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Survey of college and university reading programs in six mid-western states

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A SURVEY OF COLLEGE AND UNIVERSITY READING PROGRAMS

IN SIX MID-WESTERN STATES

by

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CHAPTER I

INTRODUCTION

Today more than ever, our society is a reading society.
The complexities of modern living necessitate the mastery of
the printed word. Schick and Schmidt attach the following
importance to the proficiency of reading in today's society.

> The ability to read well is recognized as one of
> the most important skills anyone can have. Read-
> ing is a tool of the acquisitive mind; it is the
> vehicle for obtaining ideas that can not be trans-
> mitted verbally. The person who reads well has at
> his command a means for widening his intellectual
> horizons and for multiplying his opportunities for
> experience. Moreover, reading is a crucial factor
> affecting intellectual and emotional growth.[1]

When reviewing the recent literature in the area of
reading at all levels, one can conclude that much needs to
be done to improve reading instruction. Educators recog-
nize the need for meaningful reading experiences from the
beginning and that reading instruction should continue un-
til the student has mastered the necessary skills for max-
imum independence in reading.

Sound programs in reading are needed and are essential
if improvement in reading is to be realized. In the Society's
Yearbook of 1961, Witty gives a desirable formula for a sound

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[1]George B. Schick and Bernard Schmidt, A Guidebook for
the Teaching of Reading (Chicago: Psychotechnics Press,
Not Dated), p. 10.

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reading program taking into consideration all levels of reading instruction.

1. A sound reading program is continuous. It aims to cultivate mastery of skills needed in effective silent and oral reading at different levels. Moreover, it recognizes the significance of the sequential development of skills and attitudes. Accordingly instruction and guidance in reading should be given from the primary grades throughout the junior and senior high schools and in college as well as in adult life, when individual or group acquisitions are found to be insufficient or inadequate.

2. A desirable reading program recognizes various needs for reading. Some needs relate to common attainments while others are highly personal but nonetheless significant for individual welfare. Some needs are temporary, whereas others may constitute a basis for long range planning. In such a program, needs are evaluated, and provision is continuously made for their fulfillment. Experience in reading is recognized as an effective means of need fulfillment.

3. Effective reading instruction recognizes the importance of the interests of children and youth in the development of reading skills and attitudes. The degree to which teachers use and enrich the interest of their pupils is regarded as one criterion of the worth of instruction. It is recognized, too, that the development of new interests is often a major responsibility of the teacher.

4. A desirable program utilizes experiences and activities operating in association with reading, it does not rely on reading as the sole basis for satisfying needs and interests. Adequate satisfaction implies an effective relationship of reading to other experiences in the individual's total life.

5. An effective program is geared closely to other aspects of language-arts instruction in which effective speaking, writing and listening are also sought.[1]

[1]Paul A. Witty, "Purpose and Scope of the Yearbook, Development In and Through Reading. The Sixtieth Yearbook of the Study of Education, Part I (Chicago, Illinois: University of Chicago Press, 1961), pp. 1-2.

As Witty emphasized in the above, it is imperative to foster reading improvement at all levels if study growth in reading is to be a worthwhile accomplishment. The development of a sound program at the college level is needed to continue the sequential reading development begun in the primary years of the educative process. The trend to extend reading improvement to the higher grades has been clearly stated in the literature of the 1950's and 1960's. Causey indicated that the development of methods, techniques, materials, and procedures used in college reading improvement programs hit its stride during the 1950's and that by 1960 more than 500 colleges and universities were engaged in reading improvement programs at the college level.[1]

Statement of the Problem

The purpose of this investigation was to collect information concerning the current status of reading improvement instruction in six mid-western states. Data gathered from the survey is to be used as a guide for the formation of a reading improvement program at a small mid-western liberal arts college.

The locality of the survey was Wisconsin and the five states that surround it. Colleges and universities from the following states were contacted. Minnesota, Iowa,

[1]Oscar S. Causey, "A Decade of Progress in Colleges," Education, LXXX (May, 1960), pp. 543-551.

Illinois, Indiana, Michigan and Wisconsin. The people contacted at the colleges and universities were those individuals directly responsible for the reading improvement program at their respective institutions of higher learning.

Sources of Data

The main sources of data were results obtained from the response to the questionnaires sent to seventy colleges and universities accredited by the North Central Association of Colleges and Secondary Schools.

Limitations of the Study

To evaluate the organization, methods, and materials of college reading improvement programs the author selected seventy colleges and universities, accredited by the North Central Association of Colleges and Secondary Schools. The sampling includes institutions of higher learning located in the states of Minnesota, Iowa, Illinois, Indiana, Michigan, and Wisconsin. The survey is a random sampling and although it is an excellent indication of what is happening in college reading improvement in the above states, it does not speak for all those colleges and universities within those respective states.

REVIEW OF RECENT LITERATURE

Aims, Goals, and Objectives of College Reading Programs

Colleges and universities around the nation are very concerned with the need for college students to improve their reading skills. Many of those colleges and universities have designed programs for helping the students improve their ability to read college material. Bracken reported:

> As the result of knowing the tremendous reading burden the college student must carry and knowing something of the abilities he brings with him to meet these new reading challenges, many reading specialists think that time is best spent in developmental reading classes when students are given specific help in:
>
> 1. reading and organizing their college textbooks
> 2. organizing material from several books
> 3. relating their outside reading to their textbooks
> 4. relating lectures to reading
> 5. improving listening skills
> 6. improving note-taking
> 7. practicing better study skills
> 8. becoming a flexible purposeful reader
> 9. improving both general and specific vocabularies
> 10. improving ability to comprehend and interpret completely, to generalize and to conclude
> 11. improving ability to infer and read critically.[1]

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[1] Dorothy Kendal Bracken, "Why Teach Reading in College?" Challenge and Experiment in Reading, ed. J. Allen Figurel, International Reading Association Proceedings (New York: Scholastic Magazines, 1962), VII, p. 55.

The goals of the college reading program although similar in some respects to the aims stated by Bracken, are not quite so general. College reading goals with more complex subject matter covering a broad field of knowledge. Therefore, one of the primary goals of college reading is the serious problem of comprehension. The ability to read critically, facility with study skills, and ability to organize and generalize subject matter are important phases of comprehension now constitutes a major goal of college reading programs. Emphasis on vocabulary is toward teaching the appreciation of sematic variation in words. Training in listening skills is also another goal. Another important goal is to enlighten other instructors in academic areas to become aware of the need for reading improvement instruction in their respective academic areas.[1]

Many college students have marked deficiencies in language ability, especially in the area of reading and study skills. Because of these shortcomings college students express in reading, many colleges and universities have set up freshman reading programs to help the needy students. The objectives of the freshman reading program

[1]William Miler, "Current Goals of College Reading Programs," Exploring the Goals of College Reading Programs, The Fifth Yearbook of the Southwestern Reading Conference, (Fort Worth, Texas: Texas Christian University Press, 1956), pp. 73-74.

are, for the most part, the same as many college reading
improvement courses and can be applied to most college
reading programs. Breasley stated the objectives of a
freshman reading program adequately:

1. To provide opportunities for the student to im-
   prove his ability to comprehend textual and
   story-type material.
2. To help the student develop a broad, meaningful
   vocabulary.
4. To teach the student to employ effective tech-
   niques for skimming.
5. To help the individual develop skill in locat-
   ing information.
6. To encourage the student to perfect his general
   study skills.
7. To increase the reading and comprehension speed
   of the student.
8. To teach the student to adjust his rate and
   technique of reading to the type of material
   being read and to the purpose for which he is
   reading.[1]

College reading programs, whether it be a freshman
reading program, a speed reading program or a general read-
ing improvement course, all have essentially the same aims,
goals, and objectives. They are so closely related that
often it is hard to make clear distinctions between the
three of them. In any event, as Pauk points out, the
over-all goal, aim or object of the college reading pro-
gram is:

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[1]Charles E. Breasley, Jr., "A Freshman Reading Program,"
Journal of Developmental Reading, Vol. 2 (Winter, 1959),
pp. 23-24.

---to provide the student with those reading and
study skills which will help him to become a more
effective, efficient and self-reliant student, and,
consequently, a more intelligent citizen.[1]

Organization and Administration of
College Reading Programs

Because institutions of higher learning are often ex-
tremely conservative and not easily changed, the organiza-
tion and administration of a college reading program needs
careful consideration. When a college reading program to
meet the needs of college students is set up, certain under-
lying ground rules should be followed. Dr. Gray suggests
the following:

1. A valid reading program is directed by two closely
   related purposes -- the personal and social de-
   velopment of the student, also the various types
   of understanding, attitudes, and skills needed
   in achieving the broader ends sought through
   reading.
2. A valid program recognizes that reading is only
   one of many aids to learning now available and
   co-ordinates the use of reading and other forms
   of experience in achieving specific ends.
3. A varied reading program is an all-school or
   college program and involves the hearty support
   and creative effort of all staff members.
4. A valid reading program is continuous and moves
   forward progressively in harmony with the dom-
   inant characteristics, interest, and needs of
   students.
5. A sound reading program is flexible and can
   readily be adjusted at each level of advance-
   ment to wide variations in the characteristics
   and needs of students.

