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PRESCRIPTIVE AND PERSONALIZED TEACHING METHODS
IN COMMUNITY AND JUNIOR COLLEGE READING COURSES

The University of Oklahoma, Ph.D., 1974
Education, curriculum development

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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

PREScriptive AND PERSONALIZED TEACHING METHODS
IN COMMUNITY AND JUNIOR COLLEGE
READING COURSES

A Dissertation Presented in Partial
Fulfillment of the Requirements
for the Degree
Doctor of Philosophy

by

MARY ANN HENDERSON

Norman, Oklahoma

1974

PREScriptive AND PERSONALIZED TEACHING METHODS
IN COMMUNITY AND JUNIOR COLLEGE
READING COURSES

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ACKNOWLEDGMENTS

It is the writer's pleasure to express appreciation to the many people who have contributed to the accomplishment of this dissertation. Dr. Richard P. Williams, Chairman of the Doctoral Committee, provided encouragement and skillful guidance throughout the course of this study. Dr. Gerald T. Kowitz, Dr. Michael Langenbach, and Dr. John W. Renner offered their advice and assistance as members of the doctoral committee.

The administrative personnel at Oscar Rose Junior College, El Reno Junior College, and Seminole Junior College provided facilities and students for the investigation. The writer is indebted to the instructors at these institutions for their participation. Mrs. Frances Warrenburg, Mrs. Bessie Jenkins, Dr. Helen Carter, Mrs. Laverna Collett, Mrs. Jinny Bradshaw, Mr. Bill Brown, and Mrs. Eloise Wright implemented the experimental treatments in their courses and assisted in data collection.

Special gratitude is due my husband, Upton, for his encouragement, and to Holly, Bruce, and Ivy for their understanding. Appreciation is expressed to Phylliss for her confidence which contributed to the realization of this goal.

M.A.H.

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CHAPTER I

THE PROBLEM

Introduction

The educational and societal needs of America in the current decade have fostered the growth of community and junior colleges across the nation. In 1969, Secretary of Health, Education and Welfare, Robert H. Finch, called for the community and junior colleges to meet the challenges of the seventies by providing career education, job training, and continuing education for their diverse student enrollment.¹ This commitment at the national level was manifested in Oklahoma with the opening of two new junior colleges in 1970.²

The expansion of enrollments and numbers of community and junior colleges have made higher education available to students of varying educational promise. The open door admission policy encourages students to embark upon degree programs without regard to previous experience,

¹Marcie L. Avram, "Opportunities in the 70's," Junior College Journal 40 (November 1969): 10-11.

²E. T. Dunlap, "Oklahoma Looks to 1970," Junior College Journal 39 (February 1969): 29-32.

probable academic success, or level of proficiency in academic skills. The community and junior colleges are observing that an increasingly large portion of their student body are students of low ability. Courses in reading improvement have been initiated in these institutions to provide high risk students with characteristics which will favor the accomplishment of their career and educational goals.

Learning theory has been described as "a distinct area within theoretical psychology."³ Learning theories have been employed to describe educational practices, and the utilization of some learning theories has contributed to the development of instructional materials and organizational strategies. There is a trend toward instruction using individualized methods in reading courses designed for underachieving college students. There has not been a study to indicate to the junior college reading improvement instructor which of two competing learning theories when applied to the individualized teaching of junior college students might be more effective in the development of reading and affective variables associated with academic success. Some reading educators state that individualized instruction holds the greatest promise for

³Morris L. Bigge, Learning Theories for Teachers (New York: Harper and Row, Publishers, 1971), p. 7

teaching classes where students of diverse educational accomplishments exist. The question of which kind of individualization, individualization based upon behavioristic theory or individualization based upon cognitive-field theory, has not been investigated.

Learning has been defined in terms of the origin or change of the learner's activity.⁴ Scholars of behavioristic and cognitive-field theory orientations refer to activity which is inherent in the learning process. The nature of the learner's activity, however, receives different emphases within each theory.

The cognitive-field theorists stress the process of the learner's activity. Piaget refers to the central role of self-directed activity in the learning process.⁵ It is emphasized that it is in purposeful actions of goal-directed activity that man uses objects to fashion meaning from his environment. The cognitive-field theorist views motivation as a condition which is characterized by a person's desire to do something which he perceives in his psychological field as meaningful and relevant to his purposes.

⁴Ernest R. Hilgard and Gordon H. Bower, Theories of Learning, 3rd ed. (New York: Appleton-Century-Crofts, Educational Division, Meredith Corporation, 1966), p. 2.

⁵Jean Piaget, Science of Education and Psychology of the Child (New York: The Viking Press, 1972), p. 152.

In contrast, the behaviorist views the learner's activity in terms of the production of new or different responses which are emitted as a result of the control of sequence and reinforcement stimuli. B. F. Skinner recommends the use of teaching machines in which preestablished subject matter is organized into a logical sequence.⁶

Learner motivation is resultant from reinforcement stimuli in the form of immediate feedback and being permitted to proceed to the next step only after he has registered a correct response. The influence of behavioristic theory may be observed in programmed instruction and materials used with systems approaches and computer assisted instruction.

The increasing occurrence of individualized reading courses offered at two-year and four-year colleges and the diversity within these approaches led the researcher to question the comparative merits of behavioristic and cognitive-field theory based methods. A pilot study was undertaken to investigate the effectiveness of two individualized programs upon students enrolled in a reading improvement course at a four-year institution.

The Pilot Study

The pilot study was conducted at Central State

⁶B. F. Skinner, The Technology of Teaching (New York: Appleton-Century-Crofts, 1968), pp. 29-39.

University in the spring of 1972 to determine which of two individualized teaching techniques, prescriptive based upon behavioristic theory or personalized based upon cognitive-field theory, was more effective in favorably changing total reading achievement, total self concept, and total reading interest. The two experimental groups were composed of students who enrolled in two sections of the two-hour, elective, credit-bearing course. The treatments were randomly assigned to the instructional groups.

Both groups received an initial reading test which measured vocabulary, comprehension, and reading rate. Students who were taught by the prescriptive method were instructed to use self-corrective materials from the multi-text reading laboratory in developing competence in the low scoring portions of the pretest. Student-instructor verbal interactions occurred when initiated by the students within the prescriptive group. These interactions were to occur when the student needed assistance or wanted to talk about his progress with the instructor. Work accomplished during the week was submitted to the instructor the last class meeting of each week and was returned with written comments on the first class meeting of each subsequent week. Students who were instructed by the personalized approach jointly decided their course objectives with the instructor during an individual conference after the pretest. A minimum of three individual

conferences occurred each week where the student's progress toward his course objectives in reading laboratory materials; his progress in other courses; his contracted readings in newspapers, magazines, and books, and student-initiated discussion of personal problems were discussed.

An experimental design called the "Before and After Control Group Design" was used for the purpose of the study.⁷ Pretests and posttests were administered on the dependent variables over a two and one-half week interval. A cut time administration of the Nelson-Denny Reading Test⁸ was used to increase the sensitivity of the assessment.⁹ Total self concept scores were gathered through use of the Counseling Form of the Tennessee Self Concept Scale.¹⁰ Total reading interest was measured by the researcher's Reading Interest Scale which was rated as a valid measure of reading interest by a panel of judges.

⁷Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1964), p. 308.

⁸M. J. Nelson and E. C. Denny, The Nelson-Denny Reading Test, revised James I. Brown (Boston: Houghton Mifflin, 1960).

⁹James Creaser et al., "Effects of Shortened Time Limits on the Nelson-Denny Reading Test," Journal of Reading 14 (December 1970): 167-170.

¹⁰William H. Fritts, Tennessee Self Concept Scale (Nashville: Counselor Recordings and Tests, 1965).

A reliability index of .94 was calculated for this instrument with repeated measures of fifteen students in another course at Central State University. The Reading Interest Scale and reliability information may be found in Appendix A.

The self concept and reading interest measures were administered by an assistant in the investigation to avoid confounding which might arise from students in the instructional groups trying to influence the judgment of the instructor. The subjects were assigned numbers to identify their tests and were asked not to write their names on these papers.

Three 2 x 2 (treatment by psychometric measure with repeated measures on one factor) analyses of variance of unequal group size were run.¹¹ The setting of a decision rule was considered as it related to the risk of a Type I or Type II error. Establishing an alpha at the conventional .05 or .01 levels might have resulted in a Type II error and the discontinuance of the investigation because of nonsignificant findings in the pilot study. By setting a higher alpha level and increasing the likelihood of a Type I error, the possibility that further research might result in finding no systematic effects was risked. Because of the short duration of the pilot study,

¹¹B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw Hill, 1971), pp. 599-603.

it was concluded that it would be better to risk a Type I error than a Type II error. Therefore, an F-ratio of $p < .10$ was considered possible evidence for a systematic bias and further research.

Means and standard deviations for self concept, reading interest, and reading achievement are summarized in Appendix B. Hartley's Test, described by Kirk as an adequate test of the homogeneity of variances assumption, was used.¹² The variability of self concept scores between groups was not homogeneous ($F_{\max} = 30.82$; $p < .05$, 7df). The homogeneity of variances assumption was satisfied for the reading interest and reading achievement scores; F_{\max} equal 3.25 and 1.07 respectively, which was well below the 6.94 value required for significance.

No systematic effects were observed on the measure of self concept as indicated in Appendix B. This was a reflection of the heterogeneity of variances and/or similar means between pretest and posttest.

The analysis of total reading interest data yielded two significant findings as may be observed in Appendix B. There was a significant F-ratio for the treatment main effect. The increase for the students, regardless of

¹²Roger E. Kirk, Experimental Design: Procedures for the Behavioral Sciences (Belmont, California: Brooks/Cole Publishing Company, 1968), pp. 61-62.

instructional method, from 69.80 to 72.60 on the Reading Interest Scale could not be considered a chance occurrence ($F = 5.68$; $p < .05$; $df\ 1/13$). Significance was, also, shown for the interaction between methods and trials. The personalized group evidenced greater systematic bias than the prescriptive group in increased reading interest ($F = 3.37$; $p < .10$; $df\ 1/13$). Because of the significant interaction, the significant finding for the treatment main effect must be cautiously regarded. The systematic gain in reading interest of subjects irrespective of instructional method was influenced by the significant gain of the personalized group over the prescriptive group in reading interest as analyzed in this pilot study.

Analysis of the reading achievement data resulted in significant F-ratios for the main effect and the interaction as shown in Appendix B. The increase between the mean of 51.13 on the pretest and the mean of 57.67 on the posttest for the students regardless of instructional method ($F = 31.21$; $p < .05$; $df\ 1/13$) indicates that chances are less than 5 in 100 that the reading achievement increment was due to chance. The significant interaction ($F = 7.22$; $p < .05$; $df\ 1/13$) indicated that the prescriptive group exhibited a greater rate of change than the personalized group in increasing reading achievement. As in the case of total reading interest, the significant

treatment main effect must be cautiously regarded because of the significant interaction. The gain in reading achievement for subjects irrespective of instructional method was influenced by the gain of the prescriptive group over the personalized group in total reading achievement.

It was concluded from the pilot study of fifteen students that:

1. No evidence was obtained for continued research of this nature using the Tennessee Self Concept Scale and that other affective measures which may more clearly identify changes in student attitude should be sought.
2. Instruction by the personalized method brought about a greater gain in reading interest than instruction by the prescriptive method.
3. Instruction by the prescriptive method brought about a greater gain in reading achievement than instruction by the personalized method.
4. Further research should be conducted with this model and randomization of instructional method to groups should involve more than two classes.

Statement of the Problem

The purpose of this study was to analyze the scores

of groups who were instructed by the prescriptive method, based upon behavioristic theory, and the personalized method, based upon cognitive-field theory, on characteristics hypothesized as being related to the instructional treatments. The overall problem of the study was to determine if there were differences between instructional groups on seven variables: reading rate, vocabulary, and comprehension; self concept; reading interest; self expectation and semester grade point averages through the use of a classification system. How well does each considered variable classify or separate all subjects into instructional groups, male subjects into instructional groups, female subjects into instructional groups? What are the most parsimonious composites of variables required for classification of subjects? What is the contribution of each variable within the composites?

Hypotheses

The general research hypothesis was that scores of subjects on seven variables were related to the instructional treatments. Scores of all subjects on the reading rate, vocabulary, and comprehension; self concept; reading interest and semester grade point average variables were hypothesized as being related to the prescriptive and personalized methods. In addition to these variables, scores of male and female subjects on the self expectation

variable were hypothesized as being related to instruction by the two teaching methods. It was further hypothesized that the scores on these variables would, in varying degrees, discriminate between the instructional groups. An alpha level of .05 was set for testing the statistical significance of single variables and composites of variables. A practical significance level of ninety-five per cent correct classification was established for single variables and composites of variables which met the test of statistical significance. Stated in null form, the statistical hypotheses are as follows:

- H₀₁: The reading rate, vocabulary, and comprehension; self concept; reading interest and semester grade point average variables considered individually will show no greater than chance ability for the proper classification of individuals into the instructional groups.
- H₀₂: There is no weighted combination of the six variables which will provide a classification system to separate the subjects into instructional groups.
- H₀₃: The reading rate, vocabulary, and comprehension; self concept; reading interest; semester grade point average and self expectation variables considered individually will show

no greater than chance ability for the proper classification of male subjects into the instructional groups.

