

# PhotoReading<sup>SM</sup> Personal Learning Course

*Tap the rich resources of your inner mind to*

*/ read easier with better understanding and usefulness,*

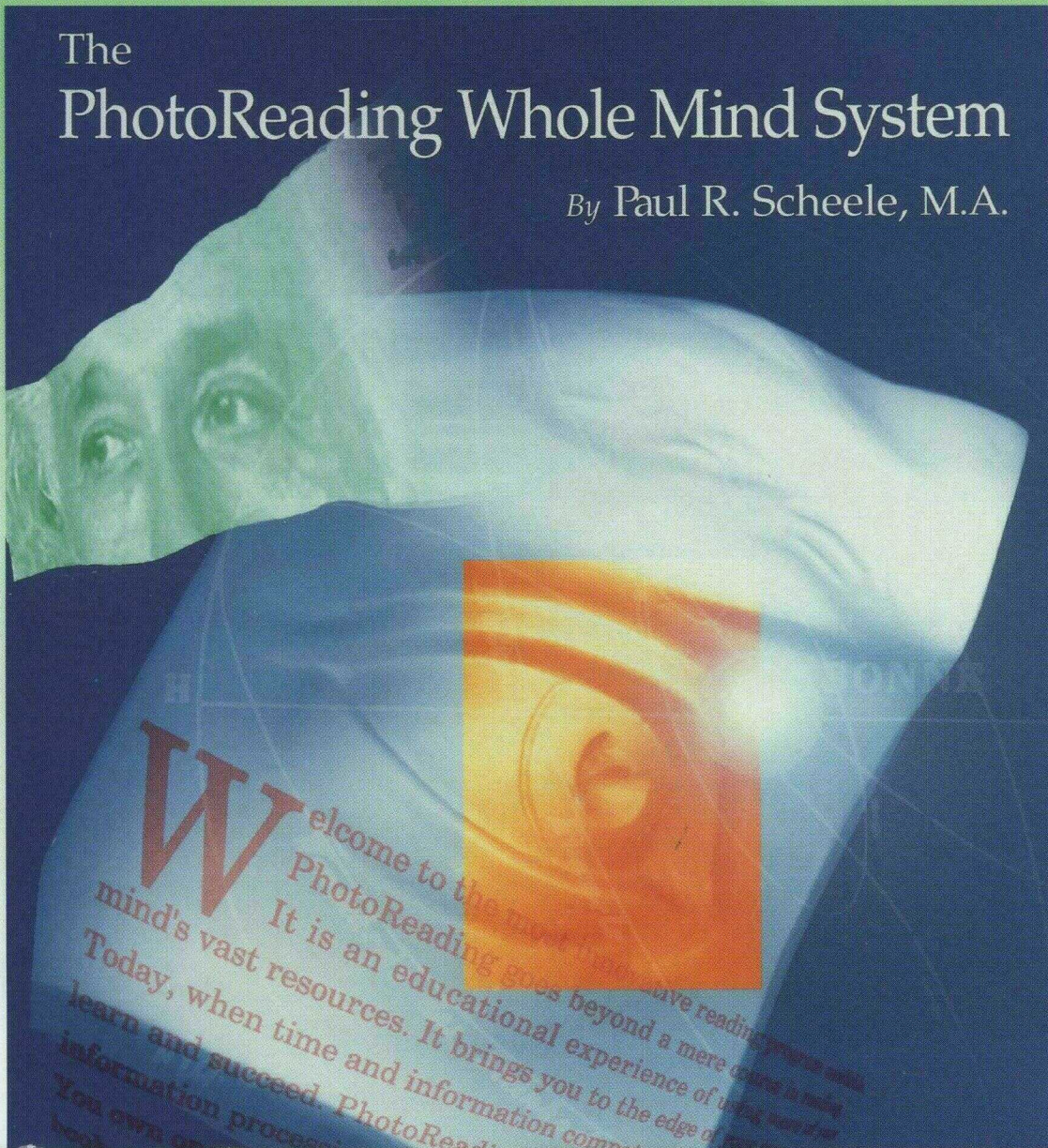
*' improve memory and sharpen concentration,*

*' better manage your time and increase your productivity,*

*• enhance your intuition and develop your true potential.*

## The PhotoReading Whole Mind System

*By Paul R. Scheele, M.A.*



# PHOTOREADING

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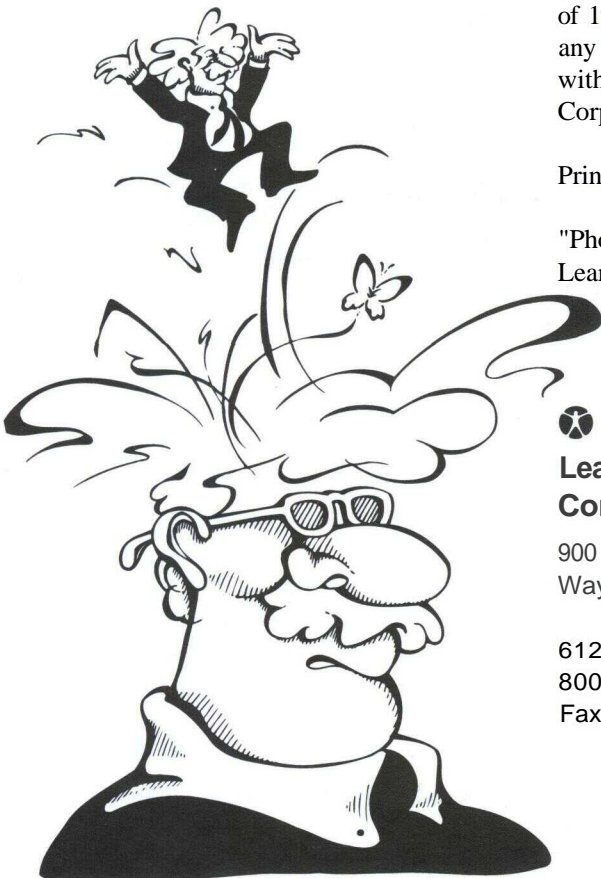
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## HOW TO USE YOUR PHOTOREADING PERSONAL LEARNING COURSE

### *Welcome to the World of PhotoReading!*

Make a personal commitment to yourself now to complete the *PhotoReading Personal Learning Course*. You may listen to these tapes anytime and anyplace that is convenient for you.

The *PhotoReading Personal Learning Course* will help you to develop the skills of PhotoReading. Therefore, you will need to DO things, not just HEAR things. Each tape provides exercises that let you practice the components of the PhotoReading whole mind system.

Your personal situation may not always permit you to complete an assigned exercise right when you come to it, especially if you are driving in a car. That is fine. It is better to go on listening and complete the exercise later.

This course manual serves three main purposes: 1) it supports and expands on the lessons from the tapes; 2) it contains exercises to help you better learn PhotoReading; and 3) it provides an excellent review of the program.

Ideally, set aside a specific time and place to listen to each tape session and work with the course materials. Begin with Tape 1, Side A. If you follow the instructions on each tape, you will know how to continue. You can listen to more than one tape in a day. Some tapes, however, suggest that you wait between listening sessions or perform exercises before going on. Others suggest that you wait until the next day before continuing.

Repeat listenings will help you fully understand the important points and help your new skills integrate into your daily reading.

In addition to a tape player, it is helpful to have the following items:

- a pencil or pen for writing notes and answers
- colored pens or markers for mind mapping
- a stopwatch or clock with a second hand for timing periods of time, not reading speeds
- a small hand mirror for the "Star of Wonder" game on pages 20 and 21

Listen to the *Memory Supercharger* Paraliminal Tape several times per week, ideally in the evening before sleep to improve concentration and memory.

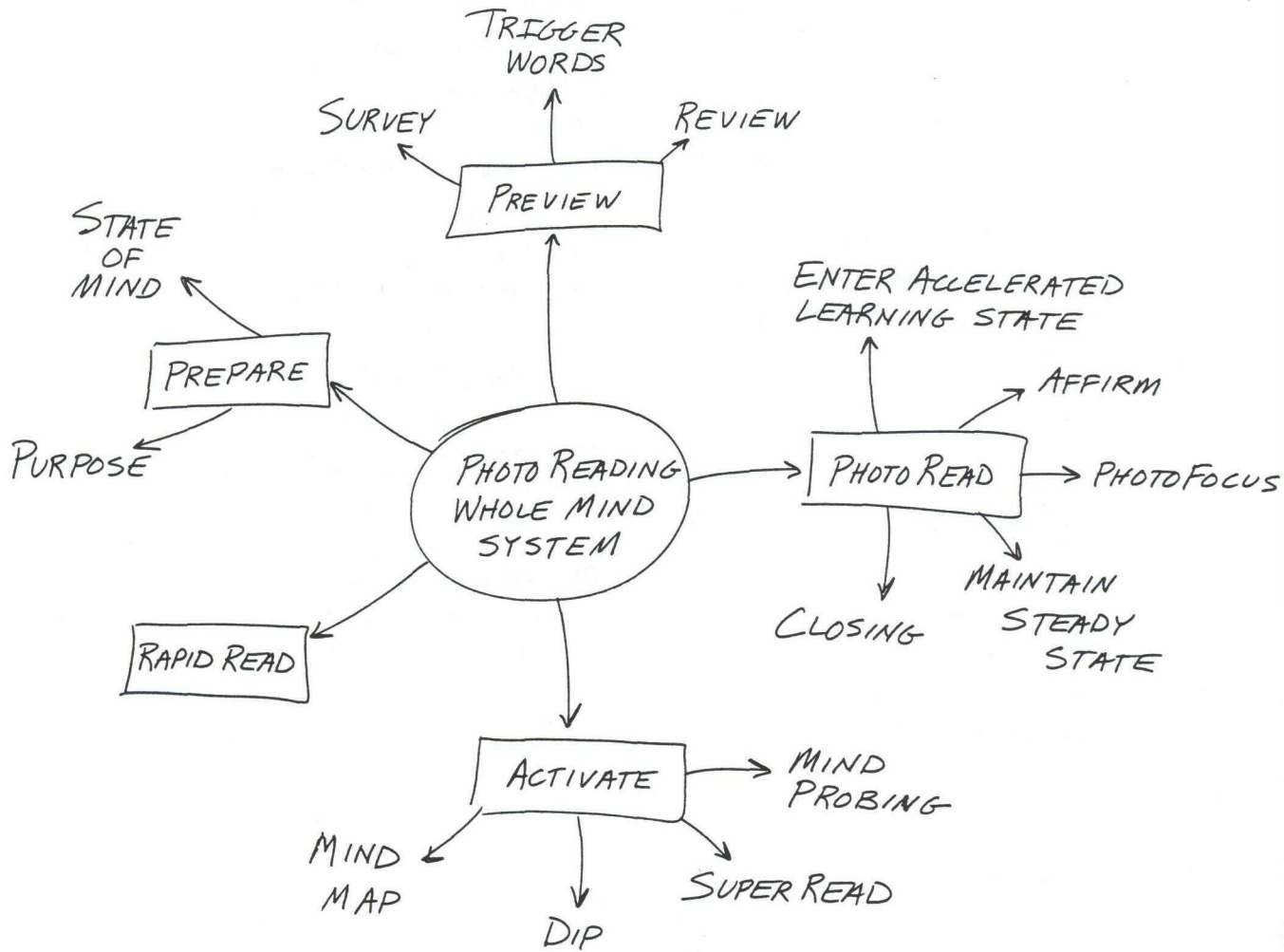
In the back of the book, *The PhotoReading Whole Mind System*, is a certificate to receive a free *Personal Genius* Paraliminal Tape. Mail the certificate along with the shipping and handling charge today, and then listen to *Personal Genius* periodically to help access a resourceful state of mind.

Enjoy your *PhotoReading Personal Learning Course* to the fullest. Have fun applying the PhotoReading whole mind system and winning all the benefits in life that these powerful skills will give you.

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# PHOTOREADING COURSE MAP



## FOREWORD

Congratulations! As owner of the *PhotoReading Personal Learning Course*, you have taken a powerful step forward in life.

As you harness the conscious and preconscious processing capabilities of the mind, you will learn how to learn at speeds many times faster than before. Imagine the benefits of being able to "mentally photograph" the written page at rates exceeding 25,000 words per minute.

Using the PhotoReading whole mind system, you experience what may have seemed impossible.

How will your life be when you finish reading a book in hours instead of days? When you fully understand business reports in minutes instead of hours? Or when you easily complete reading assignments at school? A new quality of life awaits you.

The beauty of PhotoReading is that you keep all the joy of reading while removing the pain. You gain confidence to excel in the information age. I have seen many people win back their self-esteem, grow in personal power, strengthen their professional skills, and help family members and friends recognize great talents of mind that are within.

I am excited that Learning Strategies Corporation can bring you these provocative concepts and skills through the *PhotoReading Personal Learning Course*. Have fun!

Paul R. Scheele, MA  
Chairman

Learning Strategies Corporation

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## HISTORY OF PHOTOREADING

March, 1981. Learning Strategies Corporation was founded as a Human Resource Development consulting firm.

Fall, 1985. Paul Scheele developed the prototype PhotoReading course.

January, 1986. Learning Strategies Corporation introduced PhotoReading to the general public in Minnesota.

February, 1986. The Minnesota Department of Education began the approval review process of PhotoReading.

March, 1986. Learning Strategies Corporation held the first in-company training.

May, 1986. The Minnesota Department of Education licensed Learning Strategies Corporation as a Private Vocational School. The license is renewed annually through the Minnesota Higher Education Coordinating Board.

May, 1988. PhotoReading was first taught internationally in Europe.

November, 1993. The first edition of *The PhotoReading Whole Mind System* book by Paul R. Scheele was published.

### **Developer. Paul R. Scheele, MA**

Paul R. Scheele, MA, co-founder of Learning Strategies Corporation, is the principal designer of PhotoReading. He began his work in Human Resource Development in 1975. Paul's educational background includes adult learning, psychology, biology, neuro-linguistic programming, accelerative learning, educational kinesiology, and preconscious processing. He received his Bachelor of Science degree from the University of Minnesota and his Master's degree from St. Thomas University. Paul developed the Paraliminal technology of audio cassette learning. In addition to his program design work, Paul is involved with public speaking and corporate consulting.

### **Co-Developer: Patricia Danielson**

Patricia Danielson, president of Accelerated Learning Institute of New England, was the first PhotoReading instructor outside of Minnesota. She was certified by Paul Scheele in May, 1986, and has facilitated PhotoReading seminars throughout the world. She has significantly influenced the evolution of PhotoReading and earned the status of PhotoReading Co-Developer. Patricia is an internationally acclaimed learning specialist.

### **Special Acknowledgments**

Special thanks go to the creative people that put their talents into the *PhotoReading Personal Learning Course* including Pete Bissonette, Susan Savvas, Jon Fargo, Marshall Trowbridge, and Brad Johnson. Thanks also to the many talented and insightful associates who have contributed to the successful implementation of the PhotoReading course worldwide.

## **COURSE PURPOSE AND OBJECTIVES**

### **Course Purpose**

Get your reading done in the time you have at the comprehension level you need.

### **Course Objectives**

#### **1. Learn Advanced Reading Strategies**

Increase the base reading rate and comprehension of normal reading to stay on top of priority reading and easily extract essential information. Enjoy fluent, active, efficient reading methods.

#### **2. Accelerate Learning**

1) Use both hemispheres of your brain.

Use the resources of your whole mind for efficient and accelerated learning. Develop increased powers of concentration and memory. Reduce stress.

2) Open your mind to greater possibilities.

Build a strong and productive channel of communication between your conscious mind and your "other-than-conscious" mind. Realize the greater potential within you.

3) Increase use of your other-than-conscious reserves of mind.

Improve rapport with, and use of, the other-than-conscious mind so you can use more of its vast resources. PhotoRead written materials with the preconscious processor of the mind at rates over one page per second.

#### **3. Integrate Course Concepts for Immediate Application and Results**

Demonstrate skills that effectively transfer into everyday reading and meet immediate needs. Commit to specific action steps for achieving reading and learning goals.



## **GROUND RULES**

### ***Go easy on yourself as a learner***

Learning happens when you do something, get feedback on how well you did, and then correct the difference between your goal and the outcome you actually achieved. Adult learners often think they should be able to do everything perfectly the first time. This misconception leads to failure. Remember to give yourself permission to let learning be fun and experiential.

### ***Take time to do the exercises (do not do them in your car)***

Certain portions of this tape series require your full attention and cannot be properly attended to if you are driving in your car or operating machinery. When full attention is required be sure to be in a place where you can discover the pleasure of these learning experiences safely.

### ***Keep to the time constraints***

For optimal gain from the experiences provided keep to the specified times on all of the exercises. You will be training your brain to find what it needs to achieve your reading goals in a fraction of the time you would normally spend.

### ***Take good care of yourself***

Create an environment conducive to learning and personal breakthrough. Focus on learning the principles and techniques of this system. If possible, be in a place that is right for you to learn. Remember to eat, exercise, and sleep optimally.