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[1]Walter J. Pauk, "College Reading and Study Skills
Center at Cornell University," Journal of Developmental
Reading, Vol. 3 (Spring, 1960), p. 189.

6. A valid reading program provides a wealth, variety, and range of difficulty of suitable reading materials.
7. A valid reading program provides a stimulating setting in which reading can function effectively.
8. A valid reading program includes provision for continuous appraisal of the effectiveness as a whole of its various aspects.[1]

After taking Dr. Gray's suggestion into consideration, the actual organization of the college reading program must include the following items Bracken sets forth if success is to be realized. The organization of every college reading program should include the following:

1. A testing program including
   a. Survey testing, which serve as screening for certain groups of students, such as, freshmen, upper classmen, students from various schools business, law, theology.
   b. Initial individual testing, which would include formal and informal reading tests, mental tests, visual tests, personality tests, etc.
   c. Testing with appropriate measure.
2. A program of interviews, including initial interviews, interviews at various times during the reading work, and finally an appraisal of the work and its effectiveness with the individual student.
3. Systematic instruction and practice based on the findings of tests and interviews. In general, this should include detailed and specific instruction and practice in the following general areas:
   a. The psychology of reading.
   b. The adjustment of rate to purposes and materials.

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[1]William Scott Gray, "Nature and Scope of a Sound Reading Program," Reading in the High School and College, The Forty-Seventh Yearbook of the National Society for the Study of Education, Part 2, (Chicago: The University of Chicago Press, 1948), pp. 58-64.

c. The improvement of comprehension through
reading for specific purpose such as read
ing for the main idea, reading for detail,
reading to follow directions, reading to
draw conclusions, reading to interpret,
reading to criticize, etc.

d. The improvement of vocabulary, including work
on word recognition skills, syllabication,
roots affixes, individual dictionaries, etc.

e. The improvement of organizing, outlining, and
summarizing including attention given to the
outline form, paragraph patterns, paragraph
functions, and the use of writing techniques
as an aid to comprehension.

f. The improvement of study skills, including
work on the SQ3R formula, time scheduling,
preparation for and taking of examination,
use of the library, etc.

g. The improvement of reading in content fields,
giving instruction and practice in use of
text-books from science, mathematics, social
studies, and English (specific help on how to
read the novel, drama, essays, poetry, etc.).

h. The improvement and refinement of individual
and personal reading.[1]

One of the chief considerations in organizing a read-
ing program is the need for such a program. Many college
administrators and staff members greet college reading pro-
grams with mixed feelings. Some realize the need for ex-
tending reading services beyond the high school level.
While still others say that there is no need for a program
at the college level.

If the college administration decides to render read-
ing services to its students, problems in administering the

[1]Dorothy Kendall Bracken, "Organization and Administra-
tion of College Reading Programs -- Problems Involved,"
Evaluating College Reading Programs, The Fourth Yearbook
of the Southwestern Reading Conference (Fort Worth, Texas:
Texas Christian University Press, 1955), pp. 80-81.

college reading program may arise. One such problem is the question of whether or not the reading course should carry academic credit or not.[1] Also, if a decision is made to offer credit, the question that appears is how many credits may be given for the course. Many staff members consider reading a skill that should have been mastered before the student entered college and are extremely hesitant to give academic credit for reading courses. Other difficulties encountered in setting up a college reading program regardless of whether or not credit is received are: number of class meetings, class size, number of students, length of time student should be involved in the reading program, staff personnel to teach reading course, the selection of students, the method of instruction to be employed, the total cost of the program, and the problem of evaluating periodically the progress of the reading program.[3]

As observed in the previous pages many problems are involved in the making of a college reading program. Because of the nature and structure of American colleges and universities, it is often difficult to sell administrative

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[1] Albert J. Kingston, Jr., "Problems of Initiating a New College Reading Program," Starting and Improving College Reading Programs, The Eighth Yearbook of the National Reading Conference (Fort Worth, Texas: Texas Christian University Press, 1959), p. 91.

[3] Ibid., pp. 91-93.

personnel on the merits of college reading programs. The
establishment of a college reading program must consider
the following statement by Kingston if a workable program
is to be attained:

> Good college programs operate in many different
> ways. Some are an integral part of the student per-
> sonnel services, others are administered by Colleges
> of Education, departments of psychology, or English,
> and a number are jointly administered. It generally
> is good strategy to invoke an inter-department com-
> mittee prior to inaugurating even the most prelim-
> inary surveys of student and faculty needs. The
> faculty committee should determine need, make rec-
> ommendations concerning the nature and scope of the
> program, administrative responsibility, financing,
> staffing, and the relationship of the reading program
> to other existing services. Such recommendations
> should be both practical and realistic. No reading
> program is a panacea for all student problems, and
> none can function without adequate financing and
> staffing.[1]

Method of Instruction to be Employed
in College Reading Programs

Currently the methods of instruction used in our
college reading courses are varied, and the selection is
obviously that of the instructor. To identify briefly a
few of the methods prevalent at the college level, McConihe
lists the methods of teaching college reading skills to in-
clude the following broad categories:

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[1]Albert J. Kingston, "Planning a College Reading
Program," Reading Improvement, II, No. 3 (Spring, 1965),
p. 68.

Lecture
Demonstration
Discussion
Drill, both mechanical and by means of workbooks
Programming
Reading: mechanized by use of devices, controlled by
        timing, pacing or other techniques, "free"
Miscellaneous: Hypnosis, cloze[1]

The list does not include all the methods used at the college reading level but does, in fact, mention the ones probably most frequently used. A brief examination of each of these methods is now in order at this point. First, let us examine the traditional lecture process.

By the lecturing method we mean a sufficient description of an idea or concept the instructor is trying to convey to the student. It is the single most used technique in college teaching. It is effective in the majority of cases, but its success depends greatly on the enthusiasm, excitement, inspiration, devotion, and zeal of the instructor. Demonstration, on the other hand is the method of giving an explanation by an example. One displays or shows how something should be done. However, as McConihe points out, there is a certain amount of danger in the demonstration method. It "can degenerate into the army sergeant type of teaching."[2] Drill is also an effective method of

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[1] Esther J. McConihe, "Methods of Teaching College Reading Skills," Reading and Inquiry, ed. J. Allen Figurel, International Reading Association Conference Proceedings, (Newark: International Reading Association, 1965), X, p. 42.

[2] Ibid, p. 42.

teaching reading at the college level. Even though the word
"drill" sometimes carries an erroneous connotation, realis-
tically there can be little learning without it. As a
method it has been criticized in many quarters, yet it is
essential to the perfection of many skills.

Many instructors of reading do much to promote dis-
cussion as a method of teaching reading. It serves as an
excellent tool for increasing learning through motivation.[1]
Most college students are eager to talk over ideas, con-
cepts, and theories gained from experiences in and out of
the classroom. Discussion gives them a chance to exchange
ideas with their peers and enrich their understanding and
reasoning on issues that pertain to them.

Programmed instruction is rapidly becoming popular as
a method not only for teaching reading skills, but other
academic subjects at all levels of education. Programming
is done mostly by means of teaching machines, films, text-
books, work-texts, cards and others.

Schick and Schmidt believe that:

> An advantage of programming is that it allows each
> student to proceed at his own pace. It is, therefore,
> highly individual. When skillfully constructed, it
> embodies many of the basic principles of the learning
> process. One disadvantage is that not enough is yet
> known about this new system; it is largely experi-
> mental and costly. But the most persistent adverse

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[1]Ibid. p. 43.

criticism is that it cannot go far beyond the teach-
ing of facts and skills; it is incapable of the kind
of subjectivity, the creative--critical factor, that
is the heart of learning. It does not allow for the
give and take of discussion. Its proponents say it
is efficient. Its detractors say it dehumanizes.
Perhaps its real worth lies somewhere in between.[1]

The final method treated in this discussion is not
exactly new, but lately it has become widely used in the
teaching of reading at the college level. Rankin discusses
the rational of the cloze procedure as follows:

> The word 'cloze' was coined by Taylor from the
> Gestalt concept of "closure", a tendency for an or-
> ganism to form a complete whole by filling in gaps
> in a structure. In constructing a cloze test, a
> message is mutilated by deleting certain words and
> substituting underlined blank spaces of constant
> length. A person taking the test is instructed to
> guess the precise word which was deleted from each
> space. If, for example, a person taking the test
> finds the statement, "The professor assigned
> _____ of readings to his students," he may
> form a complete structure by writing the message
> containing the word 'book,' the subject will re-
> ceive credit for the correct answer only if the
> exact word 'book' is filled in.[2]

The procedure essentially gives the person an oppor-
tunity to guess the precise words which are deleted.
Normally every ninth word is deleted.

