

BETTER GRADES
IN
LESS TIME!TM

Faster reading!

Increased comprehension!

Enhanced memory power!

Written by

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New York

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"Many see life as the accumulation of wealth.

What a poor way to live!

Life is the accumulation of experience."

~ *Gary Tuerack*

**Experience Gary Tuerack's powerful message
in your journey through:
Better Grades in Less Time!™**

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~ *BETTER GRADES IN LESS TIME!*[™] ~

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As I sit here reflecting upon the selfless acts of others who have given to the creation of this work, I am both thrilled and grateful for their contributions. There are many people who have allowed this project to be such a success, and I am indebted to each of them.

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*I dedicate this book to those special people who don't give to get back, but
who give just for the sake of helping.*

You are the people I applaud!

PREFACE

.....

My dream was that one day I would be speaking before thousands of students, enabling them to lead more successful lives. Today, with your help, I'm living that dream.

My greatest joy comes from helping others by showing them how to achieve success mentally, emotionally, physically, and financially. The unbelievable success of those I have motivated as a result of my seminars is the reason I entered and remain in this field. This is more than a book about getting better grades; this book is about helping you improve the quality of your life.

My enthusiasm and energy come from the happiness I bring to you. My success is created by your success. I wish you the best of luck in your journey through this book, through school, and throughout your life.

GIVING TO GIVE -- NOT TO GET

My first objective in teaching you to increase your reading speed is to convince you that you can read faster because you can. Believing you can is the first step in being able to read faster.

I'm thoroughly convinced that you will be reading faster if you practice the techniques in this book. This is not just because I have tripled my speed, but because of all the people I've worked with who have doubled and tripled their speeds. When I first started teaching others speed-reading, I worked with a girl living across the street who was able to triple her reading speed. I worked with fraternity brothers at college and they doubled their speed. I worked with young cousins and older uncles. I visited nursing homes and worked with senior citizens. I even went into jails and worked with inmates. The results were invariably the same.

No matter with whom I worked with, their reading speeds either doubled or tripled. This got me excited and inspired me to speak to even more people. I

formed groups, had them all meet together, and took the platform. Before I knew it, groups were seeking me out to speak before their organizations, clubs, institutions, learning centers, and schools. I took every opportunity to speak and used it to enhance my presentation ability and the information I impart. My knowledge of speaking and helping others increased rapidly. From my experience speaking to groups about positive techniques they could use to improve their lives, came the *Better Grades in Less Time![™]* motivational presentation. This seminar is now presented at high schools, colleges, and universities all over the United States. Soon the demand was greater than I could meet personally, so I decided to create this book and audio program that could be distributed in school libraries and bookstores around the country. I'm excited about this project because now students all around the world can continually benefit from this research and knowledge.

INTRODUCTION

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Thomas Edison's teachers thought he was too stupid to learn anything. Isaac Newton did poorly in grade school. Einstein was four before he could speak and seven before he could read. Winston Churchill was the last in his class in school. F.W. Woolworth was told that he didn't have enough sense to wait on customers. Walt Disney was fired from his job at a newspaper because the editor thought he had no good ideas.

The potential we all have is great and most of us don't realize how powerful it is. No matter how well you are currently doing in school, whether you are a student at an Ivy League university or at the bottom of your class in your local high school, this program will show you how to reach more of your potential. You will be able to spend less time on your schoolwork and you will see better results. I want you to know from the start that this is not merely a book on getting higher grades or managing your time. Although you will start to get better grades with less effort, this program goes far beyond grades and schoolwork. This program is about producing many of the results you want to see in your life.

The book in your hands now is only going to help you if you read it. Odds are that one month from now, you still will not have read the second chapter. It is not because this isn't a powerful book, but because statistics show us that only ten percent of the people who buy a book read beyond the first chapter. Chances are that you will not have gained anything from reading this book, simply because you will not have read it. You just spent good money on it. It's crazy that people purchase a book and just let it sit on a table to collect dust.

This book is filled with exhaustive research on ideas and techniques that will save you hours of time and frustration in school. Will you stop reading after the first chapter? Will you work towards finishing this book? You have a choice: You can put this great purchase to use and take action on what is inside it, or you can answer the next phone call, have dinner with your friends, play some basketball, and do what most people do – procrastinate.

To read or not to read. That's the question. What will be your answer? You need to make a decision now...we're coming to the end of the introduction!

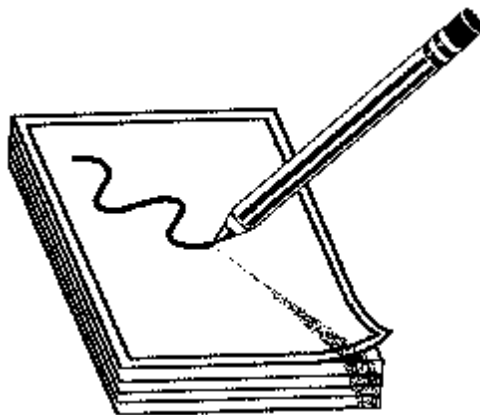
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CHAPTER 1: DEVELOPING A MASTER MEMORY

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I have read over three hundred books on the topics of faster reading, memory improvement, getting better grades, student success, the psychology of achievement, and human development. What I came across in these books were teachers, administrators, and professors presenting what they thought to be insightful, helpful information, which was neither insightful nor helpful.

I was reading a book on college survival and one of the chapters was entitled "Get to Know Your Registrar." Now, if you know anything about college, you know the person who wrote that doesn't. So I trudged through these dry and dull books and came across a few golden points of interest. I collected these gems and then infused my own knowledge and insight to create the book you're reading now. By reading *Better Grades in Less Time!™*, you will have access to all of this information at a fraction of the price (not to mention time) you would have spent to compile it all yourself.



TEST YOURSELF

If you're having trouble remembering, it's not necessarily the fault of your brain. The problem is probably that you are not studying the right way. One thing most people don't realize about memory is that they can do things to make it better.

You can increase your ability to memorize what you are attempting to learn by testing yourself in a certain way. If you challenge yourself to recall the information just memorized and you succeed, you have increased your memory of that information tenfold! The trick is to recall the information correctly when you test yourself, so make sure you test yourself close enough to when you learned the material. If you try to remember the information and have trouble recalling it, then you've waited too long — testing yourself didn't help.

Also note that you don't want to test yourself too soon after you learn the material. The timing of when you test your recall is important. You want to wait as long as possible and still be able to recall the information correctly. If you test your recall directly afterwards, then you'll strengthen your memory of the information, but not as much as if you had waited slightly longer. If you wait too long, you've lost it and have to relearn it all. Each time you test yourself and get it right, you strengthen your memory and increase the time until you have to review it.

INCREASE YOUR ABILITY TO THINK

You have to take breaks when you study, otherwise you end up wasting a lot of time. You'll hear some students brag about how they just went to the library and studied for five hours. That means nothing! How much did they get done in those five hours? I'm sure you've seen students staring at a page, lost, not knowing what they are doing. It looks like they are trying so hard, yet working so slowly. Their hands are in their hair, their head resting in their hands, and they are thinking at such a slow rate that it's not worth working. This is what happens when you study for a couple of hours straight without taking a break: your thinking starts to slow down, and you end up getting hardly anything done. If you ever catch yourself working slowly like that, stop yourself immediately and take a break for five to ten minutes. Do anything, but don't work. When you come back, you will be working

much more productively, you will have saved time, and you will feel much better physically and mentally. Tests have proven that people learn better and faster with this method rather than trying to do the job in one sitting. When you are trying hard to understand something you are reading, you end up working slowly and wind up wasting time. If you would just get up, move around, and get your blood flowing, you will feel like you have a refreshed, clear mind when you return to your work. But most students don't know to do this. They stare at the page and wind up wasting hours. Don't let your mind wander!

The more sleep you are getting, the fewer the number of breaks you will need, and the better your concentration will be. The more sleep you get, the more work you'll get done. If you are not getting the sleep you need (eight hours a night), then you will need to take frequent breaks to keep your mind alert and fresh. Keep these breaks short. By taking a break for ten minutes and walking outside, you will save yourself a lot of time because you will work much more efficiently when you return to your work. Experiment and see what works best for you. I had a friend whose system was to read for thirty minutes and then take a break for thirty minutes. He did this all day long. It seems weird, but for the thirty minutes he worked, he was incredibly productive. It's better to take breaks and refresh yourself than to spend hours working slowly and unproductively. You also want to prevent your eyes from becoming strained from all the reading you're doing. After twenty minutes of reading, look around the room for fifteen seconds. Look at the most distant objects. This relaxes your eyes and prevents eyestrain.

REMEMBER NAMES OF PEOPLE YOU MEET

We don't forget names. We just never learn them in the first place! Were you ever introduced to someone, and two seconds later you asked yourself, "What was his name?" You forgot because you weren't trying to learn their name when you were introduced. It was just like, "Yeah, hi, nice to meet you," and you didn't even think to try and remember his name. You know how we know that? Were you ever introduced to someone really good-looking or someone you wanted to remember and meet later on? You remembered their name, right? Why? Because you wanted to learn it. You paid attention. Most people have made a

habit of just "hearing" a name without even trying to learn it.

When you are introduced to new people, do these three things to remember their names:

- **Say the name to yourself a few times.**

Repeat it. Repeat it again.

- **Say the name out loud once.**

"Nice to meet you, Jeff." Don't say it more than once out loud or else you're getting corny.

- **Use the Maggot Maggy technique.**

This is one of the best ways to remember names! Look at the person you are meeting and find something physically unique about them. Maybe they are wearing a funky hat, maybe they have really cool earrings, or maybe they have big ears. Take that one unique thing and then associate it with his or her name. The reason I call this the Maggot Maggy technique is because the first time I used it, I had just met a girl named Maggy. She was wearing a ring with a really small stone. It looked like a maggot. Every time I saw the ring, I thought of a maggot and remembered Maggy. Tonight, or the next time you go out to a party, use the Maggot Maggy technique and see how it works. Have some fun! By the way, it may not be to your benefit to tell people how you are remembering their names.

KNOW WHEN TO STUDY

The best time to study your notes is directly after class. Don't wait until the evening. When you review directly after class, your understanding of the material increases tremendously. If you go straight home after class, don't even blow your nose. Review your notes before you do anything.

Get to class five minutes early and read over your notes. You're going to have to learn them sometime and you might as well learn them the most effective way. Even if you just get to class on time, look over your notes while you are waiting for the professor to begin the class. Professors often refer to what they said in the last few classes they taught, and if you don't remember what they covered, you will be lost. Reading over your notes will increase your comprehension of the current lecture. By reviewing for a few minutes, you will get your mind in motion. When class starts, you will be ready to move on to the new material.

YOUR LEARNING ENVIRONMENT

Where we learn affects how well we remember. Research has shown that recall is better in situations where subjects are tested in the same environment in which they have learned the material. An experiment was done where subjects were asked to learn a list of words either on land or underwater. Those who learned the list on land had a higher recall when tested on land as opposed to underwater. Those who learned the list underwater had a higher recall when they were tested underwater as opposed to on land. The explanation for this may be that certain cues are present in the environment when the learning takes place. Being in that same environment during the testing process increases performance because those cues help trigger the memory. A little technical, I know, but stay with me.

The same effect of environmental change was examined with students taking exams. Students showed better performance when they were tested in the

same room in which they were taught. So, to improve your performance on an exam, request having the exam in the same room in which the class was taught. For speeches, if you can, study your speech or practice your speech in the room in which you will give it.

CHAPTER 2: SECRETS OF ACADEMICS

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Congratulations! You made it through to the second chapter! Your odds of benefiting from this book just increased 90%!

PREVIEW YOUR TEXTBOOKS

What would happen if you picked up any book and started reading from the middle? Would you find that it was harder to read and understand than if you had read the previous chapters or paragraphs? It makes it easier to read and understand if you have the overall picture and know where an author is coming from. It takes more time to understand when you start reading from the middle of a paragraph in the middle of a book you haven't read. You will read slower and you will understand less because you don't have the framework set up from what came before.

When you first get a book, read the jacket, table of contents, introduction, and flip through the book. Go through the major headings and chapter headings. This will give you an overall framework and understanding for what you will be reading. Reading these things will make your understanding of the rest of the book much easier. It gives you the framework for the entire content of the course. If you have the framework, then the material will fit together.

More important than previewing a book is pre-reading each individual reading assignment. Pre-reading each assignment will save you hours of time and increase your comprehension. How do you pre-read a reading assignment? Read on...

PRE-READ YOUR ASSIGNMENTS

It's harder to open a text in the middle and just start reading because you have no basis to organize and understand the material. Pre-reading gives you this basis to organize and understand. When you pre-read, you get a general understanding or gist of the material. Knowing what you will be reading helps you get through it more efficiently.

Pre-reading is reading quickly, skimming over the information you are about to read. When you pre-read, glimpse at every page so you see how much has to be done. See the size of type, number of pictures, graphs, figures, and tables, and get the gist of the information from the headings. Studies show that you can actually save time reading the chapter if you survey it first. By surveying, you find out in advance what it is going to be about. You will be thinking in those terms and will be prepared to learn the information. During this pre-reading, get your mind going by asking yourself some questions. These questions will be what you want to find answers to when you read the information later.

AN ASSIGNMENT FOR RIGHT NOW

Now let's apply the pre-reading technique to this book. Take about seven seconds per page and pre-read this book. Go ahead and do it now.

Skim the book, looking at the headings, diagrams, and charts. Stop reading and start flipping through the book.

Great! Now do the same things you just did above, with a different book you haven't read. Use any textbook, novel, or magazine. Pre-read at about seven seconds per page. Get a gist for what's in it.

What did you find? Do you have a better idea of what the book is about? Does this help your overall framework for approaching the book? You just used the most effective method for ensuring retention of information you want to learn - you pre-read the information before actually reading it. You formed questions of things you wanted to learn. When you are done pre-reading, begin reading again to find answers to those questions.

Now that you've pre-read your book, you have an idea of what's to come. You will have a larger framework with which you can understand and process the information you are reading. More importantly, you are now getting in the habit of applying the new techniques you are learning in this book, on this book. That, I believe, is the best way to learn: active practicing throughout the learning process.

KNOW WHAT TO HIGHLIGHT

Some people will say, "Don't mark your books. As you highlight, you don't bother learning it because you think you can come back to it later." Don't listen to them! You have to mark your books or you end up wasting time. If you don't mark your books, when it's time to review, you have to relearn everything all over again. You'll notice that the best students mark up their books.

Generally speaking, the time between when you first read the material and the time of the exam is so long that if you don't highlight, you'll have to go through it all over again. In college, there's no way you could read all the material the night before and know it all for the test; there's just too much. It's best to get yourself into the right habits now.

You have to review your readings. One reading with no review is not enough. Only if you underline and mark your book will you have a quick, productive review and save yourself a lot of time.

Marking your book makes you actively involved. It keeps you alert, focused, and thinking. Read the text once and mark what you think is important. Then you'll know what to review when it's time for the test.

Be selective when you are marking your book. A big problem with students is that they think they have to mark everything because everything is important. Well, if everything is important, select only the most important, because the teacher can't test you on everything in the book. At first, you're going to be unsure of what's important and what's not. You'll get better as time passes and as your confidence grows. Most students don't know what to highlight and they end up highlighting too much.

Here are some rules for knowing what to highlight:

•• **If there are any words in bold or italics, highlight them.**

Learn their definitions for the exam. Don't waste time reading slowly through all the examples and illustrations that may be given after the definitions. These examples and illustrations are to help you understand in more detail, but this information will not show up on the exam. Feel free to breeze through this material.

•• **Make a "*" in the margin next to anything you also went over in class.**

This is quality test material. Any time you read something you think is going to be on the exam, put a "*" in the margin. When it's time to review, you'll know to review the asterisks first. Make sure you know them inside and out.

•• **Highlight both sides of issues.**

If the author is ever pointing out two sides of an issue, then that's important. It makes for a great essay question.