H₀4: There is no weighted combination of the seven variables which will provide a classification system to separate the male subjects into the two instructional groups.

H₀5: The reading rate, vocabulary, and comprehension; self concept; reading interest; semester grade point average and self expectation variables considered individually will show no greater than chance ability for the proper classification of female subjects into the instructional groups.

H₀6: There is no weighted combination of the seven variables which will provide a classification system to separate the female subjects into instructional groups.

Objectives of the Study

The main objective of the study was to develop two individualized instructional methods which would contribute to the prediction of academic success of students enrolled in community and junior college reading improvement classes.

The specific objective was to analyze the effects

of the prescriptive and personalized instructional methods as measured by semester grade point averages and scores on reading achievement, affective, and reading interest instruments.

Importance of the Study

The expansion of community and junior colleges across the nation and within the state of Oklahoma has made higher education available to an accelerating number of students. More than one thousand two-year institutions were serving two and one-half million community and junior college students in 1972. Projections based upon an annual growth rate of fifteen per cent suggest that by 1975 the enrollment of these institutions will exceed five million students.¹³ Junior and community college students are of diverse educational achievement, and findings reveal that as many as seventy per cent may be classified as remedial.¹⁴ Reading educators and counselors are searching for practices which will increase the probability of academic success of these high risk students.

Numerous studies have been conducted to predict

¹³Howard M. Evans and Eugene Dubois, "Community/Junior College Remedial Programs-Reflections," Journal of Reading 16 (October 1972): 38-45.

¹⁴Gene Kersteins, Directions for Research and Innovation in Junior College Reading Programs (Bethesda, Md.: ERIC Document Reproduction Service ED 046 396, 1971).

academic success. Pedrini and Pedrini, in a review of seventy-two investigations concerning aptitude, reading achievement, and grade point as predictors of college success, reported diversified and conflicting findings. Several studies which associated low reading ability with poor grades were described, but variable results have been reported concerning the predictive value of reading ability for college success. Variable results were reported when grade point was used as a predictor of the successful completion of academic course work. It was their recommendation that several variables must be simultaneously considered in order to determine the effectiveness of a reading improvement program which is designed to prepare students for the successful completion of college work.¹⁵

The review of literature as discussed in Chapter II suggests that reading achievement used in conjunction with grade point averages, personality assessments, and measures of reading interest would contribute to meaningful program evaluations and to a more accurate prediction of college success than would any of these measures used singly.

The trend toward the implementation of individualized instruction in community and junior college

¹⁵Bonnie C. Pedrini and D. T. Pedrini, Reading, Achievement, Aptitude and the Predictions of College Success, Failure, Attrition (Bethesda, Md.: ERIC Document Reproduction Service ED 078 396, 1973).

reading improvement classes as stated in Chapter II has resulted in a diversity of practices, some of which might be classified as manifestations of behavioristic or cognitive-field theory. It is the focus of this study to explore the application of behavioristic learning theory and cognitive-field theory to individualized teaching methods in three Oklahoma community and junior colleges. Findings of the study might facilitate the educator-decision-maker to answer the curriculum question: which learning theory, behavioristic or cognitive-field theory, would serve as a more efficacious base upon which individualized reading instructional programs in community and junior colleges are planned so as to increase student potentiality for success in academic endeavors.

Definition of Terms

For the purposes of this investigation, significant terms to be used are defined in the following statements:

1. Prescriptive Method - an individualized instructional method based upon behavioristic learning theory in which reading laboratory materials and machines were prescribed by the instructors to meet the diagnosed needs of students.
2. Personalized Method - an individualized instructional method based upon cognitive-field

theory in which student goal setting, self-selection of materials, and student-instructor conferences were operative.

3. Voluntary Enrollment - students who were not required to enroll in reading improvement classes to meet standards established for other courses, major areas of study, or graduation requirements.
4. Native Speakers of English - students who have spoken only English or primarily English since the onset of their oral language development.
5. Semester Grade Point Average - the average grades of subjects earned in all course work undertaken at the participating institutions during the spring semester of 1974.

Analysis of the Instructional Methods

Reading achievement and diagnostic testing occurred in the initial meetings of classes instructed by either the prescriptive or personalized method. Students, regardless of method, were administered diagnostic tests subsequent to the scoring of the reading achievement pre-test. The students who scored below the twenty-first percentile in total reading on the Nelson-Denny Reading Test were administered the researcher-developed College Word Analysis Survey. Copies of the administration

procedures and a student answer form may be observed in Appendix C. The students who scored above the twentieth percentile in total reading on the reading achievement test were administered the diagnostic pretest which accompanies Tactics in Reading II.¹⁶ The criterion of accuracy for the subtests of both diagnostic assessments was designated by the researcher as eighty per cent. Scores of less than eighty per cent in subtests of the College Word Analysis Survey and the pretest accompanying Tactics in Reading II were considered to be deficit areas. Students who were instructed by the prescriptive method were required to remediate skills in these areas by following the predetermined sequence contained in the materials to which either pretest was keyed. Students who were instructed by the personalized method were told individually about their low scoring areas on the reading achievement and diagnostic pretests and course objectives were jointly decided by the instructor and student.

Students instructed by the prescriptive method used reading laboratory materials and machines designed for increasing reading rate, vocabulary, and comprehension. Each student was provided with a folder containing a reading laboratory scores record on which his deficit areas and materials to be used were circled. The students

¹⁶Olive Stafford Niles et al., Tactics in Reading II (Glenview, Illinois: Scott, Foresman and Company, 1964).

used the scores record to guide them in the sequential use of materials and to chart their progress in their prescribed materials. Provisions were made for completing an activity a second time if the student responses did not meet an accuracy criterion of eighty per cent. The student was allowed to advance to materials of greater difficulty when his score on a number of activities within a material met a designated performance level as described in Appendix D. Instructors who used the prescriptive approach were given Prescriptive Guidelines I and Prescriptive Guidelines II which were developed by the writer for use in the study. Prescriptive Guidelines I was the system initially applied to lower scoring students. Higher achieving students began their reading laboratory work as indicated by Prescriptive Guidelines II. These guidelines and the reading laboratory scores records are presented in Appendix D.

The personalized method was a student goal setting approach directed at the development of reading rate, vocabulary, and comprehension using optional materials, machines, and techniques. Students who scored below the twenty-first percentile on the reading achievement test were given one of each of the following study guides: Study Guide Rate, Study Guide I - Vocabulary, and Study Guide I - Comprehension. Students who scored above the twentieth percentile on the reading achievement test were

each given a copy of Study Guide Rate, Study Guide II - Vocabulary, and Study Guide II - Comprehension. The study guides delineated techniques that the students could use in developing low scoring portions of the reading achievement and diagnostic tests while using self-selected newspapers, books, magazines, and textbooks. These suggestions were included as Option I activities. Reading laboratory materials which could be used to develop these skills were included as Option II activities. Each student was provided with a weekly goal setting form on which he recorded the Option I and Option II activities he planned to accomplish during the week. Spaces where the student could record the sources from which he intended to read were included on the goal setting form. See Appendix E for the researcher-developed personalized program guidelines, study guides, and goal setting forms.

The core materials were common to both instructional programs. A list of the core materials may be found in Appendix F. Each reading laboratory was provided with multiple copies of correction keys for each of the core materials. The students were instructed to score their work immediately after they had completed an exercise. In addition to the core materials, daily copies of the New York Times and Daily Oklahoman were sent to the instructors who used the personalized approach. These and

other newspapers, textbooks, magazines, and paperback and hardback books were included as possible materials a student who was instructed by the personalized approach might read.

Students within the prescriptive method submitted their scores record to the instructor on the final class meeting of each week. The record was returned to the student with written comments concerning his progress on the first class meeting of the following week. The instructors sat at their desks during the class period and did not initiate discussions with the students. Student-instructor discussions occurred early in the course when the students were instructed in the use of laboratory materials and machines. Subsequent to that time, the instructors did not initiate discussions with the students. Discussions occurred only when the students needed assistance or wanted to talk about their progress with the instructor.

There were provisions for student-student and student-instructor verbal interaction within the personalized method. Approximately fifteen minutes per week were allotted for class discussion. Books and other materials which had been read were discussed, techniques were described, and progress in other courses which the students believed was influenced by activities in the reading improvement courses were discussed. A minimum

of one individual conference per week was included in the instructional method. These individual conferences were initiated by the instructor or student upon the student's request. They served as an opportunity to discuss the following:

1. Student progress toward his weekly goals and course objectives.
2. Application of reading and study skill techniques in the student's course work for other classes.
3. Self-selected readings in newspapers, magazines, and books.
4. Vocabulary terms found in the student's readings.
5. The student's personal concerns when initiated by the student.

Training of Instructors and Monitoring the Study

A meeting was scheduled with individual instructors preceding the spring semester of 1974 for the purpose of coordinating the practices which were to be used within an instructional method. The trend toward individualization of college-adult reading instruction and variations of individualized approaches were discussed. Assumptions of the behavioristic and cognitive-field learning theories were discussed as they did or did

not relate to the instructional practices which were to be employed within the experimental classes. A notebook containing the course guidelines, examiner's copies of the reading achievement test, the researcher's College Word Analysis Survey, and student materials to be used within an instructional method were given to each instructor. The content and use of these materials were discussed as they related to the organizational practices which the instructor was to employ.

Weekly telephone conversations with the participating instructors were initiated by the researcher for the duration of the study. They served as a means of discussing the progress of instructional groups. Following the fourth week of the spring semester, the practices of each instructor were monitored by tape recordings of one class meeting per week. The tape recordings of class proceedings were made at the instructor's desk in the reading laboratory. Conversation between the instructors and students within the prescriptive method were monitored. The instructors of the personalized classes held individual conferences at their desks. All tapes were sent to the researcher for evaluation and to serve as a basis for consultation. The content of the tapes was discussed in weekly telephone conversations.

Delimitations of the Study

Because students in community and junior colleges are of diverse characteristics, the findings of this investigation can be generalized only carefully to other reading improvement courses. The delimitations of this study were as follows:

1. Three Oklahoma community and junior colleges participated in the study. Four sections were in a two-year college located in an industrialized-suburban area adjacent to Oklahoma City. Two sections each were from two two-year colleges situated in rural areas of the state.
2. Both instructional methods were used in the industrialized-suburban institution and the rural institutions.
3. The classes were comprised of predominantly white middle class students.
4. All classes met one hundred fifty minutes each week for one semester.
5. Only students who voluntarily enrolled in these classes, were native speakers of English, and were between the ages of seventeen and thirty were included in this study.

Organization of the Remainder
of the Dissertation

A review of the literature pertinent to this investigation will be presented in Chapter II. The experimental design employed in the study and the instruments and procedures utilized to gather the data are found in Chapter III. Chapter IV contains the findings and an analysis of data. A summary of the investigation, conclusions, and recommendations are presented in Chapter V.

The appendices include the reading interest instrument and pilot study data, materials designed for the study, and a list of published materials which were available for use by students within both instructional methods.

CHAPTER II

REVIEW OF THE LITERATURE AND RESEARCH

Introduction

The purpose of this study was to analyze scores of two groups, students who were instructed by the prescriptive method, based upon behavioristic theory, and the personalized method, based upon cognitive-field theory, on characteristics hypothesized as being related to the instructional treatments. The characteristics were reading rate, vocabulary, and comprehension; semester grade point average; self concept; self expectation; and reading interest. Both groups were comprised of students voluntarily enrolled in junior and community college reading improvement courses.

A search of the literature was undertaken to delineate characteristics of underachieving college students and reading improvement programs which have been designed to contribute to their academic success. Individualized reading instruction, affective considerations, reading interest, and comparisons of instructional methods were reviewed.

Individualized Reading Instruction

The diverse student enrollment in reading improvement courses has indicated a need for individualized instructional practices. In 1964, Schick provided a rationale for individualized instruction. He stated:

The most effective and enduring of reading programs are based: first, on detailed analysis of specific needs of students...; second, on selection of the most useful printed matter and mechanical teaching aids to enable each student to eliminate his own deficiencies; and third..., on continually modified instructional techniques, materials, and devices to the end that reading skills, habits, and achievement are developed to the very limit of every student's native capacity.¹

The trend in college reading programs toward individualization was reported by Smith in 1965.² The gradual evolution of large group instructional methods to those which were attempting to deal with the needs of individual learners was reflected in a survey of two hundred and six colleges in 1968. It was reported that only sixteen of these institutions were using individualized

¹George B. Schick, "Diversity in College Reading Programs," Perspectives in Reading No.1: College-Adult Reading Instruction, ed. J. Allen Figurel (Newark, Delaware: International Reading Association, 1964), pp. 14-26.

²Henry P. Smith, "Innovations in College Reading Programs," Reading and Inquiry, ed. J. Allen Figurel (Newark, Delaware: International Reading Association, 1965), pp. 232-234.

instruction in their reading improvement courses.³ This trend toward individualization, although stating it was more of an ideal than a reality, was reaffirmed by Kersteins in 1971.⁴

Program descriptions which have received the bulk of attention in the current literature have been those which identify student characteristics on reading variables and provide a variety of materials and teaching methods to meet individual differences. Materials which are written at varying levels of difficulty are used by students enrolled in the reading improvement classes at Penn Valley Community College in Missouri. The students commence their work in these materials based upon a grade level placement which is indicated by scores earned on a reading achievement test administered early in the course.⁵

The influences of behavioristic learning theory in the development of individualized approaches have been

³Marjorie White Geerlofs and Martin Kling, "Current Practices in College and Adult Developmental Reading Programs," Journal of Reading 11 (April 1968): 517-520, 569-575.