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[1] Schick and Schmidt, op. cit., pp. 92-93.

[2] Earl F. Rankin, Jr., "The Cloze Procedure--Its
Validity and Utility," Starting and Improving College
Reading Programs, The Eighth Yearbook of the National
Reading Conference (Fort Worth, Texas: Texas Christian
University Press, 1959), p. 132.

Rankin believes that:

The ability to predict the precise word used by
the writer is more indicative of the reader's under-
standing of the writer's total meaning (with all its
semantic and stylistic connotation) than the predic-
tion of a synonym with similar, but never quite the
same, connotations or the prediction of another word
which merely produces a plausible sentence.[1]

The values of the cloze procedure focuses close atten-

tion to detail and gives awareness of the basic idea of the

paragraph. It also lets the student develop the ability to

infer and conclude from the material read. However, the

procedure gives little emphasis to speed in relationship to

attention.[2]

Briefly, I have tried to bring into focus a few of the

main methods and techniques employed in teaching reading at

the college level. These methods such as closed circuit

T.V. and counseling are also being used at some colleges

and universities.

To conclude this discussion of methods of teaching

reading at the college level the following statements by

McConihe are worth noting:

College students who come for reading instruc-
tion may expect to find the methods in use dependent
upon the aims and goals of the instructor. This re-
sults in great diversity of methods, ranging from a
simple programmed instructional type to a multi-
faceted, advanced--thinking type of course. A common

[1]Ibid., p. 133.

[2]Richard H. Bloomer, "The Cloze Procedure as a
Remedial Reading Exercise," Journal of Developmental
Reading, V (Spring, 1962), pp. 173-181.

denominator among methods would appear to be the
lecture or a modification thereof since most read-
ing instructors at the college level are cognizant
of the need for explication to precede drill and
most students are more highly motivated when and if
they understand and accept the principles they are
expected to put into practice.[1]

Workbooks Used in College Reading Programs

As a result of the increasing number of colleges and
universities effectively teaching reading, an increase in
college level reading materials are now on the market.
Even with the influx of new materials many reading special-
ists feel a real need for more efficient and effective
materials in college reading programs. According to re-
cent research the most popular item used for the improve-
ment of college reading skills is the workbook. Fulker
indicates that the number of workbooks published for use
in college reading programs has tripled during 1946-55.[2]

Miller, in a study of 233 colleges and universities
throughout the nation, reported that the ten most prevail-
ing workbooks in college reading instruction were as fol-
lows in their descending frequency of use with the number
in parentheses indicating the number of schools which re-
ported using the workbook as a basic textbook.

[1]McConihe, op. cit., p. 44.

[2]Edmund W. Fulker, "A Decade of Progress in College
and Adult Reading Improvement," Significant Elements in
College and Adult Reading Improvement, The Seventh Year-
book of the National Reading Conference (Fort Worth,
Texas. Texas Christian University Press, March,1958). p. 15.

(17) Miller, Lyle L., Increasing Reading Efficiency.
  Henry Holt, 1956.

(14) Spache, George D. and Paul Berg, The Art of
  Efficient Reading. Macmillan Co., 1955.

(14) Glock, Marvin D., Improvement of College Reading.
  Houghton Mifflin, 1954.

(13) Simpson, Elizabeth A., S R A Better Reading
  Books. Chicago: Science Research Associates,
  Inc., 1951.

(12) Brown, James I., Efficient Reading. D. C. Heath,
  1952 (Alternate Edition, 1956).

(11) Gilbert, Doris W., Power and Speed in Reading.
  Prentice Hall, 1956.

(11) Strang, Ruth, Study Type of Reading Exercises.
  Columbia University Press, 1951.

(9) Witty, Paul, How to Become a Better Reader.
  Science Research Associates, 1953.

(8) Cosper, Russell and E. G. Griffin, Toward Better
  Reading Skill. Appleton-Century-Crofts, 1956.

(5) Stroud, James B., Ammons and Bamman, Improving
  Reading Ability. Appleton-Century-Crofts,
  1956.

Although the study by Miller was done almost ten years
ago many of the workbooks above have been revised and still
enjoy relatively the same popularity.[1]

In a more recent study completed by Geerlofts and
Kling on the use of workbooks at the college level, 138
institutions indicated a wide variety of workbooks being
used.[2] The results of their study is given in Table 1.

[1]Lyle L. Miller, "Current Use of Workbooks and Mechan-
ical Aids," Starting and Improving College Reading Programs,
The Eighth Yearbook of the National Reading Conference (Fort
Worth, Texas: Texas Christian University Press, 1959),
pp. 71-72.

[2]Marjorie White Geerlofts and Martin Kling, "Current
Practices in College and Adult Developmental Reading Pro-
grams," Journal of Reading, Vol. 11, No. 7 (April, 1968),
p. 569.

TABLE 1

INSTITUTIONS REPORTING THE USE OF THE TEN
MOST FREQUENTLY USED WORKBOOKS

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Author	Book	Used Alone	Used With Other Books
Science Research Associates	Laboratories	5	34
Brown, J. I.	Efficient Reading	7	14
Simpson, E.	Better Reading Books	1	17
Miller, L.	Increasing Reading Efficiency	8	10
Spach, G.-Berg, P.	The Art of Efficient Reading	3	13
Gilbert, D.	Breaking the Reading Barrier	3	13
Gilbert, D.	Power-Speed in Reading	3	13
Strang, R.	Study Type Reading Exercises	3	11
Baker, W. D.	Reading Skills	3	9
Eller, W.	Skills	2	10

It would be appropriate to mention some of the types of exercises and reading drills found in workbooks. Miller presents the following exercises to be found in workbooks:

1. Number and Letter Sequence Exercises.

2. Word Recognition Exercises.

3. Word Meaning Exercises.

4. Phrase Meaning Exercises.

5. Sentence Meaning Exercises.

6. Idea Reading Exercises.

7. Exploratory Reading Exercises.

8. Study Reading Exercises

9. Critical Reading Exercises.

10. Analytical Reading Exercises.[1]

Often the selection of college workbooks can be a difficult one. Beard offers a rough breakdown of workbook materials. She roughly divided them into several categories for the benefit of college reading personnel.

1. 'All-purpose' workbooks. These workbooks consider nearly all the major aspects and skills in reading. The list is by no means conclusive but here are a few in their ascending order of difficulty:

a. Doris Gilbert. Breaking the Reading Barrier. Englewood Cliffs: Prentice-Hall, 1959.
b. Lyle Miller. Increasing Reading Efficiency. (Revised Edition). New York: Holt, Rinehart, and Winston, 1964.
c. Doris Gilbert. Power and Speed in Reading. Englewood Cliffs: Prentice-Hall, 1956.
d. Walter Hill and William Eller. Power in Reading Skills. Belmont, California: Wadworth Publishing Co., 1964.
e. Paul Leedy. Read with Speed and Precision. New York: McGraw-Hill, 1963.
f. Horace Judson. The Techniques of Reading. (Second Edition). New York: Harcourt, Brace, and World, Inc., 1963.[2]

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[1] Lyle L. Miller, Accelerating Growth in Reading Efficiency (2nd ed.; Minneapolis: Burgress Publishing Co., 1963), pp. 33-34.

[2] Patricia Beard, "Selecting Material for Multi-Level College Reading Programs." Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10 (Newark: International Reading Association, 1965), p. 169.

2. Practice reading workbooks. These workbooks con-
tain practice selections of reading material taken
from magazine articles and college textbooks. They
are not books on reading techniques. They also are
listed by ascending order of difficulty.

    a. Elizabeth Simpson. SRA Practice Reading Books
       2 and 3 (Revised Edition), Chicago. Science
       Research Associates, 1962.
    b. Lyle Miller. Maintaining Reading Efficiency.
       New York: Henry Holt and Co., 1959.
    c. James Brown. Efficiency Reading (Alternate
       Edition). Boston. D. C. Health, 1956.
    d. Russell Cooper and S. Glenn Griffin. Toward
       Better Reading Skills (Second Edition). New
       York. Appleton-Century-Crofts, 1959.
    e. Shirley Pedmon. College Remedial Reader.
       New York. G. P. Putnam's Sons, 1958.
    f. Philip Shaw and Agatha Townsend. College
       Reading Manual. New York. Thomas Y. Crowell
       Co., 1959.
    g. William G. Perry and Charles P. Whitelock.
       Selections for Improving Speed of Comprehen-
       sion. Cambridge. Harvard University Press.
       1948.[1]

Mechanical Aids Employed in the College Reading Program

Taylor makes a primary distinction of mechanical aids
on the basis of training approach and purpose. She places
these mechanical aids into four categories: (1) those
using tachistoscopic exposures. (2) devices or aids with
directional attack control, (3) those using acceleration
principles. (4) aids used to train reading skills such as

[1] Ibid., p. 190.

