

# Better Grades in Less Time!<sup>TM</sup>

Most.....of.....the.....population.....reads  
like.....this.....saying.....each.....word.....  
.....to.....themselves.....as.....they.....  
read. ....Can.....you.....see.....how..  
.....this.....slows.....you.....down?

Most companies that only teach faster reading charge each person \$400 or more for a session that lasts an entire day. They extend their program to a full day so they can justify charging so much money. However, the truth is that faster reading is a natural process that we can all learn in just one part of a fun, entertaining, informative session.

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**The Society of Success and Leadership**

1020 Adams Street · Suite 402 · Hoboken, NJ 07030

(800) 601-6248    [www.totalsuccess.com](http://www.totalsuccess.com)

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## **Four Minute Exercise to Increase Reading Speed and Comprehension:**

NOTE: Use your hand to read during all 4 steps of the exercise.

1. Read for 1 minute and count the number of words you read. Write the number of words you read in the chart.

*To quickly count the # of words:*

*Get the average number of words per line by counting the number of words on 3 lines and dividing by 3. Then multiply by the number of lines you read.*

2. Read starting from the beginning again, this time twice as fast, for 1 minute.
3. Read starting from the beginning again, this time three times as fast, for 1 minute.
4. Read for full comprehension from where you left off after reading three times your speed (so you are now in new material you haven't read yet) for 1 minute.

*Count the number of words you read this final minute, and you'll see that you have significantly increased your reading speed and comprehension. Write this number in the chart just beneath your first number.*

<b>CHART YOUR PROGRESS</b>						
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>

**YOUR NOTES:**

**IMPORTANT:**

Please keep from reading this information for now. During the program, it will be used to help you increase your speed and comprehension in only nine minutes of reading time!

**Better Grades in Less Time!™****INTRODUCTION**

Thomas Edison's teachers thought he was too stupid to learn anything. Issac 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 on 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 incredible it is. No matter how well you are currently doing in school, whether you are an IVY League student in college or at the bottom of your class in high school, this program will show you how to reach more of your potential. You will spend less time on school work, and get 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 school work, as you will start to see as we progress through it. This program is about producing many of the results you want to see in your life.

I have read over 300 books in the past two years on the topics of faster reading, memory improvement, getting better grades, student success, psychology of achievement, and human improvement. What I came across in these books were teachers, administrators and professors presenting what they thought to be insightful, helpful information which was neither helpful nor interesting.

I was reading one of these books on college survival, and one of the headings was "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 to come across a few golden points of interest. I collected these gems and saved you the work of reading all of these books. I incorporated my own knowledge with the best of what I read and put it together for you. You've saved hundreds of dollars on seminars, because all of the information is here. I created this program to be everything you need -- it's the most comprehensive, helpful, and all inclusive program, designed so you can have easy access to this information at a fraction of the price you would normally have to pay.

The book in your hands now is only going to help you if you read it. You know odds are that one month from now, you still will not have read past the second chapter. Not because this isn't a powerful book, but because statistics show us that only 10% of the people who buy a book read beyond the first chapter. Odds are that you will not have gained anything from reading this book, because you won't have read it.

This book is filled with exhaustive research of ideas and techniques which 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 every day? 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, talk for an hour, eat dinner, go to the mall shopping with Julie and Liz, then go to the movies with Urkel, and start what most people do, and that is procrastinate. So, you tell me: To Read or Not to Read -- that's the question. What will be your answer? You've got to make a decision now, we're coming to the end of the introduction.

**HOW TO TEST YOURSELF  
TO INCREASE YOUR MEMORY**

If you're having trouble remembering, it's not necessarily the fault of your brain. The problem is that you are not studying the right way. One thing most people don't realize about memory is that we 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 you have just memorized, and you succeed, you have increased your memory of that information ten-fold! The trick is that when you test

yourself, you have to be able to recall the information correctly, 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 either. 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 longer. If you wait too long, you've lost it and have to re-learn it all. You need to wait as long as you can, and still recall the information correctly. Each time you test yourself and get it right, you strengthen your memory and increase the time until you have to review it.