•• **Highlight with a pencil and take notes in the margin.**

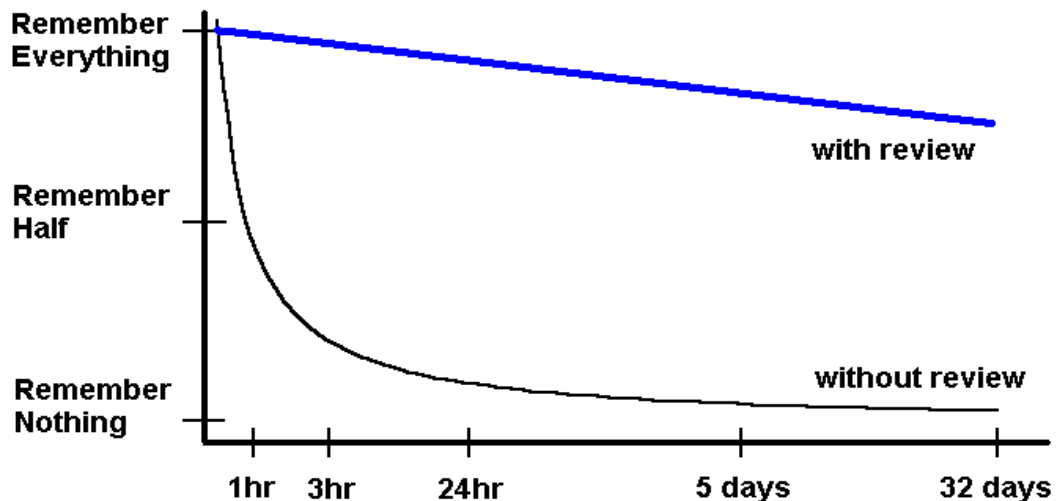
Highlighting with a pencil allows you to both underline and take notes in the margin as you read. After doing some research, I found that this was the system most other top college students used. I had a friend at Cornell University who had a 3.8 GPA and was taking upper level courses in economics, government, and history. I looked at his textbooks and he had notes all along the margins. He said that highlighting and taking notes in the margin are the best ways to read, remember,

and review. He was right. As I began looking at other top students' textbooks, I saw that this was the system they used. They all took notes in the margin. Sometimes it takes the author a whole page to get a point across, which you could state in just a few key words. Put these key words in the margin. If necessary, write a quick note or mini-summary of what was said. Research suggests that writing notes in the margin along with highlighting aids in retention more than highlighting alone. It just takes a second to make a little note in the margin when you're reading and it saves you a lot of time later on. Start doing it with this book. Mark the margin when you read something good you want to remember. Start getting yourself into the habit of doing what successful students do by making notes in the margin of this book.

KNOW WHEN TO REVIEW

Right after you read or take notes, review what you have highlighted or have taken notes on! Review within five hours, otherwise you will forget most of the information.

Here's a graph of how your memory works:



The chart is based on the experiments of Ebbinghaus, a scientist and pioneer in the study of memory and retention. Retention is measured in terms of

how much time it takes to relearn the forgotten material to the original level. The greater the “forgetting,” the more time it takes to relearn the material.

Our memory of what we read drops soon after we stop reading. We lose eighty percent of what we hear within a few hours if we don't go back and review. Go over your highlights within five hours of reading the material and you will find that you remember what you read. It's still familiar to you. All you have to do is read it over quickly. If you review within five hours, you'll be able to review at an incredibly fast pace and save yourself a lot of time. If you wait any longer than 24 hours, it will take you much longer to review what you already read because the information will not be fresh in your mind. After this initial review, all you have to do is read over your highlights once more before the exam. This will lift your comprehension and allow you to have excellent recall on the exam. The final review will go quickly because you will remember the information from reviewing it the first time.

At each of my seminars, I ask how many audience members review their notes within five hours of taking them. Usually about three out of 200 people raise their hands. When asked about their grades, each of those people have close to a 4.0 (4.0=100% Grade Point Average). Some students will still cram and not take the few minutes to review each day. Don't be one of them! If you want to learn the information in the shortest amount of time without wasting your time cramming the night before, make sure you distribute your learning over several days. Research shows that when you study this way, you remember better. You learn in a fraction of the time and the information gets firmly implanted in your memory!

è EXAMPLE:

Years ago, the British Post Office decided to mechanize its letter-sorting procedures. They started using a new electronic system and needed to teach their postmen how to type. They were not sure of the most effective way to teach the postmen and asked the advice of the Applied Psychology Unit in Cambridge. The question was whether they should teach the postmen by giving them several hours of practice per day or whether they should have them distribute their learning over a longer period. The results were shocking. The postmen were divided into four groups. One group learned for one hour, once a day. A second group learned for

one hour, twice a day. A third group learned for two hours, once a day. A fourth group learned for two hours, twice a day. The study showed that the first group learned the information in the shortest number of hours (about three-quarters the time)! And not only did they learn the fastest, but they also learned the information best (they made the least errors on the job). So, every day, whether there is a test or not, spend just a little time reviewing your notes or reading assignments. You will learn the information better and in less time!

CRAM THE RIGHT WAY

Avoid cramming! You'll learn better, remember better, and perform much better on the exam by not cramming. But you know, however much you tell yourself you won't cram, you still will, so here's how to do it:

••

Don't sleep less than three hours.

If you have studied all night and it's one or two hours before the exam, do not go to sleep! Your body produces chemicals when you go to sleep which slow your thinking and inhibit your memory. These chemicals will cause you to remember less and think more slowly during the exam. So stay up for the hour and keep studying. If you are going to sleep at all, sleep for three hours or more. At the three hour stage of our sleep cycle, our bodies are in a lighter state of sleep, so it is easier for us to wake up. If you sleep less than three hours, your body will feel terrible when you wake up and you won't want to get out of bed.

••

Study right up until the exam.

Do not stop studying ten minutes or twenty minutes before the exam. When you cram, the information is stored in short-term memory and if you take a break for even fifteen minutes, you will lose a lot of this information. You might have heard people say, "Don't bother learning that stuff now. If you don't know it now you'll never learn it." This is not true. Information in short-term memory leaves your mind after a brief period of time, so retain as much as you can by reviewing it as

close to the exam as possible. Study up until the minute the exam is in your hands and you will be able to recall more during the exam.

STUDY WITH INCREASED CONCENTRATION

Most people think we forget because our memory decays. This is not the only reason we forget. We forget because of interference. What we learn before or after the information we want to remember inhibits our memory of the information we are trying to remember.

After we learn something, other information coming into our brain interferes with this knowledge. This new incoming knowledge causes our memory of what we already learned to decrease.

You can understand the way we forget by picturing papers lying on a table. You place down the first paper and then a second on top of it. As the pile grows, you remember less of the bottom pages. They are not as easy to access. The earlier memories are more distant; they become overlaid and covered by the later ones. This is why you remember so well when you study at night or in the morning. At night, there is no interference because you go to sleep after you learn the information. There is nothing to clutter your mind. It works on the information all night long while you sleep. In the morning, there is no prior interference. Your mind is fresh from a good night's rest and works on the information you heard in the morning all day long. Did you ever hear a song on the radio in the morning, and then for the rest of the day it stayed in your head? When you study in the morning, your mind processes that information for the rest of the day.

Listening to music with words while studying causes interference. Studying with music containing lyrics worsens your ability to remember because the words in the song interfere with the material you are taking in by reading. Even if you're not consciously listening to the words, your subconscious is forced to work twice as hard because it is hearing those words and has to process them out as you are trying to read at the same time. However, music without words can help your concentration by blocking out the interference of people talking and other noisy distractions. Baroque music is great for studying because it's instrumental and has about one beat per second. This is the ideal music to study to because it keeps you moving.

CARRY ONE BOOK ALL DAY

Lefties should have figured this one out by now because notebook spirals hurt their hand and loose-leaf rings get in the way. All you need to carry is one thin pad to all your classes.

Get one of those plastic or leather folders that holds a full-page notepad and papers. Insert pads that have loose-leaf holes. You take your notes for all your classes on this one pad. Just write the class and the date in the top right corner of the page. When the pad is full, you take the pages out and put them into a separate loose-leaf for each subject. With this system, you can keep everything in one place and don't have to carry around many notebooks. You can take out pages for friends to copy and insert them back into your notes when you need to. This makes getting notes from friends easy when you miss class and keeps your notes neat. You always want to write the class and day in the top right corner so when you need to look something up or if you want to exchange notes with a friend, you don't have to waste a lot of time reading through all your notes to find it.

GET EXTENSIONS ON YOUR PAPERS

All you have to do to get an extension is go to your professor and explain why you are having trouble handing your paper in on time. Students usually think teachers are hard, stern, cold, and unapproachable. Not true! Speak to them, explain that you need more time, and you will usually get it.

If you speak to your teacher a few days before the paper is due (I realize that most papers are done the night before, however), he or she will usually grant you more time. If you know in advance that you will have a couple of exams at the same time your paper is due, speak to your teacher or start the paper as soon as possible and get it done ahead of time. Both you and I know that you are not going to start to write it "as soon as possible" (because, "heck, it's not due for another few days"), so ask for the extension while you can. Teachers are usually willing to

listen and they are there to help you learn. By speaking to them, you can demonstrate that you are a good student and want to do well.

There was a large paper due in one of my classes and all the students in the class were stressing out, going crazy, and thinking of pulling all-nighters. They saw me calm, with no worries, and asked me why I was not stressing out as they were. I wasn't stressing out because my paper wasn't due for three days! They couldn't believe I was able to get an extension. If they had just asked for one, they would have gotten one too.

SAVE HOURS OF TIME ON RESEARCH PAPERS

Save yourself time on research papers by asking the reference librarians for help. They know the library inside and out and are waiting for you to ask them for help. They will save you hours and that's their job. Every day they help hundreds of students with research. They will show you how to begin your research if you tell them your topic and they will even help you locate the articles and books you need. You can spend many hours looking for something or find it in a minute with the reference librarian's help.

TAKE CONTROL OF YOUR MIND

Do you know how powerful the human mind is? Your beliefs control much of what happens to you, even physically.

In countless studies, people have shown improvements in their health and have overcome sickness by taking a pill that they were told would make them better, even though the pill had nothing in it to help them. In fact, usually the pill just consists of sugar or some other simple substance. This phenomenon of the mind healing the body based on belief is called the placebo effect.

Dr. Bernie Siegel, a doctor who has worked extensively with mental techniques to reduce pain and help heal diseases, has reviewed many studies on the effect of the placebo. In his book, *Love, Medicine, and Miracles*, Dr. Siegel

reports on a study done in England. The experiment involved taking a group of men, giving them a placebo, and telling them it was chemotherapy treatment. People generally believe they are going to lose their hair when they go through chemotherapy. Thirty percent of the men given a placebo lost their hair! The power of your beliefs is incredible and even more powerful than you realize!

è EXAMPLE:

My mother is a cancer survivor. Just before going through chemotherapy, she had to decide whether or not to order a wig. She knew it was a good possibility that the treatments would cause her to lose her hair. After reading about the study above, she made a very bold and courageous decision. She decided she was not going to order a wig because she would then be convincing herself that she was going to lose her hair. She didn't order the wig and had the mental determination to stay and look healthy. She convinced herself that she would keep her hair. My mother's decision not to order that wig, combined with her positive outlook, allowed her to keep a full, beautiful head of hair! I respect my mother for her courage and determination!

USA Today (May 25, 1994) published an article on the awesome power of the human mind. Judith Turner of the University of Washington in Seattle studied the outcome of placebos on back pain therapy. Her conclusions, as written in the *Journal of the American Medical Association* (May 25, 1994), were based on the review of three books and 75 articles published over the course of 15 years. Hers was one of the most comprehensive studies on placebos in history. What she found was staggering. She found studies showing the placebo working effectively as a cure up to 70% of the time in patients getting ineffective treatments for many disorders.

Studies show when asthma patients are given an inhaler filled with water, their airways will expand if they're told it contains a potent new drug. A study of 2,504 back surgeries for lumbar disk disease showed that even when no problem was found and patients were just stitched up, 43% had relief of pain simply because they thought the surgery fixed some problem.

Just as we may cause physical changes in our body by our beliefs and expectations, we can cause changes in our mental abilities by our expectations and beliefs. What are your beliefs about how much you can learn and how fast you can work? As we can see from these experiments, our expectations of our own mental abilities, how good we think we are in certain subjects for example, affects our performance in each of those areas.

Do you sometimes believe you will perform poorly in certain subjects? That belief alone is inhibiting you more than you realize. Often we have mental “blocks” that keep us from performing as well as we can. If you can change your belief, you’ll change your success in that area. Just believing you’ll perform better will simply help you do so. Are there certain subjects you believe yourself to be good at? These beliefs actually strengthen your ability to perform well in those areas. Work to develop these positive beliefs in all areas.

AN INTERESTING POINT ABOUT SEX

When I decided to write and publish this book, I was told that all students are interested in today are sports and sex (and not necessarily in that order!). I was also told that if I wanted to get your interest, I'd have to have sex written on the cover and throughout the book to keep your attention. I thought about it and I said, "That's it! I'll relate learning to sex." And then I thought of some interesting headings (e.g. The Seductive Learner, SucSEX Manual for Students, etc).

Most high school and college students were encouraging me to do it. However, at the same time, I was finding that parents just wouldn't go for it. Parents are often the ones buying these books for you, so those titles had to go. But I wanted to give you, the reader, what you wanted. I had to create something so that when you were initially flipping through this book, there would be something to grab your attention. It's amazing what this three letter word makes people do. Of all the pages in this book, eyes stop here. When you're interested in something, your focus intensifies. When your interest is high, all your energy goes towards achieving the results you want to accomplish.

SEX

**For those of you just flipping through this book,
your eyes just stopped here.**

USE YOUR BODY'S PHYSIOLOGY

Now that we lost everybody on a tangent above, let's improve our body's physiology in order to get our minds working at maximum potential. When you sit upright, your blood flows the way it is supposed to. Your spine is aligned, and you are able to think more clearly. Do not sit in a bed when you study. Your mind and body remember that a bed is where you sleep, so you automatically get tired when you are in your bed. The sensation of lying in your bed and the surrounding environment links up to your central nervous system and accesses feelings of drowsiness and fatigue, so studying in your bed brings out reactions to make your body tired and ready for sleep. Study at a desk where it is quiet, where there is good lighting, and where you can sit up.

TAKE BREAKS

Time yourself for thirty minutes and tell yourself you will take a break at the end of the half-hour. You will find that you work twice as fast during those thirty minutes that you work, because you know you will be taking a break soon. The thirty-minute goal keeps you moving and focused. You know you have a lot to get done in thirty minutes and you do. If you find that you are moving along at a good rate, spend another fifteen or thirty minutes working. Stand up to get your blood flowing, wake your body up, and make yourself more alert. The second you find your mind starting to wander, catch yourself, snap yourself out of it, and get

yourself moving. Some people read and their mind drifts and then after about thirty minutes, they catch themselves. Whatever you do, don't let your mind wander — it's the biggest waste of your time. You have to stop yourself from drifting immediately. You don't have time to play games. If you see yourself starting to drift, take a short break, and then, when you are fresh, get back to studying.

HOW TO EAT TO INCREASE YOUR CONCENTRATION AND STAY ALERT

College nutrition courses are now teaching us that there are three vitamins that directly affect our concentration: niacin, vitamin B6, and vitamin B12. If you are not getting enough of these vitamins, you may notice a lack of concentration. This could make a big difference in your grades. Studies show that when you are not getting enough of these vitamins through your food intake, taking vitamin supplements will help your concentration tremendously. A deficiency in these vitamins causes a loss of concentration and inhibits the functioning of your memory. If you are eating well and getting your vitamins from your food, taking supplements will not increase your memory. The problem is that many students don't get enough vitamins from the foods they are eating, and they don't know to take vitamin supplements. If you think you don't get enough vitamins from your food, nutrition professors suggest trying a multivitamin for a week. You should notice a great difference in the way you think and feel.

Note that you should take vitamins after lunch, as taking vitamins on an empty stomach may upset your stomach.

After eating large amounts of food, you may find that you are not as alert. Some blood, and therefore oxygen, leaves your brain and goes to digest the food in your stomach. Your body uses up tremendous amounts of energy to digest food. To stay more alert during the day, have a light lunch with fruits and vegetables rather than eating starchy and fatty foods such as meat and potatoes that take more energy to digest.