skimming and scanning. All instrument techniques are high-
ly motivational. They are somewhat different in the skills
they attempt to develop.[1]

In discussing each instrument category let us first
consider the tachistoscopes. The tachistoscope is basically
a device for increasing the span and speed of perception
and sharpening discrimination. Tachistoscopes present num-
bers, letters, words, etc., for very brief timed exposures,
usually from 1/100 to 1½ seconds. Devices for directional
attack control are in a specially designed projector, either
employing 16 mm picture films or 35 mm filmstrips, present-
ing continuous reading material timed in a left-to-right
fashion. Controlled readers and reading films such as the
Harvard, Iowa, and Purdue fall into this category. They
are designed to increase reading speed and foster left-to-
right directionality. However, they also build fluency
and encourage students to perceive and organize material
in an orderly manner. Accelerating devices such as accel-
erators or pacers help increase speed, discourage reread-
ing, focus and concentration, and decrease regressions and
fixations. Accelerating devices are generally more effec-
tive with already competent readers. The last category of

[1]Stanford E. Taylor, "Reading Instrument Usage," The
Reading Teacher, Vol. 15, No. 6 (May, 1962), p. 443.

instruments to be considered are skimming and scanning
instruments which are relatively new to the reading field.
Their primary purpose is to aid the already competent
reader cross the threshold from inclusive reading, in
which every line of print is read, to selective reading
(skimming and scanning).[1]

In a recent study conducted by Geerlofts and Kling,
questionnaires were sent to 330 colleges, universities,
and reading clinics selected from directories of college
and adult reading improvement programs. One hundred and
forty-five of the institutions contacted used mechanical
devices, averaging three each. Forty-three institutions
used only one machine and twenty-two reported that no
mechanical devices were used. Table 2 taken from Geer-
lofts and Kling present data on the current use of
machines.[2]

The results of this survey indicate the most widely
used mechanical devices in the teaching of college read-
ing is the tachistoscope. Others frequently used are the
controlled reader and various reading accelerators or
pacers.

[1] Ibid., pp. 449-454.

[2] Geerlofts and Kling, op. cit., p. 570.

TABLE 7

INSTITUTIONS REPORTING THE USE OF MACHINES

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Type of Machine	Used Alone	Used With Other Machines
Tachistoscopes Including Tach-X, Flash-X Eye Span Trainer Directional Attack Control Instruments Educational Developmental	6	115
Laboratories, Controlled Reader	13	103
Perceptoscope	4	14
16 mm films (not named)	0	21
Harvard Reading Films	5	10
C-B Educational Films	0	4
Iowa Univ. Reading Films	0	3
Accelerators		
AVR Ratemeter	2	19
SRA Accelerator	8	37
Craig Reader	0	13
Pacers (Unspecified)	4	21
Psychotechnics Shadowscope	1	18
SRL Skimmer	0	11

In the study done by Miller almost a decade before the
Geerlofts-Kling study the results were almost similar, how-
ever the latter study illustrates the marked use of con
trolled readers in recent years. It was apparent in
Miller's study that the tachistoscope was the most popular
mechanical device used in the 1950's for college reading.
It was popular both as a motivational and training device.
Also the reading accelerators or pacers were used to a

great extent. In Table 3 Miller's study is summarized.[1]

TABLE 3

USE AND IDENTIFICATION OF MECHANICAL AIDS

	Use			
Equipment	Diagnosis	Motivation	Training Group	Drill
Ophthalmograph	11	4	1	--
Ophthalmoscope	1	3	1	--
Telebinocular	69	2	2	--
Reading Accelerators	22	113	131	28
Films	18	74	69	4
Other	--	--	--	--
Tachistoscope	25	99	84	75
Orthorater	4	1	1	--
Controlled Readers	2	11	13	11
Pacemeter	--	1	1	--
Tachitron	1	--	--	--
Flash Reader	--	--	1	--
Shadowscope	1	1	--	--
Tachistoscope	--	1	2	2

The use of mechanical aids in college reading programs
is extensive. Many instructors feel they are excellent for
motivating students to greater reading. However, there are
many opposing views to the use of mechanical aids on all
levels of education. Schmidt of Purdue University has this
to say about the use of mechanical devices in reading in-
struction.

[1]Lyle L. Miller, "Current Use of Workbooks and Mechan-
ical Aids," Starting and Improving College Reading Programs,
The Eighth Yearbook of the National Reading Conference
(Fort Worth, Texas: Texas Christian University Press,
1959), p. 73.

The fact is that every day literally thousands
of grade, high school, and college students are im-
proving their reading with films, pacers, and film
strip devices as an integral part of the teaching
programs. The results obtained in these programs,
in comprehension, speed and flexibility have been
reported until there is no question of their improve-
ment. Furthermore, and of equal importance, is the
fact that there is no full-scale evidence, gathered
by the use of large experimental and control groups,
that equal or better results could have been achieved
without the use of the aids. And until such evidence
is in, to question the usefulness of aids would seem
unscientific and idle, even emotional.[1]

Although machines will never replace the reading
teacher they will do much to foster various reading skills
at all levels of education if used as an aid.

The Flexibility of Reading Rate
at the College Level

The last fifteen years of reading instruction have
brought about a new era in the study of reading rate. No
longer are we satisfied with speed reading for the sake of
speed. The shift is now to the flexibility concept and how
it relates to reading rate. Recent research in the area of
rate is numerous but not always in agreement. Many educa-
tors feel that an increase in rate automatically brings
about an increase in comprehension. While still others in-
dicate that speed reading does not ultimately bring about
measurable gain in the area of comprehension. And so the

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[1]Bernard Schmidt, "Mechanical Devices and Reading,"
Journal of Developmental Reading, VII (Summer, 1964),
pp. 221-222.

controversy of speed reading vs. comprehension continues,
and more concrete implications must be drawn from more
extensive research in the area. However, in this dis-
cussion it is not the author's intention to deal with speed
reading and comprehension per se. One positive outgrowth
of the speed reading hysteria is the concept of flexibil-
ity. McDonald has made an extensive study of flexibility
and has the following statement to offer about flexibility:

> For more than a quarter century reading flex-
> ibility has been considered one of the most impor-
> tant characteristics of effective reading. Reading
> flexibility has been so universally accepted that it
> has become an axiom, often stated as "The hallmark
> of effective reading flexibility."[1]

Many differing concepts of flexibility have emerged
in recent years. McDonald believes that flexibility of
rate is the following:

> ---reading flexibility consists of the ability to
> utilize those reading processes and techniques which
> are particularly appropriate for the style, diffi-
> culty level, and theme of the reading material while,
> at the same time, being consonant with achieving the
> reader's purpose of the optimum level of performance.
> Thus, the flexible reader possesses those reading
> skills, techniques, and methods of attack which en-
> able him to achieve as complete an understanding of
> the author's meaning as is dictated by the reader's
> purpose. The flexible reader also has a psycholog-
> ical set toward the reading process which leads him
> to differentiate his reading approach to suit the
> difficulty of the article's content and style, the
> amount of background knowledge he possesses as well

[1]Arthur McDonald, "Flexibility in Reading," Reading
as an Intellectual Activity, ed. J. Allen Figurel, In-
ternational Reading Association Conference Proceedings,
Vol. 9 (New York: Scholastic Magazines, 1963), p. 81.

as the urgency of his need to satisfy his purpose
through reading the article. The flexible reader,
as the result of his attention to purpose, diffi-
culty of material, complexity of theme, and back-
ground knowledge, makes many adjustments of read-
ing approaches and specific techniques. These
adjustments may occur within a single section or
even a single paragraph of an article. Such ad-
justments are, of course, reflected in measurement
of rate. Variability in rate, however, is not the
result of flexible reading approaches. Work with
standardized paper-and-pencil instruments as well
as eye-movement photography have clearly confirmed
this conclusion.[1]

Berg sees the concept of flexibility in the following light:

Flexibility in reading is based on a complex series
of thought processes with a highly developed coordi-
nation assumed between them and the reading perfor-
mance. In the act of reading flexibly, all the
reading skills of the person meet in a constantly
shifting relationship. At one moment the person
reads rapidly, or perhaps applies to skill of
skimming. In another moment he may pause to make a
critical appraisal of a point the writer is making;
further on he may compare and relate to experiences
of his own or from another reference. Therefore,
flexibility is perhaps more a reflection of the
reader's existing mental state or personality and
behavioral characteristics than is any other read-
ing task.[2]

The following statement by Braam on flexibility is worth
noting:

---flexibility in reading is considered to be that
characteristic possessed by the mature efficient
reader which enables him to adjust or vary his rate
of reading in order to deal effectively with differ-
ing reading situations.[3]

[1]Ibid., pp. 82-83.

[2]Paul Conrad Berg, "Flexibility in Reading," Vistas
in Reading, ed. J. Allen Figurel, International Reading
Association Conference Proceedings, Vol. 11 (Newark:
International Reading Association, Inc., 1966), p. 45.