## HOW TO 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 that they just went to the library and studied for five hours, but 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, with their head resting forward 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 slowing down, and you end up hardly getting anything done. If you ever catch yourself working slowly like that, stop yourself immediately and take a break for about five or ten minutes. Do anything, but don't work. When you come back, you will be working much more productively, you will save 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.

A big waste of time is when you are trying hard to understand, and end up working slowly. If you would just get up, move around, and get the blood flowing, you will feel like you have a refreshed, clear mind when you return to your work.

But students don't know to do this, and they stare at the page 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 frequently take breaks to keep your mind alert and fresh. Keep these breaks short. You will find that by taking a break for 10 minutes and walking outside, you will save yourself a lot of time, because when you return to your work, you will be working much faster. Experiment and see what works 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 then to spend hours working slowly and unproductively.

You also want to prevent your eyes from becoming strained by all the reading you're doing. After 20 minutes of reading, you want to look around the room for 15 seconds. Look at the most distant objects -- this relaxes your eyes and prevents eye strain.

## REMEMBER NAMES OF EVERYBODY YOU MEET WITH THIS LITTLE SECRET

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, "What was his name?" It's 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 their name. You know how we know that? Were you ever introduced to someone really good-looking, 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 five things to remember their names:

1. Say the name to yourself a few times -- repeat it, repeat it.

2. Say their name out loud once, "Nice to meet you, Jeff." Don't say it more than once out loud, or then you're getting corny.
3. 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 that person. Maybe they are wearing a funky hat, maybe they have really cool earrings, or maybe they have big ears. Find something about that person that is unique, and then associate that something about the person to their name. You might see someone wearing a funky hat with colorful rings that go around the sides. Think of her as "The Hat Lady." Then try to associate hat, or rings, to her name. For example, the reason I call this the Maggot Maggy technique is because the first time I tried out this technique, I met a girl named Maggy. She was wearing a ring with a really small stone. It looked like a Maggot. Every time I see the ring, I think Maggot and remember Maggy. By the way, it's not to your benefit to tell the people how you are remembering their names. You can remember the names of a whole room full of people which you just met if you use this technique.

Tonight when you go out to a party, use the Maggot Maggy technique and see how it works. Have some fun!

## **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 picture the way we forget by picturing papers lying on a table. You place down the first paper, and then a second on top of that. 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. Your mind 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. Your mind 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 works on that information for the rest of the day.

Listening to music with words while studying causes interference. Your mind has to compete for the incoming information. 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. However, music without words can help your concentration by blocking out the interference of people talking and other noisy distractions. Baroque music is the ideal music to listen to because it's all instrumental, and has about one beat per second. This is the ideal music to study to because it keeps you moving.

## THE POWER OF THE HUMAN MIND

Do you know how powerful the human mind is? Your beliefs, just your thoughts alone, control so much of what happens to you physically.

Dr. Bernie Siegel, a doctor who has worked intensively with mental techniques to reduce pain and help heal diseases, has reviewed many studies on the effect of the placebo. A placebo effect is where a patient is made to believe he will get better or overcome a disease after taking some remedy such as a pill. Actually the pill has nothing in it to make the patient better -- usually the pills are sugar or some other common, everyday substance. With a placebo, it is the patient's belief that he will get better that actually heals him. In his book, Love, Medicine and Miracles, Dr. Bernie Siegel reports on a study done in England. This experiment took a group of men and gave them a placebo, telling them it was chemotherapy and treatment. People generally believe they are going to lose their hair when they go through chemotherapy. Of these men given a placebo, thirty percent had their hair fall out! The power of your beliefs are incredible -- even more powerful than you realize!

USA Today Wednesday, May 25th, 1994 did an article on the awesome power of the human mind. Judith Turner of the University of Washington Seattle, studied the outcome of placebos on back pain therapy. Her conclusions, in the May 25th, 1994 Journal of the American Medical Association were based on the review of three books and 75 articles published over 15 years -- one of the most comprehensive ever on placebos. 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 anyway, because they merely thought the surgery fixed some problem.

