

| How To Read A Book               |   |
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| Reading success                  | Success in reading is determined by the extent to which the reader receives everything the writer intended to communicate   |
| Information versus understanding | <p>If a book is completely intelligible to you from start to finish, you may have gained information but you could not have increased your understanding</p> <ul style="list-style-type: none"> <li>- If a book has more to say than you initially understand only then can it increase your understanding</li> </ul> <p>If you never ask yourself any questions about the meaning of a passage, you cannot expect the book to give you any insight you do not already possess</p> <p>There is a difference between being able remember something and being able to explain it</p> <ul style="list-style-type: none"> <li>- If, when asked to explain what the author meant, all you can do is repeat his very words, you have only received his words, not his thought or knowledge</li> </ul> |
| Teaching and farming             | The farmer and teacher does many things but in the end it is the plant and student himself that must do the growing and learning  |
| Ways of learning                 | <p>Learning by instruction - learning by acts of reading or listening</p> <p>Learning by discovery - learning by research or by reflection, without being taught</p>  |
| Active reading                   | <p>The effort to understand what is being read</p> <p>Ask questions while you read</p> <ul style="list-style-type: none"> <li>- What is the book about?</li> <li>- What are the main assertions/arguments?</li> <li>- Why is the information important?</li> </ul> <p>The reader who asks no questions, gets no answers</p>   |
| Continuing education             | <p>Our continuing education depends mainly on books alone, read without a teacher's help</p> <ul style="list-style-type: none"> <li>- We must know how to make books teach us well if we are to go on learning</li> </ul>   |
| Reader's goal                    | The goal a reader seeks—entertainment, information, or  |

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|                      | understanding—determines the way he reads   |
| Levels of reading    | <p>Elementary reading - Progressing from nonliteracy to beginning literacy</p> <ul style="list-style-type: none"> <li>- What is the meaning of the sentence in the simplest sense?</li> <li>- Speed reading courses concentrate on this level</li> </ul> <p>Inspectional reading - Skimming systematically</p> <ul style="list-style-type: none"> <li>- What is the book about?</li> </ul> <p>Analytical reading - Through, complete reading</p> <ul style="list-style-type: none"> <li>- The best and most complete reading</li> <li>- Used for understanding</li> </ul> <p>Syntopical reading - Reading many books and placing them in relation to one another</p> <ul style="list-style-type: none"> <li>- Reader is able to construct an analysis of the subject not found in any of the books</li> <li>- Most effortful kind of reading</li> </ul> |
| Reading readiness    | <p>The child who is not yet ready to read is frustrated if attempts are made to teach him</p> <ul style="list-style-type: none"> <li>- He may carry over his dislike for the experience into his later school career</li> </ul>   |
| Inspectional reading | <p>Study the table of contents like a roadmap before a trip</p> <p>Look at the pivotal chapters and read any opening or closing summary statements</p> <p>Read the last 2 or 3 pages</p> <p>After the above steps you should be able to place the book in your mental card catalog for future reference</p>   |
| Difficult books      | <p>In tackling a difficult book for the first time, read it through without ever stopping to look up or ponder the things you do not understand right away</p> <ul style="list-style-type: none"> <li>- You will have a much better chance of understanding it on a second reading</li> </ul>   |
| Reading speed        | <p>Your rate of reading should be in accordance with the nature and complexity of the material</p> <p>It is wasteful to read a book slowly that deserves only a fast reading</p>  |
| Speed reading        | <p>Most people continue to subvocalize for years after they are taught to read</p> <p>The eyes of untrained readers fixate as many as 5 or 6 times in the</p>   |

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|                    | <p>course of each line</p> <ul style="list-style-type: none"> <li>- Single words or 2-word phrases are being read at a time</li> <li>- The mind does not need to read only a word or phrase at a time <ul style="list-style-type: none"> <li>- The mind can grasp a sentence at a glance</li> </ul> </li> </ul> <p>The eyes of incompetent readers return to phrases or sentences previously read</p>   |
| Expertise          | <p>You cannot coalesce a lot of different acts into one complex, harmonious performance until you become expert at each of them</p> <ul style="list-style-type: none"> <li>- After you have practiced the parts separately, you can do each with greater facility and less attention and put them together smoothly into a whole</li> </ul>   |
| Approaching a book | <p>The first stage is knowledge of a book's structure</p> <ul style="list-style-type: none"> <li>- Answer the question: What is the book about?</li> <li>- Define the problem the author is trying to solve</li> </ul>  |
| Extrinsic aids     | <p>One reason people fail to understand a great book is because they have not read other books to which it is closely related</p> <ul style="list-style-type: none"> <li>- Later writers are influenced by earlier ones</li> <li>- Just as the context of a passage is used to interpret words, related books provide a context that help you interpret the book you are reading</li> </ul> <p>The need to read books in relation to one another is most important in philosophy</p> <ul style="list-style-type: none"> <li>- Philosophers are great readers of each other</li> </ul> <p>Commentaries should be used sparingly</p> <ul style="list-style-type: none"> <li>- Commentators are not always right</li> <li>- You may be able to discover important meanings that the commentator has not</li> <li>- Getting into the habit of depending on commentaries will handicap you when you cannot find one</li> </ul> <p>You should not read a commentary until after you have read the book</p> <ul style="list-style-type: none"> <li>- Otherwise you will tend to see only the points made by the scholar</li> </ul> |
| Stories            | <p>In a good, satisfying story, people get what they deserve</p> <ul style="list-style-type: none"> <li>- People are rewarded or punished according to their true merit</li> <li>- People feel bothered when good people suffer and bad ones prosper</li> </ul>   |
| Poems              | <p>The first rule is to read it through without stopping, whether you understand it or not</p> <ul style="list-style-type: none"> <li>- The essence of a poem is found in the whole</li> </ul>  |

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|           | <p>The second rule is to read it out loud</p> <ul style="list-style-type: none"> <li>- The rhythm of the poem will help you to understand by making you place the emphasis where it belongs</li> </ul> <p>To be understood it must be read over and over</p> <ul style="list-style-type: none"> <li>- During vacations from a given poem, we may learn more about it than we realize</li> </ul>  |
| History   | <p>If it is difficult to be sure that one knows the truth of a simple matter such as is decided by a jury in a court, how much more difficult it is to know what really happened in history</p> <p>History is closer to fiction than to science</p> <p>It is necessary to read more than one account of the history of an event if we want to understand it</p> <p>Every narrative history has to be written from some point of view</p> |
| News      | <p>The most important thing to know when reading a report of current happenings is who is writing the report</p>   |
| Holy Book | <p>The Word of God, if you believe it is the Word of God, is the most important writing to read</p>  |