[3]Leonard E. Braam, "Developing and Measuring Flex-
ibility of Reading," The Reading Teacher, Vol. 16, No. 4
(January, 1963), p. 247.

In developing flexibility in reading at the higher
levels of the educational spectrum Carrillo's statements
should be carefully considered:

> An individual's reading speed should be con-
> trolled by two factors: (1) his personal purpose
> for reading the material; and (2) the difficulty of
> that reading material for him.[1]

Another factor that should be considered is the
reader's background knowledge of the material he is read-
ing. Size of type, student's daily attitudes, and dis-
tractability while reading can be secondary factors af-
fecting flexibility.[2]

The first step in the improvement of flexibility is
to raise the student's reading ability and his initial
rate. But the training must not be allowed to stop when
a reading rate is established. The student must proceed
to a more intensive training in flexibility of reading
rate. In order to achieve a sufficiently flexible rate of
reading at the secondary and college levels certain prac-
tices or methods are outlined by Carrillo.[3]

It also should be noted that, because flexibility is
learning by conscious practice until it becomes almost a
sub-conscious activity through proper training, any read-
ing improvement course must allow for the students to read

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[1]Lawrence W. Carrillo, "Developing Flexible Reading
Rates," Journal of Reading, Vol. 8, No. 5 (April, 1965),
p. 322.

[2]Ibid., p. 322.

[3]Ibid., pp. 323-324.

a large array of books in as many fields as possible.
Carrillo and Sheldon, who both did pioneer work in the
area of flexibility, have these additional suggestions for
teachers of reading at all higher levels of education to
promote flexibility:

> First and foremost all teachers should be con-
> scious of the flexibility of reading rate. Assign-
> ments should be made in a way that clearly indicates
> the kinds of information wanted. Students should
> be allowed to discuss ways in which the materials
> must be read to achieve the desired effect. Varied
> materials should be used, even if only in one sub-
> ject matter area, and care should be taken to point
> out the variability of proper attack necessary for
> different authors. Supplemental reading at varying
> levels of difficulty and with varying purposes
> should be encouraged and specific instruction given
> in reading with these differences in mind. The
> students should understand what makes some materials
> more difficult to understand than others and why they
> should vary their attack. If speed drills are given,
> the students should know why the material being used
> for this may be read rapidly and still comprehended.
> The emphasis should always be upon reading to under-
> stand rather than hurried reading without meaning.[1]

Even with the increasing popularity of flexibility,
very little is being done or has been done to develop
materials and tests designed to measure and develop the
flexibility concept. Sheldon and Carrillo in 1952 saw
the need for development of an instrument of flexibility
of rate as a major problem if the development of the con-
cept was to be amplified.[2] Even today's research tells

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[1]Lawrence W. Carrillo and William D. Sheldon, "Flex-
ibility of Reading Rate," Journal of Educational Psychology,
Vol. 49 (May, 1952), pp. 304-305.

[2]Ibid., p. 302.

us that lack of agreement on ways and methods of measuring
reading rate as well as flexibility of rate in reading.
Letson lists the following recommendations based on find-
ings by research authorities for the construction of rate
tests:

1. Continuous, uninterrupted text is preferable to
   short, unrelated passages.
2. Longer selections yield more reliable rate scores.
3. Difficulty level of material should be appropriate
   to the purpose.
4. Interest level of material should be reasonably
   high.
5. Material that is of a neutral nature and does
   not favor any subject area is preferable.
6. Time taken to answer questions should not be
   included in the rate of reading score.
7. Questions should be answered untimed and without
   recourse to the text.
8. Questions should be of appropriate kind and level
   of difficulty.[1]

However, since there are many variables to consider
in the construction of rate tests, extreme caution and
knowledge should be observed in designing tests of this
nature.

Before concluding this discussion of flexibility of
rates, the following statement must be considered in light
of previous information:

> Reading flexibility is no longer a "nice" goal to
> strive for if time permits. It is essential. The
> steadily increasing store of knowledge in every

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[1]Charles T. Letson, "Testing Speed and Comprehension
in Reading," Changing Concept of Reading Instruction, ed.
J. Allen Figurel, International Reading Association Con-
ference Proceedings, Vol. 6 (New York: Scholastic Mag-
azines, 1961), p. 227.

field of learning makes reading efficiency indis-
pensable if teachers and students are to keep their
learning current. The touchstone of reading ef-
ficiency, however, is reading flexibility. Research
has shown and continues to underscore the great need
for systematic instructional programs, aimed at de-
veloping and maintaining this indispensable reading
characteristic. Thus, reading instruction and as-
sessment must be reshaped to include the attainment
of reading flexibility as a prime objective.[1]

Summary

Throughout this review of related literature many
reading authorities have focused their attention on the
vast task of teaching reading at the college level. Of
great concern to the college reading program are its aims,
objectives, goals, organization, materials, and administra-
tion. While progress in these areas has been made, much
still remains to be done. Thus, studies such as the one
cited in this paper are needed to insure success in read-
ing at the college level.

[1]McDonald, op. cit., pp. 84-85.

CHAPTER III

THE PROCEDURE

A Restatement of the Problem

The purpose of this study was to provide information about college reading programs. Data gathered from the survey is to be used as a guide for the formation of a reading improvement program at a small mid-western liberal arts college. In scope the study was limited to accredited colleges and universities in six mid-western states.

Procedure for the Investigation

The questionnaires were the major source of data for the survey. However, professional periodicals and journals were consulted when deemed necessary. Questionnaires were mailed to reading program directors and those people directly responsible for the reading improvement program at their respective institutions of higher learning. In addition to the questionnaire, a form letter was sent to the above persons. A copy of the letter and the questionnaire may be found in Appendix I.

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Questionnaire Design

The questionnaire placed emphasis upon all the various aspects of the college reading program. Considered in the questionnaire were topics such as: the type of program, the department responsible, the texts, the mechanical aids, and other materials used. In essence the questionnaire was organized with the following important objectives in view:

An investigation of the types of program and administrative procedures:

1. The present practices and procedures of college reading programs.

2. The administrative consideration dealing with reading programs at the college level.

3. The types of reading services within a given reading program.

4. Present weaknesses in college reading programs apparent to faculty members.

An investigation of materials used in college reading programs:

1. Materials used for the improvement of reading at the college level.

2. Types of materials needed to make college reading programs more efficient and effective.

The present study therefore, should bring into focus
the current status of reading instruction at the college
level, its organization, purpose, aims, objectives, tech-
niques, and materials.

Quantitative Analysis of Data

A questionnaire was sent to the select colleges and
universities during the month of April, 1968. The orig-
inal response totaled forty-eight colleges and universities.
A follow-up note was sent in the latter part of May, 1968,
to those schools that did not initially respond to the
questionnaire. This action produced five additional re-
spondents, bringing the total number of schools partici-
pating in the survey to fifty-three or 75.7% of the total
number of seventy originally contacted.

CHAPTER IV

THE RESULTS

Recapitulation

The results obtained from the questionnaire sent to
seventy colleges and universities, accredited by the
North Central Association of Colleges and Secondary
Schools, revealed significant information concerning the
administration, procedures, practices, and materials op-
erating to insure success in the college level reading
program.

Analysis of Services Offered

TABLE 4

CATEGORICAL PRESENTATION OF RESPONDEES BY STATES

State	Number of Colleges and Universities Contacted	Number of Colleges and Universities Responding	Percent %
Illinois	19	13	68.4%
Indiana	7	5	71.4%
Iowa	10	7	70.0%
Michigan	12	10	83.3%
Minnesota	11	10	90.0%
Wisconsin	11	7	66.3%
Total	70	53	75.7%

Of the seventy questionnaires sent to colleges and universities, fifty-three were returned. This was a 75.7% response from the six states surveyed. The number of colleges contacted by states and the number of colleges responding to the questionnaire were shown in Table 4.

Of the fifty-three institutions which responded to the questionnaire, thirty-seven, or 69.8%, reported that they were operating reading services for their students. The data to be presented will be concerned with the thirty-seven institutions which offer reading programs. Percentages will be calculated on the basis of the thirty-seven having reading programs. Two of these institutions offering reading services to their students did so through private reading companies. In Table 5, the types of programs offered are given.

TABLE 5

DATA OF INSTITUTIONS CONTACTED, INSTITUTIONS RESPONDING, AND SERVICES OFFERED

Survey	Number	Per Cent
Institutions offering reading courses to undergraduate student	28	75.7%
Institutions offering freshman reading and study skills courses	21	66.5%
Institutions offering speed reading courses	19	51.5%
Institutions offering clinical services for college remedial readers	18	48.6%
Institutions offering reading improvement courses in the college evening or adult division	17	45.9%

It was noted that twenty-eight, or 75.7%, of the total having programs, offered reading improvement courses for undergraduate students. Of reading courses offered to undergraduate students, freshman reading and study skills courses were the most popular followed closely by speed reading courses. Slightly more than half of the institutions offered reading services for college remedial readers and less than half offered reading improvement courses in their evening or adult divisions.