⁴Gene Kersteins, Directions for Research and Innovations in Junior College Reading Programs (Bethesda, Md.: ERIC Document Reproduction Service, ED 046 396, 1971).

⁵Robert G. Darnes et al., Exemplary Practices in Junior College Reading Instruction (Bethesda, Md.: ERIC Document Reproduction Service ED 050 710, 1971).

manifested in many course descriptions in current literature. Harshbarger reported on the change from large group instructional techniques to an individualized program in which student motivation was resultant from observing their improvement via a record keeping system used in conjunction with individually prescribed materials.⁶ A reading program based upon some of Skinner's techniques was described by Cranney. Scores on diagnostic tests administered to the students indicated in which packets of self-instructional and programmed materials they were to be placed in the reading improvement program at the University of Minnesota.⁷

A systems approach to reading and study skills instruction has been implemented at Loyola University of Los Angeles and at San Bernardino Valley College in California. Christ reported a system in which the focus of the course was upon the learner and the performances required of him. Specific behavioral objectives based upon diagnostic test findings were identified for each student. An instructor-organized system for utilizing the

⁶Mary Harshbarger, A University Reading and Study Skills Program for High-Risk Students (Bethesda, Md.: ERIC Document Reproduction Service ED 063 574, 1972).

⁷Garr A. Cranney, "The Evolution of the Minnesota Reading Program," The Philosophical and Sociological Bases of Reading in Fourteenth Yearbook of the National Reading Conference (Milwaukee: The National Reading Conference, Inc., 1965), pp. 171-174.

learning resources was prescribed for the accomplishment of these objectives.⁸ Williams reported on a systems approach developed for junior college students in which instruction focused upon individually diagnosed needs in word attack, vocabulary, comprehension, and speed and flexibility. A program of instruction using autoinstructional materials and tutoring was prescribed for as many as three hundred students occupying the learning center at a given time.⁹

Anderson has reported on a prescriptive individualized program and adaptations he subsequently made to that program. In 1969, he described an individualized program at Flint Community Junior College in which one reading specialist and one student assistant prescribed materials and supervised the activities of more than one hundred students who participated in the program.¹⁰ One year later, Anderson reported the inclusion of student goals as a component of a more personalized approach

⁸Frank Christ, "The SR/SE Laboratory: A Systems Approach to Reading/Study Skills Counseling," The Psychology of Reading Behavior in Eighteenth Yearbook of the National Reading Conference (Milwaukee: The National Reading Conference, 1969), pp. 212-216.

⁹Gilbert H. Williams, Prescriptive Teaching Linked to a Learning and Tutorial Center (Bethesda, Md.: ERIC Document Reproduction Service ED 056 833, 1971).

¹⁰Clarence A. Anderson, A Description of the Flint Community Junior College Reading Program (Bethesda, Md.: ERIC Document Reproduction Service ED 036 395, 1969).

which was being employed at Genessee Community College.¹¹

The influence of cognitive-field theory has received varying emphases in the practices used by instructors of other individualized college reading programs. Practices which include provisions for some student self-determination of goals have been incorporated in the Wisconsin College Reading and Study Skills Program and in the program at Chapman College. Cartwright reported that students in the Wisconsin program are allowed to make some choices in their instructional program during a diagnostic conference.¹² A structural contract method at Chapman College was described by Klausner. A diagnosis of reading abilities was administered during the first meetings of the course. Students made some decisions concerning the skills they wished to pursue from instructor designed behavioral objectives in the categories of rate, comprehension, vocabulary, flexibility, and analysis.¹³ Less instructor imposed structure

¹¹Clarence A. Anderson, Problems of Individualization (Bethesda, Md.: ERIC Document Reproduction Service ED 047 914, 1970).

¹²Hylde D. Cartwright, Individualization of Instruction in a Reading and Study Skills Center with Junior College and/or Open Door Policy Students (Bethesda, Md.: ERIC Document Reproduction Service ED 059 842, 1971).

¹³Dorothy Klausner, A Counseling Approach to Improvement of Reading (Bethesda, Md.: ERIC Document Reproduction Service ED 074 402, 1971).

was included in the course at Auburn University where students tailored their reading improvement course to meet their individual needs, interests, and objectives. The students were provided with a bibliography consisting of approximately two hundred items. This bibliography was used by the students with the guidance of the reading staff to remediate and develop reading and study skills.¹⁴

The review of the literature indicates that behavioristic and cognitive-field theory based methods have been used in some college individualized reading courses. Some instructional programs may be identified as being founded upon one of these learning theories while other individualized reading improvement programs employ some methods which are based upon behaviorism and other methods which are based upon cognitive-field theory.

Affective Characteristics of High Risk
Students and Counseling in Reading
Improvement Courses

The personality characteristics and study habits of underachievers have received attention from various disciplines. Maxwell stated:

Personality factors such as emotional maturity, personal and social responsibility, and the desire

¹⁴Barbara F. Edwards, "In the Dawning of Our Knowledge," Phases of College and Other Adult Reading in Tenth Yearbook of the National Reading Conference (Milwaukee: The National Reading Conference, Inc., 1961), pp. 9-16.

to achieve through working independently were better predictors of those students who would actually graduate from college than were the traditional aptitude tests.¹⁵

She went on to relate that with those students whose high school grades had been only average that scores on basic skills were better predictors than personality and ability tests. These less able students have been described as having greater deference,¹⁶ and more abasement needs than their classmates;¹⁷ being less self-sufficient;¹⁸ being

¹⁵Martha J. Maxwell, "Essential Precollege Experiences in the Art of Reading," in Reading and Inquiry, ed. J. Allen Figurel (Newark, Delaware: International Reading Association, 1965), pp. 65-67.

¹⁶Arthur S. McDonald, Edwin S. Zolick, and James A. Byrne, "Reading Deficiencies and Personality Factors: A Comprehensive Treatment," Starting and Improving Reading Programs in Eighth Yearbook of the National Reading Conference (Fort Worth: Texas Christian University Press, 1956), pp. 89-98.

¹⁷Ibid., p. 95.; Joseph P. Michael and Arthur S. McDonald, "Psychological Needs and Reading Achievement," New Concepts in College-Adult Reading in Thirteenth Yearbook of the National Reading Conference (Milwaukee: The National Reading Conference, Inc., 1964), pp. 150-157.

¹⁸McDonald, Zolick, and Byrne, "Reading Deficiencies," p. 96.; Clarence Anderson, Reading Progress: A Bi-Racial Comparison: A Study of the Reading Achievement of Black and White Students at Flint Community Junior College (Bethesda, Md.: ERIC Document Reproduction Service ED 039 878, 1970).

more anxious;¹⁹ and possessing less ego strength²⁰ than their better reading counterparts. They are stated to have seldom learned to make choices²¹ and to lack definite goals.²²

Counseling procedures to improve reading performance and academic success through the affective domain have been used in conjunction with some courses designed for high risk students. The relationship between junior and community college reading programs and counseling services was surveyed by Sweiger. Responses from fourteen per cent of the two hundred eighty-eight

¹⁹George Spache, "Research in Reading at the University of Florida, 1950-1960," Phases of College and Other Adult Reading Programs in Tenth Yearbook of the National Reading Conference (Milwaukee: The National Reading Conference, Inc., 1961), pp. 141-149.; McDonald, Zolick, and Byrne, "Reading Deficiencies," p. 94.

²⁰Maurice D. Woolf, "Ego Strength and Reading Disability," The Philosophical and Sociological Bases of Reading in Fourteenth Yearbook of the National Reading Conference (Milwaukee: The National Reading Conference, Inc., 1965), pp. 73-79.; Lawrence E. Hafner, "Improving Grade Point Average Through Reading-Study Skills Instruction," New Frontiers in College-Adult Reading in Fifteenth Yearbook of the National Reading Conference (Milwaukee: National Reading Conference, Inc., 1966), pp. 46-57.

²¹Martha J. Maxwell, "The Role of Attitudes and Emotions in College Reading and Study Skills Behavior of College Students," Journal of Reading 14 (March 1971): 359-364.

²²Raymond A. Danserean, "Motivating Students," Improving College and University Teaching 27 (Spring 1969): 110-111.

two-year colleges indicated no relationship between these services. Some relationship was reported by eleven per cent, and thirty-three per cent reported using a referral service. Thirty-three per cent responded that a close relationship existed between the reading and counseling services, and a counselor was part of eight per cent of the reading improvement courses surveyed.²³

The relationship between counseling services and reading improvement courses has been described in some courses using individualized instruction. Students enrolled in reading improvement classes at the University of Minnesota are interviewed at the Counseling Bureau. The student's problems are discussed and a folder is established to which the reading improvement instructor might refer.²⁴ Counseling in the analysis of student study behaviors and assistance in planning study schedules and ways to overcome avoidance behaviors were related by Cartwright.²⁵ Counseling was said to be a continuous

²³Jill D. Sweiger, Designs and Organizational Structure of Junior and Community College Reading Programs Across the Nation (Bethesda, Md.: ERIC Document Reproduction Service ED 056 845, 1971).

²⁴Garr A. Cranney, "The Evolution of the Minnesota Reading Program," p. 172.

²⁵Hylda D. Cartwright, Individualization of Instruction, p. 8.

process in a program described by Schoenbeck.²⁶ The major purpose of counseling at Chapman College was to convince each student that he was a worthwhile person and that he could be helped to improve his ability to do college work. Individual conferences, small group experiences and sensitivity groups were used to develop the affective components of the reading improvement program.²⁷

Counseling procedures used in conjunction with reading improvement programs have been reported to benefit the students enrolled in these courses. The effects of group counseling upon reading improvement were studied by Pearson. The control group received fifty minutes of reading instruction four days per week. The experimental group was engaged in reading classes two days per week and group counseling sessions two days per week. There were no significant differences between the control and experimental groups in reading achievement, self concept, anxiety, study habits, and grade point at the conclusion of the study.²⁸

²⁶Paul H. Schoenbeck, Counseling and Reading Skills for the Terminal Student (Bethesda, Md.: ERIC Document Reproduction Service ED 010 986, 1966).

²⁷Dorothy Klausner, A Counseling Approach to Improvement of Reading, p. 4.

²⁸David T. Pearson, The Effects of a Combined Reading and Group Counseling Program on Community College Students Enrolled in Reading Improvement Classes (Bethesda, Md.: ERIC Document Reproduction Service ED 036 404, 1970).

Sawyer conducted a matched group study with subjects of above average quantitative and below average verbal scores. The experimental group received instruction in reading and study skills in conjunction with counseling. No treatment was given to the control group. It was found that the grade point averages of students who had taken the course designed for reading and study skill instruction and counseling exceeded that of the control group.²⁹

Behavior therapy and group counseling were related to have led to significant gains in grades among students at the University of Kentucky.³⁰ Model reinforcement counseling and desensitization group counseling led to significant gains on the Study Habits Inventory in a study by Jones, Trimble, and Altmann.³¹ A review of twenty-three counseling treatment programs for under-achievers was conducted to delineate the dimensions of

²⁹Robert N. Sawyer, The Effect of Special Developmental Reading and Study Skills Instruction and Counseling on a Sample of Students with Above Average Quantitative and Below Average Verbal Scores (Bethesda, Md.: ERIC Document Reproduction Service ED 031 385, 1969).

³⁰Ronald N. Doctor et al., "Group Counseling Versus Behavior Therapy in Treatment of College Underachievement," Behavior Research and Therapy 8 (February 1970): 87-89.

³¹Brian G. Jones, Marilynne M. Trimble, and Harold A. Altmann, "Improving College Student's Performance through Group Counseling," The Journal of College Student Personnel 11 (September 1970): 373-382.

those programs which were associated with improved academic performance. Bednar and Weinberg concluded that lengthy structured counseling, either individual or group, aimed at the dynamics of underachievement and used in conjunction with an academic studies course was the most potent of all treatment methods.³²

Reading Interest

Developing an interest in reading is viewed as a significant dimension of a student's achievement in reading and his potential for academic success. Artley stated that the reluctant reader first needs to experience the pleasure and purpose of reading.³³ It was stated by Berg that students of low reading ability need to be motivated to read through use of material that is familiar and interesting to them and that there is a relationship between an individual's reading ability, interest in the topic to be read, and comprehension of

³²Richard L. Bednar and Steve L. Weinberg, "Ingredients of Successful Treatment Programs for Under-achievers," Journal of Counseling Psychology 17 (January 1970): 1-7.