STAY AWAKE IN CLASS

Do you ever lose your concentration or fall asleep in class? Have you ever found yourself dozing or do you ever find your mind engaged in something else totally unrelated during a lecture? It's unfortunate because going to class, listening closely, and understanding the lecture will save you hours of time later on. When it's time to study for the exam, you will realize how much time you saved. Reviewing and understanding the material will take about half the time if you pay attention in class. All you have to do is concentrate.

Here are some hints to help you stay awake in class:

•• **Sit in the front row.**

If you think you might need help paying attention or staying awake, sit as close to the teacher as possible. This will help you to stay alert. Have you ever fallen asleep while someone was talking to you personally? When you sit up close, it feels as if the teacher is talking to you one-on-one. This keeps you more interested and prevents you from falling asleep.

•• **Don't eat sugary foods.**

Sugar gives you an immediate high, after which you hit a low and your body feels tired for hours. The small high you get from the sugar in the short run is not worth the effect it will have on your body in the long run.

•• **Don't eat a large meal before class.**

If you sit down after a large meal, you will have a greater tendency to fall asleep. It's not the food that is making you tired; it's that you are sleep deprived. The food just brings out the fact that you are already in need of sleep.

SLEEP

Professors on sleep research tell us that we need eight hours of sleep each night in order to perform productively during the day. But as you might know from firsthand experience, students are so busy going out, having fun, and studying that they usually “don't have time” to get this much sleep.

Listen to this: If you think you don't have enough time to get the sleep you need, then you need this sleep even more than you think. Getting good sleep makes you more productive and alert during the day so that you are able to get much more done. It's a cycle. You have to get your sleep to become more productive during the day. What you will find is that you have more time to sleep at night because you got your work done more quickly. Don't get caught up in the reverse cycle, where you work slowly during the day because you didn't get any sleep, so you have to stay up all night to get your work done, and then not get the sleep you need again. If you're already in this stage, then you know what I'm talking about. It's time to get into a sleep cycle that works for you.

The most important sleep of the night is your Rapid Eye Movement (REM) sleep. REM sleep is when you dream. That sleep occurs mostly after you've been sleeping for seven hours. That is why getting at least eight hours of sleep on a regular basis is so critical. This REM sleep not only affects your focus and concentration, but it also affects your memory, as well! So as busy as you are, make a commitment to get more sleep if you are not currently getting eight hours. After ten days you will feel like a new person. You will work faster, think sharper, and remember more. You will also end up saving yourself a lot of wasted time by not mind wandering and trying to recall things.

Here are ways for you to feel rested and improve your concentration:

••

Get a good night's sleep for a week.

Don't just get a good night's sleep for one night before a test. The whole week before contributes to how you feel today.

•• **Set your body clock.**

Waking up the same time every day is just as important as how many hours of sleep you get because your body needs to adjust to a biorhythmic clock. When you start chopping wood with an ax, hammering nails, or performing any other activity where you move in a constant and continual motion, your body gets used to the motion of swinging and then the swinging motion becomes automatic. Without even thinking about it, you just hit the wood in the right spot. When you start waking up at the same time every day, your body gets into a similar rhythm and waking up at the same time becomes natural. Your body adjusts to this rhythm, which allows you to have a deeper more restful sleep and you wake up feeling good. Try going to sleep and waking up at the same time every day for a week. You will notice that you think like a new person. You will not believe your ability to concentrate and work. You'll also feel great. After getting on a regular sleep schedule, I couldn't believe how much more productive I was during the day. It felt as if I were thinking like a new and refreshed person. Try it for a week. You will feel great!

•• **Take power naps.**

Power naps are naps of fifteen to twenty minutes. After twenty minutes, chemicals that slow your body's functioning are released. These chemicals slow your thinking and memory, as well as the biological rhythm of your body. If you nap more than twenty minutes, when you wake you will feel tired, sleepy, and slow. If you take a power nap of less than twenty minutes, your body has enough time to revitalize and you will wake up feeling great.

CHAPTER 3: TEST TAKING TRICKS

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IMPROVE YOUR RECALL

Psychologists have found many ways in which learning can be improved. In some situations, however, learning has already occurred, so what is needed is some method to improve retrieval. In other words, how can we better remember information we already learned? In more practical terms, how can you remember information you need to know the day of the test?

Psychologists have found that there are certain things you can do to optimize your memory in these instances. They suggest you follow the four steps below in order to improve your recall. Criminal psychologists have used these four steps with crime eyewitnesses in order to most accurately bring back their memory of the event they witnessed. Although they are written as if you were an eyewitness of a crime and needed to remember what you saw, they can be adapted to help you increase your memory for all types of information.

These steps bring about the fundamental principles of maximizing your memory of information you already learned:

- **Mentally reinstate the environmental and personal contact that occurred at the time the crime was witnessed.**

- **Encourage the reporting of every detail, regardless of how peripheral it is to the incident reported.**

- **Attempt to recount the incident in several different orders (e.g., both forwards and backwards).**

- **Attempt to report the incident from a range of different perspectives, including that of other prominent characters within the incident as well as that of the witness.**

(From *Human Memory*, p.289, by Alan Bradley)

Tests were conducted to see whether people remember better when they ask themselves questions using these four principles. One test, conducted by Geiselman et al., looked to see how well people recalled facts seen in a police video after watching it. They found that subjects who were not asked these questions remembered an average of 29.4 items, and subjects who were asked questions using the four principles remembered 41.2 items. Further studies showed that by using these principles, you make fewer errors in memory recall and remember more. If these principles are so powerful, how can we use them to help us when we draw a blank on a test?

WHAT TO DO WHEN YOU DRAW A BLANK ON A TEST

As we already learned, you can bring back your memory of forgotten information by recalling related events. Studies show that remembering related events will stimulate your mind to remember what you want to remember. For example, you probably know that if you want to remember where you lost your keys, you should think about what you were doing and where you were when you may have lost them. This will help bring back the memory of seeing yourself place the keys somewhere.

You can bring back your memory of information during a test using the 4 steps below which are modeled after the 4 principles in the previous section.

- **Remember the environment you were in when you learned the information.**

Think about where you were when you were learning the information. Picture yourself back in that environment.

- **Remind yourself of surrounding details.**

Was the information at the top of the page? Do I remember seeing it at the bottom of my notes? What ideas do I remember which are related to the points I do know?

- **Change the order of the information.**

For example, if you had to remember the thirteen American colonies, first try to put them in the order in which they were formed. Then try to do them in reverse order. Changing the order stimulates your thoughts to bring back more of your memory.

- **Use different perspectives.**

By trying to recall from different perspectives you are forced to think through the material again in a new way. Often this stimulates your mind to remember the needed information.

Try using the alphabet method. Start with A and work your way through Z. See if thinking of a specific letter in the alphabet brings back your memory of a colony that started with that letter. Tests have shown that students taught this trick of going through the alphabet have done better in recall than students just trying to remember by rote.

HOW TO CHOOSE THE RIGHT ANSWER WHEN YOU DON'T KNOW IT

If you know the correct answer, you will obviously choose it. But suppose you are not sure. What do you do? If you are wise about taking tests, you will take advantage of clues the instructors included when they wrote the test. If you search for them, they will help you find the correct answers when you are unsure.

When you are not sure of the correct answer, use the following hints:

- **Sentences containing absolute words such as "always" are usually false.**

This is because there are very few absolutes in life, and it only takes one exception to make the statement false. Whenever you see the words NEVER, EXCEPT, ALWAYS, NOT, NECESSARILY, ONLY, MERELY, MUST, ALL, NONE, and IMPOSSIBLE in a question, and you are not sure of the answer, guess false.

è **EXAMPLE:**

Which of the following is true of talk shows:

- A. Leno is NEVER funny
- B. Craig Kilborn ALWAYS has an annoying voice
- C. Conan O'Brien MUST use cue cards to get a laugh
- D. David Letterman SOMETIMES has good guests
- E. All of the above

Although the correct answer may seem like it should be

E - ALL OF THE ABOVE, the correct answer is **D**. The other answers can be almost true, but if just one instance proves them false, then the answer is false. Along the same lines, general, less absolute terms like **MOST, SOME, USUALLY, MAYBE, COULD, OFTEN, SELDOM, PERHAPS, SOMETIMES, GENERALLY,** and **MAY**, makes the answer usually true.

- **Depending on the trend seen in the rest of the test, the longest or the shortest answer is usually the correct one.**

If you notice that the shortest answer is usually the correct one, then choose the shortest answer when you are unsure. If you don't notice any trend, choose the longest answer (the longest answer is more often correct than the shortest). Teachers are not aware that they write test questions this way. It is natural for

them to be consistent with the way they write test questions and because of their lack of knowledge in test writing, they don't correct for this error.

- **If there are answers with different number values, odds are that it's the number that falls between the other values.**

è **EXAMPLE:**

If your choices were:

- A. 56
- B. 74
- C. 85
- D. 104

The correct answer will usually be either **74** or **85**, because these values fall between the others. Eliminate the extreme values. They are less likely to be correct, because teachers tend not to create these as the answer. Again, use this system only if you are unsure of the answer. Using this system will increase your odds of guessing the correct answer when you don't know it.

- **If there are two answers with opposite meanings, one of the two is usually the correct answer.**
- **If the grammar of the answer choice doesn't match the question, then that answer is usually incorrect.**

When the question ends in “A” rather than “AN,” the answer almost always begins with a consonant sound. When the question ends in “AN” rather than “A,” the answer usually begins with a vowel sound.

- **If the question ends in “ARE,” the answer is usually plural.**
If the question ends in “IS,” the answer is usually singular.

- **See if there are words in the multiple choice answer which are also in the question.**

When an answer contains similar words or words with related meanings to words in the question, the answer is usually correct.

- **Ask your instructor questions during the exam if you are confused or unsure of something.**

They will usually help you out and you can usually pick up on hints to the correct answer by watching how they respond to your questions. Ask them to clarify something and they usually will. They usually define words in the question that you don't understand.

GET BETTER GRADES ON ESSAY TESTS

Are you ever rushed at the end of a test? Have you ever taken a test and didn't have enough time to answer all the questions completely? In college, this is an especially common problem.

Use the following rules to save yourself time and write better essays:

- **Answer the questions you are sure of first.**

This way you won't waste time thinking about the questions you don't know and you will have answered the questions you do know. The worst thing is to have known the answer, but not have had enough time to write it all down.

- **Make an outline in the margin.**

Include all of the information you know about the question. This way you get all the ideas down and don't forget them. As you write, more thoughts will come to you.

Writing the outline helps you keep the essay organized, and especially helps if you are short on time.

•• **Write as much as you can.**

If you think you know something that might be part of the answer, put it in. When professors grade your papers, they look for anything that may resemble the answer they are looking for. Professors work from an outline of things they are looking for, so make sure you throw in as much as you can remember. You can't get credit for information you know but didn't write down, and you usually don't get penalized for extra information you include which isn't part of the answer. If you don't know the answer to an essay question, write something. Graders want to give you some credit, so give them a reason to give you credit by putting down anything that might relate.

CHAPTER 4: MORE MEMORIZATION STRATEGIES

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THE PROBLEM WITH RESEARCH

Memory research is conducted at universities around the country. This research is mostly theoretical and the results are often stated in technical language that is not easily understood. Researchers are interested in learning about our memory, but they are often not interested in telling us how to apply the results of their research to improve our memory. They often want to research for the sake of researching, to become famous, make a discovery, or to get published. The information memory researchers have discovered has stayed in scientific journals because nobody wants to read and re-explain the technical jargon. I decided to conduct a comprehensive review of this research and looked into many of the discoveries that have been made.

After reviewing this research, I decided that someone needed to translate this information into terms that we could understand. The findings were powerful and I couldn't believe that no one was giving this knowledge to students. I wanted to put this information together in such a way that students could start using this knowledge immediately to help them with their schoolwork. If you apply the scientific findings presented in this chapter and throughout this book, you will see, as I have, dramatic changes in your ability to remember, think, and concentrate. What you are about to learn is based on this research and extensive analysis of the discoveries made concerning the workings of the mind.

Research in the field of psychology has recently shown that we can gain control of the 90% of our brain's capacity that most of us never use. The research is there, but because it's stated in sophisticated, scientific terms, no one ever decided to look at this information and use it until now. We are about to use this information for the first time.

THREE KEYS TO A GOOD MEMORY

••
Attention

Don't attend and you won't remember. Attention is a necessity for memory.

••
Concentration

The degree to which you will remember is related to the degree to which you concentrate.

••
Desire

You fail to remember because you fail to want to remember.

Pay attention to what you want to know. Forget all the things around you and concentrate. Put the things going on around you on a level of low importance, and attend to what you want to learn. For example, when you are introduced to somebody, don't just say, "Yeah, nice to meet you." Some people don't remember the name of the person they were just introduced to. Two seconds after being introduced, they ask, "What was his name?" How many of you have ever done that? It's because the desire to remember was not there. Because the desire was not there, neither was the attention nor the concentration.

MEMORIZE BY LINKING

If you were reading another book on memory, a book other than this one, you probably would have read an introduction to memorization that went something like this:

The ancient Romans, . . . blah, blah, blah, and the Greeks in their time... blah, blah, and if you first understand the history of...blah...

I've read many books and listened to many audio programs on memory. Most of them really go on like this, wasting time talking about nothing. A better version you might find would start by saying something like this (the professor version):

Memory works on associative connections or links. These links are the fundamental principle upon which our memory operates. So it is these links, then, upon which it is that our memory is based.

OK, get to the point! Authors like to drag on like this for about twenty minutes, talking in circles, and never getting anywhere. And then when they finally get to some practical point, they state it in the most impractical, uninteresting, overly technical way. Why can't authors just work on being a little more interesting? You may say the same about some of your college professors. The reason is because they will be the authors.

Understanding our memory is really simple. We remember by doing something called **linking**. What's linking? Linking is a way of associating one object to another; in other words, connecting two objects in your mind by picturing one object doing something to another. You can link two random objects such as a tomato and a car windshield by picturing someone taking a tomato and smashing it into your windshield. Because you saw these two words related visually, and because you pictured a link in your mind, you will remember them together. So, later in this book if I were to ask you what the second object you related to tomato was, you'd be able to tell me windshield. You'd know the object windshield because you formed a visual link or picture in your mind between tomato and windshield. Our memories operate by linking things we want to learn to things we already know through some visual connection. My system to help you link words in your mind is called the **Ten Number Rhymes**. The Ten Number Rhymes is a list of ten objects. You memorize them (in order) and put them deep into your memory. You then use the Ten Number Rhymes to help you make links to objects that you want to remember.

THE TEN NUMBER RHYMES

As you can probably guess by the title, the objects rhyme with the numbers and this makes it easier to remember them.

Take three minutes now and memorize the Ten Number Rhymes below:

One Run

Two Doo

Three Sea

Four Drawer

Five Drive

Six Wicks

Seven Drive-in

Eight Date

Nine Wine

Ten Hen

Here are some tips to help you develop a more powerful memory:

•• **Create rhymes for words.**

Rhyming words will make them easier to remember.

•• **Say them out loud.**

Speaking the words out loud boosts your memory because you are using more of your senses. Look at them while you say them out loud.

•• **Repeat, repeat, repeat.**

Repeat the list a few times, repeat the list a few times, repeat the list a few times. Repetition increases your memory of the material.

•• **Say the list in reverse order.**

Changing the order of the information you are trying to remember also increases the strength of your memory. So order the change.

Rather than explaining the science behind the suggested steps above, I'm just letting you know that changing the order, repeating, saying it out loud, and making a fine rhyme will give you a more powerful memory.

Picture each of the ten objects in your head. Have a mental picture for each of them so that later in this chapter when I say five, you can quickly remember **Five Drive** and picture someone driving a car. Learn this list now! It would be useless to go on in this chapter if you don't have it memorized.

So, you got 'em? What was number four? And number two? If you don't have them memorized, go back and learn them.

The way you memorize a list of ten objects is by associating the new objects to each of the Number Rhymes above. Our memory works best when we use

associations or linking. It makes it easier for our minds to remember when we associate something we already know to new information we want to remember.

è EXAMPLE:

Say two objects you want to remember are TABLE and PENCIL. Your strategy should be to link TABLE to One Run and PENCIL to Two Doo.