The power of the human mind is awesome, but can be harmful if not used the right way. Just as we cure physical pain and diseases with the human mind, we may cause these same things with negative thoughts. And 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 which have given us insight into how much our beliefs affect our bodies functioning, we can see how 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.

## AN INTERESTING POINT ABOUT SEX

When I decided to write and publish this book, they told me that all students are interested in today are sports and sex -- and not necessarily in that order. They also told me 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: The Seductive Learner, SucSEX Manual for Students.

Most high school students were telling me, yeah, that's catchy -- you're hitting it on the ball (that's not an intended pun). However, 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.

## HOW TO KNOW WHAT TO HIGHLIGHT

Some people are going to claim "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 these people. You've got 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 re-learn everything all over again. You'll notice that the best students are all students who mark up their books.

The time between when you first read the book and 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. 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 things like, "I feel I have to mark everything. It's all 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 then 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 -- they are important. Learn their definitions for the exam. Don't waste time reading slowly through all the examples and illustrations they give after the new 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.

The biggest problem students have in college with regard to reading is that they think they have to read every word, and that is not true. You can move quickly over material, and spot what you think you need to know. Then slow down. When you read slowly, word by word, you start thinking everything is important, you lose sense of the bigger picture, and your

understanding drops. Here you will learn how to spot what is important in order to save you time and increase your comprehension.

If something was said in class and it's also written in the textbook, make a "\*" in the margin. 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.

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

I highlight with a pencil, underlining and taking notes in the margin as I 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 was getting a 3.8 and taking all the 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 is the best way to read, remember, and review. And 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.

Forget using different colored highlighters; it's a waste of time. Just grab one color and that's it. I once knew a student who whenever he studied, took out four different color highlighters. He had a system for highlighting different things in different colors. He had the neatest and most colorful textbook, but he always did terribly on his exams. This colorful highlighting cost him so much time that he didn't have enough time to finish his assignments.

Underline the main points and the supporting points. When you want to make a note in the margin, just write a quick note. Sometimes, write a mini-summary of what was said in the margin. This way, when it's time to review, you just skim the margin and know what that whole section or page was about. 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. 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 in the habit of doing what successful college students do, by making notes in the margin of this book. As you read through this book, you will come across points you want to remember. At these points, put a mark in the margin with a pencil. Put little notes about this information in the margin, or on the inside of the back page. These notes will be the good stuff you want to remember and use. Use this technique with any book offering information that may be of use to you. When you get to the back page of this book, it should be full of good ideas you liked, ready for you to put into practice.

### **FOUR STEPS TO HELP YOU REMEMBER WHAT YOU'VE FORGOTTEN**

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

Psychologists have found certain things we can do to optimize our 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 eye witnesses in courts in order to most accurately bring back their memory of the event they witnessed.

These steps are written as if you were an eye witness of a crime and needed to remember what you saw. However, these steps can be reworded for you to increasing your memory for all types of information. These steps bring about the fundamental principles of maximizing your memory of information you already learned. The following was taken from a book by Alan Baddeley entitled Human Memory p. 289:

1. Mentally reinstate the environmental and personal contact that occurred at the time the crime was witnessed.
2. Encourage the reporting of every detail, regardless of how peripheral it is to the incident reported.
3. Attempt to recount the incident in several different orders, e.g. both forwards and backwards.

4. 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.

These four questions are specifically designed based on scientific research, to increase the memory of eye witness testimony. From these four questions you can see the general principles which aid in bringing back your memory. The first is that by trying to remember the environment in which you were in, and by trying to picture yourself at the time you learned the information, you can increase your recall. If you are studying for a test, try and remember where you were when you studied the material. If you are trying to remember the face of a person you met, try to picture yourself where you were when you met that person, and that will help you remember.