³³A. Sterling Artley, Trends and Practices in Secondary School Reading: A Report of Recent Research (Bethesda, Md.: ERIC Document Reproduction Service ED 024 560, 1969).

the material.³⁴ Maxwell states that the love of reading is an important component of college success.³⁵

Studies in library usership and circulation reveal that these facilities are infrequently used for recreational purposes and that the circulation of library materials is closely related to academic achievement. A report on a readership study conducted by Staiger indicated that thirty-seven per cent of a sampled student body had rarely or never used the library for pleasurable reading.³⁶ Hammes investigated the institutional characteristics of two-year junior colleges in Wisconsin which provided transfer students to the University of Wisconsin Center System. It was found that library circulation was the junior college characteristic most closely linked with the success of transfer students from the two-year to the four-year institutions.³⁷

³⁴Paul Conrad Berg, "Methods and Materials in College and Adult Reading Programs," Perspectives in Reading No.1: College-Adult Reading Instruction, ed. Paul D. Leedy (Newark, Delaware: International Reading Association, 1964), pp. 27-44.

³⁵Maxwell, "Essential Precollege Experiences," p. 66.

³⁶Ralph C. Staiger, "Do College Students Read for Pleasure?" Problems, Programs, and Projects in College-Adult Reading in Eleventh Yearbook of the National Reading Conference (Milwaukee: The National Reading Conference, Inc., 1962), pp. 165-173.

³⁷Richard P. Hammes, "Characteristics Related to the Success of the Transfer Program of the University of Wisconsin Center System," The Journal of Educational Research 62 (May-June 1969): 415-421.

A longitudinal study which investigated the reading interest of students who had experienced an individualized reading program based upon self-selection of materials was reported by Labrant. It was found that twenty years after high school graduation from the Ohio State University School the amount of reading reported by these individuals markedly exceeded that of comparable groups. Sixty-four per cent of the total reported they read more than ten books a year. The average number of magazines these readers subscribed to was slightly more than six, and seventy-two per cent reported that they read two or more daily newspapers. It was reported that every woman was reading a book at the time of the follow-up study and that they had from one to six books available for current reading.³⁸

Students who were admitted to Dillard University received an intensive program of self-selected reading prior to their enrollment for the fall semester. The scores of these students on general cultural information and school grades three years after the individualized reading course were reported to have exceeded those of a matched group which was not enrolled in the class.³⁹

³⁸Lou Labrant, "Reading Interests and Tastes: An Individual Matter," Meeting Individual Differences in Reading in Proceedings of the Annual Conference on Reading Held at the University of Chicago, 1964 (Chicago: The University of Chicago Press, 1964), pp. 214-220.

³⁹Ibid., p. 219.

Comparisons of Instructional Methods

A number of studies have revealed that courses designed to improve the reading scores of underachieving college students have succeeded in accomplishing this purpose. The diversity in the content, materials, and organization of these courses has led Ray to conclude that any method would provide a gain in reading performance. It was his recommendation in 1964 that research projects be conducted to compare methods of instruction in college reading improvement courses.⁴⁰ The few studies with this intent which have been reported have indicated no differences on the investigated reading variables. One study did find that differences did exist on measures of study habits and attitudes.

A study which compared the effectiveness of a machine-oriented and textbook-oriented course with disadvantaged college freshmen was reported by Whittaker. One experimental group used a variety of machines including controlled readers, filmstrip projectors, tachistoscopes, and tape recorders. A book which was designed to enhance reading skills and another book of reading selections which were followed by vocabulary and comprehension

⁴⁰Darrel D. Ray, "A Summary of Investigations Evaluating College Reading Improvement Programs," The Journal of the Reading Specialist 3 (June 1964): 58-66.

activities were used by the group taught by textbooks. The group taught by books did not differ on reading rate, vocabulary, or comprehension from the group taught by machines.⁴¹

Colvin investigated the effects of four instructional methods on the reading achievement and grade point averages of college freshmen. The methods consisted of combinations of films, discussion, lectures, and programmed texts. It was found that no treatment brought about significantly greater improvement than another treatment on reading rate, vocabulary, comprehension or grade point average variables.⁴²

An investigation comparing the effectiveness of reading instruction using subject matter materials and general reading materials was reported by Dubois. The performances of three groups were studied: one experimental group used materials published for college reading laboratories which were subject matter centered, the other experimental group was instructed using reading laboratory materials which were not written for specific

⁴¹Jeweleanne Wilma Whittaker, Department of Reading and Study Skills at Texas Southern University: A Longitudinal Study to Determine an Effective Method of Teaching Reading to College Students Whose Backgrounds Are Partially or Wholly Disadvantaged (Bethesda, Md.: ERIC Document Reproduction Service ED 056 849, 1971).

⁴²Charles R. Colvin, "A Study of Differing Treatments in a College Reading Program," Reading World 8 (March 1972): 227-231.

content areas, a control group received no reading instruction. Although the experimental groups did make significantly greater gains in general reading skills and textbook comprehension than did the control group, no differences between the experimental groups were observed on a post-test or follow-up test.⁴³

Phillips studied the effect of four treatments on the study habits and attitudes of disadvantaged college students. Three instructional methods, teacher-guidance, audiovisual instruction, and an individualized approach were employed. A control group received no instruction. The individualized method included the free choice of instructional materials and individual counseling and guidance. The individualized group was reported to have produced more favorable responses than any other group. Losses in the basic scales and total scores were observed for the group instructed by audiovisual materials. A gain in total score for the control group and a loss in total score for the teacher-guidance group was reported.⁴⁴

⁴³Ronald L. Dubois, "Improvement of Textbook Comprehension in College Reading Classes," Journal of Reading 13 (November 1969): 113-118, 165-166.

⁴⁴George O. Phillips, Sr., Performance of Disadvantaged Students on the Survey of Study Habits and Attitudes (Bethesda, Md.: ERIC Document Reproduction Service ED 036 404, 1970).

Summary

The literature revealed that reading instruction by a variety of means resulted in improved reading achievement but that many variables must be considered in order to evaluate a program. The trend toward individualized instruction to meet the varied characteristics of students enrolled in reading improvement classes has been reflected in courses which use teaching techniques based upon behavioristic theory and those which employ cognitive-field theory based methods.

The underachieving college student has been described as possessing affective characteristics which are not conducive to academic success. They are less self-sufficient, are seldom able to make choices, and lack definite goals. Counseling used in conjunction with academic studies courses have been shown to be a positive contributor to the academic success of these students, but few institutions report that counseling is a component of their reading improvement classes.

The library circulation at two-year colleges which provide transfer students to a university system has been identified as the junior college characteristic most closely associated with the academic success of these students. A high degree of reading interest has been shown to be resultant from courses which emphasize self-selection of reading materials. Some courses designed

for high risk students include self-selection practices and others stress instructor-prescribed skills materials and machines.

Few studies have been conducted which compare the effectiveness of reading instructional methods with college underachievers. Although no differences in reading achievement have been reported, an individualized approach which included self-selection of materials and individual counseling was more effective in enhancing the study habits and attitudes of disadvantaged students than was teacher-guidance or audiovisual instruction.

There had not been a study conducted which analyzed reading and affective characteristics of junior college underachievers who were instructed by behavioristic or cognitive-field theory based individualized instructional methods.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The purpose of this study was to analyze scores of two groups, students who were instructed by the prescriptive method, based upon behavioristic theory, and the personalized method, based upon cognitive-field theory, on characteristics hypothesized as being related to the instructional treatments. The characteristics were reading rate, vocabulary, and comprehension; self concept; reading interest; self expectation and semester grade point averages. Both groups were comprised of students voluntarily enrolled in junior and community college reading improvement courses.

The review of the literature revealed a trend in community and junior colleges toward reading instruction using individualized methods. It was concluded that many variables should be considered in the evaluation of a reading improvement program and that reading achievement scores, grade point average, affective measures and measures of reading interest contribute to meaningful evaluations.

The experimental design, data collecting instruments,

measurement procedures and treatment methods are presented in Chapter III.

Design of the Study

The Sample

Instructors of reading improvement classes at three Oklahoma community and junior colleges volunteered to participate in this study. The three two-year colleges which provided classes were Oscar Rose Junior College, El Reno Junior College, and Seminole Junior College. Oscar Rose Junior College is located in Midwest City, an industrialized-suburban area adjacent to Oklahoma City. Oscar Rose Junior College is a comparatively new and rapidly growing institution. It was established in 1968 and reported an enrollment of 5,421 students during the spring semester of 1974. El Reno Junior College and Seminole Junior College are both situated in rural areas of the state. They are older institutions and serve comparatively fewer students than Oscar Rose Junior College. El Reno Junior College was founded in 1938 and reported a student enrollment of 449 for the spring semester of 1974. One thousand one hundred thirty-seven students were enrolled during the spring semester at Seminole Junior College, a two-year college founded in 1931.

Oscar Rose Junior College and El Reno Junior College

volunteered all sections of the reading improvement class during the spring semester of 1974. Three morning sections and one evening section at Oscar Rose Junior College participated in the study. One morning and one evening section at El Reno Junior College were included in the sample. Seminole Junior College provided one morning section and one afternoon section for the purpose of the study.

In November, 1973, the participating sections of the reading improvement class at the three community and junior colleges were pooled and selected at random to serve as classes which were to be instructed by the prescriptive or personalized method. Students who were enrolled in urban and rural community colleges were represented within the groups instructed by the prescriptive and personalized methods. Three morning classes at Oscar Rose Junior College and one morning class at Seminole Junior College were randomly selected to serve as classes which were to be instructed by the prescriptive method. One evening class at Oscar Rose Junior College, one afternoon class at Seminole Junior College, and one morning and one evening class at El Reno Junior College were randomly selected to serve as classes which were to be instructed by the personalized method.

The reading improvement classes included in the study were three-hour, elective, credit-bearing courses

which met a total of one hundred fifty minutes each week during the spring semester of 1974. Students who voluntarily enrolled in the course, were native speakers of English, and who were between seventeen and thirty years-of-age were included in the sample. Students who met these qualifications served as the unit of analysis in the study.

The overall qualifications of the instructors who participated in this study were very similar. They all had experience in working in community and junior college reading programs. Each had completed work beyond the bachelor's degree, and each instructor received training and consultation relative to the experimental method which they were selected to employ.

The Design

The subjects in this study were not randomly assigned to each of the treatments. Due to the inability to assign subjects at random to the experimental methods, the Non-equivalent Control Group Design was selected to implement the testing of the null hypotheses. The utility of this design as related by Campbell and Stanley is as follows:

One of the most widespread experimental designs in educational research involves an experimental group and a control group both given a pretest and a post-test, but in which the control group and the experimental group do not have pre-experimental sampling

equivalence. Rather the groups constitute assembled collectives such as classrooms, as similar as availability permits but yet not so similar that one can dispense with the pretest. The assignment of X to one group or the other is assumed to be random and under the experimenter's control... The more similar the experimental and the control groups are in their recruitment, and the more this similarity is confirmed on the pretest, the more effective this [non-equivalent control group] control becomes.¹

The control in this study was the comparison of the two experimental groups. It is stated by Kerlinger that whenever two groups are given different treatments, control is present and it provides the comparability required of science.²

Descriptions of Instruments Used

Four instruments have been employed in this investigation. The Nelson-Denny Reading Test was used to measure reading rate, vocabulary and comprehension. Forms C and D of this instrument by Brown, Nelson, and Denny were developed in 1973 for use in grades nine through sixteen. These forms were used in the study.³

¹Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally and Company, 1963), p. 47.

²Fred N. Kerlinger, Foundations of Behavioral Research, pp. 304-306.

³James I. Brown, M. J. Nelson, and E. C. Denny, The Nelson-Denny Reading Test Forms C and D. (Boston: Houghton Mifflin Company, 1973).

Self concept was measured by the Self Concept of Ability Scale devised by Brookover, Paterson, and Paterson.⁴ The Self Expectation Inventory developed by Binder was used to measure self expectation.⁵ Reading interest was measured by the Collegiate Reading Interest Scale which was developed for the purpose of the study.

Nelson-Denny Reading Test

The Nelson-Denny Reading Test consists of multiple-choice questions to measure student achievement in reading vocabulary and comprehension. It is administered in thirty minutes. The vocabulary test, consisting of one hundred items, is administered in ten minutes. Twenty minutes are allotted for the comprehension test which contains eight short selections followed by thirty-six questions. Reading rate scores are determined by the number of words an individual has read at the termination of the first minute of timing during the reading comprehension test.

The equivalent forms reliability for the 1973

⁴W. B. Brookover, Ann Paterson, and Thomas S. Paterson, "Student Self-Concepts of Ability and Achievement" (East Lansing, Michigan: Office of Research and Publications, Michigan State University, 1962).

⁵Dorothy Binder, "Relationships Among Self-expectations, Self-concepts, and Academic Achievement" (Ph.D. dissertation, University of Wisconsin, 1965).

publication of Forms C and D were reported for twelfth grade students. They were as follows: rate .66, vocabulary .91, and comprehension .74.⁶

Self Concept of Ability Scale

The Self Concept of Ability Scale is a set of multiple-choice questions which concern an individual's perceptions of his past academic performances and his ability to do well academically. This self-report type instrument has a reported internal consistency of .82 and .77 for males and females, respectively.⁷ Binder, before using this instrument in her study, found a test-retest reliability of .95 for males and .91 for females was reported over a one-week interval.⁸

This instrument was reported by Jones and Grieneeks to have been a better predictor than the College Board Scholastic Aptitude Test of scholastic achievement among eight hundred seventy-seven sophomore students at the University of Texas.⁹

⁶James I. Brown, M. J. Nelson, and E. C. Denny, Examiner's Manual The Nelson-Denny Reading Test Forms C and D (Boston: Houghton Mifflin Company, 1973), p. 20.