To link TABLE to One Run, picture a person running down the street, and a huge table is in his way. While he's running, he jumps up, lands on the center of the table, and the table splits in half. Now you have a visual connection to help you remember that TABLE is the first object. Later, when you want to remember what the first object is, you will remember One Run (this is in your permanent memory) and that will remind you of Table.

For the second object, PENCIL, you can link it to Two Doo, by picturing a pile of doo on your table as a pencil holder. You want to write a letter and have to take a pencil out of the doo. See yourself getting the doo all over your hands. When you later want to remember what the second object is, you will remember Two Doo and that reminds you of PENCIL.

Stick with me here, the reason for all this crazy picturing will make sense in just a minute. This process of remembering is easy once you do it a few times. It may seem a little complicated right now, but just try using it a few times. After a couple of tries, you will be able to use the Ten Number Rhymes without much thought involved. The more you use the Ten Number Rhymes, the quicker you get at creating links. Soon you will be able to create links within five seconds.

HOW TO MAKE LINKS

- **Make it ridiculous!**

The mind remembers what is ridiculous.

- **Have action take place.**

Picture objects in motion, doing something related to each other.

- **Make exaggerations.**

Picture huge objects, many objects.

- **Use multiple senses.**

Think of how the object smells, sounds, tastes, looks, and/or feels. For example, if you are eating an object such as glue, feel the glue being sticky, see yourself spitting it out, picture it dripping all over you.

- **Visualize clearly.**

Really visualize the picture.

EXAMPLES FOR USING THE TEN NUMBER RHYMES

There are many ways to create links with the Ten Number Rhymes.

è EXAMPLE:

••
One Run

Someone is running down the street and runs into a pile of the object you are trying to remember. The runner is fighting his way through.

••
Two Doo

Someone is taking a doo on top of the object or sticking the object into a pile of doo. Maybe they're building a big doo wall to protect themselves from incoming flying objects you want to remember. Anything, just be wild and crazy!

••
Three Sea

You are in the sea on a raft made out of many of the objects you are trying to remember. You take one of the objects off the raft and use it.

••
Four Drawer

You go to your drawer, open it, and a million of the objects jump out and start tackling you and throw you to the ground. You wrestle with them.

••
Five Drive

You're driving down the road and smash into the object you are trying to remember.

••
Six Wicks

A candle wick goes down into the object you are trying to remember. As the wick burns, the wax drips all over the object. See the object reacting to this wax. Make it animated - you have an animated memory!

•• **Seven Drive-in**

You are at a drive-in and the object comes smashing through the screen.

•• **Eight Date**

You are on a date with a person with whom you have been trying to get a date. Just as you are about to kiss, the object gets between your lips.

•• **Nine Wine**

The object is in a wine bottle. You smash the bottle open to let the object out and as the bottle cracks, the object starts to grow to many times its size. You look at it with amazement.

•• **Ten Hen**

What is a hen doing in this list of objects? I don't know, but it's good for making bizarre images. You're on your own with this one! If you come up with something good, write me and I'll include it in my next book!

You have the idea?

Now try using the Ten Number Rhymes to memorize the following objects:

Spaghetti

Laundry

Computer

Baseball Bat

Cow

Fan

Jellybeans

Markers

Guitar

Television

How did you do? Before you learned this technique you would have remembered about five or six correctly. That's how much the average person remembers. Now you should be remembering nine or ten out of ten without a problem. If you aren't, keep practicing this technique until you do. This will pay off big time later on.

Here's how I may have memorized these ten objects:

••
One run

Someone running down the road and hitting a huge mound of spaghetti in his way. I'd picture this pile of spaghetti as large as he is, slobbering all over him as he tries to make his way through.

••
Two doo

A dog is taking a poop all over my clean laundry. I go to put on my clothes and get the poop all over myself.

••
Three sea . . .

You can use this system to impress your friends with how much you can remember, you can use it to memorize jokes and speeches, and you can use it to remember ideas or things to do and buy at the store.

MEMORIZE TEN MORE OBJECTS

I said you'd be able to remember twenty objects, not just ten. That's right. Memorizing ten more with this system is simple. You link object 11 to object 1, object 12 to object 2, and so on. If object 1 is a table and object 11 are eggs, then you picture someone running, jumping on the table, splitting the table, and winding up with a pile of broken eggs on their head. Get it? Link, link, link! You remember this way. If this seems like it's getting too complicated to remember all these visual pictures, that's O.K.; rarely do you have to remember a list of more than ten items. I've used this system to quickly and accurately remember lists of objects and I never really have to memorize beyond the ten objects at a time.

REMEMBER GOOD JOKES

Take a word that will help you remember the first part of the joke and link it to **One Run**. Link the second part of the joke to **Two Doo**. You get the idea. Use as many key words as you need to remember the joke. You can also use the Ten Number Rhymes to just remind yourself of which jokes you already know. Take a word that will help remind you of a joke and link it to **One Run**. Link the key word of your second joke to **Two Doo** and so on.

What's that? You don't know any good jokes? You have to know some good jokes in college. Use this system to start remembering them.

A joke to memorize and get you started:

At a doctor's convention in Switzerland, a conversation was taking place in a tavern after an enthusiastic mid-day lecture. An Israeli doctor said, "Medicine in my country is so advanced that I could take a kidney out of one person and put it in another and have him looking for work in six weeks."

A German doctor said, "That's nothing. In my country, I could take a lung out of one person and put it in someone else, and have him looking for work in four weeks."

A Russian doctor said, "In my country, medicine is so advanced that I could take half a heart from one person, transplant it in another person, and have them both looking for work in two weeks."

An American doctor, not wanting to be outdone, said, "That's nothing. In my country, we can take an idiot out of Texas, put him in the White House, and have half the nation looking for work the next day."

Now when you're in a group at freshman orientation and someone asks you to tell a good joke, you won't have to look lost. Just hope that the other people around you haven't been studying this book. If they try and tell any of the jokes in

the book, call their bluff. Let them know you know where they got their stuff, then talk about this book in a loud conversation with them. Yell out the title a few times, recite some of the lines from the introduction, and don't forget to mention the author's name (of course, just to prove how well the memorization techniques work)!

MEMORIZE SPEECHES

What? You want to use this memory information to remember serious stuff, like speeches? Well, guess what? You can! Just link each major part of your speech to one of the Ten Number Rhymes.

If you then get lost during your speech, you can remember **Five Drive**, for instance, and that will remind you of the fifth point in your speech. You'll never have to worry about freezing up and going blank.

If you lose your place in a speech or joke you've memorized, it's usually tough to get back on track. Your mind just seems to go blank and you become embarrassed. Not any more! Memorize the outline of your speeches and jokes with this system. Doing this will enable you to have spontaneity when you are speaking. You'll look great without ever choking up.

CHAPTER 5: A \$500 SPEED-READING COURSE IN 32 PAGES

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INTRODUCTION TO SPEED-READING

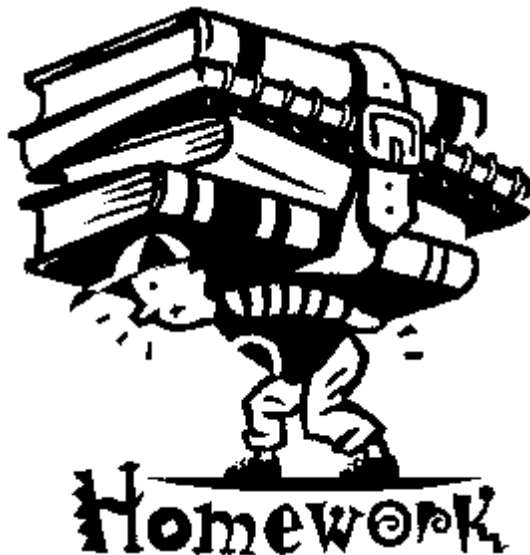
When I was in the seventh grade, I had a lot of trouble reading. My mother used to sit by my side and explain each paragraph of each school reading assignment to me because I didn't understand what I was reading. She would have to read each paragraph to me, and then after each paragraph summarize what we just read.

In class, I tried to hide the fact that I couldn't read. My teachers would give us the last ten minutes of class to start our reading homework and I would sit there pretending to read. I remember a terrible feeling of not wanting to get in trouble for not being able to comprehend. I had to wait until I got home so my mother could explain it to me.

How did I ever get into Cornell University? By eighth grade I started to understand a little on my own, but I was reading at an incredibly slow rate. That year, I read all the speed-reading books I could get my hands on. I read them all very slowly at the time. I even went out and took a course on speed-reading. Then I developed my own system which was easier and produced better results. I started practicing these techniques every day and as I started to read faster, my understanding increased. I found that I stopped daydreaming and thinking about other things while I was reading, and started getting the larger meaning. I was reading faster and comprehending better.

I found that when you read slowly, word by word, you get lost in the words, lose the bigger picture, and your comprehension drops. When you read faster, your concentration actually increases and your comprehension goes up because instead of getting lost in the words, you see the overall picture.

During my senior year of college, I decided to put my skills to the test. I decided not to read during the final third of the semester in any of my courses until one week before the final. I was carrying a full load, taking five courses, and each had about 350 pages of reading to do for that third of the semester. I allowed myself only one day for all of the reading for each class. On Monday I did all the reading for my "Psychology and the Law" course. I had to read 200 pages of handouts in addition to seven chapters of text, each having at least 25 pages. In the past, I wouldn't have been able to get through two chapters in a day and now I was getting through two chapters like it was nothing. The next day, I did all my reading for another course, and the third day I did the same thing for another course. I continued this pattern until the end of the week. I was able to do all the reading for each course in a day and I did extremely well on the exams.



The reading technique that let me do this is what you are going to learn today. My passion for teaching others is driven by my excitement of knowing how much they can improve and seeing them improve with my guidance. The techniques you are about to learn I have taught to thousands all across the country who have already doubled and tripled their speeds. It is my sincerest hope that you will benefit from reading this book and use what you learned to help others succeed as well.

If you are thinking, "I am a really slow reader. There's no hope," don't worry. You are going to improve significantly in this chapter. That doesn't mean that if you

are a fast reader, you won't improve either. You are going to improve, as have executives of large businesses and students of top Ivy League universities. I recently shared my techniques with the students of both Harvard and Cornell University. Many of the students in the audience were already fast readers. Each student in those audiences at Harvard and Cornell tested their initial and final reading speeds. Of the students attending those two programs, over 80% at least doubled their reading speed by the end of the hour and a half session! So again, if you are a good student or a fast reader to begin with, you will still improve greatly!

John F. Kennedy was a speed-reader. He read seven newspapers and a book every morning while serving as President. He was upset at his Cabinet for not being able to keep up with him, so he hired a speed-reading instructor to come in and teach them how to read faster. The techniques they were taught are the same ones you are going to learn today.

Did you ever read something and have no idea what it was about? Do you notice that you start daydreaming or drifting while you read? Are you the type of person who has to always reread what you read, because you don't understand it? My mind used to wander and I would constantly have to reread. Now I've mastered faster reading with increased concentration and comprehension.

You're going to learn how to double your reading speed in this chapter. You're going to learn how to widen your eye span, push yourself to read faster, prevent rereading paragraphs, and stop daydreaming while you read. You will learn how to be awake, alert, and reading at your best using these techniques. Ready?

THE REASON WE ALL READ SLOWLY

Most.....of.....the.....population.....reads

like.....this,.....saying.....each.....word

to.....themselves.....as.....they.....read.

Can.....you.....see.....how.....

this.....slows.....you.....down?

You will break the habit of saying each word to yourself as you read. Your eye is actually just an extension of your brain. What you see is automatically registered in your brain, but because you have been taught to read one word at a time, you have been trained into a slow habit.

WHAT IS SPEED-READING, REALLY?

Many people hear of speed-reading and think of it as skimming or reading faster with less comprehension. That is not speed-reading. If you are not going to comprehend what you read, then it's useless to read fast. You can read as fast as you want, but it doesn't mean anything if you are not going to remember any of it. After learning these techniques, you are going to read faster and with better comprehension. You are not going to skim. You are going to read every word of the material. Look at it like driving a car faster. You get from one place to another,

in half the time, but your tires still pass over the same distance and you still see everything on the way. The reason you read as slowly as you do now is because of the way you were taught to read in grade school. You are going to finally break those old bad habits and start reading faster.

BREAKING A BAD HABIT

In grade school, your teacher sat you in a circle called a reading group. What did he or she have you do? Your teacher had you take turns reading aloud. You sounded out each word as you read and when it wasn't your turn to read, you practiced saying every word to yourself so that when it was your turn, you'd read well. Your teacher then sent you back to your seats and said, "Read silently to yourselves."

What was reading silently to yourself? As a little kid, this meant saying every word silently to yourself while coming as close to reading out loud as you could, sometimes even moving your lips. This is the first and slowest stage of learning to read.

During the second stage of learning to read, you say every word mentally to yourself as you read, but you no longer move your lips, tongue, or throat. Most people are in this stage. When you are in the second stage, you keep yourself from reading faster. If you say every word to yourself, you can only read up to three hundred words a minute, your maximum speed for saying the words. This is the reason why most of the population is reading so much slower than they can; they are limited by how fast they can say every word to themselves.

The third and final stage of reading is the stage where you just see the words and they register in your brain. You don't have to say every word to yourself. You just have to see them. In this stage, you can read a lot faster (1,000 words a minute and more).

Using the techniques you are about to learn, you're going to push yourself to read faster than you ever have before. I will show you how to break the habit of saying each word to yourself as you read and show you how to enter into this final stage of reading.

You will find that as you read faster, you will make better connections to what the author is saying. When you read slowly, word by word, you get lost in the words, lose the bigger picture, and comprehend less. As you practice these techniques and start reading faster, you will be pleasantly surprised to find out that your understanding of what you're reading has increased.

ENHANCED PLEASURE

When I am speaking at businesses, people often say to me things like, "Well, don't you lose the pleasure of reading when you speed-read?" I tell these people to slow down when they want to and enjoy a good book. If you are reading poetry or fiction, read at a slower rate and appreciate the work. You are going to learn to be a flexible reader, slowing down when you want to and speeding up when you want to get through large amounts of boring material. However, you will find that reading faster often enhances the pleasure you get from reading since you will be able to read more in less time and see everything as a whole, rather than in smaller parts.

TEST YOUR INITIAL READING SPEED

The first thing we are going to do is test your initial reading speed. If you took one of my seminars, you should already have calculated your initial reading speed. If you got this book through some other means, then you need to set an initial reading rate for yourself. Your initial reading speed will allow you to see how much you improve.

Here's how to test your initial speed:

- **Find any novel and read for one minute.**
- **Time yourself with the second hand of a clock or use the timing tape that comes with the *Better Grades in Less Time!*[™] audio program.**
- **When you are reading for this first minute, read for full comprehension. Imagine there will be a test on what you read.**
- **After one minute, mark with a pencil the place where you finished.**

Begin timing yourself now.

HOW FAST DID YOU READ?

How fast did you read? Notice the question is not how fast “do” you read, because you will be reading faster. You have no set reading speed. A quick way to count the number of words you read is to add the number of words on three full lines and divide by three. This leaves you with the average number of words per line. Multiply this number by the number of lines you read in one minute. You are left with your initial rate measured in # of Words Per Minute (WPM).

On the line below this paragraph, write the number of words you just read in one minute. This is your initial reading speed. By the end of this chapter, if you

practice these techniques, you will have doubled that speed. Thousands of students have already doubled their speed while increasing their comprehension, so believe you can too. When you have faith in yourself and believe you can, your goals will be much more attainable.

_____ words per minute

The average person reads 200-350 words per minute. We will get you reading about 600-1200 words per minute. How many words per minute did you read? At 300 words per minute, it's pretty much either party or pass. Do your work every day and you'll find that you don't have time to go out, meet people, and have a good time. You won't have time to grab a pizza, get into a basketball game, or go to the party you're interested in going to because you have too much work to do. Your choice now at 300 words per minute is either do your work or party. But if you can read two to three times faster right now, you can go to the party, play basketball, and still get all of your work done without any stress.

WHAT WOULD YOU DO WITH \$1,200?

If you're reading below 300 words per minute, you'll never accomplish all the reading you're expected to do in school. Practice the techniques in this book and you will have doubled your reading speed just like the thousands of students I have already helped.