## COURSE OUTLINE

### **Tape 1, Side A**

Background  
Learner Ground Rules  
Overview of PhotoReading  
Introduction to PhotoReading  
First Five-Minute Read

### **Tape 1, Side B**

PhotoReading with the Dictionary  
Word Recognition Game

### **Tape 2, Side A**

Pretest, First Trial  
Types of Reading  
Star of Wonder  
Prepare  
Pretest, Second trial

### **Tape 2, Side B**

Previewing  
Super Reading and Dipping  
Second Five-Minute Read

### **Tape 3, Side A**

Overview of the PhotoReading Technique  
PhotoFocus

### **Tape 3, Side B**

PhotoFocus  
Maintain a Steady State  
Page Turning  
Close with Mastery

### **Tape 4, Side A**

PhotoReading Session with Book 1

### **Tape 4, Side B**

Activation Techniques  
Mind Probing  
Activating with Super Reading and Dipping

### **Tape 5, Side A**

Preview, Book 2  
PhotoRead, Book 2

### **Tape 5, Side B**

Mind Probing  
SuperReading and Dipping  
Rapid Reading

### **Tape 6, Side A**

Mind Mapping  
How to Mind Map Book 1

### **Tape 6, Side B**

More Activation Techniques with Book 2  
Using Dreams as Activation  
Peripheral Recall  
Discuss and Activate

### **Tape 7, Side A**

Prepare, Preview, and  
PhotoRead Book of Choice

### **Tape 7, Side B**

Activate Book of Choice

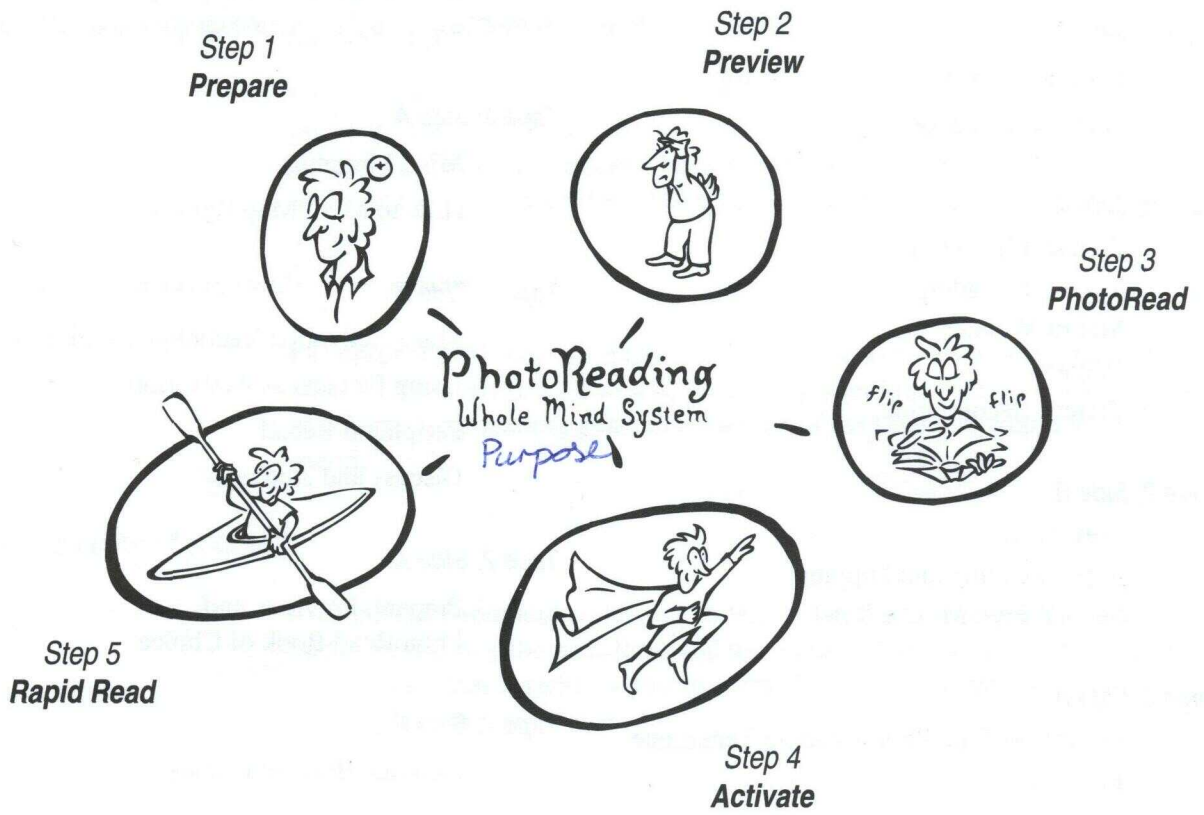
### **Tape 8, Side A**

Study Skills  
Business Reading  
Changing Careers  
Memory Improvement

### **Tape 8, Side B**

Goal Setting  
Creating an Action Plan  
Generating New Behaviors  
Closing

# THE PHOTOREADING WHOLE MIND SYSTEM



## SNEAK PREVIEW OF PHOTOREADING

### Six Parts of the PhotoReading Step

#### 1) Prepare

This is your time to physically get set for PhotoReading and to become clear about your intention.

#### 2) Enter Accelerative Learning State

Here you will become physically relaxed and mentally focused. Entering this state of body and mind will help you absorb information you PhotoRead.

#### 3) Affirm Concentration, Impact, and Outcome

Affirming your desired end result helps make sure everything you PhotoRead will have the effect you desire.

#### 4) Establish PhotoFocus State

PhotoFocus is a unique way of looking at the printed page so that the preconscious part of your brain mentally photographs the pages as you flip them in front of your eyes.

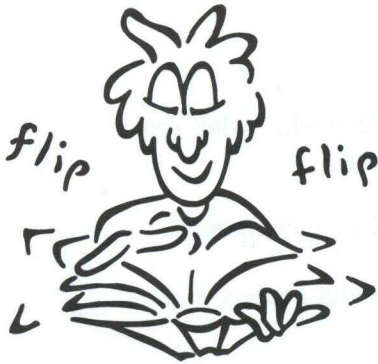
#### 5) Maintain a Steady Internal State

You will use a number of techniques that will help you remain in the accelerative learning state as you PhotoRead.

#### 6) Close

Finish the PhotoReading session with a sense of mastery. This ensures the conscious mind and the other-than-conscious mind will work together to activate what you have PhotoRead.

It is helpful to remember your brain already has the capacity to PhotoRead at phenomenal speeds. This course is not giving your brain a new capacity. It is helping you to recognize and release your brain's natural abilities.



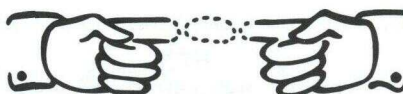
## FIRST EXPERIENCE WITH THE PHOTOFOCUS STATE

### How to PhotoFocus

#### "Cocktail Weenie Effect"

Hold your hands about eighteen inches in front of your eyes, and bring the tips of your index fingers together. With a focal point somewhere beyond your hands, maintain relaxed, divergent eyes.

Rather than looking at your fingers, notice what is in your visual field.



#### Viewing with Soft Eyes

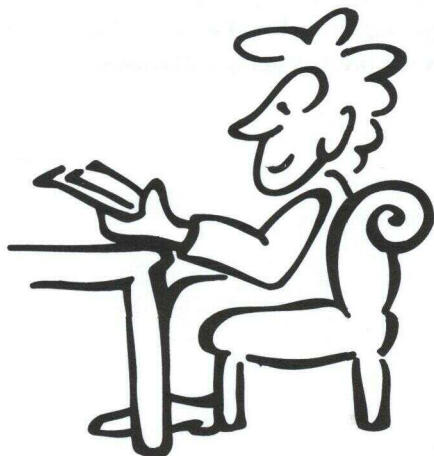
Open your vision so that you see all four corners of the book. Relax your gaze as if you could see the room on either side of you.

Notice the empty margins and the white space between the paragraphs.

Perhaps you can even imagine an "X" connecting the four corners of the book.

### Maintaining A Steady State

These tips will help you remain in the accelerative learning state when PhotoReading:

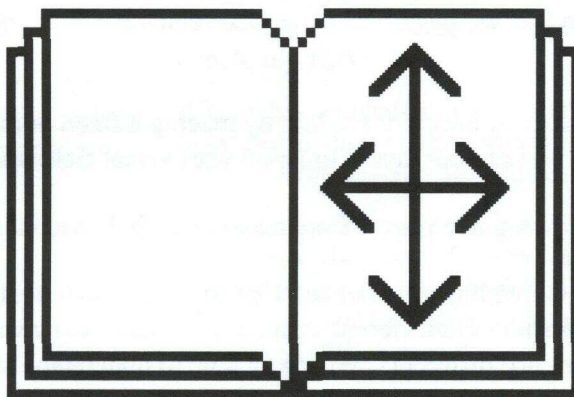


- Remain in an open posture. Ideally, rest your feet on the floor, and keep your legs uncrossed.
- Hold the book at a 45 degree angle to the table and a 90 degree angle to your eyes.
- Breathe deeply and evenly.
- Turn the pages of the book in a steady rhythm.
- Do not concern yourself if you miss pages. Just let them go. You can always come back to them on a second run through—upside down and backwards.
- Continue to chant to the rhythm of your page turning. Let your conscious mind follow the words of the chant.
- Let go of distracting thoughts by bringing your conscious mind back to the activity at hand.

## WORD RECOGNITION GAME

### Steps of the Game

- 1) After PhotoReading the dictionary, relax a while within yourself. Allow a word from the pages you have PhotoRead to gently and easily come into your conscious awareness. It may feel as if you are making up this word, since you did not "read" the pages of the dictionary with your conscious mind.
- 2) In your mind's eye, imagine the opened dictionary in front of you. Imagine you can see the two pages with the top and bottom of the book. Imagine that placed there on one of the pages of the opened book is the word you chose. Look at the position of the word with your imagination, and pretend you can get a sense of where the word belongs on the page.
- 3) When you are ready (at a rate that is comfortable for you), gently open your eyes, and look up your word in the dictionary. Compare your imagined placement of the word with its actual position on the page of the book.



- **Page**  
*Left or Right*
- **Column**  
*Left or Right*
- **Position**  
*Upper Half or Lower Half*
- **Placement**
- **Page Number**

**PRE-TEST****First Trial Instructions**

- 1) Read the the Pre-Test Reading Selection on pages 15 and 16, taking no more than 45 seconds.
- 2) Answer the ten questions on page 17. Record your answers on the Progress Sheet (page 18) in the column labeled Pre-Test, First Trial.
- 3) Afterwards, write down comments that describe your experience when reading the two pages of text. Examples are "confused," "frustrated," "rushed."

Reflect on your reading experience. How did your body feel as you read? Did you have any apprehension about taking a reading test? What happened in your visual field? Did your eyes see anything other than a blur of words? How satisfying was this speed reading experience?

- 4) Finally, check your answers with the Answer Key on page 66. Mark only the ones that you got wrong. Do not read further in the article, because we will return to it later for the second trial.

**Second Trial Instructions**

- 1) Look on page 18 to see which answers you missed during the first trial. Re-read those questions on page 17 to prepare for the second trial.
- 2) Take a deep breath and relax from head to toe. State your purpose for reading: to read the two pages for 45 seconds and answer the questions that follow.  
  
Enter the ideal state of mind for reading by placing a fixed point of attention on the top back part of your head. Imagine your visual field opening up.
- 3) Read the following two pages. Take no more than 45 seconds.
- 4) Reflect on your reading experience. How did your body feel this time? How was your visual field different than the first trial? How was your emotional experience different? Were you able to understand more or notice answers to the questions you missed the first time? Record your comments in the space provided on page 18.
- 5) Answer all ten questions following the article, writing your answers on page 18 in the column labeled Pre-Test, Second Trial.
- 6) Check your answers with the Answer Key on page 66. Mark only the ones that you got correct. Was there an improvement?

## Pre-Test Reading Selection

"Gee, Grandma, is this the little park you told Grandpa about?" Jack asked, obviously disappointed.

"It's so small, Grandma, an' there's only one seesaw an' four little swings," added five-year-old Linda, equally disappointed. "An' everything's sort of dusty and old."

"Darlings, this is only an old, tiny park in an old part of the city. See?" She directed their attention about them, waving her hands in the direction of the ancient tenements, old stores, and narrow, winding streets. "I told you about it on the drive down, remember?"

Miriam gazed about her nostalgically, fully aware that her emotions were coloring what she saw. Feelings of warmth and longing grew within her.

"Next week they're going to start tearing it all down," she went on, almost in a whisper. "They'll be erecting tall buildings everywhere. There'll be a skyscraper where this park is now."

"Gosh, Grandma, that's going to be some job," marveled Jack. Then he turned his eyes on his grandmother and said, "I remember now—you told us once—about the time you lived here when you were a little girl." A questioning intensity was in his high, clear voice, "Did you come here today to remember or something?"

Yes, she thought, I did come here to remember....

Miriam was humming a light, bouncy tune from "The Mikado."

She became aware that she was disturbing a man seated alone on a bench facing hers. It upset and angered her because she felt he was actually seated far enough away not to be disturbed by her barely audible humming. But he had been—his dark scowl and poorly restrained mutterings attested to that.

Miriam stopped and forced herself to sit on, glumly, for another ten minutes. I'm not going to let that unkempt, surly character drive me away from my bench, my park!

After what seemed an hour instead of ten minutes, Miriam stalked past the man, her manner openly scornful and defiant. He never raised his dark head from the soft covered, dull-looking book he was reading.

The next Sunday, Miriam found her bench was again invaded. This time the man approached her. "S-sorry, Miss, I w-wouldn't blame you if you think I'm some kind of nut," the fellow muttered, repeatedly smoothing his unruly black hair, "but I want to apologize for the way I acted last week. Please excuse me. I'll go now."

To Miriam's surprise, she heard herself murmur, "You don't have to. Not on my account." She noted with amazement how handsome he really was once he stopped scowling and looking grim.

"Are you from around here?"....."Yes. I live with my parents, two brothers and...." "I think I ought to introduce myself."



The following hour's conversation started in a slow, probing manner, with both speaking in low, soft voices. Within a half-hour they happily discovered how compatible they were as they discussed—as extensively as they could in such a short time—books, art, music and musicians. Miriam was delighted to learn that they both loved animals and trees and all the other toys of infatuation.

The following three months were joyous ones. Miriam and Bob met almost every Sunday. Soon they were meeting Wednesday or Friday night for dinner in some Italian, French, or Chinese restaurant. In between were the Automat, Schrafft's, and Jewish delicatessens.

They would follow dinner with a good movie, or the theatre if at all possible. Sometimes though, they simply walked up Fifth Avenue, talking, laughing and holding hands, stopping occasionally for a cup of coffee or a drink. Repeatedly they told one another, they *knew* they were meant for each other.

Then one warm Sunday afternoon at their little park Bob began, "Miriam, try to understand what I'm going to say. I've never mentioned that I'm committed to a cause. You must realize there's nothing I can do about the commitment. I made it months ago, long before I ever met you."

"You see, I belong to the Communist Party and—well—I'm already close to being a traitor in their opinion, and that definitely is *verboden* in the Party. It wasn't by accident, or birth, that the great Stalin took that word as his party name. It means 'steel'."

Miriam shuttered and stammered out, "Didn't you tell me how glad and grateful you were to meet me—that you'll never leave me?"

After a while he said deliberately, "You must listen calmly, Miriam. I'm going to keep my promise. It's a promise about Spain and their Civil War. Hate it or not, I've got to go and help." He sighed and smiled in bitter resignation. "I've got to. There's just no changing with the Party. Only their goals matter."

After that Sunday, Miriam sat alone in her little park; sat there as one frozen, except for her heart and spirit which were always forlorn and in pain. Bob had left. His grim commitment was irrevocable. The pretty little park was not very pretty.

On a Sunday almost a year later, she had the first and last bit of news about her beloved. A friend of his furtively entered the park, whispered to her that Bob would not be returning from Spain, then fled out of sight, as if pursued.

"Grandma, aren't we going home soon?" Miriam heard Jack ask, as from a great distance. With a start she opened her eyes and saw the children running to her.

"Grandpa will start worrying about us," Linda chimed in.

Miriam arose with a soft sigh and murmured, "I've remembered, dear. Goodbye."

Then she held out her arms to her grandchildren and kissed them. "I'm sorry I lost track of time, darlings," she told them. She took each child's hand and for a fleeting second hesitated, looked back and then walked slowly out of the little park. "Yes—of course we're going home. We wouldn't want Grandpa, even for a moment, to think we don't appreciate and love him dearly."

## Pre-Test Questions

Complete each of the ten questions below by answering them on the Progress Sheet on the next page.

1. The park was described as being
  - a. small, but bright and cheery.
  - b. small, dusty, and old.
  - c. spacious and verdant,
  - d. in the process of undergoing renovation.
2. Miriam brought the children to the park
  - a. because it was her favorite place to relax.
  - b. to reminisce and remember,
  - c. because the children had asked to see where grandma had lived,
  - d. to think about her problems.
3. Miriam became aware that her humming
  - a. was disturbing the stranger.
  - b. was amusing the stranger,
  - c. had caused the stranger to move to another bench,
  - d. was causing everyone to look at her.
4. When the stranger first spoke to Miriam
  - a. he asked her to be more quiet,
  - b. he asked her why she came to the park,
  - c. he asked her name,
  - d. he apologized for acting so strangely.
5. As they talked they discovered
  - a. they grew up in the same neighborhood,
  - b. they both had similar problems and memories,
  - c. the reason for their natural hostility to each other,
  - d. how compatible they were.
6. The following three months after they met
  - a. were joyous ones for both of them,
  - b. were pleasant only for Bob.
  - c. caused them both periods of sorrow,
  - d. brought back old time memories to Miriam.
7. Bob's problem was that
  - a. he had had a previous love which left him bitter and hurt.
  - b. he had been unemployed for months,
  - c. he was committed to the Communist Party,
  - d. as a Spanish citizen, he had to return and fight.
8. Bob decided to
  - a. look for a job.
  - b. go to Spain.
  - c. enter a hospital for observation.
  - d. ask Miriam to marry him.
9. After their three month interlude
  - a. Miriam never saw Bob or heard about him.
  - b. Miriam and Bob met only occasionally,
  - c. Miriam vowed never to see Bob or think of him again,
  - d. heard about Bob only once through a friend.
10. As Miriam left the park, she
  - a. vowed never to come back again,
  - b. vowed to come back as often as she could.
  - c. murmured, "I've remembered, dear."
  - d. thought, "Will it always be like this?"

## PROGRESS SHEET

### Pre-Test, First Trial

- 1 \_\_\_
- 2 \_\_\_
- 3 \_\_\_
- 4 \_\_\_
- 5 \_\_\_
- 6 \_\_\_
- 7 \_\_\_
- 8 \_\_\_
- 9 \_\_\_
- 10 \_\_\_

Comments:

### Pre-Test, Second Trial

- 1 \_\_\_
- 2 \_\_\_
- 3 \_\_\_
- 4 \_\_\_
- 5 \_\_\_
- 6 \_\_\_
- 7 \_\_\_
- 8 \_\_\_
- 9 \_\_\_
- 10 \_\_\_

Comments:

### Experiment

*Purpose: To compare and contrast your reading experiences before and after you know the whole mind system.*

*Take five minutes to read in a non-fiction book of your choice. In the space provided below, note the page you begin on, end on, and comments about your experience.*

\_\_\_ beginning page

\_\_\_ ending page

Comments:

*When you know the steps of the system, take five minutes to whole mind read the same non-fiction book beginning where you left off. Record your findings below.*

\_\_\_ beginning page

\_\_\_ ending page

Comments:

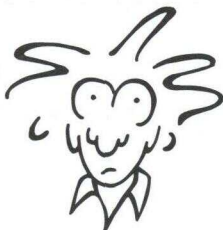
## DIFFERENT APPROACHES TO READING

### **Elementary Reading (Linear Approach)**

Average reading speed: 220 wpm

Upper limit: 400 wpm

Fewer than 1% of Americans  
read faster than 400 wpm



#### **General Approach**

Read once through

Receive passively

Comprehend and remember as you read

Think that one speed fits all

Use one strategy for all types of materials

Feel bored or anxious

Get all or nothing

Feel guilty for missing anything

#### **Specific Skills**

Recognizing alphabet sounds

Recognizing words

Combining words into phrases

Starting and slogging until finished

#### **Developmental Goals**

Read more

Read faster

#### **Limiting Factors of Elementary Reading**

Narrow visual field

7 plus or minus 2 bits of information in process

Left to right, linear, sequential

Overly detail oriented

Slow

Using conscious mind, which represents only  
5% of the brain's mass

Using the conscious data base, which is  
outweighed by the unconscious data base by 10  
billion to 1

Critical of anything less than perfect reading  
and suspicious if every word is not received at  
a conscious level

### **Advanced Reading (Whole Mind Approach)**

Reading: 300 - 3,000 wpm

Speed Reading: 600 - 25,000 wpm

PhotoReading: 25,000 wpm +

#### **General Approach**

Multiple read approach

Active

Purposeful

Questioning

Useful for prioritizing

Aimed at recognizing core concepts

Flexible

Deductive: whole to parts

Positive, trusting in self

Mindful of time; efficient

Willing to take risks and increase potentials

#### **Specific Skills**

Recognizing word patterns

Skipping unnecessary words

Recognizing meanings instead of sounds

Previewing

Prioritizing

Accelerated learning states, relaxed alertness

Mind mapping

Associative memory techniques

Super reading

Dipping

Rapid reading

Reviewing

Selecting appropriate strategy

#### **Developmental Goals**

Eliminate or reduce; Regression,  
Subvocalization, and Auditory Reading

Increase: Concentration, Attention

Speed, through visual reading techniques

Eye-mind connections

Comprehension, Retention, Recall

Relaxation, Pleasure



## STAR OF WONDER EXERCISE

### **Purpose:**

To show how the logical mind blocks learning and how we easily create emotional barriers to success. This exercise opens you to discovering new thinking and feeling strategies that turn into PhotoReading skills.