An Analysis of Departments Sponsoring the Reading Services

Part 1, Section C, of the questionnaire was concerned with the department or personnel responsible for providing the reading program. Education departments led in the sponsorship of college reading programs. According to the data collected, fourteen, or 37.8%, of the programs were conducted under the direction of the education department. Deans of Students and Student Affairs were responsible for eight, or 21.6%, of the total number of reading programs. Psychology and guidance departments accounted for five, or 13.5%, of the programs. While English departments were also responsible for five, or 13.5%, of the reading programs. One institution reported

the humanities division as its sponsor. Another listed
its reading program under the management of a rhetoric de-
partment. There was one institution that was under the
sponsorship of education and psychology departments joint-
ly, while still another institution was run by a psycho-
educational clinic. Only one school reported that its
reading program was under management of a reading clinic,
headed by its own clinic president.

An important observation the study brought into
focus was that the majority of the institutions reported
that the personnel involved in the reading programs were
engaged in the program on a part time basis. Some had
doctorate degrees, but the greater portion, devoting
their energies to the promotion of reading at the col-
lege level, were those with master's degrees in reading
and graduate students of education and psychology.

Areas of Weakness in Reading
at the College Level

Within the survey, a question about the specific
weakness of students engaged in college reading programs
was asked. Areas suggested included vocabulary, study
skills, rate of reading, reading and listening compre-
hension, informational and recreational reading, and
critical and interpretative skills. The general

weaknesses in reading at the college level are clearly

shown in descending frequency in Table 6.

TABLE 6

AREAS OF GENERAL WEAKNESSES
IN READING

Skill	Number Responding	Per Cent of Respondents
Basic Study Skills	31	88.0%
Rate of Reading	30	85.7%
Reading Comprehension	29	82.8%
Critical Reading	28	80.0%
Vocabulary Development	26	74.3%
Interpretative Skill	24	70.9%
Informational Reading	19	54.3%
Recreational Reading	17	48.5%
Listening Comprehension	17	49.5%

Thirty-five of the respondents, (94.6%), acknowledged

the existence of weaknesses of college readers. Weaknesses

with frequencies ranging from 80% to 88% were in basic

study skills, rate of reading, reading comprehension, and

critical reading. Vocabulary development, interpretative

skills was indicated by 70% to 74.3% of the respondees. Ap-

proximately one-half of the respondees checked informa-

tional reading, recreational reading, listening comprehen-

sion.

An Analysis of the Selection of Students

Thirty-one, or 83.7%, of the institutions surveyed reported that students interested in improving their general reading skills accounted for the greatest number of students in the reading programs. Students of college potential, but are not achieving well because of reading difficulties were mentioned twenty-seven, or 73.1%, of the time. College students not working up to their potential accounted for twenty-four, or 64.9%, of those in reading service programs. Twenty-two, or 59.7%, are students who are working up to their potential, but want help in reading. Two institutions required all incoming freshmen be referred for reading services. It is important to note that many of the institutions having reading programs checked more than one item on this question.

The reasons for referring students for reading services were numerous. However, twenty-seven, or 73.1%, reported that the students themselves agreed to enter the programs. Those referring themselves for reading services were followed closely, with twenty-six, or 70.2%, referred at the request of guidance personnel. Twenty-four, or 64.1%, of the referrals were made because of low scores on freshman test other than CEEB. Instructors referred students for reading services, twenty-two, or 59.7%,

of the time. Only eight, or 21.6%, of the students were referred because of low scores on the CEEB test.

Most of the institutions conducted their programs on a voluntary-non-credit basis. Only six respondents indicated compulsory programs on both a credit and non-credit basis. On only eight occasions, programs were of a voluntary description with credit given. The number of credits differed measurably according to the program.

An Analysis of the Method or Methods Currently being Emphasized in College Reading Programs

In the area of methods employed, the respondents in most cases checked more than just one item. Table 7 presents the methods employed in college reading programs in descending order of frequency.

TABLE 7

METHODS OR TECHNIQUES EMPLOYED IN THE COLLEGE READING PROGRAM

Method or Technique	Freq. of Mention	Per Cent of Total Freq.
Individualized Instruction	26	73.4%
Drill-workbooks	25	67.5%
Counseling	22	59.7%
Demonstration	19	51.3%
Drill-Mechanical	18	48.6%
Lecture	18	48.6%
Programming	11	21.1%

More than one-half of the respondents checked individualized instruction, drill-workbooks, counseling, and demonstration as the most frequently used methods in the teaching of college reading. Fewer than one-half of the respondents listed the drill-mechanical, lecture, and programming as methods they used in the teaching of reading at the college level. Many of the respondents indicated that counseling methods were coming into prominence while several institutions suggested that further refinement was needed if the programming technique of teaching college reading is to gain in usage.

Size of the Reading Programs

The survey denoted that thirteen institutions serviced 250 or more students. However, it was interesting to note that the next frequently mentioned program size was from 0-30 students. Nine institutions were included in this group. Eight of the schools had from 50-100 students enrolled in their reading programs. Students in the programs with 150-200 and with 200-250 were mentioned less frequently with four and three institutions reporting respectively.

Length of Programs

Based on the responses received from the question-
naire, statistics on course length illustrate that wide
differences were apparent. The median amount of time in-
volved in a course is 32 hours, usually with one hour
periods, two or three times a week. Programs ranged from
one to two hours a day; from one to five meetings per
week. and from six to seventy hours per course.

Class Size

There was a wide variation in minimum and maximum
size reported by thirty-five institutions responding to
this question. Twelve, or 34.2%, reported that their
average class size was from fifteen to twenty students.
The next average class size was from ten to fifteen
students as reported by eight, or 22.7%, of the insti-
tutions. Six, or 17.1%, of the institutions said that
the average class size was twenty to twenty-five students.
Two, or 5.7%, had an average class size of twenty-five
to forty students. The same was true for institutions
with a class size of forty or more students.

Mechanical Devices Used in College
Reading Improvement Programs

Part II of the questionnaire deals exclusively with
the various materials used in college reading programs.

Mechanical devices or machines are among the materials
used frequently. In considering the extent to which
mechanical aids are used in college reading programs, it
must be noted that the survey made no attempt to prove
the merits of the machine versus a non-machine approach
to college reading. The survey reports only the extent
to which the machines are used.

In recent years many reading specialists have found
that mechanical aids do have a place in the teaching of
reading, both as a motivational consideration and as
technique for reading improvement. Mechanical devices
were listed as prominent factors in the teaching of read-
ing at the college level. The survey revealed that only
seven of the institutions did not use mechanical devices
in their programs. Many institutions reported using more
than one mechanical device. Table 8 lists the ten most
used mechanical devices in their descending order of
frequency.

The results tend to indicate the wide use of dif-
ferent mechanical devices in the college reading program,
with pacers and tachistoscopes having more appeal than
the other. Of the reading films, the Harvard University
films were the most popular.

TABLE 8

THE TEN MOST USED MECHANICAL DEVICES
IN THE COLLEGE READING PROGRAM

(N-30)

Mechanical Device	Number of Schools	Per Cent
SRA Controlled Reader	18	60.0%
Reading Accelerator	17	56.6%
Shadow Scope	12	40.0%
Reading Pacer Rateometer	10	33.3%
Keystone Flashmeter	9	30.0%
AVR Tach-X	8	26.6%
Flash-X	7	23.3%
Craig Reader	6	20.0%
SRA Tachistoscope	5	16.6%
Reading Film	3	10.6%

Analysis of Workbooks and Supplemental Workbooks Used in College Reading Programs

The questionnaire indicated that a great variety of
workbooks were used. Today, as in past years, workbooks
still enjoy a great deal of popularity as a teaching aid
in college reading programs. Thirty-two institutions re-
ported the use of workbooks in their reading programs.
The respondents to the question were asked to state the
basic workbook or workbooks used in the course and those
used for reference work only. In Table 9 is shown the
ten workbooks used most frequently in descending order of
frequency of use as a text.

TABLE V

INSTITUTIONS REPORTING THE USE OF THE TWO
MOST FREQUENTLY USED WORKBOOKS

Author	Book	The Basic Work-book Used in Course Work	Those Used for Reference Work Only
Baker	Reading Skills	13	4
Brown	Efficient Reading	11	10
Gilbert	Power and Speed in Reading	10	6
Simpson	SRA Better Reading Books	9	6
Strang	Study Type of Reading Exercises	7	6
Spache Berg	The Art of Efficient Reading	7	4
Miller	Increasing Reading Efficiency	6	9
Glock	Improvement of College Reading	5	14
Pauk	How to Study in College	4	11
Cooper Griffin	Toward Better Reading Skill	4	6

The data revealed that no one supplemental material
was overwhelmingly used by instructors of reading at the
college level. Materials used to supplement workbooks
were of a wide variety and description. The need for such
materials was expressed by most of the respondents. Many
respondents checked two or more materials they used to sup-
plement workbook activity. Thirty institutions answered
this question. The ten most frequently used materials

that supplement workbooks in the college reading program
are listed in Table 10 in the order of descending fre-
quency.

