April 2016

Dear Cranbrook Parents of Students Entering Grades 7 through 10, Fall 2016.

I am pleased to advise you that Cranbrook Schools will once again make available the Brown Reading Systems (BRS) Study Skills Program which has proved to be quite successful during the past fifteen summers. The course will be conducted over a two-week period from August 8 to 19, and consist of 20 classroom-hours of instruction from 1:00 to 3:00 PM, Monday through Friday. We will also offer a late afternoon section from 4:00 to 6:00 PM. We are making this course of instruction available at this time of the year because many parents and students feel they would like to get an extra start on the upcoming academic year, especially in the area of better study techniques for their various courses.

Please note that in previous programs we have combined students entering grades 7-10 into the same section; we have recently changed this, so that students entering grades 7 and 8 can be in one section and students entering grades 9 and 10 will be in a separate section. This change will enable us to better meet the individual needs of the students.

I do want to emphasize that this particular BRS program may prove to be quite worthwhile upgrading your student’s studying habits. Students who do not attend Cranbrook during the academic year are welcome to enroll in the program.

Class size will be limited to the first 15 students who enroll. Tuition for the program is $595.00, including all instruction and materials. Mr. Brown has indicated to me that he will make a reduction in tuition of $95 to $500.00 if enrollments reach his office by Friday, July 8, 2016. Otherwise, the deadline for enrollments will be Friday, July 29, 2016. Some financial assistance is available for those who are on scholarship assistance with Cranbrook Schools. Please contact Mr. Brown directly should this be of interest.

I hope you will give this program your serious consideration. To enroll your son or daughter in the program, please use the Enrollment Application which is part of the enclosed brochure. The completed application and payment should be submitted directly to Brown Reading Systems in Marysville, Washington.

Should you wish to talk to Mr. Clyde Brown directly about the course of study or to register by phone, please feel free to contact him at 1-800-828-0792; fax 1-360-548-3563; email BrownReadingSystems@gmail.com.

Sincerely,

Weston Outlaw
Director, Special and Summer Programs
Cranbrook Schools

Presents a special two-week Study Skills Program
August 2016

For students entering grades 7-10, Fall 2016

Home Office
BROWN READING SYSTEMS
Suite 366
12819 S.E. 38th Street
Bellevue, WA 98006

Email: BrownReadingSystems@gmail.com
Phone: 1-800-828-0792
FAX: 1-360-548-3563

CONDUCTED BY:
BROWN READING SYSTEMS
Bellevue, WA
As described below, the Brown Reading Systems Study Skills Program is designed to develop a student’s basic reading and study skills, including improving reading rate and correcting bad reading habits, while still increasing comprehension. The course also stresses increased academic performance and scholastic achievement by teaching students to make good use of their time.

**SCHEDULE:**
August 8 to 19, 2016

Monday through Friday
Section A: 1:00 to 3:00 PM (7-8 grade)
Section B: 1:00 to 3:00 PM (9-10 grade)
Section C: 4:00 to 6:00 PM (7-8 grade)
Section D: 4:00 to 6:00 PM (9-10 grade)

Tuition: $595.00 PER STUDENT
If paying in full by Friday, July 8, 2016, discounted tuition is $500.00.

**FEE INCLUDES:**
- ALL BOOKS & MATERIALS
- COMPLETE FINAL REPORT

Enrollment is limited to 15 students per section.

Deadline for enrollments to be received is Friday, July 29, 2016. No refunds after this date.

**TO ENROLL, CLIP AND MAIL**

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**STUDY SKILLS:**

1. **A TEXTBOOK ATTACK STRATEGY:**
   The SQ3R Method & T-3 Summary

2. **PRE-READING TECHNIQUES:**
   Over viewing, Surveying, Reviewing

3. **INFORMATION GATHERING:**
   Skimming & Scanning Techniques

4. **TIME MANAGEMENT:**
   Helping students plan their study time.

5. **ANALYTIC & CRITICAL READING:**
   Structure, Order & Outline Recognition; Testing & Evaluation of Facts

6. **EXAMINATION & HOME STUDY:**
   Preparation, Scheduling & Mental Attitude
A Textbook Attack Strategy: We show students how to read chapters more effectively and quickly by a couple methods called SQ3R and T-3. SQ3R stands of survey, questions, read, review and recap. Students are to read the material with a questioning mind then recap what they have read using a T-3 summary which is a device for analyzing paragraphs and remembering what they have read.