### **Requirements:**

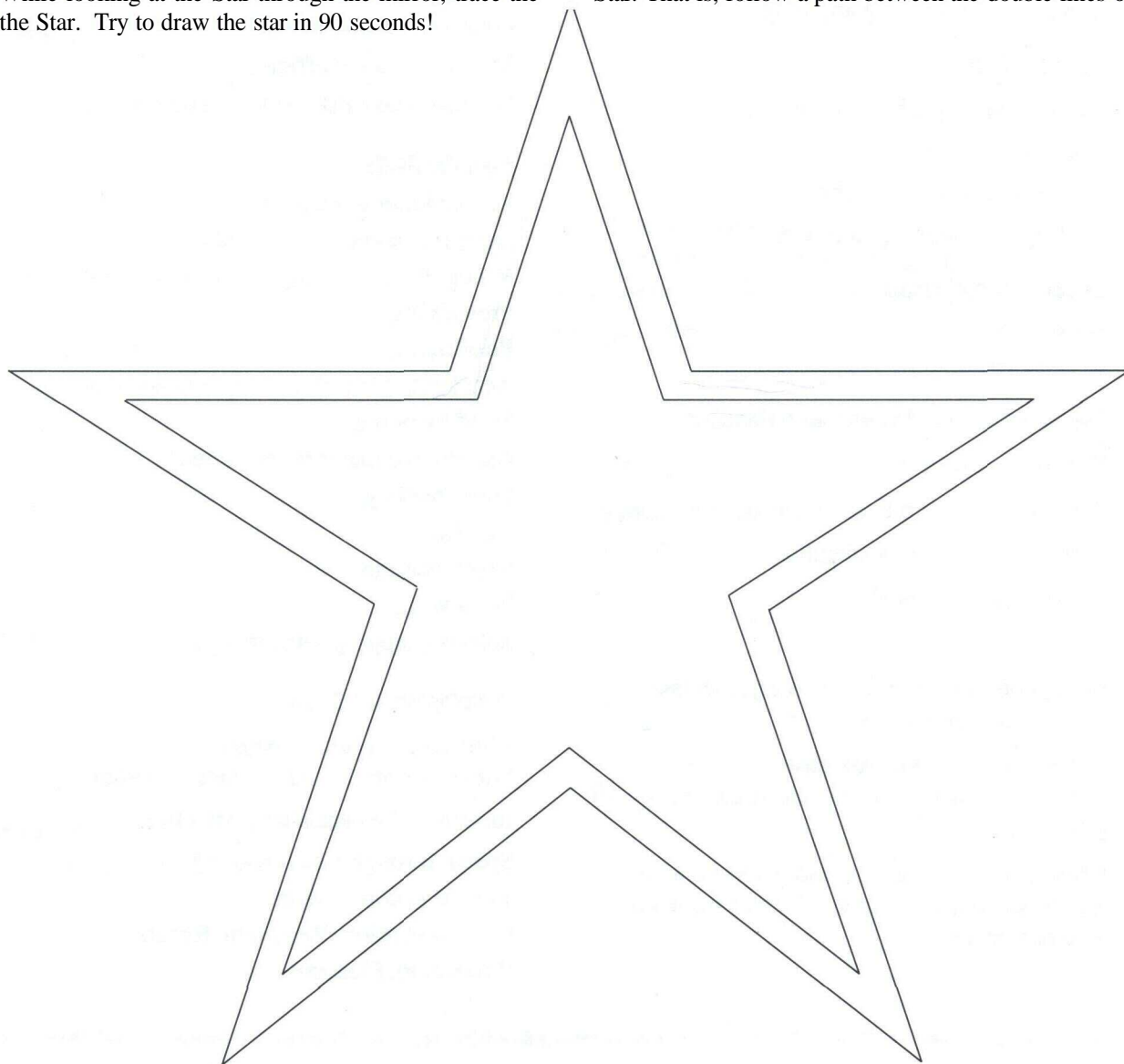
- Stand the *Personal Learning Course* album up on one end to block view of Star
- A small hand-held mirror
- A pencil or pen for drawing
- Star of Wonder diagram (below)

### **Prepare:**

Stand the course album up between you and the Star to block the line of sight to the Star. Hold the mirror in one hand so that you can see the Star only through the mirror.

### **Exercise:**

While looking at the Star through the mirror, trace the Star. That is, follow a path between the double lines of the Star. Try to draw the star in 90 seconds!



*Commentary: (Read after trying the exercise)*

One of the biggest challenges or blocks to learning PhotoReading is that you already know how to read. Many of us have forgotten the process of how we first learn something. This exercise creates such a learning experience.

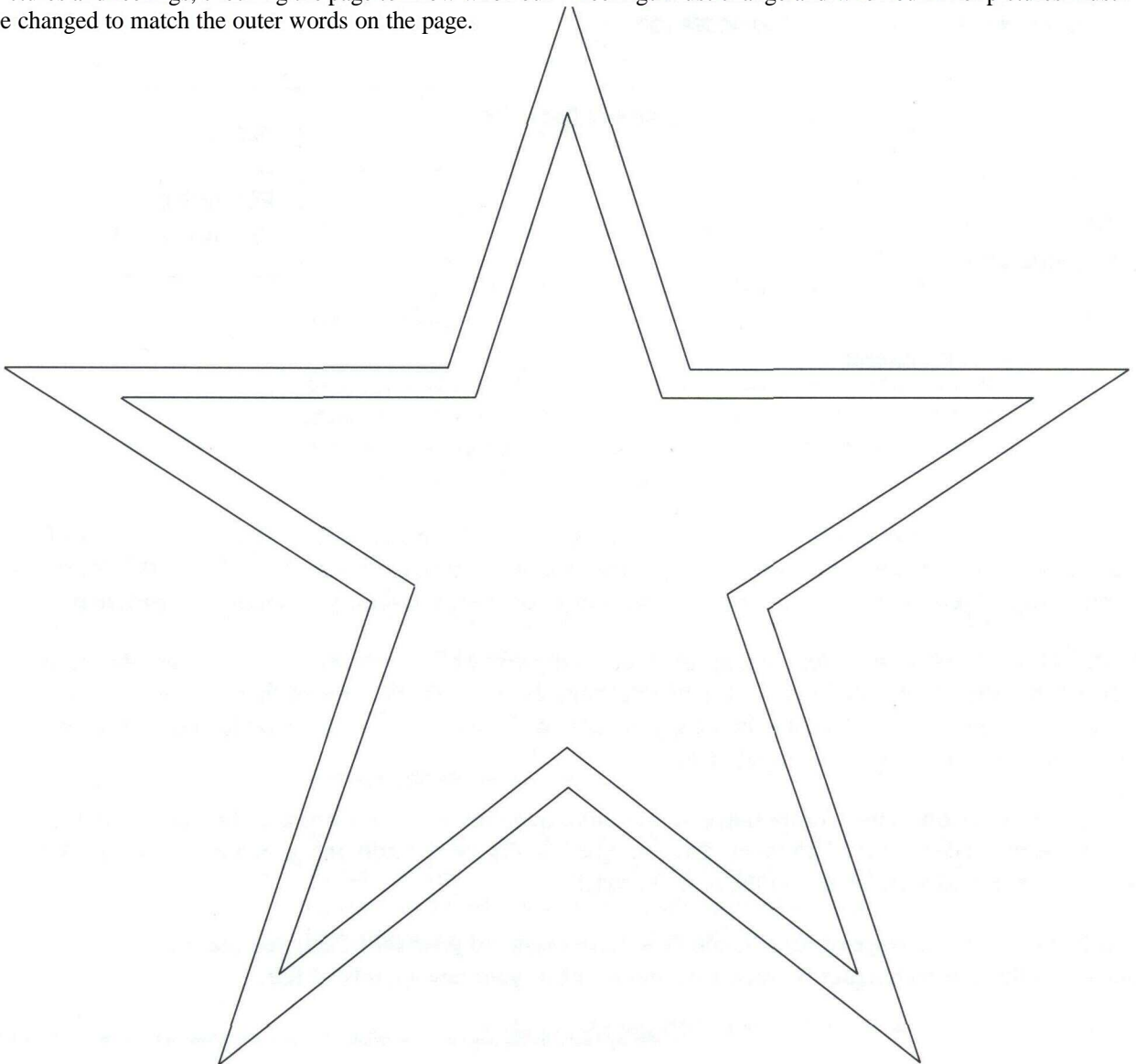
We are taught to focus hard and read carefully, because the most important thing about reading is on the page in front of us. This is like insisting that everything you need in order to draw the Star has to come from the mirror. If this is your only strategy you will develop "brain lock"—you will go back and forth, unable to make progress.

Think of what a Star looks like. You know it starts with a point at the top. How would your hand move to draw the first line? You have to make this move regardless of what the reflected image in the mirror looks like. The only way to successfully draw the Star is to look at the Star behind your eyes—in your mind—and then draw as you would draw the inner picture, by moving your hand.

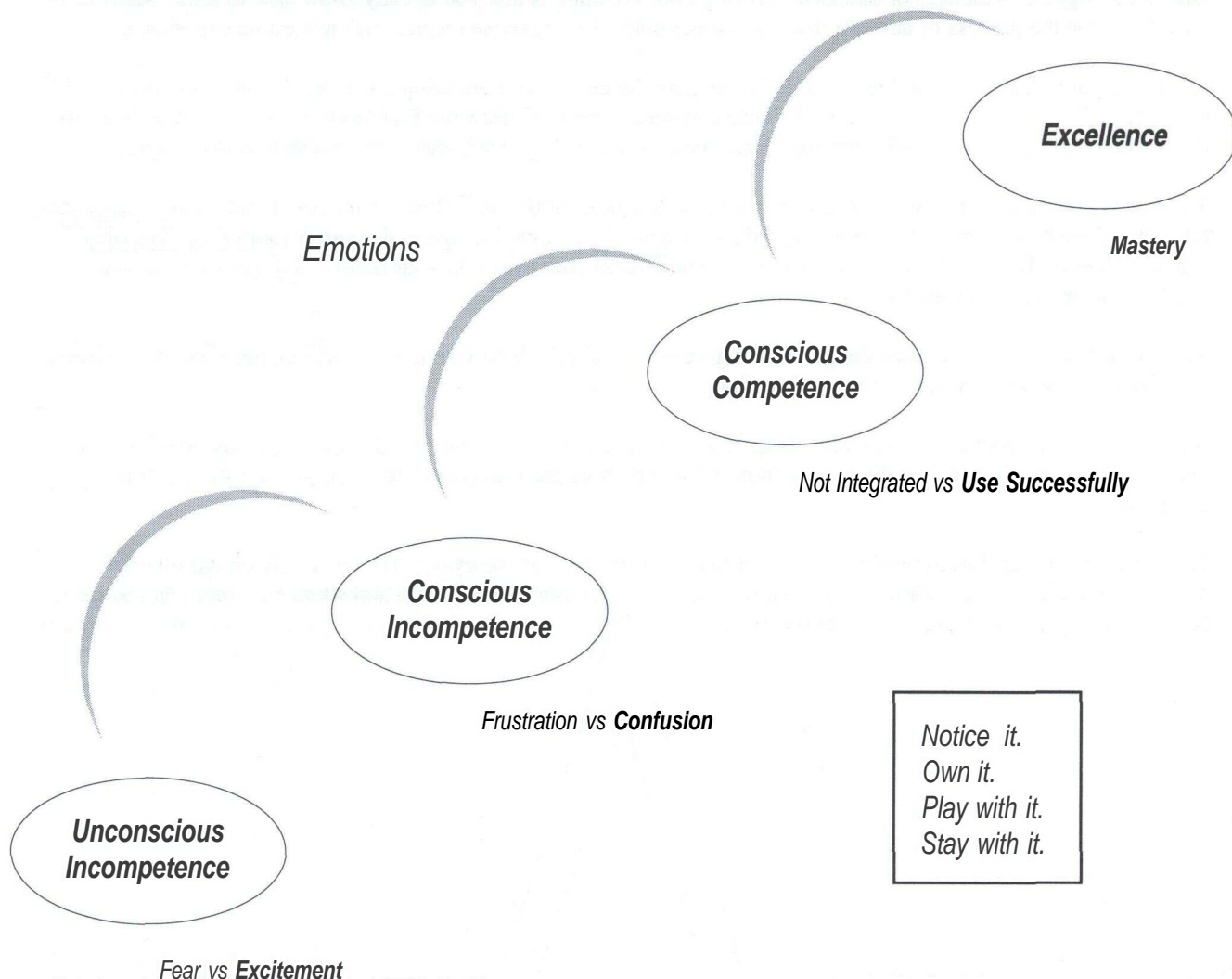
The mirror will tell you only two things. It will give you feedback about whether you are staying between the lines, and it will let you know when to change direction.

When you reach a junction and need to change direction, think of the internal image and which way your hand has to move. Move by first feeling the correct movement and check the mirror only to know you are staying between the lines.

The same strategy applies to reading. We need to read from "behind our eyes." We must rely on our internal pictures and feelings, checking the page to know when our feelings must change and when our inner pictures must be changed to match the outer words on the page.



## LEARNING PROCESS



In the first stage, **Unconscious Incompetence**, you know you have a problem. Something in your life is broken, but you are not aware of what needs fixing or how to respond in order to fix it. At this level it is common to feel fear, sometimes paired with excitement over the possibility of solving the problem.

Next, you sense that your current actions are not serving you well. Your actions, in fact, are the major source of your problem. You learn about new techniques and even try some of them, but they seem unfamiliar. Now you know what is broken, you know what to do, but you are unable to do it yet. We label this stage, **Conscious Incompetence**.

The third stage, **Conscious Competence**, represents a quantum leap. Your new techniques become skills, and you experience success with them. Even so, these skills are not fully integrated into your life. You still need to remind yourself to use the new approach.

Finally, you enter the stage of **Excellence**. You have mastered your skills, and you use them automatically. The techniques become a natural part of your new quality of life.

## STEP 1: PREPARE

To read efficiently, you can adequately prepare your mind by doing two things: 1) clearly state your purpose, and 2) get into the ideal state of mind.

### *State Your Purpose*

Reading everything over and over in order to achieve 100% comprehension would take a tremendous amount of time. Plus, it would not be worthwhile in most cases. Since all reading ultimately serves some purpose, it is best to begin by setting a specific purpose. Here are several questions that can help you establish a purpose in your reading.

- 1) What is my *ultimate application* for this material?
- 2) How important to me is what I am reading; in the long run how worthwhile is it?

Once those questions are answered, then narrow your purpose:

- 3) What specifically do I want or need to remember from the material I am about to read: is it "global/overview" or is it small chunks of detail?

One more powerful question will help:

- 4) How much *time* am I willing to commit right now to get the information I want?

State to yourself the purpose for reading every time you read. Get into the habit of engaging your mind and sharpening your mental focus. Stating purpose also reinforces your power to choose when and how your mind works for you.

You will undoubtedly find yourself choosing not to read unimportant materials. You can then release any sense of guilt about putting off unnecessary reading. Instead, you can start affirming, "I can accomplish anything I sincerely set my mind on."

### *The Ideal State of Mind*

The ideal state of mind for reading and learning is relaxed alertness. When you stay relaxed and alert while reading, you are more likely to be faster, fluent, and less distracted. You are more likely to comprehend, retain, and recall what you read.

### *The Tangerine Technique*

You quickly and easily establish a relaxed state of alertness when you use the Tangerine Technique. An added feature of this simple technique is that it automatically directs your available units of attention. The result is an immediate improvement in reading skills.

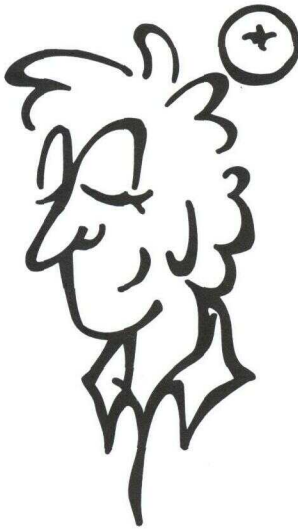


Studies show that both reading and memory require attention. You have seven, plus or minus two, units of attention available at a conscious level. By fixing your attention on a single point, you effectively focus the other available units of attention to perform the task at hand.

Research also indicates that the actual location of your point of attention is important. For example, when driving a car, the best point of attention is down the road—not on your hood ornament or the bumper of the car in front of you. For the efficient reader, the ideal point of attention is just above and behind the head. The Tangerine Technique helps locate and maintain the ideal point of attention for reading.

### **Steps to Follow**

- 1) Hold an imaginary tangerine in your hand. Experience the weight, color, texture, and smell of the tangerine.
- 2) Gently close your eyes and place the tangerine so that it delicately balances on the top back part of your head. Become aware of the feeling.
- 3) Imagine your field of vision opening up.
- 4) Open your eyes while maintaining the feeling of the tangerine resting on your head. Read.



By playing with this technique, you will flow through reading material with increased speed and fluency. Your ability to concentrate on the information improves. Reading becomes more relaxing.

For the first few weeks you may have to consciously place the tangerine on the back of your head. Soon it will become an automatic process so that whenever you approach reading materials, you will enter the ideal state spontaneously.

# The Body/Mind Link for Inner Peace

by Paul R. Scheele

Being at peace is the wonderful state of mind and body where all is calm, where thoughts are quiet and serene, and where muscles are relaxed and comfortable. In this article, you'll learn how to attain this inner peace in a matter of minutes.

Once you are adept at controlling your mind and body, you are always only one simple thought away from perfect peacefulness. You can "will" perfect peacefulness at any time. You will be able to move out of stressful situations immediately. All you need to do is follow a few simple steps to train yourself. A little practice is all that is required. But, you must take the time to direct the mind and body in positive ways so that you can ensure the pleasures of inner peace.

You're at the wheel. So let's drive on!

## Let peace happen

Being at peace is a choice. When we stop struggling and fighting the world around us—and the world within us—peace can happen. Our individual fight is with our thoughts, emotions and physical bodies. The fighting can be directed toward ourselves or those we face each day. Here are several approaches to quickly give up the fight and win at the same time.

There are many ways your physical body can take on struggles you face each day. Maybe you clench your jaw when you get mad. Maybe you collect tension across the back of your neck and shoulders. Maybe butterflies trouble your stomach. The first step is being aware of what you are doing. The second step is to consciously make the choice to release the tension.