You read about 6 million words over the course of four years at college. At 250 words a minute, you'll spend 400 hours reading. When you double your speed, you will create 200 hours of free time. With the time you saved, you can take up the guitar, get a job (at \$6 per hour you could make \$1,200), or have time to travel to another country. With the extra money you could buy yourself a nice stereo system with surround sound, take your date to a great restaurant, or buy that special someone a gift. How about 200 more hours to party or for free time, just by learning to double your reading speed?

Practice these techniques, and you will be reading at two to three times your reading speed, depending on how focused you are and how much you desire to improve. It is possible that it will take you less than a week to triple your speed if you continue to practice these simple techniques for at least ten minutes every day. That's all it takes, but it's important that you practice every day. It's like anything else; you have to practice before it becomes natural. Soon it's going to be like chewing gum; you'll start reading faster without even thinking about it.

You know the funny thing is that there are people reading this, people reading right now, who are not going to practice. They'll stay at the same slow speed. They won't find time to do the simple exercise. They will keep putting it off. If you knew that someone was going to hand you \$238 every day if you practiced your technique for ten minutes, would you go home tonight and practice it? You bet we all would! That's what it comes down to. Practice the technique for ten minutes a day, double your reading speed, and save yourself \$1,200. It's worth it to practice each day for a week and see if it works.

Are you going to practice? This is the test because the people that practice today are the ones who will benefit. If you answered yes, commit to it. You have a purpose. Make sure you stick to it. Only you can assure your own success.

The reason I persuade you to practice the technique every day for the next seven days is that most people, if they weren't persuaded, would just read about the technique, not practice it, and miss out on all the benefits. This technique helped me triple my speed and I want you to double or triple your speed, too. I don't want you to miss out on this. I mentioned how much money you can save to show you what you can gain financially from reading faster and to give you leverage against yourself to make yourself practice these techniques.

There's only one catch. You've got to do the work and practice! That's what is so great about it — you are able to determine your own success.

The question is: Are you dedicated enough to find the ten minutes each day to practice?

If your answer is yes, then get ready for some exciting information and continue to read . . .

READ MORE WORDS AT A TIME

We have been trained to speak each word to ourselves slowly as we read. As we learned above, this is what keeps us from reading faster. We have also been trained into another bad habit. When we read, we have been conditioned to see only one word at a time, but we can actually take in whole groups of words at once.

You can read this

whole page in one

glance, but because of

the way you have been

trained, you are reading

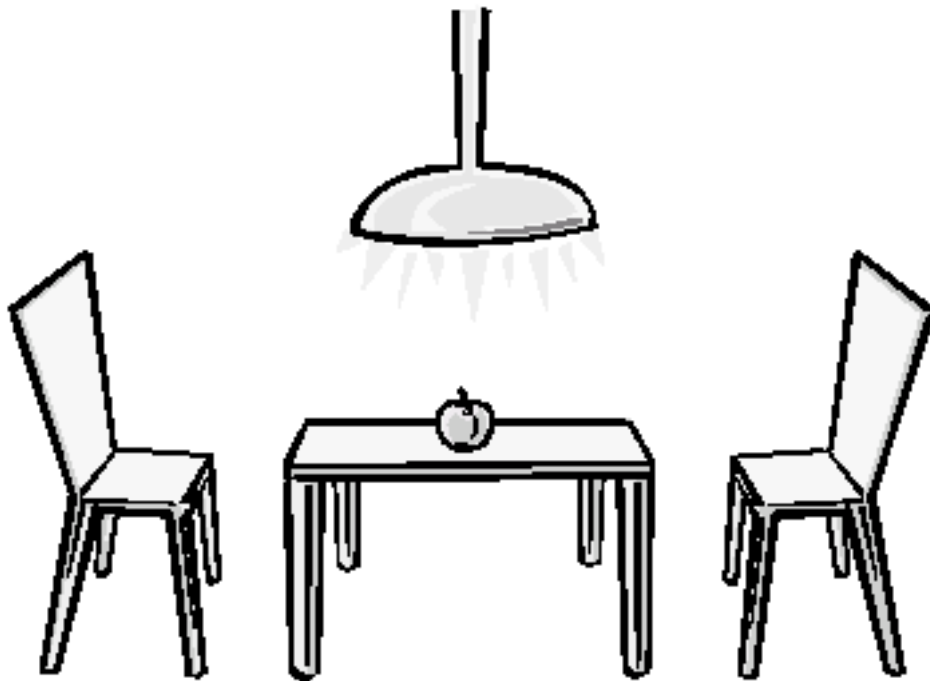
this only one

word at a time.

Rereading, and sometimes not understanding what you read, is the curse of the one-word-at-a-time reader. The techniques we are going to work on together will get you to break this habit.

span, you are decreasing the number of stops your eye needs to make per line and you increase your reading speed. The following exercises you are about to do will train your eyes to take in larger groups of words at a time, and train you to shorten the length of time you pause at each group of words. You will soon be able to take in whole groups of words at a time. Here's an example of how it works.

Look at the following picture for just one second, and then cover it up:



Now cover the picture and answer these questions:

- **What was above the table?**
- **What was on the table?**
- **How many chairs were there?**
- **Did you see the whole picture at once, or did you have to look at each separate part of the picture?**

You could see the whole picture in one glance, right? You didn't have to say to yourself, "OK, there are two chairs, a table in the middle, a lamp above the table, and an apple on the table." You just saw it and you knew. Your eye is just an extension of your brain. Most of us have been forced into the bad habit of saying every word to ourselves. Because we say each word to ourselves, we've been trained to see only a few words at a time. There are thousands of people who have been taught to break this old reading habit and you will too.

Because we have been trained to say every word to ourselves, we have been trained into using a narrow eye span.

(Instead) (of) (reading) (like) (this,) (and) (taking) (a stop) (for each) (word) (on the) (line,) (you can) (take in) (whole) (groups) (of words) (and read) (much) (faster.)

You will begin reading more words at a time.

(The more words) (you read per stop), (the less stops you)

(have to make per line.) (The less stops you make),

(the quicker you read.) (The fastest readers) (read this way).

(Can you see) (how you can read) (faster by seeing more words)
(at a time?)

The exercises that follow will train you to take in larger groups of words at a time and decrease the time you have to spend at each eye fixation. Practice the following exercise before you begin any reading assignment. Run through this exercise below in order to warm your mind up for reading. Get your eyes in the momentum of moving quickly across the line. It takes an object at rest six times more force to get it moving than to keep a moving object in motion. In physics this is called the Law of Inertia. Before you begin reading, not after you have started, run through this warm up exercise and get your momentum going, so that when you start reading, it's easier to take off and read faster.

WARM-UP EXERCISE

Move your eyes along the page, making only three stops per line. Move quickly and evenly, looking at each group of ()'s below for only a split second. Doing this gets your eyes to move quickly along the page and trains them to develop a different focus, encompassing a wider eye span. After this warm-up, begin to read from your novel, and you will notice that you will be reading with a wider eye span. Reading with a wider eye span increases your reading speed because your eyes are making fewer stops per line.

(When you read) (your eye should make) (only three stops per line.)

(_____) (_____) (_____)

(_____) (_____) (_____)

(_____) (_____) (_____)

(_____) (_____) (_____)

(_____) (_____) (_____)

(_____) (_____) (_____)

WARM-UP #2

Now let's do another exercise which both trains your eyes to see more words at a time and trains you to process the information at a faster pace. In this exercise, you practice reading bits of information in a split second in order to push yourself to think more quickly.

Take a blank piece of paper and place it over all of the letter groups in the column below. Now lower the paper enough so that you can see the first group of letters, BBA. Quickly raise the paper again so that the letters are only seen for a split second. Lower and raise the paper as quickly as you can. Try and recite the letters you just saw. Then move on to the next one, WJK, and do the same. This exercise pushes your mind to process and retain information in an instant.

bba

wjk

bycs

fwmh

xczqe

diwhl

zxjqw

mxvnmw

summer

bathing

football

You remembered the words at the end of the exercise because you didn't read them as a series of unrelated letters. You took in the whole combination of letters instantly to produce something meaningful, a word you knew. When you read faster, you do the same with whole groups of words. Instead of reading word by word, you take in groups of words to create phrases or larger groups of meaning. You have already started to do this with certain words.

Try the same exercise with the following words:

hot dog

ice cream

apple pie

book cover

toaster oven

tennis player

You didn't see the above words as a series of unrelated letters and you didn't see them as a series of unrelated words. You saw the whole phrase and took it in all at once. You read "hot dog" as one object (a hot dog), not as two separate words meaning two separate things.

When you read, read in groups of words, two, three, or four at a time.

Take a minute now and lower and raise the paper. See if you can get these phrases:

how much

raining cats and dogs

oh, what a relief it is

lunch time

singing in the rain

many stars in the sky

summertime

read in phrases

ants are small insects

water balloon

can you believe it?

colors in the rainbow

feeling good

been a long day

faster than a jet

light eater

down by the riverside

who stole the cookie?

The best way to practice this exercise is with a newspaper since it has narrow columns of words. Reading down the column helps you read more than one word at a time.

Now you have an understanding of how you read. You make a series of stops along each line. At each stop, you process that information. To quicken your speed, you increase the number of words you take in per stop and decrease the time you spend at each stop. In the next section, you're going to learn how to push yourself to read faster. You'll get better at reading the same way you get better at sports or any other activity that interests you. When you practice, you improve.

SPORTS AND READING FASTER

Training yourself to read faster is just like participating in a sport or other activity: you practice, push yourself, and then you get better. You have been reading for many years, but who has been pushing you to read faster? Who has been training you to become a more alert, faster reader? The answer usually is no one.

People seem to accept their reading speed, as if it were something that could not change. If you were asked whether someone has been pushing you to play sports better, such as a friend, coach, or yourself, you probably would answer, "yes." If you were asked whether you have improved, you would also probably answer, "yes." As with sports, if you don't push yourself to improve your reading abilities, you probably won't.

What usually happens when you play a sport with someone who is better than you are? Do you notice that you start to play better? When you play tennis with someone who is better than you, you start to play better, right? When you go running with someone who runs faster than you do, you run faster. When you read, you are on your own. Only you can push yourself to read faster. You can push yourself to read faster with the same or better comprehension. The way you accomplish this is by using your hand.

THE SECRET TECHNIQUE OF FASTER READING

Your hand will be your coach that pushes you to read faster. Your hand is the ideal trainer because your eyes naturally follow your hand. If you put your fingers over your eyes and touch your closed eyelids, you will feel your eyes move from left to right as you move your free hand from left to right. Your eyes naturally follow your hand. Go ahead and try it.

Your hand is what's going to train you to read faster. You will move your hand quickly across each line and your eye will naturally follow. Move your hand quicker than you normally read and your eye will follow your hand at this faster speed. You will start reading faster as if there were a better athlete at your side pushing you.

Push yourself with your hand to read faster than you can speak the words. You will begin to see that you can comprehend by just seeing the words and you won't have to say each word to yourself.

Practice using your hand with this book. Underline the words with your pointer and middle fingers. The reason you shouldn't just point with one finger is because that narrows your eye span to only seeing one word at a time. We want to widen your eye span to take in whole groups of words at a time.

Start with your pointer finger below the first word on the line and move your hand across until you get to the end. Rest your fingers on top of the page, just gently touching the surface. Lift your hand off the page as you move it back to the beginning of the next line. Don't worry about reading the words, just get used to the technique of using your hand and seeing every word your hand underlines. Make sure you aren't moving your head as you move your hand.

There are four reasons why using your hand increases your speed:

•• **Your hand acts as your trainer.**

It is what pushes you to read faster than you ever read before. When you are reading, your hand will be moving down the page at a rapid rate and your eyes will be moving right along at the same rate. This is how you push yourself to read faster. As you practice, your comprehension increases.

•• **Using your hand forces you to take in more words at a time.**

Moving your hand at a rapid rate forces you to start reading without saying every word to yourself.

•• **Using your hand keeps you from rereading.**

Your hand keeps moving you down the page. You have no chance to reread so you are forced to learn the material the first time.

•• **Using your hand keeps you awake.**

Have you ever noticed yourself drifting or starting to fall asleep as you are reading? Yes? Now here's a different question: Have you ever fallen asleep doing the dishes? No? Why not? Because you were physically involved, right? Now you are physically involved in the reading process. Using your hand keeps you active, alert, and focused.

DOUBLE YOUR READING IN FIVE MINUTES

Here's the five-minute exercise that will get you reading faster. This technique is the most powerful way to increase your reading speed and mental focus. So, if there is any technique in this book that you are going to practice, practice this one.

It is important that you practice this technique on easier than average reading material at first. Get a book that is not difficult, yet not a children's book either. Just find something that is easy reading with not too many pictures or diagrams. You will be pushing yourself to read faster than you ever have, and while you're learning to push yourself, you will need practice on easier material. As you get used to the technique, you will move onto more difficult material.

Underline the words with your hand as you read during this exercise. You want to underline with your pointer and middle fingers of your right hand if you are right-handed (left if you are left-handed). Underlining is crucial to your success of reading faster with this technique.

The Exercise:

◆ STEP 1

- Time yourself with the second hand of your watch and read for one minute for full comprehension.
- Put a pencil mark in the margin of the book where you ended.
- Count the number of words you read and calculate your reading rate in Words per Minute (WPM).

◆ **STEP 2**

- Go back to the beginning and start reading. Read over the same material again for one minute, but this time at twice the speed. After thirty seconds you should have finished the amount you read the first time. You should be into new reading material during the second thirty seconds. Remember though, that comprehension is not what is important during this exercise. Just make sure that you get twice as far in this minute.
- You will experience what it's like to read at double your reading speed. You may not comprehend everything, but that's OK. Just make sure you get to about twice the distance in the book. If you can understand at this speed, that's great. If not, try to get the main idea, the subjects, and the gist of what you are reading. Make sure your hand underlines all the words, and make sure you at least see every word, even if you don't understand what you're reading. You will be surprised to see that you understand more than you think you can.

◆ **STEP 3**

- Go back to the beginning and start reading. Read over the same material again for one minute, but this time at three times the speed. Again, do not worry about understanding it. Just push yourself and struggle to get whatever you can.
- This is what it's like to read at triple your reading speed. Make sure you read three times the distance within one minute. Just let your eyes follow your hand.

◆ **STEP 4**

- Immediately after you finish reading for one minute at three times your speed, put a mark in the book where you ended. Start reading from this mark for one minute (this is material you haven't read yet). Read for full comprehension and use your hand.

- Now you get to see how much faster you are reading after pushing yourself for three minutes. Take one final minute to count the number of words you have read in Step 4. You will see that you are reading faster than when you started.

Practicing this drill is like playing sports with a better athlete. You get pushed to a new level and you start reading faster. If you were to now read at the same rate as when you started, you would find that your initial reading speed is extremely slow and that you can comprehend at a much faster rate.

That's the exercise! When you are reading two times to three times your reading speed, you are forcing yourself to read while not saying every word to yourself. You cannot say every word to yourself when you are reading that fast. Understand though, that even if you are mentally speaking some words to yourself as you are reading, that is OK. You do not have to completely lose your “mental voice” in order to improve your reading speed and comprehension. Even when I read 1,000 words per minute, I still have some mental conversation.

Practice this five-minute drill once right now. Afterward, record your final reading speed. Do not continue until you have practiced the technique and recorded your speed. Start now! Get an easy book and do it! Yes, you've got to get up and get to work, now! It just takes five minutes so put down this book and start now. You'll be glad you did!

This chart will help you mark your progress. Keep in mind that your rates will change as you start practicing on different books. You will be able to read some books faster than others. Write your initial rate in the first box below the day of the

week and your final rate in the second box below that day. At the end of the week, the chart should be filled and you will be reading at about twice the rate at which you started.

Use this formula to calculate how many words you read per minute:

$$(\text{\# of words on 3 lines} / 3) \times (\text{\# of lines you read}) = \text{how fast you read (WPM)}$$

Track your progress in the chart below.

WEEK 1

	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THURS</u>	<u>FRI</u>	<u>SAT</u>	<u>SUN</u>
INITIAL RATE (WPM)							
FINAL RATE (WPM)							

By now you should have done the five-minute exercise and seen how quick and easy it is. If you have not done it yet, just put down this book RIGHT NOW and do it before moving on. I've included additional charts below so that you can continue to record your rates beyond the first week. If you want to notice any long-term results, continue to fill in the chart each week. Seeing your improvement will encourage you.