Pre-Reading Techniques: One of the most effective techniques for reading chapters or any material is pre-reading, i.e., read the first paragraph and the last paragraph of the chapter, then go back and read and question paragraph’s headings in boldface or italics and then read the first sentence in each paragraph and then the whole chapter.

Information Gathering: In order to do this more effectively we teach students skimming and scanning techniques for information gathering. There are three types of skimming: line by line, vertical straight down the page and reading the first sentence of each paragraph. We teach them how to do that.

Time Management: We take a specific example of a homework situation in which the student figures he has 2 or 3 hours to do the night’s homework and how best to organize it. Do the easy stuff first or last, how to vary their techniques according to the nature of the material, whether it be math problems or just light reading of a novel.

Analytic & Critical Reading: We ask students to read chapters then close the book and try to recap in writing what they have just read. They can draw a circle with the main idea in the center and supporting facts around the circle like spokes of a wheel. Or they can use a pyramid with the main idea at the top and supporting information below.

Examination & Home Study: We reinforce the obvious techniques anywhere from getting a good night’s sleep to the examination itself, reminding students not to spend too much time on any one question and depending on the exam, guess or not to guess.
Below are student testimonials from our 2012-2015 programs. Original copies of the testimonials are on file in our main office and can be made available by request.

**What did you find to be most helpful from this course?**

“I find the repetition of exercise to be most helpful & both teachers were very encouraging.”

“How to learn to read faster and to learn comprehension.”

“How to study and stay focused.”

“All the tips that he gave me on how to be a better studier.”

“Using the different books to help us learn different techniques.”

“The reading and English. I know a lot about the subjects but I really learned the things that the ACT test in particular values.”

“The test taking environment and the ease of being comfortable with the teachers.”

“We went over the tricks and strategies, which helped (me) understand the format and questions of the ACT. Also by doing several tests, it helped with the predictable questions.”

“The small class size and helpful teachers. The step by step instruction.”

“I felt the test strategies that I was given were extremely helpful.”

**In which area do you feel you have improved the most?**

“I mean, I think this program has done nothing but helped me.”

“Reading but not a lot faster but a bit!”

“My comprehension and learning to read faster.”

“I think I have improved in all of my areas!”

“I feel that I can read fast and do the questions quicker and accurately.”
Would you recommend this class to a friend?

“I already told my cousins they have to do this next year.”

“Absolutely, especially if they learn the way I do (from practice).”

“Yes, I think it was very helpful.”

“I would recommend this class. I have already told other classmates how helpful it was.”

Do you feel taking the class was worth your time?

“Yes, this was worth it.”

“Yes, especially Mr. Tooman, (he) helped me very much – an excellent teacher.”

“Yes, worth my time, helped me to prepare and know how to approach things differently.”

“Yes – the practice was much more beneficial with someone there to answer questions.”

From: Field, Cheryl
Subject: RE: Scholarship Assistance
To: "Clyde Brown (Brown Reading Systems)"

Hi Clyde,

I wanted say to you how tremendously grateful we are that you made this opportunity available to David. He scored an impressive 2190 after attending the classes. Thank you!!!!

Cheryl Field

Dear Mr. Tooman and Mr. Hall,

I just spent the entire night sitting awake, waiting for my SAT scores to become available. I just wanted you two to know that there is no way for me to thank you for what you have done. I come from a nearly college-less, lower-class family, and with my new score I am guaranteed to get in somewhere with the financial aid I need. Anyway, time for the meat and potatoes of this letter. You two brought me from an 1810 to a 2190. A 380 point increase!!! I never thought I had the potential for anything, but somehow you guys gave me 380 points in a single month. The breakdown of the score is as follows: Critical Reading-790. Math- 650. Writing- 750 (The essay was an 11). Now, I assume that I have disappointed you Mr. Hall, because my score in Math was a 630 previously, but take into account the period it takes to adjust to taking a new class (especially a specialized course such as this one), and the fact that we only had two weeks of math itself and I think it is reasonable that the gain was not so pronounced, but hey, it was still and improvement. I’m sure that my score would have increase by a greater margin if I had been given enough time to be fully integrated into the class, but this is no fault of your own Mr. Hall. I finished the math section with much more accuracy and speed this time around, and I believe I have you to thank for it. Mr. Tooman, I don’t know whether I lucked out or what, but I am happy and I think if you continue what you are doing, you will help many kids just like me. You both have done a great job and I know that everyone who has taken your class will see the wonderful effects of your teachings.

Sincerely,

David