Your mind takes on struggles in the form of mental images. Do you tend to imagine the ideal end result or the worst possible situation? Troubling and negative mental images translate into

unpleasant emotions and stressful physical reactions. Choose carefully the thoughts you think because they absolutely affect how you feel. Realize that the only person who can change your thoughts is you. You can then take charge and change your thoughts for the better.

Emotions are natural physiological changes that occur when thoughts are held in your mind. You can easily direct your emotional states by changing your posture; for example, sit straight, tilt your head, use facial expressions, walk differently, etc. You can also direct your emotional states by holding brighter and more pleasing visual images in mind. You have the choice, but you must make the choice.

## Creating Peace of Mind

To create peace within yourself, simply relax your body and breathing. Then, direct the mind.

A still body is the reflection of a calm mind, but the mind cannot be still until the body is still. Begin by making your body comfortable. Then release areas of tension. As example, gentle movements of the neck and shoulder muscles can help stretch and release tension in those areas.

Breathing in an even and steady way will quickly calm both the body and mind. Make the inhale and exhale of equal length without any pauses in between. Your breathing will become smooth and even.

The next step is to quiet the mind. Start by bringing your awareness into this present moment, here and now. By doing this you can effectively eliminate distracting or troubling thoughts. Any anxieties about the future or tensions from the past will leave your mind and body.

Another way to direct the mind is to direct your inner voice—especially if it is anxious or overbearing. Play with the idea of changing the volume of your

inner voice. Have it be quieter. Modify the tone of your inner voice until it is pleasant, warm and nurturing. You can have it say pleasant and comforting words to you—words of encouragement and self esteem. Some people even repeat soothing words or phrases in a rhythmic way.

The final step is to hold images that encourage a peaceful mind. For thousands of years, prayerful and meditative people have directed the mind by holding steady mental pictures. For example, the image of a candle flame can be used to concentrate one's attention and steady the mind. You can use images of a peaceful scene from nature, a vacation setting, an imaginary room of comfort, a cathedral, a flower, or anything calming, wonderful, and peaceful.

## What To Do Once You've Arrived

Getting to a relaxed state of mind and body by the above steps may take 20-30 minutes at first. With practice, however, you'll be able to accomplish this within a few minutes.

When you try to extend this peaceful feeling for long periods of time, you may find that your mind will race to other thoughts. After all, your mind is trained to race, to go full throttle, all day long. If you suddenly stop for 20 minutes, will your mind cooperate? No. It will do what you trained it to do for the 16 hours—race!

So, what's the solution? How do you create a peace-filled life, and not peaceful three-minute spurts? Take it one moment and one thought at a time. Bring peaceful, serene, and positive images and feelings into the rest of your day. Learn to release tensions as they occur. Learn to direct your thoughts and emotions at the time they start getting out of hand. You'll discover that not only can you create a peacefulness, but you are living a peace-filled life.

## STEP 2: PREVIEW

Previewing is the most fundamental of all advanced reading techniques, and it offers some of the biggest payoffs. Previewing enables you to know what the materials are about before actually reading. By previewing, you bury forever the old "start and slog" approach to reading.

### How to Preview Materials

#### Survey

Take *30 seconds* to preview for shorter articles or reports, and take up to *3 minutes* for longer ones. Read the titles, headers, bold print, and first and last paragraphs of the main sections.

When previewing a book, examine it for *3 to 5 minutes*.

Look at the front and back covers. Read the comments from the front and back flaps, foreword, author's preface, table of contents, and index. Skim the first and last pages.

Glean a *context* by your survey. Notice the copyright date and any other details that appear relevant. Determine the *gist* of the book or the *main point* of an article.

#### Pull out trigger words from the materials

Let your eyes skim the pages. When previewing a book, examine a page every 20 pages or so. Notice key words that catch your *attention*. Notice high powered words or phrases that seem important. Pull out 20 to 25 words in total. If you like, write them down.

#### Review

Take a few minutes to review the information you found during your survey of the materials. As you think about your list of trigger words, be curious about the *meaning* of the words. Ask your mind about the *relevance* and *relationship* these words have to the material you will be reading.

# Foundations of Paraliminal Technology

Paraliminal Tapes are audio learning programs that represent a significant breakthrough in human development. They help individuals overcome internal obstacles and achieve goals through application of the latest educational technologies.

This article explores the foundations of Paraliminal tapes and gives direction to those seeking to use more of their natural learning abilities.

## **Paraliminal defined**

"Para" is the Latin prefix meaning "beyond." "Liminal" refers to the "limen" or "threshold" of conscious awareness. It literally means, "beyond the threshold of conscious awareness."

The term was coined, in part, to distinguish it from "subliminal" which means, "below the threshold". In psychological literature, subliminal refers to information that cannot be consciously perceived.

With Paraliminal, the listener can hear separate messages coming into each ear, but it is beyond the conscious mind's ability to process both messages simultaneously for more than a few moments. The result is an enjoyable multi-level communication to different hemispheres of the brain. The listener can choose which message to attend to, and one's attention will switch from time to time. Consequently, the conscious mind hears the tape differently with each listening session. Yet, the other-than-conscious receives the entire message each time.

## **Accelerative Learning**

The Paraliminal technology can be most readily identified as an application

of Suggestive-Accelerative Learning and Teaching (SALT) methodologies. These instructional methods use a combination of physical relaxation exercises, mental concentration, and suggestive principles. These are intended to strengthen a person's ego and expand his or her mental capabilities while material to be learned is presented dynamically with relaxing music.

One premise behind accelerative learning is that as humans we operate with the unity of our conscious and other-than-conscious mind. Another important premise is that suggestion is key to using our mental reserves that can accelerate learning. The use of these techniques according to Dr. Owen Caskey (1980), "permits information to be absorbed more readily by the individual by bypassing emotional barriers which accompany most learning activities and it results in a larger percentage of learned material being retained in the long-term memory area of the brain."

With accelerative learning techniques, education has been found to be faster, more enjoyable, with high retention rates, while the self-concept of the learner is enhanced.

Paraliminals have been designed using the theories and methods of accelerative learning. This collection of unique learning techniques accelerate the listener past their blocks and into new ways of achieving his or her learning objectives.

## **NLP**

The second most significant foundation in the design of the Paraliminal technology is Neuro-Linguistic Programming (NLP). Known as "The study of the structure of subjective experience," NLP is an extension of several sciences. Developed by John Grinder and Richard Bandler, it has its roots in linguistics, neurology, and psychology.

NLP is a model for understanding

the basic processes used by all human beings to encode, transfer, guide, and modify behavior. "Neuro" stands for the idea that neurological processes cause all behavior. "Linguistic" refers to the way that neural processes are represented, ordered and sequenced into models and strategies through language. "Programming" refers to the way internal sensory systems are organized for the achievement of specific outcomes. NLP is known as "The New Science of Achievement."

Paraliminal Tapes employ the NLP technology in several ways. First, in the development of special linguistic structures to ensure ideal suggestions are presented. Second, in the creation of specific therapeutic patterns to enhance the process of learning and change. Third, in the delivery of messages on the tapes, including the choice of voice qualities, music phrasing and tonal marking, as well as the selection of sensory specific language.

## **The Link between SALT and NLP**

SALT and NLP technologies share the common goal of using communication to accelerate the process of human learning and change. Both are equally concerned with the medium and the message. Both stress the importance of process rather than content. And central to both models is the use of therapeutic and educational suggestion.

The Paraliminal Tapes apply these two technologies along with sophisticated digital audio imaging effects and production techniques.

Following are highlights of how Paraliminal Tapes use accelerative learning in their design.

## **Ten Principles of Accelerated Learning**

Early in this century, Professor William James claimed that very few people live up to their full potential. "As a rule," he wrote, "men habitually use only a small part of the powers which they actually possess and which

they might use under appropriate conditions."

It wasn't until much later that a systematic effort in the field of human memory and learning bore out what Dr. James had realized. In the 1960's the extensive research of Dr. Georgi Lozanov, a Bulgarian psychiatrist, developed a new approach to accelerate learning and use the superpowers of mind. He applied elements of suggestion techniques and relaxation to classroom learning and termed the methods Suggestopedia. This was the beginning of accelerated learning.

Paraliminals have incorporated this approach using ten interdependent principles that support accelerative learning methods as described by Dr. Owen Caskey. These are:

1) "A comfortable, attractive learning setting increases acquisition and retention." Paraliminal Tapes make use of this by encouraging the listener to create just such an environment prior to listening.

2) "A relaxed state (physically and mentally) enhances learning and retention." Paraliminal Tapes induce such states prior to the learning session.

3) "Bilateral hemisphere input into the brain (whole-brain learning) increases acquisition of new material." Paraliminal Tapes are recorded in stereophonic 3-D sound, giving independent messages to each ear.

4) "Simultaneous use of the conscious and unconscious learning (double-planeness) makes learning easier and more productive." Paraliminal Tapes have linguistically structured, indirectly suggestive messages to engage the paraconscious mind, while delivering direct suggestion to the conscious mind.

5) "An organized methodology (components and sequence) overcomes the anti-suggestive barriers which reject or inhibit new learning." Paraliminal Tapes deliver specific step-by-step instructions to lead the listener through the learning process.

6) "Methodology emphasizing didactic, psychological, multi-sensory,

and artistic elements increases learning and retention." Paraliminal Tapes make specific requests of the listener. In addition, valid psychological principles are used for content along with 3-D special effects, environmental sounds and original score music used to create a unique internal sensory environment.

7) "Enhancing of psychohygenic conditions focuses concentration, while a musical background relaxes, resulting in increased recall and long-term memory." Special attention is given to offer strong self-esteem building messages on all Paraliminal Tapes. The music is especially written and arranged to create optimal mental concentration.

8) "Retention is increased if information is viewed as being credible and from an authoritative source." All literature on Paraliminal Tapes published by Learning Strategies Corporation uses client testimonials and stresses the legitimacy of the underlying technologies. Also promoted are the academic and professional credentials of the tape developer, Paul Scheele.

9) "A positive and encouraging learning atmosphere increases learning and retention." Paraliminal Tapes have been carefully scripted, to the subtlest detail, to ensure positive wording and goal orientation.

10) "Success in learning heightens self-concepts and promotes personal adjustment and self-confidence." The increments of progress in learning are kept reasonable to ensure success with each listening.

The application of these ten principles is rigorous and practice of them requires a ubiquitous shift in educational philosophy for most teachers. As shown above, Paraliminal audio cassette learning technology is a direct application of the principles set forth by researchers. The Paraliminal technology, like accelerated learning, is on the cutting edge of human development technology and produces remarkable results.

## Conclusion

Findings in the literature on human development, learning and therapeutic change, point to a new age of personal and professional growth. Because of decades of pioneering efforts on all fronts, new vistas are being realized that seemed unattainable a few short years ago.

*"We are only now on the threshold of knowing the range of educability of man."*—Dr. Jerome Bruner, Harvard University.

Innovators in learning and human development technologies are needed. The challenge is to create brain-compatible learning methods that are cost effective, enjoyable to use, and achieve the necessary results. Learning Strategies Corporation has introduced one such innovation with the Paraliminal technology of audio cassette learning.

When someone approaches a learning situation, as purchasers of audio cassettes do, they come with a two-sided mind. Developing the whole brain is essential so that the learner has access to all of his/her mental abilities. The Paraliminal Tapes are the only commercially available audio learning cassettes to do this so completely.

Paraliminal Tapes apply the new learning theories and principles, advanced in the last ten years to improve the human condition. Incorporating these greater understandings of the mechanisms of learning and change has opened a door to our higher potential. What new possibilities would you like to uncover?

*"Human beings possess capabilities of mind, literally beyond genius."*—Dr. Barbara Brown, physiologist, developer of biofeedback.

For an expanded version of this article, please request a free copy of "The Foundations of the Paraliminal Technology" from Learning Strategies Corporation.

# The Art of Reading to Your Full Capacity

## How To Be An Active and Demanding Reader

There are several key ideas to consider in transforming your regular reading behavior into an effective tool for managing information overload. The PhotoReading course applies most of these ideas to reading with the whole mind. First we stimulate the right hemisphere of the brain by PhotoReading at tremendous speeds and develop flexibility across a broad range of speeds and types of materials.

Then we switch gears to the left hemisphere of the brain to develop sophisticated analytical reading strategies. The result integrates more of the PhotoReading concepts into everyday reading situations and applies them to more difficult reading materials.

This document begins by looking at the art of reading in terms of the different results one might want. Then, we will explore skill building in two functional areas, Whole Mind Reading (including Syntopic Reading) and Analytical Reading. We finish with some ideas on how to become more active and demanding in all of your reading present and future.

### Different Types of Reading

When we talk about reading, we want to make a clear distinction between two different types of reading based on different goals. One type of reading is the type we use when we read newspapers, magazines, or anything else that, based on our skill and talents, we can understand readily. Such reading may increase our store of information and open us to the possibility of greater insight. We call this type of reading "Whole Mind Reading." The goal is speed and efficiency.

Another type of reading is that in which a person reads something that at first he does not completely understand. The writer is communicating something that can increase the reader's understanding. This type of reading helps a person understand more, not just remember more information of the same intelligibility as other information already possessed. We call this type of reading "analytical reading." The goal in analytical reading, to achieve comprehensive understanding of a book, assumes the reader has an unlimited amount of time.

### What Results Do You Want?

One of the differences between the two types of reading is the results. Is the result that you are better informed, that you have gained new insights, or that you are more enlightened? Decide what result you want. To be informed is to know simply that something is the case. To have insight is to have information synthesized and linked with pre-existing patterns of information in creative ways. To be enlightened is to know, in addition, what it is all about: why it is the case, what its connections are with other facts, in what respects it is the same, in what respects it is different, and so on.

If you remember what an author says, you have learned something from reading. If what he says is true, you have even learned something about the world. But whether it is a fact about the book or a fact about the world that you have learned, you have gained nothing but information if you have only exercised your memory.

Insight takes you the next step. When you link and synthesize information acquired and processed by your unconscious mind, you will get new perceptions. You are more likely to view what you know from

different angles, so to speak, and learn more about a thing's essential nature. But still, true enlightenment is a step beyond insight.

You achieve enlightenment only when, in addition to knowing what an author says, you know what he means and why he says it. Being informed and having insight are prerequisites to being enlightened. But do not settle for less than the best when it is important to you. The PhotoReading whole mind system, in conjunction with analytical reading strategies, will take you the final step to enlightenment.

### Your Full Capacity

Most of us learned to read only with the left brain, and in only the most elementary ways. The PhotoReading whole mind system activates the right hemisphere of the brain and integrates it with the left brain to produce whole mind reading. The next step is to effectively use the analytical mind to build greater comprehension and learning.

Only by reading with the whole mind and by initiating analytical reading strategies can people get the maximum benefit from materials beyond their current level of understanding. As you read to your full capacity, you use all of the same skills that are involved in true discovery learning. They are keenness of observation, readily available memory, range of imagination, and an intellect trained in analysis and reflection.

## The PhotoReading Whole Mind System

With the PhotoReading whole mind system, the emphasis is on time. The reader sets a time to complete an assigned amount of reading, for

example, one hour for a 400 page book. With this type of reading we want to get the most out of a book within a relatively short time, and always too short a time to get out everything that might be obtained.

The whole mind system is a combination of five steps: preparing, previewing, PhotoReading, activating, and rapid reading. Whole mind reading is always flowing and pleasant, but it is not a casual or random browsing through a book. It is highly systematic, highly active, and extremely goal oriented.

### **The Scenario**

Let us assume there is a book in front of you which you do not know whether you want to read. You suspect that it contains both information and insights that would be valuable to you if you dug them out. Let us also assume that, as is usually the case, you have only a limited time.

You do the first four steps of the PhotoReading whole mind system: preparing, previewing, PhotoReading, and activating with super reading and dipping. Your main aim is to discover as much about this book as you can—to literally absorb it into your mind. You will come to appreciate the meaning and significance of this book—what it can offer you in your life. You will feel the impact of this book emotionally, if you will let yourself. And, you will be guided from within in deciding whether the book requires taking the fifth step of the PhotoReading whole mind system, rapid reading.

### **Step One: Preparing**

Reading effectively begins by preparing yourself with a clear purpose and an ideal state of mind for reading. Here you consciously state a desired outcome to establish your purpose. Purpose acts like a radar signal to the inner mind allowing it to produce the results you seek.

Then you enter a state of relaxed alertness. While in this state you are free from boredom and anxiety. You have a fixed point of awareness just

above and behind your head which helps your mind focus all your attention to the task at hand.

### **Step Two: Previewing**

The aim of the second step, previewing, is to examine the surface of the book, to learn everything that the surface alone can teach you. The question at this level is, "What is the book about?" or "What is the structure of the book?" or "What are its parts?" After previewing you will know the kind of book it is.

When you finish, you will know the author's main contention, as well as what kind of book s/he has written. You may discover that what you get from previewing is all you need for now, perhaps ever.

Here are the steps of previewing:

1) Read the dust jacket for the publisher's blurb:

It is not uncommon for authors to summarize the main points in their books. If the blurb is nothing but a salesjob for the book, you will discover that, which will tell you something about the book and its merit.

2) Look at the title page and the preface:

Read each quickly. Note the subtitles or other indications of the scope or aim of the book or of the author's special angle on the subject. You will have a good idea of the subject and perhaps what pigeonhole (that already contains other books) this one belongs in.

3) Study the table of contents:

Obtain a general sense of the book's structure. Use it as a road map. Many authors spend a considerable amount of time to create the table of contents. Examine it to determine the author's framework.

4) Check the index:

Make a quick estimate of the range of topics covered and of the kinds of books and authors referred to. When you see terms listed that seem crucial, look up at least some of the passages cited. The passages you read may contain the crux—the point on which the book hinges—or the departure key to the author's approach and attitude.

5) Find trigger words:

Flip through every 20 pages or so of a book and notice what words catch your attention. Write a list of 20 to 25 trigger words for the book.

### **Step Three: PhotoReading**

The PhotoReading step is broken into several components. It begins with reaffirming your purpose and placing yourself in a more fully relaxed and alert state of body and mind called the accelerated learning state.

Then you adjust your vision for the PhotoFocus state. You soften your gaze so that your peripheral vision expands and the whole printed page comes into view. This creates a physical and mental window, allowing the preconscious mind to directly expose the incoming visual stimuli to the brain.

By maintaining a steady state, breathing evenly and turning the pages in a steady rhythm, the exposure of each page stimulates a direct neural response. The brain—unencumbered by the critical logical thought processes of the conscious mind—absorbs the entire text in minutes.

### **Step Four: Activating**

The step of activation restimulate the brain according to your purpose. Begin by probing your mind with questions, initiating a sense of curiosity and openness. This causes your inner mind to find the best ways and means to your goal of comprehension.

In the PhotoReading Personal Learning Course we discuss ways of activating the material in a book by playing with the physical book and super reading sections to which you feel most attracted. The following steps offer an additional dimension that may be helpful:

1) Look at the chapters that seem to be pivotal to its argument:

If these chapters have summary statements in their opening or closing pages, dip in and read these statements.