WEEK 2

	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THURS</u>	<u>FRI</u>	<u>SAT</u>	<u>SUN</u>
INITIAL RATE (WPM)							
FINAL RATE (WPM)							

WEEK 3

	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THURS</u>	<u>FRI</u>	<u>SAT</u>	<u>SUN</u>
INITIAL RATE (WPM)							
FINAL RATE (WPM)							

After you have doubled and tripled your reading speed, it will begin to level off as your comprehension begins to increase. With daily practice for five minutes, after time, you will have full comprehension and will be reading at least double your current speed.

CHECKUP?

Did you use your hand when you read for the final minute to test your reading rate? If you didn't, the next time you do the five-minute exercise, make

sure you do. Once you get the complete exercise down, it should take only five minutes to do (one minute to read at full comprehension, a second to read at double your reading speed, a third to read at triple your reading speed, a fourth to read at full comprehension with new material from where you left off, and a fifth minute to count the number of words you read).

It is only the reader who takes action now, the reader who, if they haven't done so already, puts this book down and practices the exercise, who will be reading faster. So put the book down and practice the technique. Get in the habit of taking immediate action. Do it now for five minutes. Then mark your reading speeds for today in the weekly chart. Don't go on until you have recorded your rates.

Use your hand whenever you are reading. Every time you read textbooks, magazines, or newspapers, continue to use your hand until it becomes natural and automatic to read with it.

At first you might feel as if you do not understand as much as you would like to when you read at high speeds. Just as in sports, if after pushing yourself with practice and lessons you go back and play with people who haven't improved, you will notice that you are playing better. Now you will find that when you go back and compare your new reading rate to your old reading rate, it will feel as if you are reading faster and with better comprehension, and you are! Your score increased. You pushed yourself to read faster for the first time in your life and now you're adjusting to a faster speed. No comprehension or concentration is lost. You don't lose the strength of your sprint when you practice and train to run faster. You don't lose the quality of your forearm in tennis when you train to improve. If anything, you get better, and because of all the practice, you start swinging more accurately. Similarly, you don't lose your comprehension when you train to read faster. In fact, your comprehension goes up because you are able to get through more material faster. The overall connections make more sense and you start to understand the larger picture instead of taking in many separate, fragmented pieces. So practice today and work toward getting to the stage of rapid reading with total comprehension.

ENVIRONMENTAL FACTORS

Are you having trouble with the five-minute reading exercise? You may be working harder than you need to and it may not be your fault. You may simply need to make some changes to the page and/or to your lighting environment before continuing to practice the exercise.

First, it is important that you have good vision since as a student, you will be spending a considerable amount of time reading, taking notes, and studying. If you have not had an eye-care professional examine your eyes within the past couple of years, you should do so. You may need glasses to improve your vision. If after your eye examination you are still frustrated by the five-minute reading exercise, then you may have perceptual problems.

Twelve to fifteen percent of the population suffer from perceptual problems due to light sensitivity. Most are unaware they have a problem. Many of these people also have difficulties with depth perception, which can interfere with many facets of daily life (e.g., playing sports, using escalators, driving). Headaches and other physical symptoms, such as stomachaches, dizziness, or drowsiness may also be related to stress from lighting.

In 1981, Helen Irlen, a California educational psychologist, discovered that some people are bothered by black text on white background. The black/white contrast as well as fluorescent lights and bright lights can make reading difficult for certain people. In her book, Reading by the Colors, she discusses how fluency, speed, and comprehension can suffer for those sensitive to these environmental factors. She discovered that using colored transparencies and/or filters on the page can help. She patented the Irlen Colored Overlays (transparencies) and Irlen Filters (colored lenses) which make printed words clearer and reading more comfortable for some people.

Take the following self-test to see if you may benefit from using the Irlen Method:

◆ **Are you having problems . . .**

- Scanning?
- Reading faster?
- Seeing the words clearly on the page?

◆ **Have you noticed that you . . .**

- Avoid textbook reading?
- Read beginnings and endings rather than the entire chapter?
- Learn easier from listening than reading?
- Feel that you are smarter than your grades indicate?
- Have teachers who think you are lazy or unmotivated?
- Experience eyestrain and/or headaches?
- Find it hard to concentrate, read, or work under fluorescent lights?
- Take breaks when reading or have problems reading for long periods of time (more than thirty minutes)?

If you answered "yes" to many of these questions, the Irlen Method may be helpful for you. The more "yes" answers you gave, the harder you may be working because of perceptual difficulties. The Irlen Method can remove those difficulties

and make schoolwork faster and easier, allowing you to get better grades and have more time for sports, social life, and relaxation. Use these suggestions from the Irlen Method and see the difference in your reading speed and comprehension the next time you practice the five-minute exercise:

THE IRLLEN METHOD

- Read in dim lighting.
- Read in indirect natural lighting (window) or under lamps with incandescent light bulbs.
- Wear a visor or hat with a brim in classrooms where there are bright or fluorescent lights.
- Buy used textbooks. The pages will not be as bright and won't cause as much glare.
- Do not sit directly under fluorescent lights.
- Try changing the background color of the computer screen.
- Have your texts and your exams duplicated on colored paper. Choose a color that makes the words clear and comfortable to read. Take notes on colored paper. You may need to try several colors until one makes the words clearer and the reading more comfortable.

You can learn more about the Irlen Method by checking out the book [Reading by the Colors](#), visiting www.Irlen.com, or calling the Irlen Institute at 1-800-55-IRLEN. By making some simple adjustments, you may find that you can work much more efficiently.

HAVE YOU BEEN DIAGNOSED WITH DYSLEXIA AND OR ADD/ADHD?

Have you been diagnosed by a qualified professional as having dyslexia, ADD (attention deficit disorder), ADHD (attention deficit hyperactive disorder), or any other learning disability that results in slow reading or low comprehension? Maybe you suspect that you have dyslexia, ADD/ADHD, and/or a learning style that makes reading difficult for you?

If you have a documented learning disability, you may already be receiving accommodations, such as having more time for a test, taking a test in a room free of distractions, listening to books on tape, and/or having a test read to you. If you have had your eyes checked by an eye-care professional and do not need glasses, but are still unable to do the five-minute reading exercise with ease, you should explore the use of Irlen Colored Overlays and Filters. Fifty percent of Irlen's clients diagnosed with dyslexia, ADD and/or ADHD have benefited from using them.

If you have a documented learning disability, you can help yourself tremendously by planning your reading assignments in advance. Use a daily planner or time manager to help you schedule your assignments and deadlines. You can also take advantage of resources such as academic/guidance counselors or peer advisers to help you manage your time and plan out your study schedule.

If you are hyperactive, you may have a difficult time sitting still and reading. Try sitting in a rocking chair while reading. The rocking motion has a soothing effect for some people. In fact, some airports have made rocking chairs accessible because they calm stressed travelers. Pacing, eating, chewing gum, sipping cold water, and chewing on a straw are other ways to help you counteract hyperactivity and help you focus when reading, writing, and listening. Squeezing a stress ball with your hands and reading out loud so that more senses are involved may also help.

If you have a learning disability or learning style that affects your reading, it is important to make reading an active experience. The five-minute exercise discussed earlier in this chapter will help you be an active reader. However, you may first need to improve the color of the page, select the best lighting, and use a

variety of active strategies to achieve your goal of becoming a faster, more fluent reader with improved comprehension.

SEVEN DAYS OF SPEED READING PRACTICE

How fast would you like to be reading one month from now? What would your dream speed be? How fast would you like to be coasting along, comprehending, and feeling good that you've accomplished the ability to read at this fast rate? In this home program, the results are really up to you. Are you ready?

Practice every day of the week until the seventh day and you will notice that you think faster when you read. With time, your comprehension will be better than it ever was. You will be able to read full paragraphs, pages, chapters, and know everything you read. A dream is nothing but a goal without a deadline. Make a deadline and you have a goal. You have the techniques to read faster, but you have to keep practicing and working towards your goal. As you do, you will notice your comprehension and speed increasing. Practicing will take effort and work from you. Be willing to put in the time for a few minutes every day and the benefits will be greater than anything you ever did for yourself. Realize right now that you are committed to practicing the technique every day for a minimum of five minutes until you double or triple your speed with full comprehension. Pause a minute, think about the benefits, and then commit yourself to practicing until you reach this goal.

Write down your goal and make it something more than just a thought. Make it something you can see and work towards. Write it out in a complete sentence, in the present tense, as though you have already accomplished it.

This is a sample sentence of a well-written goal:

It is now _____ (insert date 7 days from now) and I am reading _____ (insert best goal in words per minute).

Grab a piece of paper, the back of an envelope, an index card, anything! Just write out your goal! This will put your desires into something concrete and will increase your chances of obtaining your goal by 90%.

Think about how it will make you feel to accomplish this goal. If you knew right now that you would be able to read the same content in a third of the time it takes you now, how would that make you feel? What would that mean to you? What could you accomplish in that time? Think of two reasons why you are really excited to be reading three times faster. Write them down in the margin of this book. These are the reasons that will drive you towards your goal.

The average reader reads what's written here, but finds excuses not to practice the techniques or to answer the questions above. If you are serious about reading faster, then you must take action now towards your desired outcomes by answering these questions. They are the motivating forces that will get you to practice these techniques tomorrow, the day after, and the day after that. These reasons are what will get you to sit down for five minutes each day and take action towards accomplishing your goal. If you don't have a clear idea of what it means to you to be reading faster, then go back and answer the questions in the above paragraph once more. Make sure you answer all of the questions. This book is about helping you. We have the tools here to do that, but you have to take it from here if you want to improve. It's up to you and I know you can do it.

CHAPTER 6: HOW TO DOUBLE YOUR READING SPEED

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O.K., you're back with us again. If you didn't do the exercise at the end of the previous chapter, stop now and do it. If you've done the exercise and have scored yourself, let's move on. We have some incredible stuff to get to.

But first let's review:

- **Using your hand as a pacer will allow you to read faster.**
 - **Your eyes are just an extension of your brain.**
 - **You can process what you see immediately.**
-

Now let's learn specific exercises to increase our speed and comprehension.

INCREASE YOUR EYE SPAN

The following five exercises force you to speed up the process of reading by training your eyes to process information more quickly and take in larger blocks of letters at a time.

Start with the first column and cover the first word with a piece of paper. Quickly lower the paper and then raise it as fast as you can, so you see only one

word for a split second. Then try and recite the letters you just saw. Keep increasing the number of letters you can get correct until you reach six.

EXERCISE 1:

BBA	ZCBS	GDHDD	DJJSNE
WJK	NVQL	HDFJK	QLINOW
HNG	QRTE	HDGDS	AMNQNA
TNQ	WNNO	GHPLE	VBMNCE
GHY	YTPL	FHBYT	RTYTWX
WFV	ZKJH	FPIKO	BVXMNW
WTH	YVJK	QPUTW	YRHNBK
BNM	VCMB	HNNIW	WRTQYX
NGN	XCXX	HEENS	WNLYYB
TND	GNBM	YWRNT	PQLWRM
BLP	VGHD	CVXBN	NMVBHY
OIU	HJGF	FGHTR	BNMVFJ
GBV	FXCW	JKJGM	WINTER
TYH	KRNF	FTNEM	BATHING

EXERCISE 2:

Follow the same instructions as in Exercise 1.

fol	gnol	hgfal	sfhrtt
qrz	lslw	khfwc	ecnjig
hwn	nbvn	liugg	fgjolk
yvn	cvbn	nfedn	deukif
thn	bgth	dihfd	zfhkis
fhn	jdby	sdhgt	urevnk
qxz	mnvk	qdmkt	geefvs
mnc	dfgk	rrhji	fhjoef
gqb	tyhe	fsscn	hunmtf
tyn	hgrt	tusvn	eejpyh
vbn	ghyt	jtecm	fdbnio
xbn	mvrh	iurwc	scbmut
tya	hdhy	purhk	nuohgd
nzm	gfds	ewxvg	rffenjk
ibm	jhtt	qdfhk	hcvnbg
dna	rtyp	hgbnk	jkiufd
sos	eucv	jewdv	prints

hdf

hoiu

swrgj

sketch

EXERCISE 3:

Now practice reading in groups of two, three, and four words at a time.

power strip

had a good time

once upon a time

army base

eating healthy

getting good grades

Mighty Mouse

trip down south

excited as can be

desk lighting

better than ever

swim with the sharks

who is it?

go get a taxi

red, white, and blue

it's raining

who won the game?

trying to get along

bank account

giving a speech

chocolate chip cookies

mail the letter

electrical wiring

soaked to the bone

third edition

believing in ghosts

interpersonal perception

tooth fairy

your first birthday

charting your progress

nice shoes

paper and pencil

how did you know that?

what's up?

sleeping like a baby

playing the harmonica

trust me

have a nice day

why are you so pretty?

rock solid

playing in the rain

watching time go by

book of quotes

a long day on the job

shining stars

why not?

open the door

the best I've ever seen

tired muscles	please be quiet	sitting with your feet up
Snow White	full of energy	stronger than ever before
ying and yang	hard to beat	it's music to my ears
a form of art	what do you mean?	recording a conversation
white as snow	writing a paper	why is the sky blue?
circus clown	pain in the neck	I highlight when I read
candy apples	what's for supper?	dialing the telephone
one-man band	stacks of papers	paying all the bills
brand new car	people are happy	I bought some milk
colorful brochure	three things at once	look at her hair style
cold as ice	sleeping in bed	shopping at the mall
Forrest Gump	two colorful flowers	dancing in the rain
working out	noisy kids playing	jogging around the block
safety pins	buying sunglasses	moving to the rhythm
horseback riding	fresh-cut grass	swimming in the lake
cool down	an aerobic exercise	seventh-inning stretch
Saturday night	walk in the park	an exciting adventure
who's there?	the power of words	a lifetime of happiness

EXERCISE 3 (CONTINUED):

EXERCISE 4:

Now practice reading in groups of four, five, and six words at a time.

throwing rocks in the water	understanding the deeper meaning
sitting outside on a sunny day	being honest with yourself and others
candlelight and wine dinner	knowing what to look out for
looking at yourself in the mirror	happiness is two scoops of ice cream
thinking you can do anything	life is a bowl of jellybeans
on a warm summer evening	taking a walk around the park
the telephone keeps ringing	do you know how much it costs?
which way to the train station?	beware of strangers who approach
broke into many pieces	following in someone else's footsteps
living up to expectations	I don't know what to believe
sweet smell of success	feelings of love and acceptance
canoeing in white water rapids	running faster than everyone
seeing more words at a time	increasing my comprehension
quicken my perception	living a life of peace and harmony
on the thirtieth of July	going to a football game with friends
stereo systems that rock	taking in more words at a time

decorating the building

putting the frosting on the cake

taking a lot of credits

looking for someone like you

EXERCISE 5:

Get a newspaper and follow the same instructions as in Exercise 4. It will train you to develop a larger span of vision. When you read, concentrate on taking in groups of words in a glance. Reading down columns trains you to read more than one word at a time. Soon you will be reading straight down a column and understanding it all!

Read this paragraph straight down the column. Don't read across each line. Move your pointer and middle fingers slowly down the middle.

You will find that as you read faster, you will make better connections to what the author is saying. When you read slowly, word by word, you get lost in the words, lose the bigger picture, and your comprehension drops. As you practice these techniques and start reading faster, you will be pleasantly surprised to find out that your understanding of what you're reading is increasing.

You can read straight down a thin newspaper or magazine column. You don't need to read across each line. The more you practice reading straight down the column, the better your comprehension will become.

INCREASE YOUR CONCENTRATION

•• **Make a question out of the heading.**

Read a small section of any book, starting below a subheading. Before you begin reading, make a question out of the heading and try to answer that question as you read. This trains your mind to think and keeps you focused. You process the material you read at a deeper level because you have a purpose.

•• **Form an attitude as you read.**

You can disagree with the author. When you disagree, think about an argument against him. This will affect how you process the rest of the material as you read and you will remember it better as a result of your new attitude. If you agree with the author, ask yourself why you agree. This too, will help you process the information.