TABLE 10

THE TEN MOST FREQUENTLY USED MATERIALS
THAT SUPPLEMENT WORKBOOK ACTIVITIES
AT THE COLLEGE LEVEL

Material	Number of Schools	Per Cent
Mimeographed Local Material	26	86.6%
Vocabulary Exercises	20	66.6%
Novels	20	66.6%
Dictionaries	20	66.6%
College Textbooks	19	63.3%
Sha Laws	19	63.3%
All Types of Outside Reading	18	60.0%
Worksheets	14	46.6%
Short Stories	12	40.0%
Various Reprints	11	36.6%

Use of Tests in the College Reading Program

Standardized reading tests were part of the reading
program in twenty-six institutions. Five of these in-
stitutions also used teacher-made tests. Of the standard-
ized tests used, five of them accounted for 81 per cent
of the formal reading tests mentioned by respondents. In
order of frequency used the tests mentioned were: the
Nelson-Denny Reading Test; Diagnostic Reading Test; the

Cooperative English Test, the Iowa Advanced Reading Test,
and the California Reading Test.

Materials Needed to Make College Reading Programs More Efficient and Effective

At the conclusion of the questionnaire the respondents
were asked to state the materials they felt were needed,
if any, to make the college reading program more success-
ful. All but four of the respondents having programs check-
ed items on this question they believed to be important.
The five most frequently mentioned were: the need for ma-
terials in specific subject content areas; the need for
more efficient standardized reading tests; the need for
materials specifically designed for a college reading
program; the need for better vocabulary aids; and the
need for more materials of a remedial nature.

Summary

The thirty-seven institutions which participated in
the study provided sufficient data to acquire an over all
picture of current college reading improvement programs.
Data gathered from the study indicated the following:

1. Thirty-seven of the seventy mid-western colleges
   and universities contacted in the study had read-
   ing programs.

2. Two of those having reading programs were provided by private reading firms.

3. Twenty-eight institutions offered developmental reading courses to undergraduate students.

4. Twenty-one institutions offered freshman reading and study skill courses.

5. Nineteen institutions offered speed reading courses to their students.

6. Eighteen of the institutions offered clinical services for college remedial readers.

7. Most reading services are under the sponsorship of the education department.

8. Most people connected with college reading programs are working at it on a part time basis.

9. The respondents considered basic study skills and speed of reading as the two most apparent weaknesses among college students.

10. Most students involved in the reading programs were there on a voluntary basis for no credit.

11. Many students in the reading program were there by the request of guidance personnel and individual instructors who were interested in their academic success.

12. The two methods or techniques most used in reading programs were individualized instruction and the drill-workbook technique.

13. Most institutions serviced between 100 or more
    students in their reading program.

14. The class size most frequently mentioned was
    from 15 to 20 students.

15. The length of the program was usually about 12
    hours, meeting one hour a day, two or three times
    a week.

16. Reading pacers and tachistoscopes were the most
    widely used mechanical devices.

17. A great variety of different workbooks were used
    in the reading program.

18. The most frequently used supplemental materials
    to the workbook are: mimeographed local materials,
    vocabulary exercises, novels, and dictionaries.

19. The most frequently used standardized reading test
    is the Nelson Denny Reading Test.

20. A great need exists for materials in specific
    subject content areas at the college level.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This investigation was undertaken to provide information concerning the current status of reading improvement instruction in six mid-western states. The institutions involved in the survey were members of the North Central Association of Colleges and Secondary Schools. The colleges and universities contacted were from the states of: Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin.

Data was acquired by survey, utilizing the questionnaire. A survey of related literature, discussions with learned people in the higher levels of education, the author's thoughts, opinions, and interest in the topic resulted in a questionnaire study intent on gaining a measurable degree of knowledge on the current status of reading at the college level.

General Conclusions

The study provided the author with the opinions and ideas of instructors and professors having experience in the field of college reading courses. The following

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conclusions and implications are drawn needed, with dis-
cussing reading improvement programs at the college level.
For the purpose of clarity the conclusions can be classi-
fied into two broad main categories.

A. Organization, Administration, and Personnel.

    1. The attitude and thinking among administrative
       personnel at the college level in regard to read-
       ing improvement courses portray negative tones as
       well as positive values.

    2. Too many reading programs are understaffed.

    3. Most respondents indicated that many staff members
       are functioning in the reading program on a part
       time basis.

    4. The current trend is for the education department
       to administer the reading program.

    5. The majority of reading programs were of develop-
       mental nature and did little, if any, for the re-
       medial college reader.

    6. The majority of students participated in the read-
       ing program on a voluntary non-credit basis.

    7. The current trend in college reading instruction
       is toward shorter courses, generally from ten to
       fourteen weeks.

    8. Lack of funds and negative thinking on the part of

many college staff members had hindered the move-
ment toward better reading programs in our col-
leges and universities.

9. More extensive research and development in all
areas of college reading improvement is needed.

B. Methods, Materials, and Skills.

1. Both mechanical and non mechanical materials were
used.

2. There is a great deal of emphasis on individualized
instruction in reading at the college level.

3. A need exists for more variety of teaching mater-
ials.

4. The development of better reading tests at the
college level is a must.

5. The flexibility concept of reading rate must be
emphasized.

6. The counseling approach or technique of teaching
reading is currently gaining prominence.

Recommendations

In the process of formulating this paper and reviewing
the recent literature, certain recommendations for the
improvement of reading at the college level can be set
forth.

1. More research and investigation in methods and ways to improve college reading programs is greatly needed.

2. More full time personnel is needed in the administration of reading programs.

3. All college personnel must take an active interest in the reading program if success is to be realized.

4. Constant re-evaluation of the program should be made periodically and changes should be employed when necessary.

5. Administrative personnel of a college must understand the reading program and the implications for the college in general.

6. Institution presidents and administrative personnel must be cognizant of the values of reading improvement programs in the curriculum.

7. Funds must be available to insure a total reading program with consideration of developmental and remedial reading courses.

8. Reading programs should be made meaningful to the students, with the specific needs of the school in mind.

9. Care should be given to the development of a
    well-balanced program - total emphasis on
    machines tends to produce a shallow reading
    program.

10. Finally, students should be educated to the
    merits of a sound reading practice and its
    place in the college curriculum.

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APPENDIX I

INSTITUTIONS CONTACTED
CONTACT LETTER
QUESTIONNAIRE

INSTITUTIONS CONTACTED

Colleges and Universities
Accredited by the North Central
Association of Colleges and Secondary Schools

Illinois

Augustana College, Rock Island
Bradley University, Peoria
Concordia College, River Forest
De Paul University, Chicago
Eastern Illinois University, Charleston
Elmhurst College, Elmhurst
Knox College, Galesbury
Loyola University, Chicago
Illinois State University, Normal
MacMurray College, Jacksonville
Millikin University, Decatur
North Central College, Naperville
North Illinois University, De Kalb
Rockford College, Rockford
Rosary College, River Forest
Southern Illinois University, Carbondale
University of Chicago, Chicago
University of Illinois, Urbana
Wheaton College, Wheaton

Indiana

Ball State University, Muncie
Butler University, Indianapolis
Indiana State University, Terre Haute
University of Indiana, Bloomington
Purdue University, Lafayette
St. Francis College, Fort Wayne
Valparaiso University, Valparaiso

Iowa

Clark College, Dubuque
Coe College, Cedar Rapids
Grinnell College, Grinnell
Drake University, Des Moines
Loras College, Dubuque
Luther College, Decorah

St. Ambrose College, Davenport
Wartburg College, Waverly
State College of Iowa, Cedar Falls
University of Iowa, Iowa City

Michigan

Albion College, Albion
Central Michigan University, Mount Pleasant
Eastern Michigan University, Ypsilanti
Calvin College, Grand Rapids
Ferris State College, Big Rapids
Hope College, Holland
Madonna College, Livonia
Michigan State University, East Lansing
North Michigan University, Marquette
University of Detroit, Detroit
University of Michigan, Ann Arbor
Western Michigan University, Kalamazoo

Minnesota

Augsburg College, Minneapolis
Bemidji State College, Bemidji
Carleton College, Northfield
College of St. Scholastica, Duluth
College of St. Teresa, Winona
Concordia College, St. Paul
Mankato State College, Mankato
Moorhead State College, Moorhead
St. Cloud State College, St. Cloud
St. Mary's College, Winona
University of Minnesota, Minneapolis

Wisconsin

Alverno College, Milwaukee
Beloit College, Beloit
Cardinal Stritch College, Milwaukee
Lawrence College, Appleton
Marquette University, Milwaukee
Mount Mary College, Milwaukee
Ripon College, Ripon
St. Norbert College, West De Pere
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
Viterbo College, La Crosse

THE CARDINAL STRITCH COLLEGE
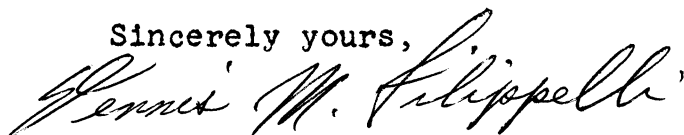
Milwaukee, Wisconsin

       At the present time I am a Reading Specialist in the
Kenosha Public School System. In the near future I will join
the staff of a small liberal arts college and devote part of
my time in the area of reading improvement at the college
level. Under the sponsorship of the Cardinal Stritch College,
Milwaukee, Wisconsin, I am making a survey to provide informa-
tion concerning the current status of reading improvement
instruction in six Mid-Western States.