2) Turn the pages, dipping in here and there, reading a paragraph or two, sometimes several pages in sequence, never more than that:

Thumb through the book looking for signs of the main idea, uncovering the core concept of the book. Read the last two or three pages, or, if these are an epilogue, the last few pages of the main part of the book. In these pages most authors sum up what they think is new and important.

It is essential when activating that you use more than the first two intelligences—logical and linguistic—described by Dr. Howard Gardner in his *Theory of Multiple Intelligences*. In order to activate effectively, you must use at least three of the seven intelligences. This ensures you access your whole mind, not just the "left brain" analytical functions you learned to rely on in school.

### **Step Five: Rapid Reading**

By now, you have thoroughly explored the book with your whole mind. You have a good sense of how profitable it would be to spend more time and mental energy with it. The idea of reading the book once through lightly is the next step in the PhotoReading whole mind system.

As you read rapidly, you will vary the speed at which you go. Every book contains material that can and should be read quickly, and every good book also contains matter that is difficult and deserves to be read more slowly. On the average, your speed will be two to three times your base reading rate, although at times you will speed at 3,000 to 5,000 words per minute (5-15 seconds per page).

Too often there are things we have to read that are not really worth a lot of time. If you do not read them quickly, you waste time, but one speed cannot work for all reading. Vary the rate in accordance with the nature and complexity of the material. The ideal is to read at different speeds at will and to know when the different speeds are appropriate.

Most people expect too much from the first reading of a difficult book. Regardless of how difficult it may appear, there is no book intended for the general reader that should cause despair—if approached properly.

In tackling a difficult book for the first time, rapid read it through without ever stopping to look up or ponder the things you do not understand. Pay attention to what you *can* understand and do not be stopped by what you do not grasp immediately.

Go right on reading past the point where you have difficulties in understanding, and you will soon come to things you do understand. Concentrate on these. Keep going. Rapid read the book right past the paragraphs, footnotes, comments, and references that escape you. If you stall at any of these stumbling blocks, you are lost. Fluidity, acuity and curiosity will keep you involved and effective.

Even if you understand less than seventy percent, that will help you when you go back to the places you passed.

Most of us were taught to focus on what we do not understand. We were told to go to the dictionary, look up a reference book or an encyclopedia, consult footnotes, and check commentaries and other secondary sources for help. But, if we do these things too soon, they will only cripple our reading instead of helping. Remember, The PhotoReading whole mind system is built for speed and efficiency. There is a time and place for more analytical strategies, as you will discover in the next section.

## **Whole Mind Syntopic Reading**

A widely and well read individual is one who understands the dynamics of all sides of a topic, perceives broadly, and draws his or her own conclusions. As Shakespeare said, "Take each man's censure, but reserve thy judgment...this above all: to thine own self be true."

Syntopic reading ensures that your ideas, thoughts, and opinions are based on your own truth. By analyzing various author's ideas and ultimately choosing one that rings the truest for you, your truth is not just the last book you read. Your truth is the culmination of perspective, wisdom, and knowledge.

## **Defined**

Syntopic reading is defined as the reading of two or more books on the same subject. Syntopic reading allows you to discover, through the comparison of different authors' viewpoints, a deeper understanding of the subject.

The concept of syntopic reading began with Mortimer Adler in his classic text, *How to Read a Book*. Adler considered the thinking skills used in syntopic reading to be the ultimate goal of a well read individual.

When Adler wrote his book in 1940, he was missing the "whole mind" approach to reading and learning, which includes PhotoReading, mind mapping, and the theory of multiple intelligences. By adding the PhotoReading whole mind system to syntopic reading, you have the ability to process and synthesize information at rates far beyond what were once considered normal.

Beyond the possibility of high speed information processing, whole mind syntopic reading also offers you the opportunity to synthesize original ideas. Consider this: since you choose the unique combination of authors, you may discover a unique point of view.

PhotoReading graduates report that when they use whole mind syntopic reading something exciting happens inside that connects intimately with their own intellectual power. As a result, they reach a new level of passion for learning that generates a lifelong, joyful relationship with the books they read.

### **Understanding the Paradox**

"Unless you know what books to read, you cannot read syntopically, but unless you can read syntopically, you do not know what books to read," said Adler.

Knowing that more than one book is relevant to a subject is the first requirement, but knowing which books to read is the second requirement. This latter can be harder to satisfy.

For example, let us say you want to understand the meaning of various



concepts of human love. With syntopic reading you could consider the ways love manifests. Is the love between a man and a woman when they are courting the same as it is when they marry? What about the love of a child for a pet? Or the love of a parent for a child? The questions can go on and on.

To choose between these questions, you might have to read many works before you decide upon your focus. And then, even after you have read numerous books, you may conclude that many of the books have nothing to do with what you wanted to pursue in the first place.

That is the paradox: you do not know where you are going until you go there.

### **Starting with Syntopic Reading**

#### *1) Establish a purpose:*

The first active step of syntopic reading is to formulate an initial statement of purpose that includes a reference to something meaningful in your life. This evolves into something even more meaningful as you progress through the steps of the syntopic reading process.

Purpose drives activity. Activity is the essence of good reading. Increasing how active your reading is improves your reading effectiveness. Establishing a clear purpose generates effective reading. When you make a statement of purpose, help it become more meaningful by adding the words, "...so that I can...."

For example, let us say your purpose is to learn various techniques in the game of golf. Which statement of purpose seems to have more punch? "I want to learn more about golf," or, "I want to learn golf techniques so that I can win the league championship."

Why does the second statement have more emotional power? Because, it has a purpose with personal meaning in your life. Meaning or relevance increases long term retention.

#### *2) Create a bibliography:*

Lightly preview your books to determine if the books you have chosen fit your purpose.

#### *3) PhotoRead all the books at least 24 hours in advance of activation:*

PhotoRead your chosen books to lay the foundation for easy synthesis of the information you desire.

The mind needs incubation time to create connections. PhotoReading 24 hours in advance can make a difference in your ability to process at high speeds. During sleep your brain finds ways to categorize information it has received during the day.

If you fail to prepare the brain adequately, you will find your ability to process thoughts and ideas significantly slower. Test this for yourself. Try syntopic reading without PhotoReading and decide if there is a difference in your ability to make intuitive leaps.

### **The Steps of Syntopic Reading Activation**

#### *4) Create a giant mind map:*

You need a large sheet of paper, your books, and some colored markers. Throughout the process of syntopic reading, you may find it useful to keep notes in the form of a mind map to free your short term memory.

Place your books in front of you, and in the center of the page, in a small bubble, write your initial statement of purpose. Save enough room in the bubble to make modifications in your purpose statement as you desire.

#### *5) Find relevant passages:*

Super read and dip to find two or more passages from each book that you deem relevant to your purpose.

In this step your purpose reigns supreme over the purpose of the authors. The reason for holding your purpose as the guiding light is to pull out the otherwise hidden phrases that can serve your purpose.

Control your desire to read too much detail at this point. You run the risk of getting sucked into only one author's viewpoint and getting away from syntopic reading. Self-restraint is important. It is essential to use light dipping throughout the books and to restrict your reading to reveal selected passages relevant to your purpose.

You will gather clues to further serve your understanding of each book.

Be aware that if you spend too much time reading in the old manner, you are no longer syntopic reading. Keep teasing your mind so it will be hungry to respond to your later requests.

You will refine your purpose statement as the complexities of the topic become clearer.

#### *6) Summarize in your own words:*

If you step back and look at your mind map, you will notice a number of important concepts being addressed. Briefly summarize what you think about the subject so far.

It helps to create neutral terminology that removes jargon from ideas presented. Authors may have different words for saying the same thing, and it is your task to create neutral terms of your own. Write your words around the outer edges of your mind map.

#### *7) Discover themes:*

Explore the books and your mind map for similarities and differences among the various authors viewpoints. You will notice questions that all or most of the authors address in their works—themes that they all seem to be presenting. It is easy to get off track and start asking questions instead of finding the questions the "experts" answer, so keep referring to your map and the books.

The main benefit of discovering themes is that you more easily maintain an open mind during your search. It reduces the chance of prejudice, which might prevent you from noticing the points the authors find important. The result is increased understanding of your topic.

It could be possible that your own interests and questions about the topic have never been considered by anyone else. You could tap the genius of your own creativity and contribute something new to the world that the authors did not address.

### 8) *Define the issues:*

The next step is to explore opposing viewpoints between authors. These differences are points of contention or issues.

Go quickly from one book to another, finding key points on the various issues. If you imagine yourself in a room with your authors, be an investigative reporter and ask each author to illuminate you on the various themes or questions as he or she sees fit.

Jot a note on your mind map about the key points you find. As soon as you find an answer in one book, leave that book and start flipping through the next one.

If all of your authors agree and effectively answer every single question the same way, one of two things is going on: either you have not found enough questions to ask, or you need to find more authors to read.

### 9) *Formulate your own view:*

In your discovery of the issues, you can formulate your own sense of the truth. The syntopic reader looks at all sides and takes no sides.

Make a deliberate effort to balance authors' perspectives. Forego comments that might be prejudicial, and check any tendency toward over-emphasis or under-emphasis. Only you can decide if you are being partial in your argument.

After gathering enough information, create your own position based on your research.

### 10) *Apply:*

Apply what you have learned in ways that serve you. Most business people and students have fulfilled their needs by the end of the previous step. When you syntopically read three to five books, you may find one book worth further study. Use steps of the PhotoReading whole mind system—especially rapid reading—to accomplish your goals.

If you need to write about your research, be specific in creating any argument for your position and always accompany an interpretation of an author's view with an actual quotation

from the text.

## **Analytical Reading**

Analytical reading is more complex and systematic than the PhotoReading whole mind system—less intuitive and more demanding. It is thorough, complete reading—the most meticulous kind of reading you can do. If the PhotoReading whole mind system gives you the best and most complete reading possible given a limited time, then analytical reading is the best and most complete reading that is possible given *unlimited* time.

Always intensively active, analytical readers must ask many well organized questions of what they are reading, which is hardly ever necessary if your goal in reading is simply information or entertainment. Analytical reading is mainly for the sake of bringing your mind to a higher level of intellectual understanding. Such understanding is almost impossible unless you have at least some skill in critical thinking and analytical reading strategies.

There are two stages of analytical reading. The first stage examines what the book is about in terms of its essential unity and the author's intent. The second stage examines what the book says by interpreting its contents for the author's message.

### **Stage One: Analyzing Structure**

Rule 1: You must know what kind of book you are reading, and you should know this as early in the process as possible, preferably before you begin to read.

Rule 2: State the unity of the whole book in a single sentence or at most a short paragraph.

Rule 3: Set out the major parts of the book, and show how these are organized into a whole by their relation to one another and to the unity of the whole.

Rule 4: Find out what the problems are that the author addresses.

The PhotoReading whole mind system helps you accomplish this first stage very quickly.

### **Stage Two: Analyzing Contents**

Rule 5: Find the important words and through them come to terms with the author.

Rule 6: Mark the most important sentences in a book and discover the propositions they contain.

Rule 7: Locate or construct the basic arguments in the book by finding them in the connection of sentences and gathering them together. Put the basic argument of the book together in a nutshell.

Rule 8: Find out what the author proposes as solutions.

## **Final Notes on Active Reading**

Regardless of what type of reading you do, the more active you are, the more fluid your reading becomes and the more effective you will be at achieving the results you desire. Fluent readers maintain a high degree of mental focus by reading purposefully and by asking questions of the author as they read.

Mental focus or concentration, the essence of active reading, is not nearly so much a mental discipline as it is an attitude. It is the attitude that when reading, one must read with a purpose or a goal clearly in mind. The goal in reading for most of us is to profit emotionally, spiritually, and intellectually. Your purpose in reading may be to gain information, to evaluate and criticize ideas, to enrich oneself, or simply to relax and enjoy reading.

Realize that the reading you are doing is by choice, for your personal profit. Realize that it makes a difference to you whether you have the information contained in what you read. Only then can you fully engage your mind's ability to concentrate.

Active readers maintain their mental focus by asking questions—questions that they must answer while reading. According to Adler, these are the four basic questions the reader must ask of the author, in this order.

"1) What is the book about as a

whole?

"Discover the leading theme of the book and how the author develops this theme in an orderly way by subdividing it into its essential subordinate themes or topics.

"2) What is being said in detail, and how?

"Discover the main ideas, assertions, and arguments that constitute the author's particular message.

"3) Is the book true, in whole or in part?

"Once you know what is being said, you can decide whether it is true or not. Make up your own mind. Knowing the author's mind is not enough.

"4) What is so important about it?

"If the book has given you information, think about its significance. Why does the author think it is important to know these things? Is it important to you to know them? And if the book has not only informed you, but also enlightened you, seek further enlightenment by asking what else follows, what is further implied or suggested by the author."

In summary, use these ideas to be a more active and demanding reader. Engage the whole mind to read with speed and efficiency. Extend your understanding beyond your current limits by doing some in-depth analytical reading. Above all, use your mind's full potential to accomplish your personal and professional goals.

Adler, Mortimer J., & Van Doren, Charles. *How to Read a Book*. New York: Simon & Schuster, 1972

## SUPER READING AND DIPPING

Dr. Russell Stauffer, the author of *Teaching Reading as a Thinking Process*, showed that only 4-11% of text actually carries salient meaning. Super reading and dipping are strategies to quickly find and extract meaningful core concepts from written materials.



Super reading entails quickly moving through large amounts of text, giving your mind the chance to sort out and fixate on words that carry meaning. When you combine super reading with a well defined purpose, your mind will be attracted to key words, phrases, selections, and ideas. You bypass whatever is unimportant.

Dipping allows you to fluently read selected passages you feel will answer your questions. It is your chance to pause and savor the important facts and ideas as you choose.

### Follow These Steps to Super Read

- 1) When reading a book, turn to a section that *attracts* you. When reading an article or report you might turn to the beginning.
- 2) Prepare by stating your *purpose* and entering the ideal state of mind.
- 3) Allow your eyes to comfortably move down the center of the page and notice as many words as possible.
- 4) Continue to *increase speed*, especially any time the conscious mind begins to wander. Remain relaxed.
- 5) Just before you feel *satisfied* close your eyes and allow your mind to dwell on the material you have super read.

After super reading, ask yourself to name anything you noticed. If your answer is filled with comments about *the process of super reading* rather than the *contents of the text*, double check your purpose to make sure it is related to the text. If your purpose is content oriented but is too vague or all encompassing, go for more examples of details.

Before taking a second pass through a written piece using super reading, mind probe based on what you noticed in the first pass. Refine and strengthen your purpose to increase your effectiveness.

## More on Super Reading

Super reading may require several passes through text at high speeds. Feeling attracted to certain words is your inner mind's way of communicating what is meaningful and what is not. Like the instruments of an orchestra warming up before a concert, the different parts of your mind harmonize and connect as you super read and refine your purpose.

When super reading, steadily move your eyes down the center of the page and allow yourself to pay attention to words that attract you. The faster you do this, the easier it will be for your conscious mind to stay free from distractions. Subsequent passes increase the amount you will recognize.

The primary skill behind super reading is sensitivity to your mind's subtle communication. Like following a hunch or intuition, allow yourself to be guided to the specific answers you seek. You might be aware of an eye movement toward some part of the page, a gut feeling urging you to stop, an inner voice, or a picture in your mind.

When you maintain the state of relaxed alertness while super reading, you will connect to meaning within the text. When you are out of this state you will be reflecting upon your process of super reading and not in the experience itself. It is common to go in and out of the ideal state, so the goal is to become skilled at asking and answering questions that help you stay in state while super reading.

If, after super reading you are concerned that you have missed something important, then mind probe. Ask questions such as, "What is an example of something I have not noticed yet?" or, "What is another example of something important to this topic?"

Mind probing works with super reading to help you discover the information you want. Ask, "What is an example of something I want to remember?" Then super read and notice what you discover.

## Dipping

When passing through a text with super reading, use the technique of dipping whenever your mind pulls you to a particular word or idea. Simply dip in and read those selected passages as you are moved to do so. When dipping in an article, never read more than a paragraph or two at most before you start super reading again. When dipping in a book, read only a page or two at a time.

Dipping, as with super reading, requires that you home in on specific answers you seek. Here, more than anywhere else, you will realize the extreme importance of setting a strong purpose.

## ***Super Reading and Dipping Exercise***

In this exercise, you will be taking several passes through the article, "The Art of Reading to Your Full Capacity," on pages 29 to 35. If you do the four parts to this exercise, you will discover the power of combining mind probing with super reading and dipping.

1) Super read the entire article spending about 15 seconds per column. Do not try to comprehend the piece. Just notice the words that seem to carry the meaning and continue to move your eyes at a steady pace down the columns of the six pages.

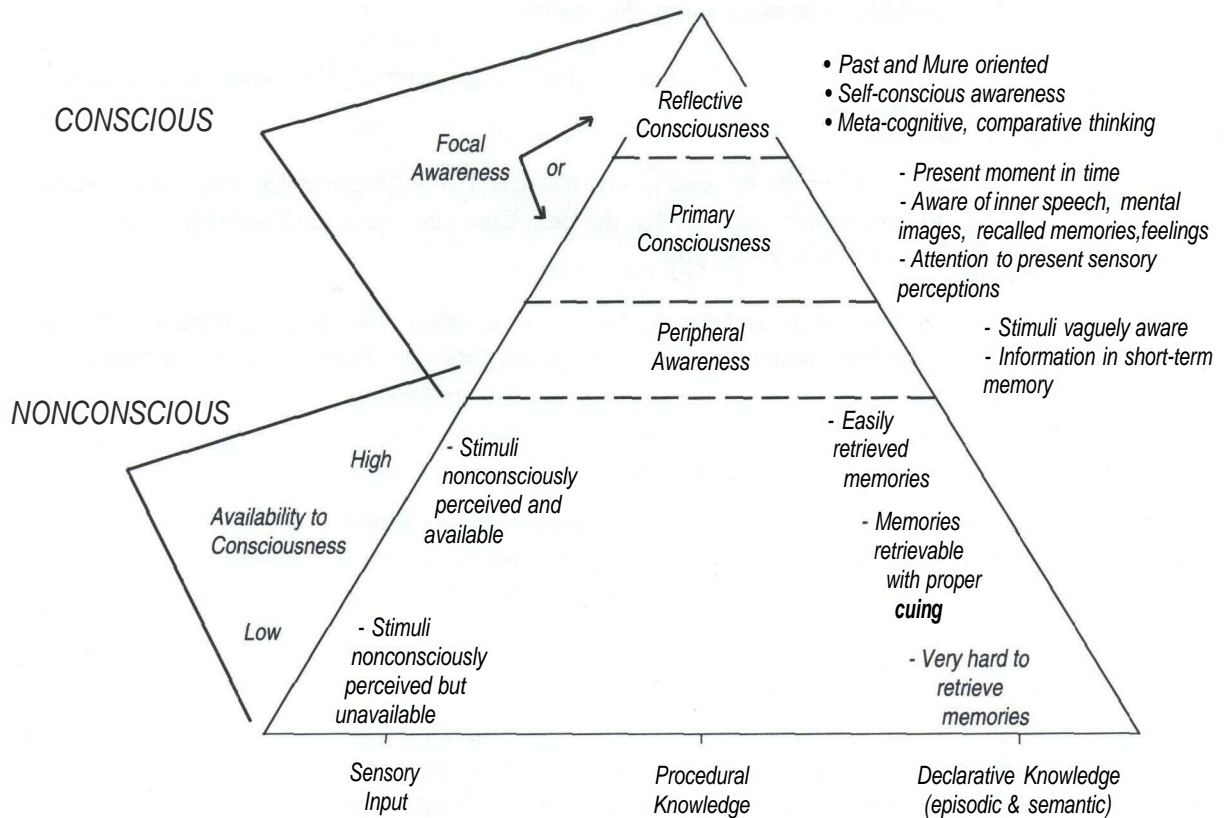
2) On your second pass through, super read and dip into the sections that attract you. Beware of over dipping. Remember, not to read more than a paragraph or two. Keep moving on.