⁷W. B. Brookover et al., "Student Self-Concepts," p. 43.

⁸Dorothy Binder, "Relationships Among Self-expectations," p. 57.

⁹John G. Jones and Laurabeth Grieneeks, "Measures of Self-Perception as Predictors of Scholastic Achievement," The Journal of Educational Research 5 (January 1970): 203.

Self Expectation Inventory

The Self Expectation Inventory is a self-report type of instrument consisting of thirty-nine statements concerning educational and social behaviors. The subject records how strongly he believes the statement does or does not apply to him. A Likert-type scale is used for scoring purposes. Twenty-six items are scored for males and twenty-one items are scored for females. Binder reported stability coefficients of .93 and .85 for twelfth grade boys and girls, respectively.¹⁰ This instrument is reported to have contributed to a more accurate prediction of academic success among university sophomores than the College Board Scholastic Aptitude Test used alone.¹¹

Collegiate Reading Interest Scale

The Reading Interest Scale developed for and used in the pilot study was refined for the purpose of this study. A copy each of the Reading Interest Scale and the Reading Interest Scale Validity Checklist was mailed to a panel of six judges. The Reading Interest Scale received an overall rating as being a valid measure of reading interest of two-year and four-year college students by

¹⁰Dorothy Binder, "Relationships Among Self-expectations," p. 67.

¹¹John G. Jones and Laurabeth Grieneeks, "Measures of Self-Perception," p. 203.

each member of the panel. All of the judges have earned doctoral degrees in education or reading education and have worked in the field of reading. Four currently hold positions in reading or education departments of universities in Nevada, Colorado, Oklahoma, and Oregon; one of the judges is a university administrator, and one is the director of a privately-owned learning center. Revisions suggested by the panel were included in the Collegiate Reading Interest Scale. A test-retest reliability coefficient of .98 was calculated for this instrument with seventeen students enrolled in an Economics course at Central State University. This testing occurred over a one week interval. A copy of the Reading Interest Scale, the validity checklist, the Collegiate Reading Interest Scale, and reliability data for both scales are included in Appendix A.

The Collegiate Reading Interest Scale is a self-report instrument in which an individual reports his actual and intended reading behaviors. Three reporting methods are employed in this scale. The frequency and quantity of reading materials purchased and read is reported through the use of a Likert-type scale. Checklists are used for reporting the types and sections of periodicals read. Subjects are asked to list titles of periodicals and books which they do read and titles of periodicals and books which they intend to read.

Scoring procedures for this instrument are dependent upon the reporting methods employed. Numbers assigned to statements concerning the frequency of reading and purchasing behaviors are included in a five-point scale preceding descriptive statements of reading behaviors. The total of nineteen marked numerals is used as an indicator of the frequency of periodical and book reading and purchasing.

Checklist scoring is based upon the number of items checked or specified in spaces provided for statements other than those which were listed. The total number of items checked or listed is used as an indicator of the variety of reading in which a subject engages.

The sections which request the subject to list names or titles of periodicals and books which he has read or intends to read are scored by assigning one point to each listed title. No point is credited for a duplication of title. The total number of individual periodicals and books which the subject lists is used as an indicator of his awareness and use of printed material. A total reading interest score is additively calculated from the accumulation of the frequency, variety, awareness and use subscores.

Measurement Procedures

During the first week of the spring semester, 1974,

the Nelson-Denny Reading Test Form C, the Self Concept of Ability Scale, Self Expectation Inventory, and Collegiate Reading Interest Scale were administered to all participating sections of reading improvement at Oscar Rose Junior College, El Reno Junior College, and Seminole Junior College. The instructors of each class administered the reading test using the regular administration working time and procedures.¹² Collaborators at each institution administered the affective and reading interest measures to avoid confounding which might have arisen from students attempting to influence the judgments of their instructors. Each collaborator was provided with statements which he read to the class to provide a purpose and directions for the completion of these instruments (see Appendix G). High school transcripts of all subjects were obtained to provide grade point average baseline data. Grade point averages were computed for all course work undertaken in grades nine through twelve.

Posttests on all instruments were administered during the last week of the semester. Each reading instructor administered the Nelson-Denny Reading Test Form D using the regular working time and procedures. A collaborator at each of the community and junior colleges

¹²James I. Brown, M. J. Nelson, and E. C. Denny, Examiner's Manual The Nelson-Denny Reading Test Forms C and D (Boston: Houghton Mifflin, 1973).

administered the affective and reading interest instruments using the directions provided in Appendix F. Grade point averages of all course work undertaken during the spring semester of 1974 were computed for students in both experimental groups.

The present study included ninety-four students who were enrolled in eight reading improvement classes. Four classes were at Oscar Rose Junior College, two at El Reno Junior College, and two at Seminole Junior College. Fifty-five students were instructed by the personalized method and thirty-nine were instructed by the prescriptive method. All students were pretested and posttested.

Classification by instructional group was analyzed using Sampson's stepwise discriminant analysis computer program.¹³ This statistic was selected for use in the study because of its ability to disclose the nature of group differences on a set of variables.¹⁴ Scales infrequently measure only what they purport to assess. Significant group differences on several of a set of variables

¹³P. Sampson, Class M - Multivariate Analysis, BMD07M, stepwise discriminant analysis (Health Science Computing Facility, University of California at Los Angeles, 1967).

¹⁴Maurice M. Tatsuoka, Selected Topics in Advanced Statistics an Elementary Approach, Number 6, Discriminant Analysis the Study of Group Differences (Champaign, Illinois: Institute for Personality and Ability Testing, 1970), p. 1.

may merely be a manifestation of a high degree of relationship among the variables. Stepwise discriminant analysis treats each of the variables, uninfluenced by the others, to determine the degree to which each variable contributes to the differentiation between groups. Moreover, it treats composites of variables to determine the degree to which they discriminate between groups. Identification of the most parsimonious composite of variables, or set of variables with the greatest discriminatory ability, is further made possible through the use of this statistic. The stepwise discriminant analysis yields an F-value for each variable and combination of variables to describe group differences. Probability statements for the correct classification of subjects into groups by single variables and combinations of variables are provided.

Discriminant analysis has been used by some psychologists and educators to study their problems. It has been used in curricular guidance to determine differing levels and combinations of scores on the Differential Aptitude Test of students who study the college preparatory or business curricula,¹⁵ and to select students for

¹⁵David V. Tiedeman and Jack J. Sternburg, "Information Appropriate for Curricular Guidance," Harvard Educational Review 22 (Fall 1952): 257-274.

freshmen chemistry.¹⁶ Baten and Hatcher used a discriminant function to differentiate between groups of students taught by two different methods.¹⁷ More recently, it has been used to identify group differences between graduates and nongraduates of teacher corps programs.¹⁸ It is applicable to the analysis of scores in instructional methodological studies when the researcher wishes to determine the answers to three questions. The first is concerned with the statistical differentiation of a single variable from a set of variables between two or more groups. Secondly, what is the statistical differentiation of combinations of variables between two or more groups? The third question is concerned with the prediction of scores on single variables or combinations of variables of future individuals from this sample.

In addition to treating the nature of group differences by statistical differentiation and discriminatory

¹⁶Robert Jackson, "The Selection of Students for Freshmen Chemistry by Means of Discriminant Functions," Journal of Experimental Education 18 (March 1950): 209-214.

¹⁷William D. Baten and Hazel M. Hatcher, "Distinguishing Method Differences by Use of Discriminant Functions," Journal of Experimental Education 12 (March 1944): 184-186.

¹⁸Jack Taylor Shannon, "Graduates and Nongraduates of Cycle IV Teacher Corps Programs: An Analysis of Group Membership," (Ph.D. dissertation, University of Oklahoma, 1974).

ability of single variables and composites of variables, stepwise discriminant analysis may be used with groups of unequal sample size.¹⁹ The number of variables should exceed the number of groups being compared and the total sample size should be at least two or three times the number of variables selected. Its ability to statistically differentiate between groups, to provide a probability statement for correct classification, and the conditions of its use made it relevant and practical to employ in this study.

Treatments of the Study

The prescriptive method consisted of one hundred fifty minutes of instruction each week for one semester. Diagnostic and prescriptive methods were employed using reading laboratory materials.

The personalized method consisted of one hundred fifty minutes of instruction each week for one semester. A diagnostic assessment, student goal setting practices, self-selection of materials and techniques, individual conferences, and discussion periods were included in this method.

¹⁹Maurice Tatsuoka and David V. Tiedeman, "Discriminant Analysis," Review of Educational Research 24 (December 1954): 402-420.

Summary

The design of this investigation utilized a population of students enrolled in eight reading improvement courses at three Oklahoma community and junior colleges. Ninety-four of these students met the study qualifications of voluntary enrollment, were between seventeen and thirty years-of-age, and were native speakers of English. Fifty-five subjects were instructed by the personalized method. Thirty-nine subjects were instructed by the prescriptive method.

The treatments consisted of two methods of individualized instruction. The prescriptive method included a diagnostic pretest and individual prescriptions based upon designated criteria. The personalized approach utilized a diagnostic test, student goal setting procedures, self-selection, individual conferences, and student discussion.

The data gathering instruments in this investigation were designed to measure reading achievement, self concept, self expectation, and reading interest. Grade point averages were obtained. Students were pretested at the beginning of the study and posttested at the end of one semester of instruction.

The data for this study were treated statistically by stepwise discriminant analysis.

The results of the data gathering and an analysis of the findings is presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to analyze scores of two groups, students who were instructed by the prescriptive method, based upon behavioristic theory, and the personalized method, based upon cognitive-field theory, on characteristics hypothesized as being related to the instructional treatments. The characteristics were reading rate, vocabulary, and comprehension; self concept; reading interest; self expectation and semester grade point averages. Both groups were comprised of students voluntarily enrolled in junior and community college reading courses.

A review of the literature pertinent to the study was presented in Chapter II. It was concluded from this review that no study had been reported which analyzed semester grade point averages and scores on reading achievement, reading interest, and affective characteristics of junior and community college students who were instructed by behavioristic and cognitive-field theory based individualized reading methods.

The focus of Chapter IV will be limited to the presentation and analysis of data obtained through the

investigational procedures described in Chapter III. Pretest and posttest data were obtained for the sixty-six students who completed the reading improvement courses. Thirty-one of the thirty-nine students who enrolled in the four sections of the reading improvement course which were instructed by the prescriptive method completed the course. Thirty-five of the fifty-five students who were enrolled in the four sections of the reading improvement course instructed by the personalized method completed the course. A test of the significance of independent proportions was used to determine if there were a difference other than what might be attributed to chance in the proportion of students who did not complete the courses.¹ No significant difference ($z \approx 1.67$; $p > .05$) was found in the proportion of attrition of students who were instructed by the prescriptive method and the students who were instructed by the personalized method.

It was hypothesized that scores of subjects on three reading variables, self concept, reading interest, and semester grade point averages, were related to the instructional treatments and that the scores of male and female subjects on self expectation in addition to these

¹George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, 1971), pp. 160-162.

variables were related to the instructional treatments used. Classification by instructional method was to be analyzed utilizing pretest and posttest data for all subjects who completed the reading improvement courses. The analysis of classification by instructional method using grade point averages earned during the semester in which the subjects were enrolled in the reading improvement courses was not undertaken due to the inability to establish high school grade point average baseline data. High school grade point averages were not available with consistency necessary for use in the study.

The research was directed toward answering three questions. The first question was concerned with the ability of each variable to classify or separate all subjects into instructional groups, male subjects into instructional groups, and female subjects into instructional groups. The second question related to the order of variables within the three composites. The third question of the investigation involved the selection of the most parsimonious composite of variables required for the classification of all subjects, male subjects, and female subjects. For the purpose of testing the research hypotheses, statistical discrimination of group scores on individual and multiple variables were explored on the basis of a set alpha of .05. While this set alpha allows

for a high Type I error rate per family,² it provided for the testing of the classification system utilizing variables which met this set alpha level. The classification of subjects by single or composites of variables was explored on a level of practical value. Variables which met or exceeded the set alpha level for statistical significance were considered of practical significance in classifying subjects when ninety-five per cent of the individuals were correctly classified into instructional groups.

A multivariate analysis, Stepwise Discriminant Analysis (BMD07M), was used as the statistical method of investigating the hypotheses. The BMD07M program provides an F-value and a probability statement regarding the likelihood of correct classification of individuals by single variables and by combinations of variables. Multiple variables are treated in a step-wise fashion in which the interaction of variables is indicated by an F-value and probability statement of the likelihood of individuals being correctly classified by the considered variables.

²Roger E. Kirk, Experimental Design Procedures for the Behavioral Sciences. (Belmont, California: Brooks/Cole Publishing Company, 1968), p. 85.

Presentation and Analysis of
All Subjects Data

The analysis of pretest data of all subjects instructed by the prescriptive and personalized methods revealed no systematic bias of the reading, self concept, or reading interest variables. F-values of $p > .05$ were computed for single and composites of variables using pretest data.