•• **Read the jacket, table of contents, headings, etc., of a book.**

Then flip to somewhere in the middle of the book and start reading. See if you can understand what the author is saying. Reading the table of contents and scanning the book at high speed should train you to get an overall understanding of the material. This overall understanding helps you understand the specifics. You should be able to flip to any section of the book, start reading, and understand it in relation to the book's purpose.

•• **Ask yourself what you remember.**

Every time you are done reading something, ask yourself, "What did I just read?" Then jot down all the things you remember. This gets your mind in the habit of remembering what you read, rather than just reading and forgetting. Push yourself to recall what you read. As you do this, you will see that when you are finished reading, your mind automatically recalls more of what you read.

CONCLUSION

.....

We're coming to the end of our first journey together. On this journey, we've increased your reading speed and comprehension. You've learned a great deal: memory power strategies, academic tricks, and a lot more in between. I'd like you to use and remember the information you've learned so that you may continue to improve your life.

WHAT DID YOU LEARN THAT YOU WANT TO REMEMBER?

The following page is your "AHA!" page. It's your chance to jot down the information that you found really interesting or the helpful hints that you want to put into practice. Look over the information you already read, find the things you want to remember, and write down your most memorable and helpful findings!

Congratulations, you did it!

You finished the main section of this book and have the knowledge to make yourself a more successful you.

EPILOGUE

.....

"It's not what you know or what you have that matters; it's what you do with what you know and what you make of what you have that makes the difference!"

~ Gary Tuerack

KNOWLEDGE IS NOT POWER!

A lot of people say knowledge is power, but it's not. It's not what you know; it's what you do with what you know that matters. Knowledge is not power. Knowledge is only potential power. Using that knowledge is power. Yet there are so many individuals out there who have all this knowledge and don't use it. These people get nowhere. The question now for you is: What will you do with what you now know? I hope you've gained a wealth of valuable knowledge through our journey together, but more importantly, I hope you are the type of person who will benefit from this knowledge by acting on it and applying it to your daily life.

I have an amazing feeling when I find out that someone who's been exposed to my program has changed his or her life in some positive and dramatic way. The greatest gift is to be contributing to helping others daily. I hope I have given you something that will help you for the rest of your life. And I hope you will share this knowledge with your friends and family so that they may benefit as well.

In addition to trying to make learning fun, my aim is to:

- Empower students to read faster and instill confidence in them so that they can accomplish great things.
- Give students the tips they need for high achievement in school and give them the confidence that they can get high grades.
- Have students leaving my presentations not only knowing what to do to get better grades, but using the techniques to take control of their grades, their time, and the quality of their life.
- Elicit students' desires to go after the dreams they may have been talking themselves out of.
- Motivate students to help others in some way. Have them start the chain of giving by sharing the techniques they've learned here with others.

The clock is ticking and our lives are passing right now as you're reading. What will you do with the time you have left? I hope your life is better having spent some time here with me. And I hope you do not spend the time you have wasting it because of fear, but instead pursuing and experiencing the things you want most. Start making things happen by taking action towards those things that you want!

EVERYBODY LISTENS TO SOMEBODY, BUT NOBODY KNOWS

Everybody was going somewhere fast,
but Nobody knew where he was going.
Nobody asked Everybody where he was going,
and Everybody had one reply,
That he knew he was going, just didn't know where
that Somebody had shown him to somewhere.
This somewhere for Somebody is nowhere for Everybody,
Nobody knows that, it's clear.
But Everybody listens to the somewhere of Somebody,
and so he ends up going nowhere.
Somewhere, sometime, Nobody replied,
Everybody will see that Nobody knows,
that Somebody will lead him somewhere which is nowhere,
if Everybody doesn't choose somewhere himself.

~ Gary Tuerack

APPENDIX A – COLLEGE SECRETS

.....

"You can go to college and party for four years and have a great time while you're there or you can go to college, work hard for four years, and have a party for the rest of your life." Have you ever heard this?

I think you can have both. That's what this section is about. You can get your work done faster and do better if you work smart and efficiently. College is about learning *and* having fun. If when you graduate, you look back and didn't have a great time, then you did something wrong.

A TYPICAL STUDY SCHEDULE

6:00 p.m.	Plan to begin to study
6:35	Actually begin to study
6:40	Invited to dinner (and you haven't seen your friends in three whole hours, so you can't say no!)
7:55	Begin studying again
7:56	Answer phone call (two rings! It's off campus!)
8:23	Begin to study again
8:28	Take first (well-deserved!) study break
8:35	Talk to friends (who stopped by your room since they were in the neighborhood)

8:50	Begin to study again (for the fourth time!)
8:59	Answer your second incoming phone call
9:18	Start to study in bed, get comfortable, get tired, and take a well-earned nap
10:45	Get awakened just in time for ice cream
11:35	Begin studying again
11:45	Realize how much work you have to do
11:59	Call home stressed out
12:00 a.m.	Realize you just made a big mistake at 11:59
12:25	Get off the phone with your parents and come to terms with the fact that you're going to have to pull another all-nighter
8:00	Wake up exhausted from your 1½ hours of sleep, and get ready for the same day all over again

Where are you now? Are you reading this book in your dorm room? Uh, uh, uhhh! If you were reading a school textbook, you should be in the library, but this book is easy reading, so don't sweat it.

There are many good places to work without disturbances. Study in the library, buildings on campus, and classrooms. You'll get a lot more work done in a lot less time!

FIND A PROFESSOR THAT ONLY GIVES A'S

Professors are supposed to grade on a distribution curve so that there are the same number of A's as there are D's, but this is not how it really works. Some professors grade high, while others tend to grade low. I've had a few professors who only gave out versions of an A: either an A-, A, or an A+. There are also professors who feel nobody should get an A, unless they produce work that is absolutely incredible. These professors seem to give everybody low grades.

You can find which professors give high grades by checking their doors after exams. Many professors post anonymous grades on their doors. Check to see what kind of graders they are; most people, including seniors, don't realize they can do this. Most can't believe they never thought to do that themselves!

On the first day of class, I heard a college professor say, "I don't like grades because I don't like grading. I hate having to give grades. If I give out a low grade, you'll hate me and I don't want that. So you are all going to get A's. You will get either an A-, an A, or an A+. The A is for your parents and the minus and the plus is for you and me. The minus means you didn't do a great job and the plus means you did!"

Sometimes two different professors will teach the same course. One professor will grade high (or even give only A's), while the other professor may not be so generous. Checking your professor's door could be the difference between getting an A or a B in the course. You should also know that honors courses and upper level courses tend to be graded higher. There are more "all A" professors in these "harder" courses.

The second thing you can do to assure that you get a good professor takes place during the first couple of weeks of classes. Register for as many courses as you can. In addition, go to classes you didn't even register for. Check out all the courses you can. See what the professors expect from you in each class and see how well they teach. Some professors will just want a paper, while others will give three exams, two twenty-page papers, and require you to read three textbooks. At the end of add/drop, decide which courses you want to take.

You can also go to the school store and see how many books are required for each course you're considering. Two teachers can teach the same course; one

may require three books, while the other requires seven. That's a big difference in work and money. Skim through these books to see what you will be doing for the semester.

If you decide to take a course before the end of add/drop and if you are not open to switching, you could end up taking a course that would give you constant trouble for the remaining 13 weeks. When you are deciding what classes to take, you are making a decision that will affect the next 14 weeks of your life. If you do your "homework" before and during the first week of classes, you will help make the 14 weeks of class go smoothly.

HOW TO PREDICT WHAT WILL BE ON THE EXAM

- **Know anything in bold print or italics that's in the text (like what you're reading right now!).**
- **Memorize the arguments any time an author argues both sides of an issue.**
- **Know anything that was both in class and in the readings.**
- **Ask your professor for help.**
- **Get your hands on some old exams.**

On that last point, you can use past exams from previous years to learn how your professor writes test questions. Exams don't change much from year to year. Sometimes you will find that the professor doesn't create questions from the text, but just takes them from the class lecture. Find out if this is the case. You will save

yourself a lot of time knowing not to spend too much time memorizing the textbook. Usually, the professor will take questions from both the text and the class discussions. If you can't get an old exam, learn from the first exam of the semester. This way you will know how to read and study for the next exam.

Sometimes you can get old exams from the professors themselves (they often give out old exams to the class). Fraternities and sororities also keep files on every class and have stacks of old exams. Sometimes you can even get old exams in the libraries on campus. If you can't get old exams any of these ways, find a friend who took the course the year before and ask. Thousands of students look at old exams to figure out how to prepare; don't be left behind.

HOW TO FIND OUT SECRET INFORMATION ON THE EXAM

Talk to your professors. You would be surprised how much information they will share with you. During my freshman year, just before a calculus final, I went to my professor to ask him for some help. He gave me the whole exam, just with different numbers. He even showed me how to work through each problem. When it came time for the exam, I was the only one who was able to answer the difficult questions correctly. That's because he showed me how to do them the day before. I ended up getting the highest grade in the class, not because I was the most intelligent, but because I worked HARD and because I worked SMART. Ask your professors for help and you won't be sorry you did.

You would think that at a large university the professors are strict and no "information sharing" goes on. However, the truth is that the professors and teaching assistants (TA's) want to help students who want to do well. So show them you want to do well by working hard and visiting them for help. Just do not wait to ask for help until right before the exam. Then it looks like you are less interested in learning and more interested in the grade. In that case, the professor will be less interested in "sharing information."

THREE THINGS TO DO TO GET MORE POINTS ON YOUR GRADED EXAM

Whenever you get any test back, look it over. Look it over, look it over, look it over. Do NOT - not look it over. The professors and TA's grade hundreds of exams and it's very easy for them to skip over information. They make mistakes. Look over your exams and you will probably find some. There will be times when you include something in an essay and your professors will not give you credit because they missed it. Professors often make math errors and they may inadvertently grade something incorrectly. Go to your professors and show them what happened. They will be glad to give you the points. You can also argue for points on an essay where the TA didn't give you full credit. If you just explain to them why you wrote what you did, they will often give you more credit! Professors are constantly giving out more points to students who come in and ask for more points on their test.

In review, follow these steps:

- **When you receive your graded exam, see if you can get some points back.**

If you can show your professor that you deserve more points, he or she will usually give them to you. If you think you deserve more points on a graded exam than a professor gave, ask him or her about it. I've found from my experience and the experience of many others that you will get more points just by asking.

- **Look over your exams for mistakes that graders make.**

Professors and TA's make mistakes. I've caught many mistakes that graders have made and at times, it would have cost me the difference of an entire letter grade.

- **Try to get into a section with the TA who grades the easiest.**

Some TA's grade easier than others do. If you see your TA is giving low grades, ask your professor to switch you into another section. If your TA gives you a low grade, take your exam to another TA and see what he would give you. Then you can go to the professors, show them the difference, and get more points.

USING OTHERS' NOTES

Many schools have a service that sells the notes for classes. It is legal! If a class you are taking has these notes, usually called something like "Take Note," get them! Even if you take good notes, it helps. A teaching assistant takes notes in the class, organizes them, and then you can buy them through the school store. Your professor will sometimes look at these notes when it's time to create exam questions.

Not all schools have "Take Note" and not all classes offer "Take Note" so the second thing to do is look over your friends' notes. Nine times out of ten, they will have written something you missed. Even if you never missed a class, listened closely to the professor every day, and took good notes, you would still miss something. Reviewing your notes plus a friend's notes helps fill these gaps of information and will increase your grades.

HOW TO GET INTO ANY COURSE, EVEN IF IT'S CLOSED OUT

You will hear students saying, "The course I wanted to take is filled," or "You can't get in that course because it's closed out." That's a bunch of garbage. The sad thing is that people buy into this. They think they can't get in, so they choose other courses they don't want to take instead. Listen, you are paying these schools an extraordinary amount of money each year and if you want to take a course, then you're going to get in. And you can get in without a problem if you just know how.

There was never a course I wanted to take that I wasn't able to get into. Meanwhile, other friends who wanted to get in the same courses got "shut out" because they didn't know what you are about to learn.

Go to the first day of class, even if you didn't get in. After the class, tell the instructor that you want to take his or her course (if you need to, tell them why you would love to take their course, why it means so much to you, how the course relates to your future, how you heard that he or she is such a great instructor, etc.). Usually, even though the school told you the course is filled, the instructor will give you the O.K. The instructor ultimately decides who gets in.

If you can speak to the instructor before the first day of class, do it. That increases your odds and can make things a lot easier for you. If you can't speak to the instructor beforehand, make sure you go to the first class. If he or she doesn't take you the first day, then go back to class the second day and ask him or her again. Usually, a few people will have dropped out by then and there will be room. You'd be surprised how many people drop a class. Students change schedules constantly during the first two weeks of classes.

Also, if you can't decide between two courses, go to both and drop one of them later. All students drop courses and it doesn't go on your record as a drop if you do it by a certain date.

HOW TO FIND THE BEST COURSES

The way you choose courses in college is by the professor, not by the course. Sometimes the best course titles are the worst courses. So don't take a course just because the title sounds good. Take a course because you want to take it and because the professor is known to be good. Ask an upperclassman who the best professors are.

Course titles can be very misleading. A course is often something totally different from what you would expect. The course could also have a horrible instructor, one who is known for putting students to sleep. Call a junior or senior at your school with the same major as the course you are thinking of taking. They will

tell you things like:

"That professor is no good. He can't teach for his life."

OR

"That's a good course, you'll love it."

Note: Find professors you like and start forming a relationship with them. If you meet professors freshman year that you become friendly with, stay in touch with them each semester. When it comes time for recommendations for jobs, study abroad programs, graduate school, etc., they will be there for you. Don't be stuck senior year without anyone to write recommendations for you.

The way to find great courses at your school is by asking around. There are some especially unique courses that not many people know about. For example, one school offers a class on Mardi Gras. Students are flown to New Orleans for a week after the big party and are put up in a great hotel. Their job is to restore the hotel after it has been trashed from the previous weeks' festivities and they actually get credit for it. There are other courses, like "Casinos," where you go to Atlantic City to learn how to run a casino.

At some schools, there is a fun and interesting psychology course where you learn to take pictures with your camera and you get four credits for it. While everybody is walking between buildings finals week feeling stressed, you are walking down the street with a smile and your camera asking people if you can take their picture for your final. Some schools have a course called "Wines" where each student tastes six half-glasses of wine each class. Many students miss out on these fantastic courses just because they never find out about them. Find the "great" courses at your school and take them!

PREVENTING THE FRESHMAN 15

Since the invention of college, men and women have done nothing but marvel at the wonder of the "Freshman 15," and it still remains a great mystery today. Students can follow a strict diet (like the one below) and the pounds keep coming.

This diet is designed to help you cope with the stress that builds up during the day:

◆ **BREAKFAST**

- **1/2 glass of orange juice**
- **1 slice dry whole wheat toast**
- **8 oz. skim milk**
- **coffee**

◆ **LUNCH**

- **4 oz. lean broiled chicken breast**
- **1 c. steamed spinach**
- **Snapple**
- **1 Oreo cookie**

◆ **MID-AFTERNOON SNACK (stress starts to kick in)**

- Rest of Oreos in package
- 2 pints Rocky Road ice cream
- 1 jar hot fudge sauce, cherries, whipped cream

◆ **DINNER**

- 2 loaves garlic bread with cheese
- Large cheese pizza with everything
- 4 cans of beer
- 3 Snickers bars



◆ **LATE NIGHT SNACK**

- 1 large pizza to share

- **1 order of buffalo wings (don't forget the bleu cheese) and garlic sticks**

- **2 Cokes to keep you going all night**



◆ **RULES FOR THIS DIET**

1. If you eat something and no one sees you eat it, it has no calories.
2. If you drink a diet soda with a candy bar, the calories in the candy bar are canceled out by the diet soda.
3. When you eat with someone else, calories don't count if you don't eat more than they do.
4. Food used for medicinal purposes NEVER counts, such as hot chocolate, brandy, and cheesecake.
5. If you fatten up everyone else around you, then you look thinner.
6. Movie related foods do not have additional



calories because they are part of the entire entertainment package and not part of one's personal fuel, such as Milk Duds, buttered popcorn, Junior Mints, Red Hots, and Tootsie Rolls.