Just before you feel satisfied, close your eyes and allow your mind to dwell on the information.

3) Mind probe by reading the ten questions on page 43. Use the questions to prime your mind so that the next time you super read and dip, your intuition will guide you.

4) Super read and dip the entire article again. Notice the difference in your experiences this time compared to the first two passes through the article.

## LEVELS OF CONSCIOUSNESS



Reference: G. William Farthing. *The Psychology of Consciousness*. Englewood Cliffs, NJ: Prentice Hall, 1992.

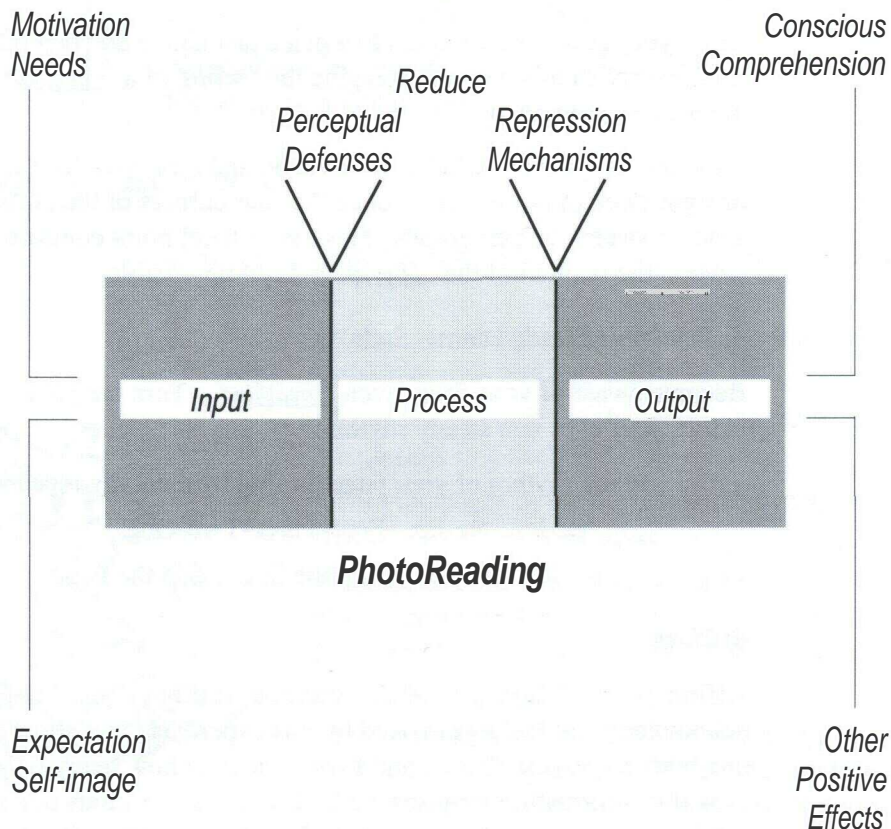
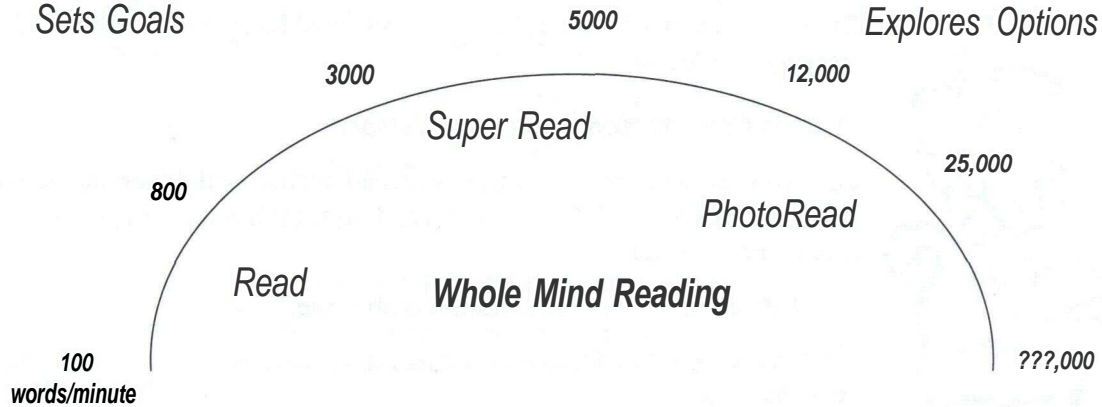
# PHOTOREADING PROCESS

## Dominant Processing

Analyzes  
 Reasons  
 Interprets  
 Judges  
 Keeps Rules  
 Sets Goals

## Non-Dominant Processing

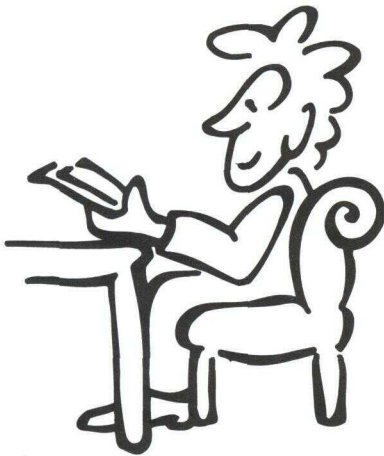
Senses Wholistically  
 Creates  
 Intuits  
 Comprehends  
 Makes New Rules  
 Explores Options





## STEP 3: PHOTOREADING

### How to PhotoRead



#### 1) Prepare

Before beginning the PhotoReading procedure (or any reading), always state your purpose. Clearly state to yourself what you expect to get from the materials.

#### 2) Enter Accelerative Learning State

By the procedure of "3 to 1," enter the resource level, a relaxed state of *alertness* for learning.

#### 3) Affirm Concentration, Impact, and Outcome

Give yourself a series of *positive* affirmations that will direct the material you PhotoRead into your inner mind and insure it has the *impact* you desire. For example:

"As I PhotoRead, my concentration is absolute."

"All that I PhotoRead makes a lasting impression on my inner mind, and is available to me."

"I desire the information in this book, (*title*), to accomplish my goal of (*your personal goal*).

#### 4) Establish PhotoFocus State

Bring your point of awareness to a place just above and behind your head. To accomplish this, you can imagine the feeling of a *tangerine* resting on the back of your head.

As you open your eyes, relax your vision and look over the top of the book, or right through the center. Notice the four corners of the book as well as the space between the paragraphs. Have your focal point comfortably beyond the book until the *blip* page becomes visible.

#### 5) Maintain a Steady Internal State

Become aware of your deep, even *breathing*. Turn the pages of the book before your eyes in a steady rhythm.

*Chant* to the rhythm of your page turning by mentally repeating:

"Re-lax...Re-lax. Four-Three-Two-One.

Re-lax...Re-lax. Keep the State...See the Page"

#### 6) Close

Affirm your *mastery* of the material you have just PhotoRead. "I acknowledge all feelings evoked by this experience and allow my inner mind and body to process them....and I am curious in how many ways I will notice how this information supports me." Invite the conscious mind to let go while your inner mind processes all that you have PhotoRead.

## More on the PhotoFocus State

### Locate the Point of Awareness

As you read, imagine the tangerine on the back of your head, and notice how your visual field opens.

Move your eyes smoothly across the lines of print.

### "Cocktail Weenie Effect"



Hold your hands about eighteen inches in front of your eyes, and bring the tips of your index fingers together. With a focal point somewhere beyond your hands, maintain relaxed, divergent eyes.

Rather than looking at your fingers, notice what is in your visual field.

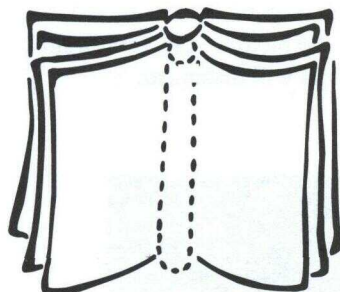
### Doubling the Line on a Page

Draw a line down the center of a piece of paper.

Draw the image of two fingers almost touching on either side of the line.

Focus your eyes beyond the page and begin to perceive the cocktail weenie effect with the drawings of the fingers.

Notice two lines on the page in your visual field.



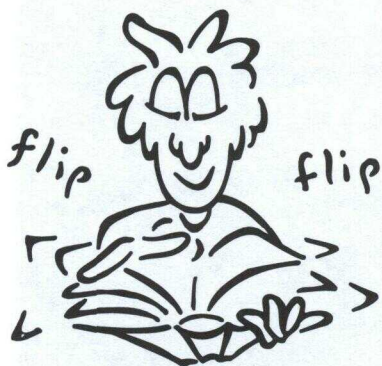
### The "Blip Page" in a Book

Gazing through the center of a book, notice the four edges of the book and the white space between the paragraphs.

Notice the doubling of the crease line and the rounded curve or "blip page" between the doubled crease line.

## More on Maintaining a Steady State

Here are some tips to help you remain in the accelerative learning state when PhotoReading:



- Remain in an open posture. Ideally, rest your feet on the floor, with your arms and legs uncrossed.
- Your breath is the link between your body and mind. Let your breath flow in a deep and even manner.
- Turn the pages of the book in a steady rhythm and chant to the rhythm of your page turning.
- Do not be concerned with missed pages. Let them go. You can always come back to them later when PhotoReading upside down and backwards. It is better to keep moving steadily than to break your state for a single page.
- Let go of distracting thoughts by bringing your conscious mind back to the activity at hand. Notice any images or feelings that occur while PhotoReading. These can often reveal important passages in a book for later activation.

## RANDOM DOT STEREOGRAM

Imbedded in the computer generated "random dot matrix" below is the 3-D image of the word: PHOTOREAD. Seeing the 3-D image is a fun way to achieve PhotoFocus, the divergent gaze used for PhotoReading.

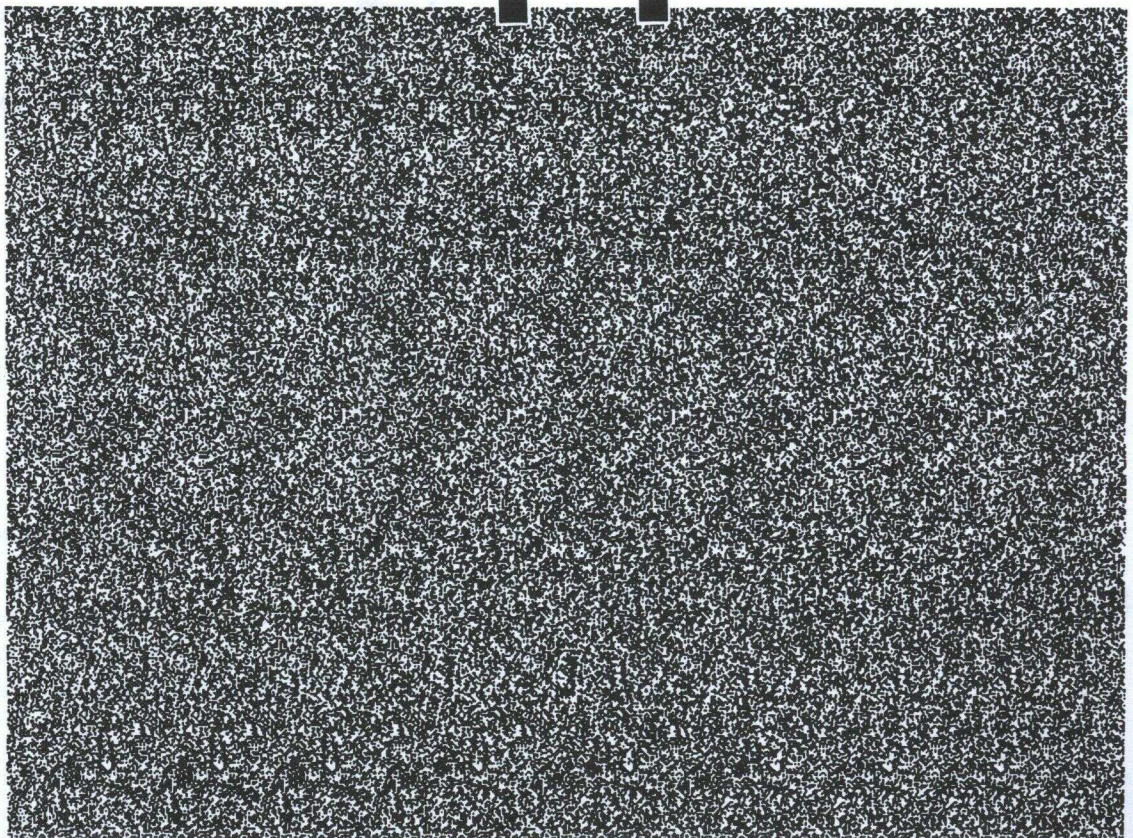
### **Method One**

Allow your eyes to space out and gaze through the paper. You may watch the two dots at the top of the page become four. Each eye sees two dots independently. Overlap the two dots in the center so that you see three dots. When the two central dots fuse into one, just relax and hold your gaze steady, while observing the rest of the image in your peripheral vision. Hold the fused dots and glance slowly around the page. When you hold the patterns, your brain will develop the 3-D image.

### **Method Two**

Hold the page so close to your eyes that it touches your nose. Relax your eyes so they are uncrossed and you see a blurry field of dots. Wait long enough to become comfortable, just spacing out and looking through the image. Now, slowly, no more than an inch per second, move the page away from your face. Hold the image level at all times. Observe the patterns on the page but do not look at the page. Notice the two dots appear as four. When the image is several inches away, the four dots will fuse into three. Relax, and you will start to sense depth in the picture. Let your brain develop the picture. If you focus on the page itself, the effect will disappear.

Be patient, and soon the 3-D letters will emerge.



*This stereogram was designed by Rollin Denniston of Almega Resources, Minneapolis, MN.*

## MIND PROBING QUESTIONS

The following ten questions are for the article "The Art of Reading to Your Full Capacity" on pages 29 through 34. You can read them to engage mind probing before you activate the material by super reading and dipping.

1. How can one become an enlightened reader?
2. What is the emphasis on in the PhotoReading whole mind system?
3. What is the first step of reading effectively?
4. What role does the PhotoFocus state play in PhotoReading?
5. What is syntopic reading, and what steps are involved in the process?
6. Why is setting a purpose an important step of syntopic reading?
7. What techniques can be helpful in creating ones own position on a topic?
8. What is the difference between analytical and whole mind reading?
9. What kinds of questions can an active reader formulate to aid in maintaining mental focus?
10. When rapid reading, how rapid is right?

## STEP 4: ACTIVATION

### Activation of PhotoRead Materials

Throughout the *PhotoReading Personal Learning Course* you have been involved with four stages of learning that can accelerate learning. The first stage is an introduction, equivalent to "previewing," to gain a superficial exposure to the information. The second stage is called PhotoReading. This is where you expose your brain to all of the information without attempting to think about it consciously. The third stage, "incubation" allows the other-than-conscious mind to make the necessary neural connections and associations that allow for later comprehension.



The final stage of accelerative learning is called "activation." This is designed to restimulate the brain by becoming actively involved with the information you are learning. This triggers a connection between your inner mind and your conscious mind. The idea is to playfully engage the mind so that it can demonstrate competence with the information you desire.

The PhotoReading whole mind system uses several activation techniques including various mind probing exercises, super reading, dipping, and mind mapping. When activating you must engage a minimum of three intelligences (see page 51) to make sure you access information that may be stored in nonverbal regions of the brain.

The first few activation steps you take with the material will help build and clarify your purpose. Information you gain with each step refines your next step. For example, the first time you super read you might understand only a small amount of information, but the brain is now warmed up to receive higher quality information on the next pass.

### Steps of Activation

#### *Mind Probe*

Play with the physical book, letting yourself wander through the pages. Formulate questions that you are curious about and want to answer.

#### *Super Read*

Super read sections that *attract* you.

#### *Dip*

Dip into and read *select* passages as you are moved to do so, but never more than a page or two at a time. Search for the specific answers you desire.

#### *Mind Map*

Activate the material through mind mapping, dreaming, acting, drawing, discussing, recognition games, or in any other comfortable way.

## More On Mind Probing

### ***The Purpose of Asking Questions***

Many people believe that the skill of reading is demonstrated by answering questions about a text. In truth, mastery of information also involves the ability to 1) ask and modify questions, 2) search for and find the answers, and 3) retrieve what you have learned.

Asking and answering questions are very different skills. When used properly in learning, they form a communication loop between the creative and analytical functions of the brain—one feeds information forward and the other feeds information back.

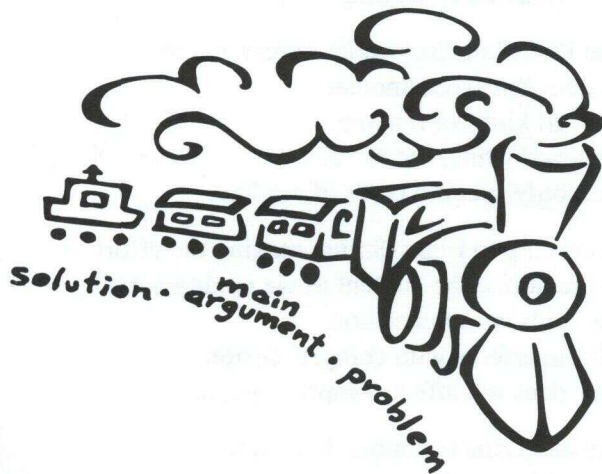
To mind probe effectively, you must learn to be fluent and flexible in your thinking. You must learn when and how to modify questions you are asking depending upon the information you have and the information you want. Mind probing by forming questions will activate your mind effectively and bring more information into conscious awareness.

### ***Super Read and Dip Along the Train of Thought***

When activating an article or book, notice cues that suggest where to find the most meaning. If you look at the structure of the written piece you can determine the author's scheme for writing. Then super read and dip to follow the author's scheme.

In one type of scheme an author first describes a problem, then later in the text explains how to solve the problem. If you want the author's steps for solving the problem, you can bypass what you do not need and move quickly to the place for dipping and achieving your goal.

This is called following the author's train of thought. The train illustration represents this:



- The problem the author grapples with drives the train.
- The main argument about where the problem comes from is the main "cargo" in the flow of information. This cargo is built upon certain propositions the author is trying to sell you and is composed of key terms.
- A solution emerges to suggest a remedy for the problem.

The train of thought is one scheme used by authors to present information. Discover other structures within articles or books that show you where to super read and dip to quickly get the information you need.