An analysis of posttest data was undertaken to determine if there were group differences following the instructional treatments. A summary of the size of sample and posttest means and standard deviations for the five variables analyzed for all subjects by instructional method is presented in Table 1. The possibility of statistical difference of the reading comprehension variable is indicated by a mean difference of five points while the standard deviations were very similar.

The F-value and probability of correct classification of each variable treated individually is presented in Table 2. No systematic bias was found for any of the variables although the F-value for the reading comprehension variable approached the 4.00 value required for significance at the .05 level. The lack of detection of statistically significant single variables resulted in the inability to evaluate the practical significance of single variable classification. The figures indicated

TABLE 1
POSTTEST MEANS AND STANDARD DEVIATIONS OF ALL
SUBJECTS BY INSTRUCTIONAL METHOD

Variable	Prescriptive Method (N=31)		Personalized Method (N=35)	
	\bar{X}	S.D.	\bar{X}	S.D.
Reading				
Rate	280.1	96.97	273.7	106.51
Vocabulary	29.1	13.82	27.4	15.74
Comprehension	37.4	10.89	32.4	11.14
Self Concept	25.3	10.58	26.6	6.33
Reading Interest	65.3	28.41	67.7	22.11

TABLE 2
POSTTEST F-VALUES AND CLASSIFICATION POWER OF
SINGLE VARIABLES (ALL SUBJECTS)

Variable	F-Value*	Correct % Classification
Reading		
Rate	0.0654	.56
Vocabulary	0.2150	.58
Comprehension	3.3211	.58
Self Concept	0.3992	.45
Reading Interest	0.1469	.39
* df = 1/64		

for correct per cent of classification may be considered as random movement about the means. There was no composite of statistically significant variables which could be used to classify all subjects into instructional groups.

Presentation and Analysis of Male Subjects Data

The analysis of pretest data of male subjects instructed by the prescriptive and personalized methods revealed no systematic bias on the reading, self concept, reading interest, or self expectation variables. F-values of $p > .05$ were computed for single and combinations of variables using pretest data.

Posttest data were analyzed to determine if there were group differences following the instructional treatments. A summary of the size of sample and posttest means and standard deviations for each of six variables by instructional method is presented in Table 3.

The F-values and probabilities of correct classification are presented in Table 4. This table provides an illustration of the difference between statistical significance and practical significance. The comparatively larger group mean computed for the prescriptive group over the personalized group resulted in an F-value which exceeds the value required for statistical significance at the .025 level, but so many subjects were misclassified

TABLE 3

POSTTEST MEANS AND STANDARD DEVIATIONS OF MALE
SUBJECTS BY INSTRUCTIONAL METHOD

Variable	Prescriptive Method (N=22)		Personalized Method (N=27)	
	\bar{X}	S.D.	\bar{X}	S.D.
Reading				
Rate	287.0	96.94	252.2	88.42
Vocabulary	29.3	13.32	24.9	14.56
Comprehension	37.5	9.01	30.3	10.62
Self Concept	25.1	10.90	26.6	6.91
Reading Interest	61.5	31.32	64.7	20.25
Self Expectation	77.3	26.19	82.2	17.56

by the reading comprehension variable that it can be said to be of minimal practical value as an individual predictor of instructional treatment impact. A future male individual from this sample has only a sixty-five per cent probability of scoring higher on the reading comprehension variable when instructed by the prescriptive method than when instructed by the personalized method. There was no composite of statistically significant variables which could be used to determine if the classification of individuals into instructional groups would be different based upon the interaction of the posttest scores of two or more variables. Consequently, the

predictive ability for future individuals from this sample was not increased by the consideration of the interaction of composites of the reading comprehension variable with the other reading, affective, and reading interest variables.

TABLE 4
POSTTEST F-VALUES AND CLASSIFICATION POWER OF
SINGLE VARIABLES (MALE SUBJECTS)

Variable	F-Value*	Correct % Classification
Reading		
Rate	1.7460	.61
Vocabulary	1.2054	.61
Comprehension	6.2932**	.65
Self Concept	0.3271	.48
Reading Interest	0.1924	.43
Self Expectation	0.6110	.55
* df = 1/47		
** $p < .025$		

Presentation and Analysis of
Female Subject Data

The analysis of pretest data of female subjects instructed by the prescriptive and personalized methods revealed no systematic bias on the reading, self concept,

reading interest, or self expectation variables. F-values of $p > .05$ were computed for single and composites of variables using pretest data.

Posttest data were analyzed to determine if there were group differences following the instructional treatments. Size of sample and posttest means and standard deviations for each of the six variables are summarized in Table 5. The small total sample size, while meeting the mathematical criterion of being two to three times greater than the number of variables selected, may be considered a less stable measure of scores on these variables than would a larger sample size.

TABLE 5
POSTTEST MEANS AND STANDARD DEVIATIONS OF FEMALE
SUBJECTS BY INSTRUCTIONAL METHOD

Variable	Prescriptive Method (N=9)		Personalized Method (N=8)	
	\bar{X}	S.D.	\bar{X}	S.D.
Reading				
Rate	263.3	100.73	347.0	134.52
Vocabulary	28.8	15.80	36.1	17.42
Comprehension	37.1	15.20	39.5	10.46
Self Concept	25.8	10.37	26.8	4.16
Reading Interest	74.9	17.50	78.0	26.40
Self Expectation	69.6	7.58	70.1	6.81

The F-values and per cent of correct classification based upon posttest scores of female subjects is presented in Table 6. No systematic biases were found for any of the variables. The lack of detection of statistically significant single variables resulted in the inability to evaluate the practical significance of classification by single variables. There was no composite of statistically significant variables which could be used to classify subjects into instructional groups.

TABLE 6
POSTTEST F-VALUES AND CLASSIFICATION POWER OF
SINGLE VARIABLES (FEMALE SUBJECTS)

Variable	F-Value*	Correct % Classification
Reading		
Rate	2.1396	.65
Vocabulary	0.8319	.53
Comprehension	0.1386	.41
Self Concept	0.0780	.41
Reading Interest	0.0839	.53
Self Expectation	0.0262	.41
* df = 1/15		

In summary, data was gathered from sixty-six subjects who completed the reading improvement course. There

was no significant difference in the proportion of attrition of students who were instructed by the prescriptive method and students who were instructed by the personalized method. Semester grade point averages were not considered in the study because high school grade point averages were not available with consistency necessary for establishing baseline data.

The data were gathered for the purpose of answering the three research questions previously stated. The first question was concerned with the ability of each variable considered individually to classify or separate all subjects into the instructional groups, male subjects into instructional groups, and female subjects into instructional groups. Reading comprehension among male subjects was the only variable to attain a statistically significant F-value. The difference in the reading comprehension posttest scores in favor of the prescriptive group indicates that the chances are less than $2\frac{1}{2}$ in 100 that this result could have occurred by chance alone. The second and third questions were concerned with the order and most parsimonious composite of variables required for the correct classification of subjects into instructional groups. These questions were not analyzed due to the inability to detect statistical significance on any but one of the variables.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This concluding chapter consists of the summary, findings, conclusions, and recommendations. The summary is designed to delineate the characteristics and findings of this study of individualized teaching methods. The conclusions include inferences drawn from this investigation based on the results of the selected procedures for analyzing the data, with considerations for limitations, and are confined to the subjects delimited by the study. The recommendations are stated to clarify and supplement the findings and conclusions of the study.

Summary

The problem of the study was to determine if there were differences between instructional groups on seven variables: reading rate, vocabulary, and comprehension; self concept; reading interest; self expectation and semester grade point averages through the use of a classification system. The study was directed toward answering three questions:

1. How well does each considered variable classify or separate all subjects into instructional groups, male

subjects into instructional groups, and female subjects into instructional groups?

2. What is the order of variables within the three composites and the contribution of each?

3. What is the most parsimonious composite of variables required for the classification of all subjects, male subjects, and female subjects?

In order to obtain data to test these research hypotheses, two experimental treatments were applied to eight groups from three Oklahoma community and junior colleges. Four classes were located in a suburban-industrialized area adjacent to Oklahoma City and four classes were located in community and junior colleges in rural areas of the state. The eight reading improvement classes were randomly assigned to two experimental treatments. Students who met the qualifications of voluntary enrollment, were native speakers of English, and were between the ages of seventeen and thirty were included in the study. The treatments were administered during the spring semester of 1974.

Treatments consisted of two methods of individualized instruction. The prescriptive approach involved the utilization of diagnostic tests and individual prescriptions. The personalized approach included diagnostic tests, student goal setting procedures, self selection, student-instructor conferences, and student discussion.

Each of these treatments was presented by instructors who had received instruction in the rationale, techniques, and procedures of their treatment by the investigator.

Four instruments were employed to gather pretest and posttest data for the study. Forms C and D of the Nelson-Denny Reading Test were used to measure reading rate, vocabulary, and comprehension at pretest and posttest, respectively. Self concept was measured by the Self Concept of Ability Scale. Reading interest was evaluated through use of the Collegiate Reading Interest Scale, and self expectation was measured by the Self Expectation Inventory. Semester grade point averages were not considered in the study because high school grade point averages were not available with the consistency necessary for use in the study. Data were gathered for sixty-six subjects who completed the reading improvement courses. There was no significant difference in the proportion of attrition of students instructed by the prescriptive method and students instructed by the personalized method.

The data were processed through the use of a stepwise discriminant analysis computer program. This procedure provides an F-value and a probability statement regarding the likelihood of correct classification of individuals by single variables and by composites of variables.

One of the variables analyzed for male subjects, reading comprehension, had an F-value required for statistical significance at the set alpha of .05. The reading comprehension variable for male subjects exceeded the .025 level of statistical significance. It provided only a probability of sixty-five per cent that future male subjects from that sample would score higher on reading comprehension when instructed by the prescriptive than when instructed by the personalized methods tested. None of the other single variables or multiple variables analyzed for all subjects, male subjects, or female subjects had statistically significant F-values. This finding precluded the analysis of practical significance by classification of any single variable other than reading comprehension for male subjects or classification by composites of variables.

Conclusions

The Research Hypothesis. How well does each considered variable classify or separate all subjects into instructional groups, male subjects into instructional groups, and female subjects into instructional groups?

Reading Rate

1. Two methods of individualized reading instruction did not differentially affect the reading rate of

male and female subjects considered together or as separate groups as statistically analyzed using posttest data.

2. Reading rate did not contribute to the prediction of instructional group membership when male and female subjects were considered together or as separate groups as measured by posttest data.

Reading Vocabulary

1. Two methods of individualized reading instruction did not differentially affect the reading vocabulary of male and female subjects considered together or as a group as statistically analyzed using posttest data.

2. Reading vocabulary did not contribute to the prediction of instructional group membership when male and female subjects were considered together or as separate groups as measured by posttest data.

Reading Comprehension

1. Two methods of individualized reading instruction did not differentially affect the reading comprehension of male and female subjects considered together as statistically analyzed using posttest data.

2. Reading comprehension did not contribute to the prediction of instructional group membership when male and female subjects were considered together as measured by posttest data.

3. Two methods of individualized reading instruction did differentially affect the reading comprehension of male subjects as statistically analyzed using posttest data. Significant differences were found in favor of the group instructed by the prescriptive method.

4. Reading comprehension did not contribute to the practically significant prediction of instructional group membership when only male subjects were considered as measured by posttest data.

5. Two methods of individualized reading instruction did not differentially affect the reading comprehension of female subjects as statistically analyzed using posttest data.

6. Reading comprehension did not contribute to the prediction of instructional group membership when only female subjects were considered as measured by posttest data.

Self Concept

1. Two methods of reading instruction did not differentially affect the self concept of male and female subjects considered together or as separate groups as statistically analyzed using posttest data.

2. Self concept did not contribute to the prediction of instructional group membership when male and female subjects were considered together or as separate

groups as measured by posttest data.

Reading Interest

1. Two methods of reading instruction did not differentially affect the reading interest of male and female subjects considered together or as separate groups as statistically analyzed using posttest data.

2. Reading interest did not contribute to the prediction of instructional group membership when male and female subjects were considered together or as separate groups as measured by posttest data.

Self Expectation

1. Two methods of reading instruction did not differentially affect the self expectation of male and female subjects considered together or as separate groups as statistically analyzed using posttest data.

2. Self expectation did not contribute to the prediction of instructional group membership when male and female subjects were considered together or as separate groups as measured by posttest data.

The Research Hypothesis. What is the order of variables within three composites and the contribution of each?

1. Two methods of individualized reading

instruction did not differentially affect male or female subjects considered together or as separate groups to yield composites of statistically significant variables as analyzed using posttest data gathered in this study.

2. There was no composite of variables which contributed to the prediction of instructional group membership when male and female subjects were considered together or as separate groups as measured by posttest data gathered in this study.

The Research Hypothesis. What is the most parsimonious composite of variables required for the classification of all subjects, male subjects, and female subjects?

1. Composites of statistically significant variables were not computed from the posttest data of male and female subjects considered together or as separate groups who were taught by two methods of individualized instruction as analyzed in this study.

2. Composites of variables which contributed to the prediction of instructional group membership of male and female subjects considered together or as separate groups were not computed using the posttest data gathered in this study.