The second principle is that by reporting related details, you increase your recall of the information want to remember. Remembering related details triggers your memory, and aids in your recall.

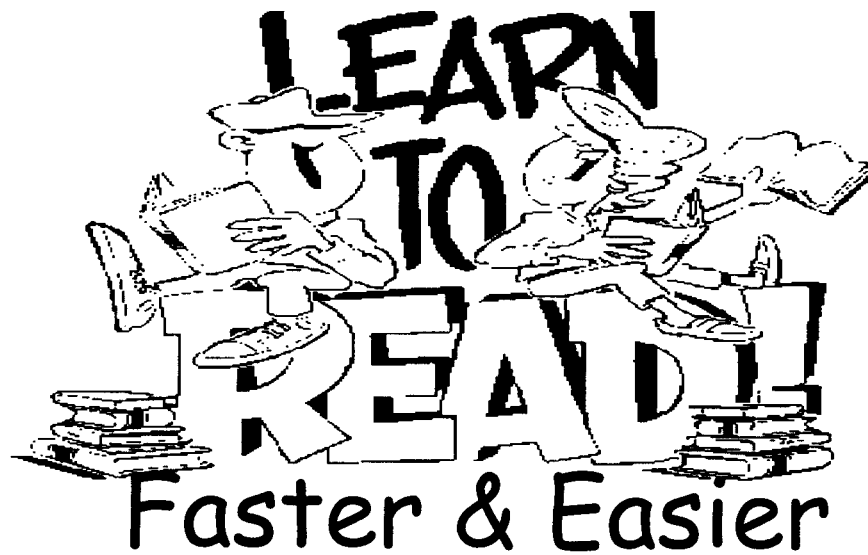
The third principle is that by changing the order in which you try to remember, you stimulate your brain to think from different angles, and often this is what it takes to trigger a memory.

The fourth principle is that you can trigger your memory by trying to view what you saw through different perspectives. By seeing things through more than one person's viewpoint, your mind is forced to think through the incident again in a new way, often this stimulates your mind to remember the needed information.

Test 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 much better people recalled facts seen in a police video after watching it. They found that subjects not asked these question remembered an average 29.4 items, and subjects asked questions using the four principles remembered 41.2 items. Further studies showed that by using these principles, you make fewer errors in memory as well as remember better.

Thus, when you draw a blank on a test, ask yourself the four questions in order to bring back the information.





## THROUGH THE USE OF COLOR

### What is Irlen Syndrome?

Irlen Syndrome, also known as Scotopic Sensitivity, is a perceptual problem that keeps many people from reading effectively, efficiently, or not at all. Until now, it has baffled educators and medical scientists because it is undetected by standard visual, educational and medical exams.

Individuals with Irlen Syndrome perceive the printed page differently and must constantly adapt to distortions from print or the background. They may suffer from slow or inefficient reading, poor comprehension, strain or fatigue. It can affect attention span, energy level, motivation, handwriting, and depth perception. Irlen Syndrome sufferers may be seen as underachievers with behavior, attitude, or motivational problems. It is a complex and variable condition sometimes found to co-exist with learning disabilities.

### The Irlen Method as a Treatment

Irlen Syndrome was first identified by Educational Psychologist, Helen Irlen, while she was working with adult learners in California in the early 1980's. She observed that some of her students read more easily when they covered a page of print with a colored overlay. The patented treatment method uses specially formulated colored pages of plastic (known as overlays) to reduce or eliminate perception difficulties.

Ms. Irlen documented years of observations in a book, *Reading By the Colors*, published by Perigee, division of Penguin Putnam Publishing in 1991.

Her discovery stimulated the interest of many educational and medical researchers, who continued to further research this phenomenon. While exact causes are not fully understood, it appears that the color facilitates processing by altering the timing of visual inputs to the brain.

Presently, medical research is being conducted at various universities worldwide. Irlen's method of treating this syndrome is now used to help more than 80,000 people in 36 countries.