7. Cookie pieces contain no calories. The process of breaking causes calorie leakage.
8. Things licked off of knives and spoons have no calories if you are in the process of preparing something; e.g., peanut butter on a knife making a sandwich and ice cream on a spoon making a sundae.
9. Foods with the same color have the same calories; e.g., spinach and pistachio ice cream; mushrooms and white chocolate.

~ Author Unknown

There are some things you should know about eating in college that will help you battle the “Freshman 15.” At salad bars, avoid the creamy salad dressings. They ruin the whole effect of eating salad to save calories. The amount of fat in salad dressing is sickening. Always eat the low fat dressings if you are going to have any dressing at all.

You might think that granola cereal is healthy, but it is actually loaded with fat. Low fat granola cereals are available, but still contain a lot of fat. The granola cereal you find in the college cafeteria dispenser is the high fat type anyway!

A tuna sandwich, which you may think is healthy, is actually loaded with fat. Tuna is made with a lot of fatty mayo. Despite the fat content, tuna is still a healthier option than a lot of the other foods served in dining halls.

I used to think muffins were healthy. Most of us think of them as healthy, but they are really just balls of fat and oil. You can often find places that sell low fat or even no fat muffins, but they are harder to find.

INCREASE ANY PAPER BY A FULL LETTER GRADE

There are places on campus that can help you with your writing (e.g., college writing centers). They take your paper and show you how to make it clearer, more succinct, better organized, and sometimes can help you boost your grade by a whole letter. It's free. It's almost like cheating. And the school does it. Sounds kind of crazy, but it's true. Just go in and they will fix your paper with you. Sometimes you have to "work 'em" for info. You may have to draw information out of them by asking how they would rewrite or clarify something. In addition to potentially increasing your grade by a whole letter, you'll also learn a lot in the process. Ask your English department where the writing center is on campus.

The other way to boost your grade is to have a friend proofread your papers. After one of my seminars in Delaware, a student came up to me and said that she and her roommate proofread each other's work. She said they were both getting A's all year. Then one weekend her roommate took a road trip, so she wrote a paper without anyone proofreading it. She got a C+. That was the last time she handed in anything without someone else proofreading it first. Have your friends proofread your papers. It makes a big difference!

PLAGIARIZE?

There is no way you will get away with plagiarizing in college. Professors have read everything. When you think you have found something so obscure that there is no way your professors have read it, they've read it. I know a small handful of students who were kicked out of their university for plagiarizing. It is absolutely not worth it. You are dealing with big time penalties and the likelihood of getting caught is high.

I know of one student who found an old ratty book from the mid-1800's in the stacks of the library. He used part of it for his paper and got caught plagiarizing from it. The professor knew where it was from! I have no idea how professors know all the written works, but they do. Trust me. Plagiarize? Don't even consider it.

HAVING TROUBLE CHOOSING A MAJOR?



Hakuna Matata means no worries. Seventy percent of all freshmen change their majors at least once during their first year at school. If you know what you want to do by sophomore year, then you are in the minority. So, no worries. The average person will change careers five to six times in their life.

The school wants you to choose a major and you don't know what the heck you want to do. This can be a big pain in the you-know-what. An advisor once had the nerve to tell me freshman year, "I like the students who know what they want to do and who have a major. I don't like students who don't have a major. You have to decide and choose a major." This advisor obviously had no clue. You have time and you have to decide what's right for you when the time is right for you, not when it's right for your advisor or the school.

Here are some suggestions to help you narrow down your interests and choose a major:

- **Take the courses that you find most interesting, think about what you would like to do, and explore.**

- **Take courses in a few different areas and see what you like learning about.**

- **Ask yourself what you enjoy. What do you think you might enjoy doing for a living? What is your dream job?**

 - **Intern at a job related to what you think you might want to do.**

 - **Speak to a professional (possibly even an alumnus from your school) who is in your field of interest.**
-

The school may make you choose a major sophomore year, but you can switch, and many people do. The people that try new things and switch to new majors are happy. There are too many unhappy students whose parents think they know what's best for them and guilt them into choosing a major they don't want. Everybody is going to tell you what to do with your life. The person who speaks the fastest and with the loudest mouth usually knows the least. Remember that! Everybody seems to know what you should do and they'll tell you, too, but nobody knows what's right for you except you.

LEARN THE ART OF PERSUASION

Most students hand in a late paper without any extra creative effort to have the teacher, professor, or teaching assistant (TA) accept it without taking points off. That's a mistake. Here is what one student gave me when I was a TA for a business and professional speaking class. I got back to my apartment late one night and waiting at my door was her late paper, along with this poem. How could I not accept the paper late?

Ode to Gary

*Gary, how do I love thee?
Could I ever count the ways?
Before you were my TA,
There was no sunshine in my days.
I dreamt that you would come along
I wasn't quite sure when,
There is one thing I'm certain of
Gary is not like other men!
He's warm, compassionate, kind, sincere
This much I know is true.
Gary, my paper's late and I need a ride home . . .
Did I mention that I love you?*

Every senior (and not enough freshmen) knows that professors are persuadable. Juniors and seniors know to talk to their professors at the beginning of the semester. They talk about the course, they talk about things related to the course, they talk about things they need help on to understand, they talk about anything. The important thing is that they talk and show the professor that they are serious students interested in doing well.

However, don't B.S. the professor and waste his or her time. But when you demonstrate a sincere interest in speaking to them, they will make time for you. Then when it comes time for "favors" later on in the semester, they will be willing to give you extensions, help you out, etc. If you never spoke to them during the

semester and the first time you walk in is to ask them for a favor, you probably won't be as lucky. Personal contact helps, so be personable and persuasive.

GET MORE \$\$\$ FROM FINANCIAL AID

Go in and ask for more. That's it. The financial aid office allocates a certain amount of money for you beyond what they tell you they are giving you initially. They don't give you this extra money unless you ask for it! Nobody knows this, so at the end of the semester, colleges are left with all this money to give away in the form of grants or loans. My brother simply walked into his financial aid office and said, "We're having trouble making our payments. Can you help us out and revise our package?" They revised his package and gave him a few hundred dollars just for asking. Students have gotten thousands more just by asking. Please note that not all colleges are the same. While this may work at many institutions, it is not guaranteed to work at all schools. It's sure worth a shot.

COLLEGE STRESS

When you are overwhelmed with work, you start making errors and don't work as productively. What do you do when you notice yourself starting to stress? What is going on in your mind? Are there a million thoughts running through your head? Do you keep thinking of all the things that you have to get done?

Don't spend too much time thinking about what you have to do. Write it all down and get it out of your head or else you'll drive yourself crazy! Put down on paper exactly what you have to do. Then estimate how much time you have to spend on each thing and write that down too. Include when you will work on each of those things. You will find that your attitude will change as you become action oriented.

My younger sister gave me a call during her week of final examinations. She always liked to call big brother Gary when she was stressed and didn't know what to do. She had a lot of work to do and not much time to get it done. Her thoughts were going in circles as she was talking to me. She was thinking about all

the work she had to do, and not seeing how it could get done. I had her tell me exactly what she had to get done and when it had to be done by. She told me what finals she had to take and the dates of the exams. Then she told me what papers she had to do and their due dates. When we saw what had to get done, and how much time she had to do it in, the next thing we did was split up the time she would spend on each subject (when she would read what chapters, and how much time she would leave to review). Once she saw this all down on paper, it became clear to her what she had to do. Her thoughts stopped going in circles and controlling her and she took control of the situation by planning how she would spend her time. I could see a shift in her attitude and she started to see how everything was going to get done. I could hear her start to feel good again. By the end of our conversation she was laughing and having a good time. Her roommates wanted to know what I said to her to get her into such a good mood.

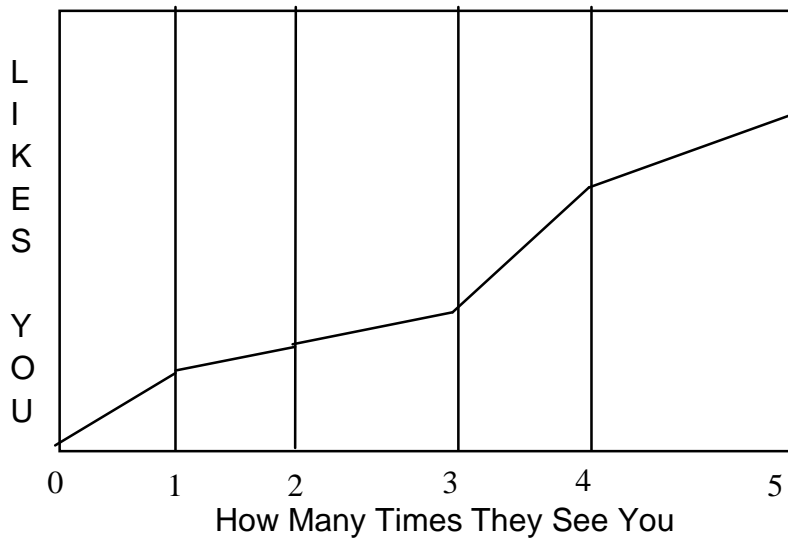
Just write down everything you have to do and see on paper how it will all get done. Then you can relax and get to work.

THE PSYCHOLOGY OF GETTING SOMEONE TO LIKE YOU

The more someone hears your name or sees your face, the more they will like you. Psychologists have discovered that when subjects listen to nonsense words, they like the words they hear more often better than the words they hear just a few times. The more they hear a word that makes no sense, the more they like it. The studies showed that by the fifth or sixth repetition, the words brought about a positive reaction! There is a direct relation between seeing something and liking it.

The same is true with people. Studies showed that the more people see you, the more they like you. One study even showed that students who were seen more, because they live near the entrances or staircases of a dorm, were liked most.

On a graph the results look something like this:



This effect is true with music, words, and people. Learn from this, get out there, and meet the people around you.

COLLEGE NIGHT LIFE

A typical quote on college:

I came, I worked, I partied, I didn't sleep, I left. Oh yeah, and I got an **edukashun.**

Heading toward fraternity parties, you'll find the freshmen in packs of no less than fifteen wandering aimlessly and looking lost. Should you go Greek? On some campuses, if you want a social life, you feel like you have to join a fraternity or sorority. It's a great way to meet people. You will meet people who you would never have met or have become friends with otherwise. But the problem to watch out for is getting caught up in becoming what is known as the sorority or fraternity "type." You won't notice it happening to you, but keep your eyes open and try to

watch for it. In many Greek houses, you may find an attitude that permeates. Don't let it spread to you.

If you are consuming alcoholic beverages and you are female, don't go drink for drink with a guy. Even if you are the same weight, the hormones in your body make you absorb alcohol quicker. Also, drinking anything with carbonation gets you drunk faster because the carbonation speeds up the absorption process. If you drink, for those of you who don't know, DRINK WATER, DRINK WATER, DRINK WATER, before you go to sleep. The reason people feel terrible the morning after they drink is because they are dehydrated. All the fluids have left their bodies and they wake up feeling terrible. Just remember to take an aspirin and drink lots of water the night before and you will feel fine in the morning. You might, like many other students, think it's some kind of miracle that you are able to feel so well in the morning. It's actually just common sense.

COMPLETE LIST OF PICK UP LINES!

Girls don't like when guys use "lines" on them and guys feel stupid using them. Just read them for the sake of entertainment and maybe use them once in a while for a good laugh.

Is your father a thief? Because he stole all the stars out of the sky and put the glitter in your eyes. [Never use this one, way too corny.]

How about we go back to my room and have some pizza and sex? What's the matter, you don't like pizza?

How about we go back, and get out of these wet clothes. [Said after licking the tip of your finger, and touching it to your clothes, and then their clothes.]

Kiss me if I'm wrong, but is your name Urkel?

Call them over using your pointer finger and smiling -- "If I could make you come with just one finger, imagine what I could do with my whole body."

Are you a runner? Because you've been running through my mind all night. [Cheesy! Never use this line.]

Nice shoes, wanna @#%!?

It's hard to imagine what it must be like having to walk back all the way across campus after fraternity parties like these. Have you ever seen the upstairs?

Is your dad a boxer? You're a total knockout.

Just what I thought, made in heaven. [Said after looking at the tag on the back of their shirt.]

I thought Veryfine only came in bottles.

Do you have a quarter? I told my mother I'd call home when I fell in love.

Do you like Chinese food? Great, wanna dance?

APPENDIX B – BETTER GRADES IN LESS TIME™ ONE PAGE REVIEW!

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To improve your reading comprehension:

- § Study your notes after class
- § Preview your textbooks
- § Pre-read your reading assignments
- § Make questions from headings
- § Form an attitude as you read
- § Test yourself after you read
- § Take breaks
- § Minimize interference
- § Don't read while lying down
- § Find the right lighting/page colors for you

Highlight:

- § Anything in bold or italics
- § Anything also gone over in class
- § Both sides of issues
- § Main and supporting points
- § With a pencil in the margin

Keys to a good memory:

- § Attention
- § Concentration
- § Desire

To improve your memory:

- § Recall the environment where you learned the information
- § Remember related details
- § Change the order of the information
- § Use different perspectives
- § Create rhymes for words
- § Say the words out loud
- § Repeat, repeat, repeat

To stay awake in class:

- § Sit in the front row
- § Don't eat sugary foods
- § Don't eat a large meal before class

To remember names:

- § Say the name to yourself a few times
- § Say the name out loud once
- § Use the Maggot Maggie Technique

To get enough rest:

- § Get 8 hrs. of sleep per night
- § Set your body clock
- § Take power naps

To choose the right answer on a multiple choice test:

- § Avoid absolute answers (e.g. ALWAYS, NEVER)
- § Check for grammatical alignment (e.g. singular vs. plural)
- § Look for mid-range values, not extremes
- § Go for one of the two choices with opposite meaning

To memorize lists using links:

- § Make them ridiculous and exaggerated
- § Clearly visualize them
- § Incorporate multiple senses
- § Involve action

The Ten Number Rhymes:

- § One Run
- § Two Doo
- § Three Sea
- § Four Drawer
- § Five Drive
- § Six Wicks
- § Seven Drive-In
- § Eight Date
- § Nine Wine
- § Ten Hen

To read faster:

- § Use your hand as a pacer and keep yourself physically involved
- § Don't read word-for-word
- § Increase your eye span and see groups of words at once
- § Practice the five-minute reading exercise daily
- § Push yourself

If you have to cram:

- § Don't sleep less than 3 hours
- § Study right up until the exam

To get better grades on essay tests:

- § Answer the questions you are sure of first
- § Make a detailed outline of your answer
- § Write down everything you can remember on the subject

ABOUT THE AUTHOR

Gary Tuerack has spoken in front of hundreds of thousands of students, from small groups to audiences of over 1,600. He is the author of *Better Grades in Less Time!™*, president of Tuerack Training International, and founder of The National Society of Leadership and Success. Gary frequently appears on national television and radio talk shows. Some universities that recently asked Gary to speak include Harvard University, Cornell University, Boston University, MIT, and Tufts University. Gary was voted the “Best Lecturer of the Year” by The Association for the Promotion of Campus Activities! The American Seminar Leaders Association calls Gary "One of the world's most respected authorities and trainers on mental power development." Gary was chosen from hundreds of speakers nationwide by the American Seminars Leaders Association to give a keynote presentation to train the trainers at their annual convention and received a standing ovation!

Gary Tuerack keeps audiences engaged and laughing while they learn about improving themselves. When Gary presents, it's more than just a lecture - it's a dynamic educational and inspirational experience, by an internationally known presenter who receives standing ovations from students! Attendees laugh during Gary's presentation, but more importantly, they walk away with skills that will help them for the rest of their lives. Gary's presentations give his audiences the competitive edge and leave them wanting more! As a child, Gary was an extremely slow reader and struggled in school. In order to overcome this difficulty, he developed a way to triple his reading speed, increase his grades, and is now a graduate of Cornell University. Today, Gary speaks all over the world at businesses, colleges, and high/middle schools sharing information enabling people to live more successful lives.

"It is my dream that you will live your dreams, and not let them die quietly inside of you. My mission goes beyond schoolwork, and is to help you get what you want out of life!"

~ Gary Tuerack

If you would like to inquire about having Gary Tuerack present at your school, college, or business

or

If you are interested in establishing a chapter of The Society of Success and Leadership, you can contact our office at:

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