Recommendations

This study was the first to attempt to determine the effects of two individualized instructional methods, one based upon behavioristic theory and the other based upon cognitive-field theory, upon students enrolled in community and junior college reading improvement courses.

The present study was limited to students who voluntarily enrolled in these classes located in one suburban and two rural area community and junior colleges in Oklahoma, were native speakers of English, and were between the ages of seventeen and thirty years-of-age.

In order to supplement and clarify the findings of the study, the following recommendations are suggested. It is recommended that:

1. The data be further analyzed in order to provide information relevant to several questions.
 - a. Would other statistically significant differences be found if the analysis were based upon differences between pretest and posttest scores?
 - b. Were students with different levels and combinations of scores on the pretest variables differentially affected by the two instructional methods?
 - c. Would classification systems be found based

upon the analysis of different levels and combinations of pretest variables which would contribute to the prediction of instructional group membership?

2. Instructors at the participating institutions withhold their judgment as to which method might be more efficaciously employed until such time as further analysis of the data is available.
3. The present study should be replicated in different settings to answer whether prescriptive and personalized instructional methods differentially affect students of diverse age groups, ethnic backgrounds, or socioeconomic levels.
4. Individualized reading methods not tested in this study should be evaluated.
5. It is recommended that students in open door policy schools would submit records of their previous educational experiences at the time of their enrollment so that research directed at answering questions relative to academic success might have available baseline data.

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APPENDIX A

READING INTEREST: INSTRUMENTS, VALIDITY
CHECKLIST, AND RELIABILITY DATA

READING INTEREST SCALE

Circle the response which best describes you. Responses:

- | | Never
1 | Rarely
2 | Sometimes
3 | Often
4 | Always
5 |
|---|------------|-------------|----------------|------------|-------------|
| 1. I read articles in a newspaper each day. | | | | | 1 2 3 4 5 |
| 2. I read articles in two or more newspapers each day. | | | | | 1 2 3 4 5 |
| 3. I read a magazine or journal article each week. | | | | | 1 2 3 4 5 |
| 4. I read two to five magazine or journal articles each week. | | | | | 1 2 3 4 5 |
| 5. I read six or more magazine or journal articles each week. | | | | | 1 2 3 4 5 |
| 6. I read two or more books for enjoyment each week. | | | | | 1 2 3 4 5 |
| 7. I read a book for enjoyment each week. | | | | | 1 2 3 4 5 |
| 8. I read a book for enjoyment every two weeks. | | | | | 1 2 3 4 5 |
| 9. I read a book for enjoyment every month. | | | | | 1 2 3 4 5 |
| 10. I buy or subscribe to a daily newspaper. | | | | | 1 2 3 4 5 |
| 11. I buy or subscribe to two or more newspapers. | | | | | 1 2 3 4 5 |
| 12. I buy or subscribe to a weekly magazine or journal. | | | | | 1 2 3 4 5 |
| 13. I buy or subscribe to two or more weekly magazines or journals. | | | | | 1 2 3 4 5 |
| 14. I buy or subscribe to a monthly magazine or journal. | | | | | 1 2 3 4 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 15. I buy or subscribe to two or more monthly magazines or journals. | 1 | 2 | 3 | 4 | 5 |
| 16. I buy a book each month. | 1 | 2 | 3 | 4 | 5 |
| 17. I buy two or more books each month. | 1 | 2 | 3 | 4 | 5 |
| 18. I use library materials for my pleasurable reading each month. | 1 | 2 | 3 | 4 | 5 |
| 19. I use library materials for my pleasurable reading each week. | 1 | 2 | 3 | 4 | 5 |
20. List the sections of the newspaper which you read.
21. List the newspapers which you enjoy reading.
22. List the types of magazine or journal articles which you read.
23. List the magazines or journals which you enjoy reading.
24. List the types of books which you read.

25. List the book which you have read for enjoyment in the past month.
26. List the newspapers which you intend to read.
27. List the magazines which you intend to read.
28. List the books which you intend to read.

SUMMARY OF REPEATED MEASURES RELIABILITY
FOR THE READING INTEREST SCALE

$$\sum X = 1053$$

$$\sum Y = 1052$$

$$\sum X^2 = 79377$$

$$\sum Y^2 = 78796$$

$$\sum XY = 78772$$

$$N = 15$$

$$r = \frac{78772 - \frac{(1053)(1052)}{15}}{\sqrt{\left[79377 - \frac{(1053)^2}{15}\right] \left[78796 - \frac{(1052)^2}{15}\right]}} = .94$$

READING INTEREST SCALE VALIDITY CHECKLIST

Please record your evaluation of the components of the reading interest scale by circling either "yes" or "no".

- | | | |
|---|-----|----|
| 1. Appropriate for this age group. | Yes | No |
| 2. Provides for a self-report of reading behaviors within specified time periods. | Yes | No |
| 3. Provides for a self-report of newspaper reading behaviors. | Yes | No |
| 4. Provides for a self-report of magazine and journal reading behaviors. | Yes | No |
| 5. Provides for a self-report of the use of library materials in pleasurable reading. | Yes | No |
| 6. Includes the purchase of newspapers. | Yes | No |
| 7. Includes the purchase of magazines and journals. | Yes | No |
| 8. Includes the purchase of books. | Yes | No |
| 9. Provides for the reporting of sections of the newspaper which the student reads. | Yes | No |
| 10. Provides for the reporting of newspapers which he enjoys reading. | Yes | No |
| 11. Provides for the reporting of types of magazine and journal articles which the student reads. | Yes | No |
| 12. Provides for the reporting of the names of magazines and journals which the student enjoys reading. | Yes | No |
| 13. Provides for the reporting of the types of books which the student reads. | Yes | No |

- | | | |
|--|-----|----|
| 14. Provides for the reporting of the names of books which the student has read for enjoyment in the past month. | Yes | No |
| 15. Provides for the reporting of the names of newspapers which the student intends to read. | Yes | No |
| 16. Provides for the reporting of the names of magazines or journals which the student intends to read. | Yes | No |
| 17. Provides for the reporting of titles of books which the student intends to read. | Yes | No |
| 18. Provides for adequate sampling of reading interests. | Yes | No |

Remarks: _____

Overall Rating

- _____ This is a valid measure of reading interests of two- and four-year college students.
- _____ This is not a valid measure of the reading interests of two- and four-year college students.

Name

Title

Institution

COLLEGIATE READING INTEREST SCALE

Circle the response which best describes you. Responses:

	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
1. I read articles in a newspaper each day.					1 2 3 4 5
2. I read articles in two or more newspapers each day.					1 2 3 4 5
3. I read a magazine or journal article each week.					1 2 3 4 5
4. I read two to five magazine or journal articles each week.					1 2 3 4 5
5. I read six or more magazine or journal articles each week.					1 2 3 4 5
6. I read two or more books for enjoyment each week.					1 2 3 4 5
7. I read a book for enjoyment each week.					1 2 3 4 5
8. I read a book for enjoyment every two weeks.					1 2 3 4 5
9. I read a book for enjoyment every month.					1 2 3 4 5
10. I buy or subscribe to a daily newspaper.					1 2 3 4 5
11. I buy or subscribe to two or more newspapers.					1 2 3 4 5
12. I buy or subscribe to a weekly magazine or journal.					1 2 3 4 5
13. I buy or subscribe to two or more weekly magazines or journals.					1 2 3 4 5

14. I buy or subscribe to a monthly magazine or journal. 1 2 3 4 5
15. I buy or subscribe to two or more monthly magazines or journals. 1 2 3 4 5
16. I buy a book each month. 1 2 3 4 5
17. I buy two or more books each month. 1 2 3 4 5
18. Each month I use library materials to do reading other than that which is assigned in my courses. 1 2 3 4 5
19. Each week I use library materials to do reading other than that which is assigned in my courses. 1 2 3 4 5

20. Check the sections of the newspaper which you read.

Current happenings____	Women's____
Sports____	Magazines and supplements____
Business____	Classified____
Editorial____	Funnies____
	Other (please specify)_____

21. List the names of newspapers which you read.

22. Check the types of magazine or journal articles which you read.

Hobbies____	Men's____
Family and home____	Women's____
Digests____	Those along your educational interest____
	Other (please specify)_____

23. List the names of magazines or journals which you read.

24. Check the types of books which you read.

Biography____	Political Science____
Fiction____	History____
Philosophy____	Education____
Psychology____	Science____
Religious____	Mathematics/Statistics____
Sociology____	Other (please specify)_____
Anthropology____	_____

25. List the titles of books which you have read for enjoyment in the past month.

26. List the names of newspapers which you intend to read.

27. List the names of magazines or journals which you intend to read.

28. List the titles of books which you intend to read.

29. List the names of magazines, journals, newspapers, or books (other than those already listed) which you have quick-read and have provided you with information.

SUMMARY OF REPEATED MEASURES RELIABILITY FOR
THE COLLEGIATE READING INTEREST SCALE

$$\Sigma X = 1112$$

$$\Sigma Y = 1106$$

$$\Sigma X^2 = 78,192$$

$$\Sigma Y^2 = 77,648$$

$$\Sigma XY = 77,798$$

$$N = 17$$

$$r = \frac{17(77,798) - (1112)(1106)}{\sqrt{[17(78,192) - 1112^2][17(77,648) - 1106^2]}}$$

$$r = .978$$

APPENDIX B
DATA RELATED TO THE PILOT STUDY

TABLE 7

MEANS AND STANDARD DEVIATIONS OF THE THREE
MEASURES BY INSTRUCTIONAL METHOD

<u>Total Self Concept</u>				
		<u>Pretest</u>	<u>Posttest</u>	<u>Total</u>
Personalized	Mean	308.00	308.86	308.43
(N=7)	S.D.	4.84	26.87	
Prescriptive	Mean	308.75	308.25	308.50
(N=8)	S.D.	17.97	11.95	
Total		308.40	308.53	
<u>Total Reading Interest</u>				
		<u>Pretest</u>	<u>Posttest</u>	<u>Total</u>
Personalized	Mean	65.29	70.14	67.71
(N=7)	S.D.	11.72	13.28	
Prescriptive	Mean	73.75	74.75	74.25
(N=8)	S.D.	21.13	20.81	
Total		69.80	72.60	
<u>Total Reading Achievement</u>				
		<u>Pretest</u>	<u>Posttest</u>	<u>Total</u>
Personalized	Mean	42.71	46.00	44.36
(N=7)	S.D.	18.20	18.45	
Prescriptive	Mean	58.50	67.88	63.19
(N=8)	S.D.	18.87	18.82	
Total		51.13	57.67	

Figure 1

MEAN GAINS IN READING INTEREST FOR ALL STUDENTS

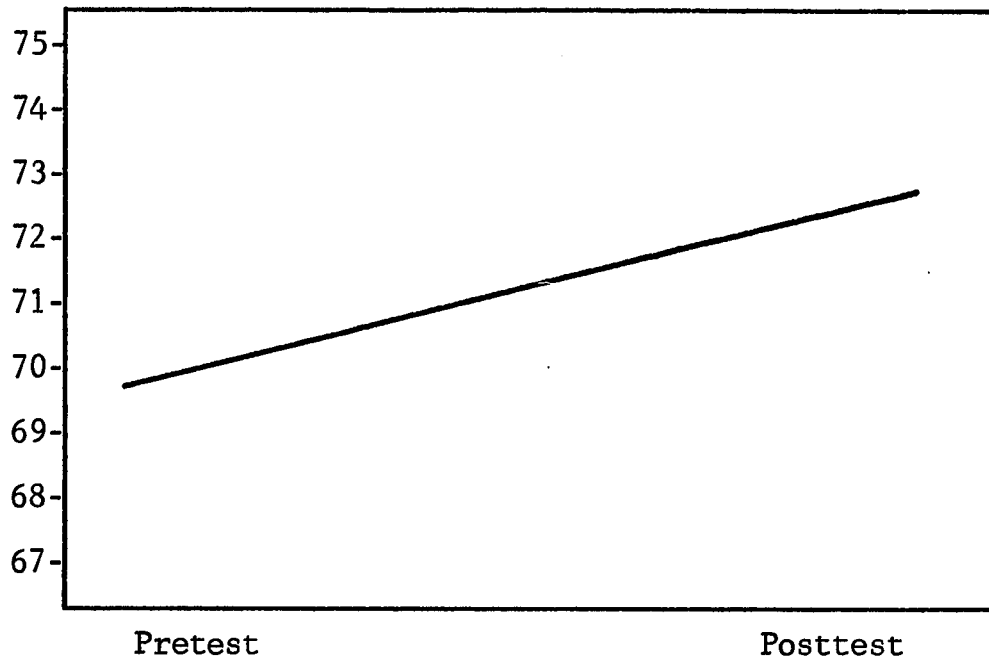


Figure 2

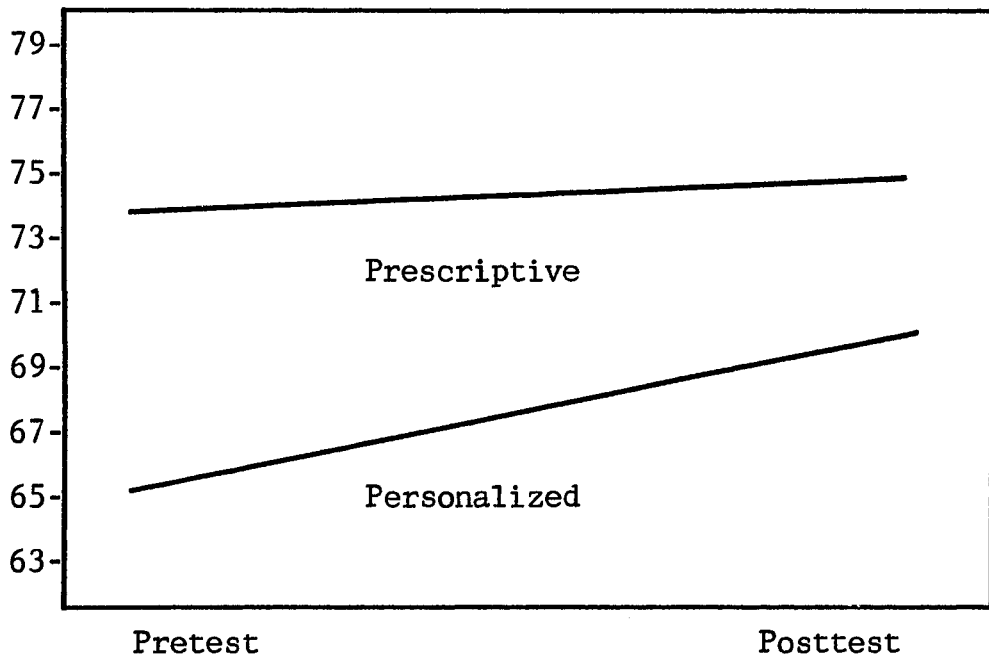
MEAN GAINS IN READING INTEREST BY
INSTRUCTIONAL METHOD