### Where can I find help?

In the United States and worldwide, there are many certified Irlen Screeners and Irlen Diagnosticians. These individuals are dedicated professionals who share many years of experience in both elementary and secondary schools.

Listed on the reverse are many of the symptoms associated with Irlen Syndrome. If you, or someone you know, suffers from any of these symptoms or simply has unexplained reading problems, you may want to contact an Irlen Screener or Diagnostician.

For information:

**1-800-55-IRLEN**

**Irlen Institute**

**5380 Village Road**

**Long Beach, California 90808**

**USA**

**[IrlenInstitute@Irlen.com](mailto:IrlenInstitute@Irlen.com)**

**[www.irlen.com](http://www.irlen.com)**

## What Are The Symptoms?

### LIGHT

Bothered by glare, fluorescent lights, overheads, white boards, or computer screens. Discomfort or difficulty concentrating or working under bright lights or fluorescent lights.

### WHITE PAPER

Difficulty reading on high gloss white paper. The paper may be too bright. The white may glare, breathe, encroach into the black, and interfere with the ease of reading.

### PRINT

Difficulty reading print, numbers, or musical notes because the print changes. Problems may include print that shifts, shakes, blurs, moves, or doubles.

### SPAN OF RECOGNITION

Inability to read groups of letters, numbers, or words at the same time. This results in problems tracking, correctly identifying words, or the ability to skim and speed read.

### ATTENTION & CONCENTRATION

Problems with concentration while reading or writing. May have difficulty staying on task, takes frequent breaks, becomes restless, fidgety, or tired.

### POOR DEPTH PERCEPTION

Inability to accurately judge distance and spatial relationships. An individual may have difficulty with escalators, stairs, ball sports, or driving.

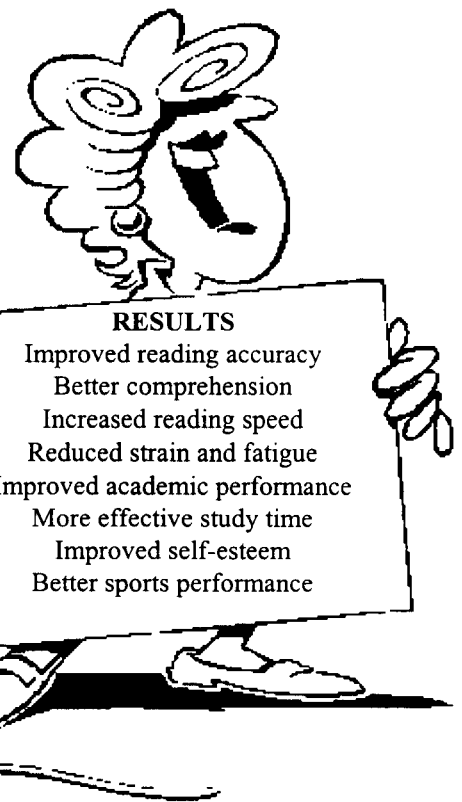
## What To Look For:

### READING

- Reading in dim lighting
- Skipping words or lines
- Slow or deteriorating reading rate
- Inability to read continuously
- Trouble tracking (lose your place)
- Avoidance of reading
- Easily distracted

### COMPLAINTS WHILE READING

- General strain or fatigue
- Drowsiness
- Eyes hurt, ache, burn, watery, or itchy
- Headaches, nausea, or drowsiness



## Treatment:

Individuals are first tested to determine if this method is helpful, then the most beneficial Irlen colored overlay or combination of overlays are selected. For those who benefit from the use of Irlen colored overlays, a second testing is scheduled. At this session a patented Irlen Treatment Method uses precision tinted filters, worn as glasses, to treat the individuals' difficulties. This diagnostic assessment determines the beneficial filter color from an almost limitless number of combinations.

**1-800-55-IRLEN**  
**Irlen Institute**  
**5380 Village Road**  
**Long Beach, California 90808**  
**USA**  
**IrlenInstitute@Irlen.com**  
**www.irlen.com**