## RECOGNITION GAME: BOOK 1

### **The PhotoReading Whole Mind System**

by Paul R. Scheele

53,500 words

#### TRUE/FALSE

1. It is okay to begin reading by closing your eyes.
2. Super reading and dipping are described with a metaphor about Batman.
3. Trigger words are key words.
4. A jeweler used the super reading and dipping techniques at a trade show.
5. The mind map in the front of this manual is the same as the one on page 6-11 of the book.
6. The icons with the light above Einstein's head indicate that unless you plan to be another Einstein, you can skip the adjacent paragraph.
7. The ideal posture for PhotoReading is sitting upright, with the book propped at a 90 degree angle to the table.

#### MULTIPLE CHOICE

8. Paul Scheele associates PhotoReading with
  - a. drinking water from a fire hose,
  - b. using bass bait while whaling,
  - c. eating a delicious cherry pie.
9. PhotoReading uses the
  - a. conscious mind,
  - b. left brain only,
  - c. brains natural ability.
10. PhotoFocus state
  - a. uses your sense of sight to input information directly into the other-than-conscious mind,
  - b. is like hard focusing on individual words,
  - c. is the same thing as defocusing.
11. "Tip of the tongue" phenomenon is about
  - a. speech impediments,
  - b. memory,
  - c. flexibility.
12. A computer programmer learned that by PhotoReading pages of code
  - a. he starts to speak the code,
  - b. he recalls codes,
  - c. he quickly discovers program bugs.
13. Rapid reading is the most
  - a. like wind surfing,
  - b. like regular reading,
  - c. right brain of all the techniques.
14. When preparing, it is not important to
  - a. state your purpose,
  - b. enter the ideal state of mind,
  - c. use divergent eyesight.
15. Traditional schooling works mostly with which two intelligences?
  - a. Logical-Mathematical and Linguistic .
  - b. Interpersonal and Intrapersonal.
  - c. Musical and Bodily-Kinesthetic.
16. Paul illustrates "going into the spin" with an example about
  - a. grocery shopping,
  - b. flying a plane,
  - c. using a washing machine.
17. We cannot change our old reading habits by using
  - a. an alternative view on reading,
  - b. new choices,
  - c. elementary reading skills.
18. The PhotoReading whole mind reading system can accommodate
  - a. all kinds of reading,
  - b. everything but novels,
  - c. only specific types of reading.
19. According to Frank Smith, making the effort to memorize the content as we read
  - a. aids comprehension,
  - b. interferes with comprehension,
  - c. does not affect comprehension.
20. The tangerine technique is used to
  - a. aid digestion.
  - b. create a fixed point of attention,
  - c. turn pages better.

**PROGRESS SHEET**

**Book 1:** *The PhotoReading Whole Mind System* by Paul R. Scheele

**Trigger Words:**

**One Sentence Summary:**

**Recognition Game:**

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Comments:**



## RECOGNITION GAME: BOOK 2

### Learning to Learn

by D. Trinidad Hunt

42,900 words

#### TRUE/FALSE

1. In order to establish a mental environment that opens us to our true performance potential, we need to develop domain of possibility.
2. "The Possibility Factor" recreates the past in the present moment.
3. Ganus is the fuel for learning.
4. Intellect can not be stretched and expanded like elastic.
5. Habits help us to have time for higher-order thinking.
6. The Beta brain range holds a key to the secrets of rapid learning.
7. The "relaxation response" uses our body's resources for heightened inner awareness.

#### MULTIPLE CHOICE

8. According to Hunt, repeated actions form
  - a. habits,
  - b. character,
  - c. behavioral patterns.
9. In the middle of the diagram on page 182 is a
  - a. man's face,
  - b. woman's face,
  - c. behavioral patterns.
10. In closing, the author tells a story of
  - a. a caged lion,
  - b. a Karate Master,
  - c. an Aikido instructor.
11. Sleep is to learning as
  - a. water is to fish,
  - b. digesting is to a good meal,
  - c. rain is to seeds.
12. PFA or Present Field Awareness
  - a. is developed through practice,
  - b. brings a state of heightened acuity and receptivity,
  - c. both a and b.

13. The results that we seek show up
  - a. when we least expect them,
  - b. as the mirror image of the investment we make,
  - c. in our dreams.
14. Harnessing the inner visual, auditory, and kinesthetic channels of awareness is key to
  - a. centering,
  - b. rapid learning,
  - c. commitment.
15. Sleep supports
  - a. deeper awareness.
  - b. the integration process.
  - c. both a and b.
16. If you turn the results of your accomplishments over to life, you will discover
  - a. life works,
  - b. nothing ever stops,
  - c. doctoral degrees are essential.
17. Having fear of success is one of the most common
  - a. barriers,
  - b. breakthroughs,
  - c. misconceptions.
18. R=D+S refers to
  - a. Readiness, Doing, and Sacrifice,
  - b. Reading, Distractions, and Silence,
  - c. Resistance, Distance, and Speed.
19. The flight or fight response mobilizes our body's energies for
  - a. external activity,
  - b. internal activity,
  - c. internal and external connection.
20. Grasping or getting the essence of something both intellectually and emotionally is referred to with the term
  - a. grok.
  - b. ganus.
  - c. Gagi.

**PROGRESS SHEET**

**Book 2 Learning to Learn by D. Trinidad Hunt**

**Trigger Words:**

**One Sentence Summary:**

**Recognition Game:**

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Comments:**

## STEP 5: RAPID READ

In school we learned to read with the left hemisphere of the brain in a very conscious, linear, one-syllable-at-a-time manner. This was excellent for building visual recognition of words and a working vocabulary. However, this type of reading severely limits processing speed and comprehension of written information. Since you are already skilled at reading, it is time to grow beyond the limitations of early schooling and realize your tremendous capacity for efficient reading.

The ultimate goal of a skilled reader is to read across a broad range of speeds. Truly skillful reading is flexible reading, which varies speed depending upon the complexity of the information and purpose for reading.

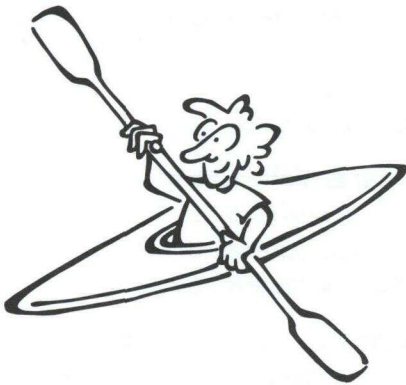
### *How to Rapid Read*

Once you have used the first few steps of the PhotoReading whole mind system on a particular piece of written material, you may still desire more. The next step, rapid reading, entails starting at the beginning and going through to the end. Consider rapid reading the entire piece once lightly if it contains information that will serve you in the future.

The difference between rapid reading and elementary reading is that you do not stop to ponder what you do not understand. Your speed varies, depending on the complexity and importance of the material and your prior knowledge.

For example, when rapid reading sections you have already super read and dipped, move fast. When you come to sections that do not fit your stated purpose, zip by them in a flash. Other times, slow down to make important new connections.

All the while, you read fluently and actively in a relaxed state of alertness. If you become distracted, again imagine the tangerine on your head to fix your point of attention.



## THEORY OF MULTIPLE INTELLIGENCES

The theory of multiple intelligences developed by Howard Gardner from Harvard University identifies seven intelligences that deserve recognition in all learning experiences.

### **1) Linguistic Intelligence**

Sensitivity to the meaning and order of words. Language experts, writers, and public speakers use this intelligence.

### **2) Logical-Mathematical Intelligence**

Ability in mathematics and other complex logical systems. Computer technologists, engineers, and scientists are drawn from this group.

### **3) Musical Intelligence**

Ability to understand and create music. Musicians, composers, and dancers show a heightened musical intelligence.

### **4) Spatial Intelligence**

Ability to perceive the visual world accurately and recreate (or alter) it in the mind or on paper. Designers, architects, and air traffic controllers specialize in this intelligence.

### **5) Bodily-Kinesthetic Intelligence**

Ability to use the body in a skilled way for self-expression, goal attainment, or entertainment. Athletes, dancers, and actors excel in this intelligence.

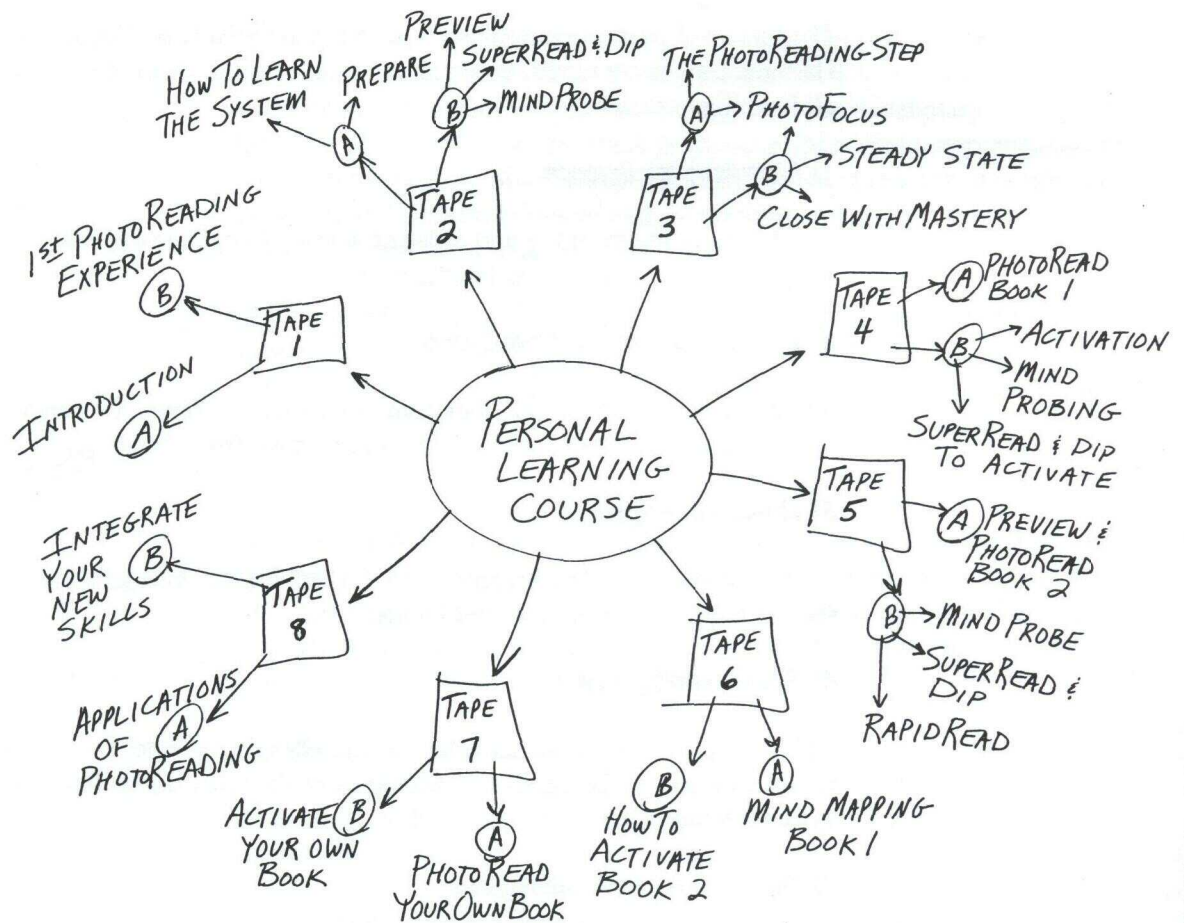
### **6) Interpersonal Intelligence**

Ability to perceive and understand other individuals—their moods, desires, and motivations. Business leaders, politicians, teachers, and therapists use this intelligence.

### **7) Intrapersonal Intelligence**

Understanding personal emotions, values, and philosophy. People who write introspectively, counsellors, inventors, and religious leaders are skilled in this intelligence.

References: *Frames of Mind*, by Howard Gardner and *The Everyday Genius*, by Peter Kline.



### How to Mind Map

You can finish activating by creating a mind map. Mind mapping, an idea put forth by Tony Buzan, is a whole mind technique for creatively making notes. Your mind maps are highly individual and reflect your thoughts. The images and associations that promote your long-term memory will be unique to you. The basic guidelines for mind mapping include:

- Put the core concept in the center of the page. Ideally draw a picture.
- Write supporting concepts on connecting lines radiating from the center.
- Use key terms only—often they will be trigger words identified in your preview. Express each concept in three words or less.
- Include visual elements—cartoons, images, symbols, icons—wherever they seem appropriate.
- Add color.

Two of the best books on mind mapping explain this technique in more detail. They are *The Mind Map Book* by Tony Buzan and *Mapping Inner Space* by Nancy Margulies.

# Mind Mapping

*Teen's right-brain idea could revolutionize study*

**By Barbara DiObilda**

A teenager from Miami has devised a strategy that she says could revolutionize learning and comprehension among school children—and adults, too.

It's called Mind Mapping, and it has made Lena Israel, 15, a celebrity in the United States, Australia, Asia—and even the (former) Soviet Union.

"Every student wants to get better grades, but they don't necessarily want to study more," said Lena, who will be a junior at North Miami Beach Senior High School. "With the Mind Mapping Learning system, you write down less and study less, but you retain more information."

How does it work? To understand first place your hands side by side and make two fists. This is approximately the size of your brain. Figure that the left side of it controls logic, language, numbers, and sequence. The right side is thought to be the creative side; it controls imagination, color, music, even day dreaming.

Each side or hemisphere, processes information on its own, but the brain works best when both sides are stimulated equally. And that's where Mind Mapping is important.

"It is a learning technique that makes use of the whole brain," Lena said.

Ready to try for yourself? Start with a blank sheet of paper and, in the

center, write a word or draw a picture that represents a specific topic. Try for instance, music. Either write the word or doodle some musical notes to symbolize the theme.

Then draw lines branching out from that topic and add subtopics on each. Write a word or draw a picture pertaining to the topic—one line might hold the word "types," another, "performers," another, "songs," still another, "instruments."

Then, branch again from there. Under "instruments," draw more branches to hold words or pictures of a violin, a trumpet, drums. Under types, print "rock," "country," "jazz" or draw pictures that signify those styles. Keep branching in until a topic is exhausted.

Try to use just one word on each branch line, and draw pictures whenever possible. Use different colors for each branch, too. The strategies all help to stimulate both sides of the brain. The "map" that results will be a learning tool that can serve as an outline for writing a composition, or as a skeleton of the most basic and integral facts in any subject.

When you take notes in a linear fashion—just writing words across the page—you waste 90 percent of your time writing words that have no bearing on comprehension or recall," Lena said. "When you go to study that, you waste 90 percent of your study time, too."

"In Mind Mapping, you use just the key words, so you learn and remember more. My friend's chemistry notebooks are at least three inches thick, but mine is less than one inch thick, and we have all the same information."

Lena's system grew out of a chapter of the book *Use Both Sides of Your Brain* by Tony Buzan. She figured that a concept that Buzan geared toward helping business people develop better work strategies would make a good science project she tailored it to kids and studying.

It did. She got an "A". But that was just the start.

She was invited to present her findings at the Eighth World Conference on Gifted and Talented Children in 1989 in Sydney, Australia, the first youngster ever to present a paper at the conference.

"That was so exciting," she said. "I gave my presentation to over 250 global educators, who really listened to what I had to say."

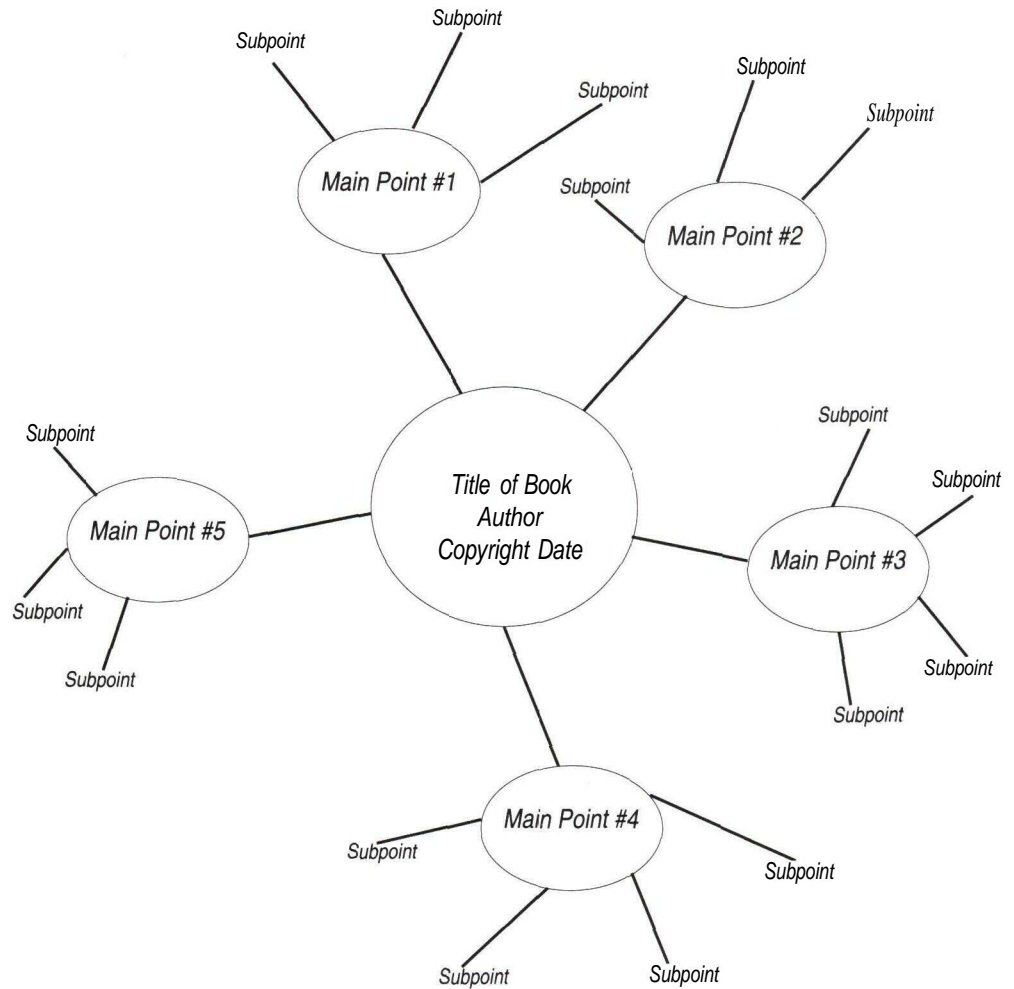
When she returned to the United States, Lena self-published the book that she had put together for the conference, *Brain Power for Kids—How to Become an Instant Genius*, and sold more than 2,000 copies. She has since formed a company, Brain Power for Kids, and gives lectures all over the world.

Although she insists she is just a typical teen—she still has to do household chores—she has already by passed the indecision that comes with planning her future. You might say she's got that all mapped out.

*Brain Power for Kids—How to Become an Instant Genius* is available by writing P. O. Box 630503, Miami, FL 33163. Cost is \$6, which includes shipping and handling.