       This study is being done in partial fulfillment for a
Master of Arts degree in Education, Reading Specialist. It
is to be used as a guide for the formation of a reading improve-
ment program at a small Mid-Western liberal arts College.

       Teaching reading skills at the college level is a challeng-
ing task. Yet the development of advanced reading skills is
more essential to a college education and later to the American
citizen than any other skills in our changing technological
society.

       In order to complete this study, we would appreciate the
completed enclosed questionnaire not later than May 15, 1968.
Your kind cooperation in this matter is greatly appreciated.
Thank you.

                         Sincerely yours,

                         Dennis M. Filippelli

Q U E S T I O N N A I R E

A SURVEY
OF
COLLEGE AND UNIVERSITY READING PROGRAMS
IN
SIX MID-WESTERN STATES

Overview

This questionnaire is divided into two parts:

    Part I seeks information regarding the present practices, procedures, and various other administrative considerations dealing with reading programs at the college level.

    Part II seeks information about materials of varying types used for reading improvement programs at the college level.

    Additional comments, suggestions, or views pertaining to problems in college reading instruction will be greatly appreciated.

    Individual responses will be treated confidentially.

    Respondents will not be identified.

    Please return the completed questionnaire in the enclosed postage-paid envelope.

    If your school does not provide reading improvement services please place a check mark in the box to the right and return the unanswered questionnaire in the enclosed postage-paid envelope.

                                                  Dennis M. Filippelli

I. Name and title of respondent_____

_____

II. Name and location of the College_____

_____

III. This section is concerned with the present practices, procedures, and various other administrative considerations dealing with reading programs at the college level.

    A. Does your college offer special reading   Yes___ No___
        services to students?

    B. If so, what type or types of reading services
        are offered:

        1. Freshman reading and study skills courses Yes___ No___
        2. Reading improvement courses for
            undergraduate students.   Yes___ No___
        3. Speed reading courses   Yes___ No___
        4. Reading improvement courses in the college
            evening or adult division   Yes___ No___
        5. Clinical services for college remedial
            readers.   Yes___ No___
        6. Other (state)_____

_____

        Comments:_____

_____

_____

    C. What department sponsors the reading services:

        1. Education department   Yes___ No___
        2. Psychology department   Yes___ No___
         3. English department   Yes___ No___
         4. Guidance services   Yes___ No___
         5. No department but directly
            under the Dean of Students   Yes___ No___
        6. Other (state)_____

_____

    Comments:_____

_____

_____

D. Instructors in the reading services program:

    1. Full time   Yes____ No____
    2. Part time   Yes____ No____
    3. Ed. D.   Yes____ No____
    4. Ph. D.   Yes____ No____
    5. Masters in reading   Yes____ No____
    6. Graduate students   Yes____ No____

E. In which of the following areas of reading have you
   detected specific weaknesses at the college level:

    1. Vocabulary development   Yes____ No____
    2. Basic study skills   Yes____ No____
    3. Reading comprehension   Yes____ No____
    4. Listening comprehension   Yes____ No____
    5. Rate of reading   Yes____ No____
    6. Critical reading   Yes____ No____
    7. Interpretative skill   Yes____ No____
    8. Informational reading   Yes____ No____
    9. Recreational reading   Yes____ No____

    Comments: _____

    _____

F. What type of student is referred for reading services:

    1. Students who are working up to their   Yes____ No____
       potential, but want help in reading
    2. Students who are not working up to potential Yes__ No____
    3. Students of college potential but are not
       achieving well because of reading   Yes____ No____
       difficulties.
    4. Students interested in their general
       reading improvement   Yes____ No____
    6. Other (state)_____

    Comments: _____

    _____

G. Who refers the students in need of reading services:

    1. Referral by instructors   Yes____ No____
    2. Referral by guidance personnel   Yes____ No____
    3. Low scores on CEEB   Yes____ No____
    4. Low scores on freshman battery of tests
       other than CEEB   Yes____ No____
    5. Students themselves   Yes____ No____
    6. Other (state)_____

    Comments: _____

    _____

H. Method of admission to reading program:

   1. Voluntary - non-credit basis   Yes____ No____
   2. Voluntary - credit basis   Yes____ No____
      If so, how many credit hours are given
   3. Compulsory - non-credit basis   Yes____ No____
   4. Compulsory - credit basis   Yes____ No____
      If so, how many credit hours are given   _____
   5. Other (state)_____

    _____

    Comments:_____

    _____

    _____

I. Identify the method or methods currently being emphasized in
your reading improvement program:

   1. Lecture   Yes____ No____
   2. Demonstration   Yes____ No____
   3. Drill-mechanical   Yes____ No____
   4. Drill-work books   Yes____ No____
   5. Counseling   Yes____ No____
   6. Programming   Yes____ No____
   7. Individualized instruction   Yes____ No____
   8. Other (state)_____

    Comments:_____

    _____

    _____

J. Number of students in the program for a year:

   1. 0-50 students   Yes____ No____
   2. 50-100 students   Yes____ No____
   3. 150-200 students   Yes____ No____
   4. 200-250 students   Yes____ No____
   5. More than 250 students   Yes____ No____

    Comments:_____

    _____

    _____

K. Scheduling of the reading program:

	Hours per week	Length		
1.	3 hours	semester	Yes____	No____
2.	6 hours	semester	Yes____	No____
3.	3 hours	quarter	Yes____	No____
4.	6 hours	quarder	Yes____	No____

	Hours per week	Length		
5.	3 hours	ten weeks	Yes___	No___
6.	3 hours	less than 10 weeks	Yes___	No___

7. Other (state)_____

Comments:_____

L. Average number of students in each class:

1.	0-10	Yes___	No___
2.	10-15	Yes___	No___
3.	15-20	Yes___	No___
4.	20-25	Yes___	No___
5.	25-40	Yes___	No___
6.	More than 40	Yes___	No___

Comments:_____

M. Length of training and total class hours spent on reading instruction:

	Number of hours		
1.	20 hours	Yes___	No___
2.	30 hours	Yes___	No___
3.	40 hours	Yes___	No___
4.	50 hours	Yes___	No___
5.	More than 50 hours	Yes___	No___

Comments:_____

PART II

I. Materials used for the improvement of reading at the college level.

A. Pacers

1.	Rateometer	Yes___	No___
2.	Accelerator	Yes___	No___
3.	Schadowscope Reading Pacer	Yes___	No___
4.	Keystone Reading Pacer	Yes___	No___
5.	Others (state		

_____

B. Tachistoscopes

    1. The Keystone Flashmeter   Yes____ No____
    2. The Tachitron   Yes____ No____
    3. EDL Tach-X   Yes____ No____
    4. EDL Tachistoscope   Yes____ No____
    5. Flash-X   Yes____ No____
    6. Speed-i-o-scope   Yes____ No____
    7. Other (state)_____

C. Film-strip Projectors with Film Strip Series

    1. EDL Controlled Reader   Yes____ No____
    2. Metronoscope   Yes____ No____
    3. Craig Reader   Yes____ No____
    4. Perceptoscope   Yes____ No____
    5. Tachomatic 500   Yes____ No____
    6. Other (state)_____

D. Reading Films

    1. C-B Educational Films   Yes____ No____
    2. Harvard University Films   Yes____ No____
    3. Iowa Silent Reading Films   Yes____ No____
    4. Purdue Reading Films   Yes____ No____
    5. Other (state)_____

E. Workbooks   Please check (✔)

	The basic work-book or work-books used in course work	Those used for reference work only
1. Miller, Increasing Reading Efficiency, Holt & Company	( )	( )
2. Spach-Berg, The Art of Efficient Reading, Macmillan Company	( )	( )
3. Glock, Improvement of College Reading, Houghton Mifflin Company	( )	( )
4. Simpson, SRA Better Reading Books, Science Research Associates, Inc.	( )	( )
5. Brown, Efficient Reading, D. C. Heath Company	( )	( )
6. Gilbert, Power and Speed in Reading, Prentice Hall Company	( )	( )
7. Strang, Study Type of Reading Exercises, Columbia University Press	( )	( )