here is enjoyment. Anything you read that brings about an emotional response will emotionally affect the baby - this is good! Any emotions the mother experiences while reading (and NOT backed up with pain, like sneezing, bumping into objects, etc. - babies are very easily traumatized) tend to assist babies in assimilating emotions.
2. Light-speed read often to activate your intuition for the unborn baby. The connection between mother and baby is very intimate. The possibility that the baby could learn what mother learns while in the womb is worth pursuing.

Teaching very young children to read.

1. Take a trip to the library or other place where young children’s books are kept. Introduce young children to the look and feel of books. Very young children will probably want to “eat” the books first. However, most young children’s books are covered with plastic or another type of protective cover. Very young children tend to focus on their sense of smell, taste, and touch first. Allowing them to have a favorable sensory experience with books may give them a “first” sense of pleasure with books that promotes later favorable encounters.
2. Select books with LOTS of pictures (young children’s books). Point out the pictures so the children see them clearly and can make visual associations. Make the pictures interesting to you as well. What you enjoy, the child will enjoy. That’s one of the ways they build their “library” of pleasurable things.
3. Assist the child in using their eyes to look around the room and the pages. Point out items of interest, things that appeal to you. Add

plenty of other sensory input like touch and smell. Move the child close to the item you point out so the baby can touch it and possibly smell it, too. This can become a rather enjoyable and fun game - pointing out, then touching. Add to this an auditory identification - a name - and the child comes to understand what things are when they see them in a picture in a book. Later, you will use a similar process to assist the child in identifying words and associating those words to the items of which they already have sensory memory.

4. Spend only a half hour to one hour (depending on the attention span of the child). Honoring the child's attention and interest span encourages children to experience the reading process as a pleasurable and enjoyable one.

Acclimatize the child to the library environment.

1. Select children's books with lots of pictures. Young children love pictures and pictures encourage children's imagination. Intuitive reading is based on imagination. Take young children to the library often to offer them the opportunity to smell, touch, and "taste" the library environment. Make this a pleasurable experience so they can associate pleasure with reading.
2. Let the child "read" each book by describing the story from the pictures. Find books in the children's section that offer large and colorful pictures. Encourage the child to "read" the story from the pictures. Make their interpretations correct by listening to them and offering them your undivided attention.
3. DO NOT read the stories to the child - let them be correct with their perceptions. We all like to be right and part of the Light-Speed Reading program is learning to trust intuitive processes. Allowing children to be right in their own perceptions encourages them in trusting their own intuition.
4. Lavish praise for their fine work. Be mindful to praise them in a way they prefer. Watch them to see that they accept the praise you offer them. For some children the words, "Very good!" come out sounding like, "Well, it's about time you got it!!" For most children, your attention is praise enough for them to continue and

- grow. Make sure your language matches your heart when speaking to children - they know when your heart is not in your speech.
5. Take home two or three books for tomorrow. Children tend to make special things that go home with them. Books they choose and take home with them tend to be treated as special. When books are taken home, make them special by naming them such: "Let's look at your special library book." Even very young children looking at pictures and verbalizing as best they can will appreciate special books brought home from the wonderful "book place".
 6. Check with your local public library for special programs and story times for children. These special times can be very beneficial in acclimatizing children to the wonders of their own public libraries. Many of the early childhood programs offered by the public library are intended to facilitate early reading skills. Many of these work well with later integration of Light-Speed Reading skills.
 7. Make up stories based on the pictures found in children's books. Rather than reading the words on the pages, make up your own stories to match the pictures. With very young children the stories will be very short and easy to make up. The whole idea is to allow for perceptual differences in stories. It also encourages your own intuitive nature.

At home with two or three books (lots of pictures, few words)

1. Allow the child to "read" the story from the pictures. Like at the library, make special time to read (like bedtime stories before bed time). Let them read a book with pictures as described earlier, then read them a story from a good bedtime story book while they just listen. For very young children this may take some patience on the part of the parent(s).
2. Lavish praise for their fine work. Make sure that praise is honest and matches your heart. Make reading a successful practice for them by seeking to make them right in their perceptions of what they read. For older children (grade school age) who must read and understand in the same manner as their teachers or administrators, allow them a space at home where they can be right in the way

- they want to perceive what they read. Even if it seems very far fetched, make them right by praising them for their work.
3. Return to the beginning of each book and show the child how the words relate to the pictures (only as long as the child's attention span allows). For pre-school age young children, gently associate words on the page with pictures they see. By gently, I mean associate one or two words at a time focusing on the objects and verbs. For example, on a page with a teddy bear and a tree, the words "bear" and "tree" might appear on the page with the picture so you can point them out to the child. Also, any action that may be occurring with the objects can be pointed out (i.e., the bear might be running or jumping - so point out those words).
 4. Spend no more than the attention span allows with each book (make it an enjoyable, fun occasion) - let go of any expectations of the child. Make time to allow the child full reign of expression and interpretation with their books. Encourage them to get elaborate and to escalate their stories. Let them go on and on about their story.
 5. Repeat these exercises at different times through the day and at bedtime. Seek times that encourage the child to relax and enjoy the experience. Changing the times and places that reading is done tends to discourage anchoring the reading experience to specific times or places. If, for example, childhood reading is done only at bedtime, later reading experiences will tend to bring on drowsiness and lower comprehension. So, choose various times of day to read with the child.

The process of teaching reading to children can take years. As soon as the child is able, teach them how to light-speed read using the adult course.

Baseline And Forecast

Baseline Scores

Reader's Name: _____

Date:

Test Results - Reading Speed: _____ WPM

Reading Comprehension: _____ %

Statement of Intent What I want from this course:

End Results Forecast

Imagine you have already completed the course and you are reviewing your progress. This is the result:

I read at least _____ words per minute.

I comprehend at least _____ % of what I read.

My image of myself after completing the course:

I ...

Am

Do

Have

Testing Form

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1	Count total number of letters & spaces in 3 lines of text	
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