**MIND MAP FORMAT FOR SINGLE BOOKS**

*Summary of book in one sentence based on preview.*



*Questions you have based on your purpose for reading the book. Listed in order of importance.*

## OUTLINE OF TAPE 8

### Side A

#### ***How to Study with Your Whole Mind***

Plan your work.  
 Do a semester of reading the first night of the semester.  
 How to use classes to activate what you read.  
 Mind mapping your lectures.  
 Studying for tests.  
 Write reports with your whole mind.  
 Create an ideal study session.  
 How to take tests and ace them.

#### ***Keeping Up with Your Business Reading***

Read reports and journals in minutes.  
 Track the daily news.  
 Zip through memos, letters, and electronic mail.

#### ***Changing Careers Successfully***

Prepare for a job interview.  
 Gain knowledge in a new industry fast.  
 Use syntopic reading to develop expert knowledge.

#### ***Memory Improvement***

How memory is activated.  
 Use the other-than-conscious data base for memory retrieval.  
 Open up to spontaneous activation.

### Side B

#### ***Goal Setting***

Establish your goal.  
 Turn a wish into a want.  
 Make sure your goal meets the conditions of a well-formed goal.

#### ***Create an Action Plan***

Take action on your goal.  
 Suggested goal achieving activities.  
 Clarify the new behavior you will establish as a habit.

#### ***Generate New Behaviors***

Mental image rehearsal.  
 The six-step process of generating new behaviors.

#### ***Closing***



## STUDYSKILLS

### **Study Methods**

- Gather all your materials. Lay them out in front of you.
- Decide what you will do/learn during this study session.
- Enter the Resource Level for 3-5 minutes by the standard procedure (3 to 1) and give yourself positive affirmations. "I study for the next 20 minutes with full alertness and effortless concentration." "When I am through studying, I feel refreshed, relaxed, and confident." "When I call on this information in the future, I relax and let go. The information flows freely through my mind. I easily retrieve the information I desire."
- Study for 20 minutes. Go for zero distractions.
- Take a five-minute break. This is essential. Move completely away from your study area—physically and mentally.
- Repeat the cycle three times to study additional material for a total of 90 minutes. Then give yourself a 15 minute break between the 90 minute cycles.

Listen to *Memory Supercharger*, the night before any exams. When taking tests, pause many times to relax and work with your inner mind.

Playing New Age, Classical, or "Superlearning" music, softly in the background, can add to your relaxation. Studies have also found that such music helps the material you are learning make a greater impact on the brain.

### **Taking Tests**

- Stay focused in the present moment. Let go of the previous question and let go of anticipation of the next question.
- Use your conscious mind to analyze what the other-than-conscious mind is doing. Study the signals your inner mind may be giving you rather than analyzing the question being asked.
- Pay attention to whatever sensations of recognition you may experience, rather than trying to recall an answer.
- If an answer does not come to you upon reading a question, move on to the next one. The request for information has been given to the inner mind. When you have answered all the questions that come easily, go back and re-read those you skipped. The second reading reinforces the request, and the answers will begin to appear in the mind.
- Release any need you may have to perform well. Performance anxiety is not helpful, whereas curiosity and peacefulness are very beneficial.

## USE PARALIMINALS WITH PHOTOREADING

With this course you received a Paraliminal Tape called *Memory Supercharger*. Other Paraliminicals, published by Learning Strategies Corporation, can help you to master and integrate the PhotoReading whole mind system. Several of the tapes are described here.

*Personal Genius* helps you get into the flow state and use the full resources of your inner mind for learning. \$14.95

*Automatic Pilot* vaporizes negative self-talk and helps you move toward goals without self-sabotage. This tape is great if you habitually talk yourself out of reading things you want or need. \$24.95

*Get Around To It* helps eliminate procrastination and motivates you to take action now. If you find yourself putting off reading, then listen to this tape today. \$24.95

*New Behavior Generator* helps overcome resistance and establish the habit of reading. \$34.95

*New History Generator* helps overcome a history of being a poor reader or of being unsuccessful in school. It encourages and supports your new reading goals. \$34.95

*Anxiety-Free* helps overcome anxieties about studying, reading, testing, and taking responsibility for your own success. \$24.95

*Beliefhelps* build strong and necessary belief in your own capabilities as a PhotoReader. \$24.95

*Dream Play* helps you program and recall your dreams, which can be effective activation tools for PhotoReading. \$24.95

*Prosperity* helps you win the benefits of PhotoReading by achieving promotions, higher productivity, better grades, etc. \$24.95

*Deep Relaxation* helps you access the PhotoReading state of relaxed alertness. \$14.95

*Self-Esteem Supercharger* helps build a positive self-concept. \$14.95

*10-Minute Supercharger* helps your mind become mentally alert and your body revitalized. It is great for long study sessions. \$14.95

### **How to Order**

To order Paraliminal Tapes and other products from Learning Strategies Corporation, follow the instructions on page 68.

## GOAL SETTING

### *Establishing Your Goal*

Consider a goal that you have for your use of the PhotoReading whole mind system. It should be simple, specific, and realistic. Check to make sure your goal fits the conditions of a well-formed goal listed below. With this in mind, write your answers to the two "Guiding Questions" below.

### *Conditions of a Well-formed Goal*

A goal that is correctly written is easier to achieve. A well-formed goal is:

1) Stated in positive terms.

Specify what you want to achieve, not what you want to avoid.

2) Within your control to achieve it.

Your goal must be possible to achieve and *you* must be the one who will determine whether you achieve it, not someone else.

3) Preserves the present positives.

When you give up something to accomplish your goal, you must preserve the good things that currently exists in your life.

4) Measurable and testable.

Be clear about how you will know when you have accomplished your goal.

5) Worthwhile.

Your goal must be valuable to you and worth the investment to accomplish it.

### *Guiding Questions*

1) What is your goal?

2) What specific behaviors could you perform during the next few days that would move you in the direction of your goal?

## HOMEPLAY

Consider the following activities to develop your skills each week:

### *Don't practice, use*

Do not kid yourself into thinking that you are going to create artificial time to practice techniques. Most people will not. Just use it! No matter how tempting it may be to revert to inefficient reading habits, follow the steps of the PhotoReading whole mind system before reading in any other way.

### ***Play games with your peripheral awareness***

Notice the whole visual scene while driving, and be aware of whatever is happening in your peripheral vision.

When walking, look at the world with a soft gaze toward the horizon. This lets you see everything without hard focusing on anything.

Relax when you want to remember names and other information that you know. Allow yourself to recognize bits of information in the periphery of your conscious awareness to help trigger full recall.

### ***PhotoRead***

Preview and PhotoRead a book or more each day.

Activate important materials with mind probing, super reading, dipping, and mind mapping techniques.

Allow for incubation by previewing and PhotoReading one day, and activating the next. This makes full use of the brain's ability to create neural associations.

### ***Whole mind read***

Whenever you have reading to do, use the PhotoReading whole mind system. Page 62 describes ways you can approach different types of materials with different steps of the system.

### ***Expand your internal awareness***

Play the dictionary word recognition game on page 13 and Tape 1, Side B.

Notice how your dreams activate materials you have PhotoRead.

Pay attention to the feelings evoked by PhotoReading emotionally charged materials.

Keep a journal of any benefits you realize in your life. You will be amazed at how many good things start happening—many of which you cannot tie directly back to PhotoReading—but which spontaneously began when you PhotoRead positive and uplifting books.

## SUGGESTED SKILL-STRENGTHENING AND ENRICHMENT STEPS

### *Whole Mind Reading*

The PhotoReading whole mind system uses both hemispheres of the brain to learn. We all learned to read with the left hemisphere or conscious mind. Yet research shows that word recognition happens in the brain before the conscious mind is aware of it. The PhotoReading technique lets the preconscious mind do more of the work of reading as it is designed to. The PhotoReading step also stimulates the use of the whole mind which enhances comprehension and recall.

PhotoReading naturally allows preconscious processing of words and recognition of meaning at an other-than-conscious level. Sometimes it takes new PhotoReaders a few weeks to get accustomed to this phenomenon of letting the inner mind do the work for them.

The inner mind is best at perceiving the big picture and synthesizing information into meaningful patterns. With recognizable patterns firmly in place as prior knowledge, all future reading or activation is made easy.

One activation step of the PhotoReading whole mind system is super reading. It works closely with the inner mind to speed the comprehension of information, as well as continue to process information at rates between 1,000 and 6,000 words per minute. Super reading gives conscious recognition of meaning while building additional cues for triggering recall in a rapid left-brained fashion.

A combination of the five advanced reading strategies—preparing, previewing, PhotoReading, activating, and rapid reading—will work adequately for all the different needs we encounter on a daily basis. Previewing and PhotoReading is the ideal start for larger texts, such as books, magazines, or technical literature. Depending on how much conscious comprehension you need, you can activate using super reading and/or dipping to increase the amount of information represented at a conscious level.

Many times short magazine articles are best previewed, super read, and then dipped. Very short memos and letters are usually best handled by previewing, then rapid reading with high concentration and no regressions. (Regression is the process regular readers follow when they return to the beginning of a sentence or paragraph, because they cannot "remember" what they have just read.)

There is another remarkable feature of PhotoReading. Experienced PhotoReaders demonstrate that people do not have to be consciously aware of the material that has been PhotoRead in order to have that information work as an integral part of their knowledge base.

When it comes to developing conscious comprehension of reading materials, we pass through four successive levels. They are awareness, familiarity, knowledge, and expertise.

The first level is simple awareness. This is when you know that you are reading in a subject area and you know the names of the basic ideas that define it as a subject.

The second level is familiarity with the subject matter. At this level you understand the main categories of a subject.

The third level of knowledge means you have learned the main examples in each category. Mastering information at this level requires prior knowledge and knowing how to approach the subject to get what you want.

Expertise, the fourth level, requires complete knowledge of all the major and minor categories within a subject. Such comprehension requires intimate knowledge of minute details. Expertise is usually obtained only by professional application of information.

Studying written materials using the activation techniques of the PhotoReading whole mind system will help you move through levels of comprehension. Be sure to create the time necessary to accomplish your goals to the level of specificity you want.

### ***Suggested Skill-Strengthening Steps***

1) The three most effective steps to master the PhotoReading whole mind system are: use it, use it, and use it. Do the homeplay exercises recommended on page 61 to help you use the techniques effectively.

2) Perhaps the best remediation step is to listen to the *PhotoReading Personal Learning Course* tapes again. You will agree the course confronts a lot of bad reading habits. Many negative habits take three weeks or more of determined, persistent, and patient effort to be replaced with more effective and efficient behaviors.

3) PhotoRead the dictionary to increase vocabulary. A good vocabulary is a must for effective reading.

### ***Optional Enrichment Steps***

1) Cassette tapes are a proven way to reinforce and enrich your whole mind reading skills. Learning Strategies Corporation offers excellent tapes to enhance belief in yourself, competence with the techniques, and confidence in the fact that you can use the skills when you want and need to. You will find a description of recommended Paraliminal Tapes on page 58. Listen to Paraliminals as frequently as necessary to maximize your acquisition of PhotoReading skills.

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2) Enroll in the live PhotoReading seminar. The personal guidance of a certified PhotoReading instructor trained at Learning Strategies Corporation can help propel your skills to the next level of mastery. Attending a course with a group of like minded people is extremely supportive for making personal breakthroughs.

3) Vision Therapy or Functional Vision Training may be a way to advance your skills. Such training strengthens your eyes as well as your brain's ability to fuse incoming written information. Training in convergence, divergence, and accommodation (near & far) results in a stronger, more balanced visual system. The payoff is tremendous efficiency in all visual tasks including reading, sports, and work. Your local doctors of optometry may offer such training or may be able to refer you to a source.

### ***Activating with Your Dreams***

The following ideas help you become more aware of your dreams. By consciously remembering and being more lucid in your dream states, you build a bridge to the inner mind. In turn, this gives you more access to the vast resources of your other-than-conscious storage of information.

The first step is to remember your regular dreams when you awaken. The more frequently you remember dreams and the clearer and more detailed your dream images, the more likely you are to have lucid dreams. A lucid dream is when you are awake in the dream state and direct the outcome of—or choose your response to—the events in the dream.

Motivation is key. For the most part, those who want to remember their dreams do so, and those who don't want to, don't. For many people, simply having the intention to remember and reminding themselves of this intention just before bed is enough.

Program your inner mind before going to sleep to remember your dreams upon awakening. Do this by entering a relaxed state and telling your mind what you want. Also, keep a pad of paper beside your bed to mind map whatever you remember of your dreams every time you wake up. Writing down your dreams helps you remember more dreams. Reading over the notes of your dreams makes you more familiar with them. This makes it easier for you to recognize one while it is happening.

Keep at it. Do not give up if you recall nothing at first. Be patient as you play with your dreams. The goal is to notice subtle information from your dreams that occurs at the periphery of consciousness. Strengthening this awareness enhances all activation you do. When you awaken in the morning, let your first thought be, "What was I just dreaming?" In most cases, pieces and fragments of the dream will come to you. Examining your thoughts and feelings in this way often provides the necessary cues for retrieving the entire dream.

The *Dream Play* Paraliminal Tape can be helpful in programming and remembering your dreams.



## GENERATING NEW BEHAVIORS

### **1) Prepare**

Establish your outcome. Know what it will look, sound, and feel like when you have it.

Get into a relaxing position for physical and mental relaxation.

### **2) Enter the Resource Level**

Using the standard procedure of "3 to 1," enter the resource level of mind just as you do before PhotoReading. Imagine yourself comfortably sitting or lying back in your quiet scene. Have a large screen at some distance in front of you, upon which you can project a representation of your success.

### **3) Imagine**

Imagine seeing and hearing yourself on the screen of your mind, enjoying the successful accomplishment of your desired outcome. Make the details as vivid as you like.

Check your feelings to know that the imagined end result is the one you truly desire.

### **4) Associate**

Step right inside of the image of your success. Imagine experiencing the end result in your own body, as if you can see it through your eyes, hear it in your ears, and feel it in your body. Imagine enjoying the success of having already accomplished your ideal end result.

### **5) Integrate**

Allow your mind to be still and quiet as all positive thoughts and feelings become deeply impressed on your inner mind. Simply relax deeper for a few minutes.

### **6) Return**

Count forward from "1 to 5" as you return, carrying the good feelings with you.

Consider using the *New Behavior Generator Paraliminal Tape*.

**ANSWER KEY****Pre-Test**

1. b
2. b
3. a
4. d
5. d
6. a
7. c
8. b
9. d
10. c

**Book)**

1. t
2. f
3. t
4. t
5. t
6. f
7. f
8. a
9. c
10. a
11. b
12. c
13. b
14. c
15. a
16. b
17. c
18. a
19. b
20. b

**Book 2**

1. t
2. f
3. t
4. f
5. t
6. f
7. t
8. c
9. a
10. b
11. b
12. c
13. b
14. a
15. c
16. a
17. a
18. c
19. a
20. a

### ***Paraliminal Tapes***

Paraliminal Tapes are the most pleasurable and effective audio tape programs available. The 22 titles help make the necessary behavioral and emotional changes for personal and professional success in life.

More information on Paraliminals can be found on page 59 and in the article on page 27 called "Foundations of Paraliminal Technology."

### ***Personal Celebration Series***

These relaxing and empowering audio tape programs feature dozens of friendly people to help you to gain a sense of purpose and satisfaction in your life.

Paul R. Scheele brings the listener on an adventure to a place of relaxation and support where pleasant, life-affirming messages are spoken in a unique 3-dimensional audio experience.

Personal Celebration Tapes are safe havens for people stressed and frustrated from daily routines. They provide comfort, peacefulness, and a sense of purpose. They allow people to move through life without being adversely affected by the constant flow of negative messages bombarding everyone. As a result listeners are happier, more prosperous, and satisfied.

The Personal Celebration Series may be purchased for \$29.90 plus shipping and handling.

### ***EasyLearn Language Tapes***

EasyLearn Language Tapes are fun and easy-to-use audio tapes to help you learn a world language in the same effortless manner you learned your native language as a child. You travel on 12 10-minute adventures into some part of life in another country. Each is presented part in English and part in the target language.

Each program includes a student manual with fun, whimsical illustrations to capture the imagination. EasyLearn is presented in an accelerative learning style with closed-eye relaxation and creative visualization to create easier and more enjoyable learning.

An 800-word introductory language provides a base for travel and simple exchanges. EasyLearn is easier to use and master than the typical 2500-5000 word language training programs, that often sit on a bookshelf unused. It complements all other language trainings whether classroom or book/tape.

You may purchase EasyLearn Spanish, German, or French for \$89.95 plus shipping and handling.

## The PhotoReading Whole Mind System

Additional copies of Paul R. Scheele's book, *The PhotoReading Whole Mind System*, may be purchased from Learning Strategies Corporation. The prices are one for \$12.95, two for \$19.95, three for \$24.95, or four for \$32.95. Shipping and handling charges are extra.

## PhotoReading Course

PhotoReading classes are offered in different languages around the world. Each class is taught by an instructor personally trained by Paul R. Scheele, and uses Student Course Materials developed by Learning Strategies Corporation. You will receive individual attention as you learn to master the techniques and better apply them to day-to-day reading. You will learn with a group of other people who are interested in exploring the rich resources of their inner minds. Call for a complete schedule today.

## Hiring Paul R. Scheele for Private Engagements

Paul R. Scheele is available for corporate consultations, special classes, and speeches. Please contact Learning Strategies Corporation for more information.

## Order Today and Request Information

To order or request more information, call or write Learning Strategies Corporation at 900 East Wayzata Boulevard, Wayzata, Minnesota 55391-1836, USA, 612-475-2250, 800-735-8273, FAX 612-475-2373. Major credit cards are accepted.

Shipping and handling charges are \$4.00 for the first item and \$1.00 for each additional up to a total of \$7.00. Shipping outside the U.S.A. is \$5.00 for the first item and \$2.50 for each additional.

Please mention Customer Code PLC 695 when ordering. This will help us serve you better.

# "\$25 Tuition Certificate"

The next step to mastering the PhotoReading whole mind system is to enroll in a PhotoReading seminar.

An instructor, trained and certified by Learning Strategies Corporation, will guide you to getting the most benefit from this remarkable process.

The live seminar covers all the steps presented in the *PhotoReading Personal Learning Course* in more detail, plus, it presents exercises and other learning opportunities that we were not able to include in this tape program.

If you are truly committed to tapping the rich resources of your inner mind, then enroll in a PhotoReading class today.

### How to Enroll in a Class

If you purchased the *Personal Learning Course* from a PhotoReading instructor, call that instructor to enroll. Otherwise, call Learning Strategies Corporation for a schedule and registration information. A coach will happily assist you.

### How to Use this Certificate

Use this certificate with your receipt for purchasing the *Personal Learning Course* to reduce the full PhotoReading tuition by \$25. When you enroll in a class, tell the PhotoReading coach that you have a tuition certificate. You must then turn in the tuition certificate and the receipt.

### Restrictions

You may use only one tuition certificate to reduce your tuition. You must enroll in a PhotoReading class within one year of purchasing the *Personal Learning Course*. This certificate may not be used to get a refund from a previous class, nor may it be redeemed for cash. There are a few classes for which this certificate will not be honored.



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