Figure 3

MEAN GAINS IN READING ACHIEVEMENT FOR ALL STUDENTS

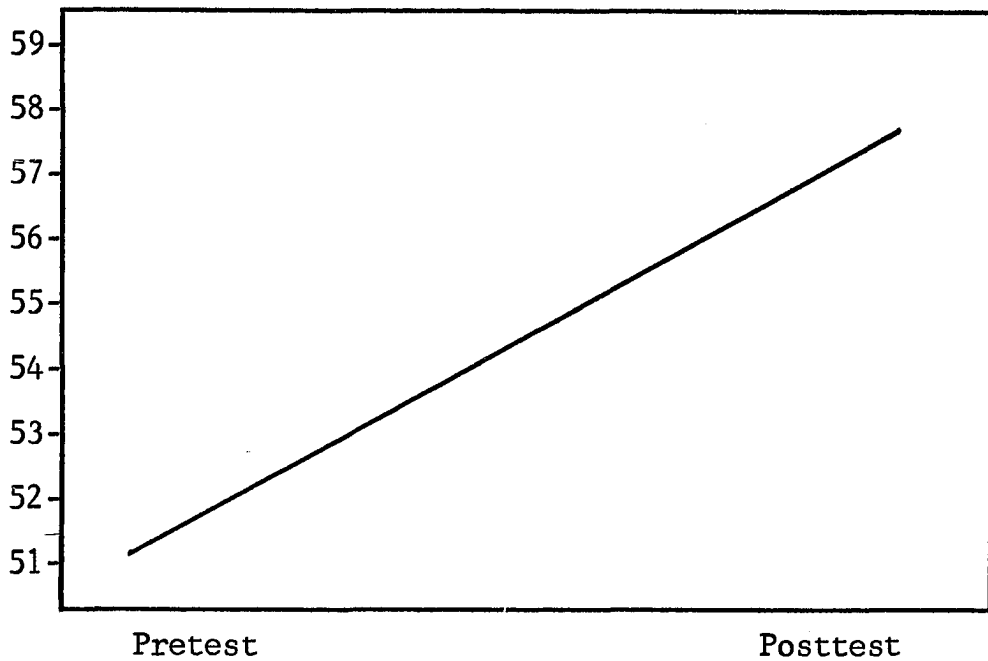


Figure 4

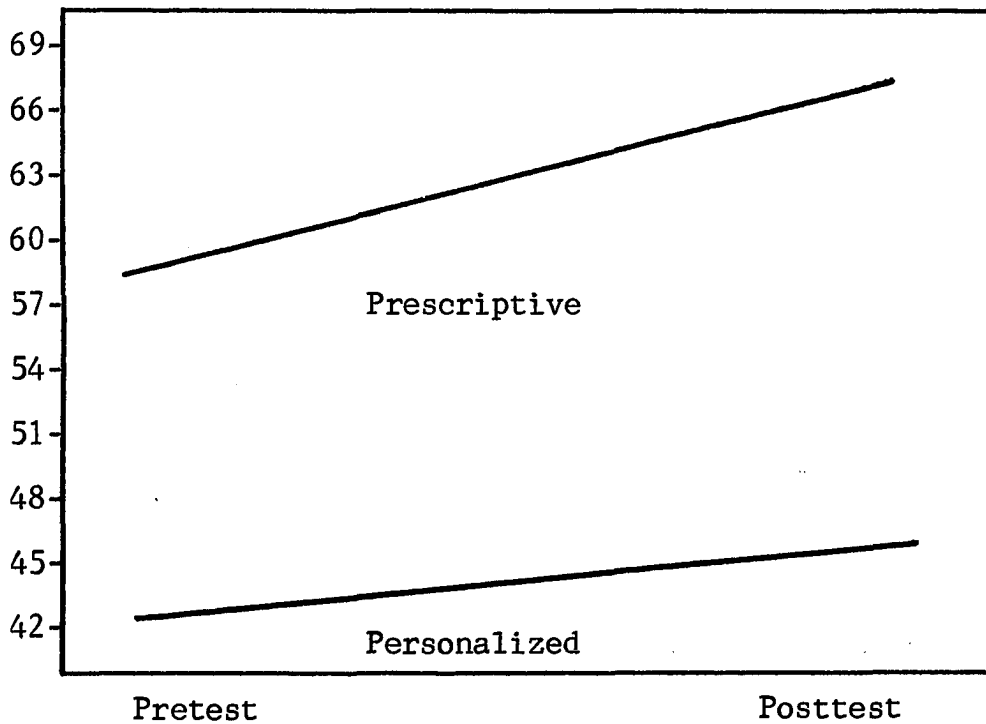
MEAN GAINS IN READING ACHIEVEMENT
BY INSTRUCTIONAL METHOD

TABLE 8

SUMMARY TABLE FOR RESULTS OF TWO-FACTOR ANOVA WITH
REPEATED MEASURES ON ONE FACTOR (SELF
CONCEPT) WITH UNEQUAL SAMPLE SIZES

Source of Variation	SS	df	MS	F
<u>Between Subjects</u>		<u>14</u>		
Method (M)	0.0380	1	0.0350	.0001
Subjects w. groups (error)	5,168.4286	13	397.5714	
<u>Within Subjects</u>		<u>15</u>		
Testing (T)	0.2374	1	0.2374	.0008
M x T	3.4391	1	3.4391	.0118
B x Subjects w. groups (error)	3,775.4286	13	290.4175	

TABLE 9

SUMMARY TABLE FOR RESULTS OF TWO-FACTOR ANOVA WITH
REPEATED MEASURES ON ONE FACTOR (READING
INTEREST) WITH UNEQUAL SAMPLE SIZES

Source of Variation	SS	df	MS	F
<u>Between Subjects</u>		<u>14</u>		
Method (M)	482.2463	1	482.2463	0.7046
Subjects w. groups (error)	8,896.8572	13	684.3736	
<u>Within Subjects</u>		<u>15</u>		
Testing (T)	146.4663	1	146.4663	5.6761**
M x T	87.7879	1	87.7879	3.3721*
B x Subjects w. groups (error)	338.4286	13	26.0329	

** $p < .05$ $1, 13 F_{.05} = 4.67$

* $p < .10$ $1, 13 F_{.10} = 3.14$

TABLE 10

SUMMARY TABLE FOR RESULTS OF TWO-FACTOR ANOVA WITH
REPEATED MEASURES ON ONE FACTOR (READING
ACHIEVEMENT) WITH UNEQUAL SAMPLE SIZES

Source of Variation	SS	df	MS	F
<u>Between Subjects</u>		<u>14</u>		
Method (M)	2,648.1109	1	2,648.1109	3.3541*
Subjects w. groups (error)	10,263.6518	13	789.5116	
<u>Within Subjects</u>		<u>15</u>		
Testing (T)	299.2873	1	299.2873	31.2128**
M x T	69.2197	1	69.2197	7.2189**
B x Subjects w. groups (error)	124.6518	13	9.5886	
* $p < .10$ $1, 13 F_{.10} = 3.14$				
** $p < .05$ $1, 13 F_{.05} = 4.67$				

APPENDIX C

COLLEGE WORD ANALYSIS SURVEY: ADMINISTRATION

PROCEDURES AND STUDENT ANSWER FORM

TABLE 10

SUMMARY TABLE FOR RESULTS OF TWO-FACTOR ANOVA WITH
 REPEATED MEASURES ON ONE FACTOR (READING
 ACHIEVEMENT) WITH UNEQUAL SAMPLE SIZES

Source of Variation	SS	df	MS	F
<u>Between Subjects</u>		<u>14</u>		
Method (M)	2,648.1109	1	2,648.1109	3.3541*
Subjects w. groups (error)	10,263.6518	13	789.5116	
<u>Within Subjects</u>		<u>15</u>		
Testing (T)	299.2873	1	299.2873	31.2128**
M x T	69.2197	1	69.2197	7.2189**
B x Subjects w. groups (error)	124.6518	13	9.5886	
* $p < .10 \quad 1, 13 F_{.10} = 3.14$				
** $p < .05 \quad 1, 13 F_{.05} = 4.67$				

COLLEGE

ADMINISTRATION

ENTER FORM

COLLEGE WORD ANALYSIS SURVEY

Administration Procedures

I. Number of Sounds Heard in Nonsense Words

Listen very carefully as I pronounce the following nonsense words. You are to indicate the number of sounds you hear in these nonsense words. Real words are not used because you might tend to write the number of letters in the words. That is not the purpose of this part of the survey. Again, listen for the number of sounds... not the number of letters which might be used to represent these sounds.

For example, the nonsense word "greesh" is represented on your copy by six letters: g..r..e..e..s..h, but there are only four sounds in this word. The sounds are the sound of g, the sound of r, the long sound of e as represented by ee, and one more sound at the end of the word which is represented by the letters sh. Thus, "greesh" has only four sounds.

Now listen very carefully for the number of sounds you hear in the following list of nonsense words.

- a. drear
- b. eam
- c. snoon
- d. trish
- e. wump

II. Consonant Sounds

Nonsense words will again be used to measure your ability to recall the letter which represents the sound at the beginning of two paired nonsense words. For example, the nonsense words "hift" and "hust" both start alike. The first sound in each of them is the same. Listen again to the beginning sound in "hift" and "hust". They both begin with the sound represented by an "h". Listen very carefully to the following pairs of nonsense words. Write the letter which represents the sound with which each of them begin.

- | | |
|----------------|------------------|
| a. woast, wath | h. veed, vaste |
| b. bift, barch | i. naked, neaf |
| c. gamp, garch | j. yine, yorth |
| d. teed, tath | k. lail, lettlet |
| e. feeth, fas | l. sust, saste |
| f. dold, dight | m. poast, peaf |
| g. mamp, maste | n. rin, ret |

III. Unusual Consonants

Most often you can depend upon a consonant letter to represent only one sound or phoneme. There are a few exceptions, however. This part of the survey will assess your ability to recall these exceptions.

- a. The consonant "c" is said to represent two sounds or phonemes. Write the letters which represent these sounds on the spaces which are provided.
- b. The consonant "g" is also said to represent two sounds or phonemes. Write the letters which represent these sounds on the spaces which are provided.
- c. The letter "q" is always followed by another letter. Write the letter which always follows "q".
- d. The letter "q" and the letter which always follows it team together to represent sounds which are usually spelled by two other consonants. On the spaces provided write the letters which represent the sounds made by "q" and the letter which follows "q".
- e. The letter "y" is sometimes a consonant and sometimes a vowel. Underline the word in which "y" is a consonant.
- f. Underline the word in which "y" is a vowel.

IV. Short Vowel Sounds

Nonsense words will be used to measure your ability to recall the letter which represents some sounds of vowels. Listen very carefully to the first sound you hear in these words. I will repeat each nonsense word twice so that you can be sure of the first sound you hear in it. Write the letter which represents that first sound on the spaces that are provided.

- | | |
|-------------------------|--------------------------|
| a. alive....alive | f. ilercise....ilercise |
| b. opple....opple | g. embrella....embrella |
| c. inercise....inercise | h. anustrate...anustrate |
| d. exstruct....exstruct | i. uterate....uterate |
| e. umtruct....umtruct | j. opustrate...opustrate |

V. Long Vowel Sounds

Now listen very carefully to the middle sound of the following nonsense words. I will repeat each nonsense word twice so that you can be sure of the middle sound you hear in it. Write the letter which represents the middle sound on the spaces which are provided.

- | | |
|-----------------|-----------------|
| a. bute....bute | f. maib....maib |
| b. kide....kide | g. tope....tope |
| c. moam....moam | h. mube....mube |
| d. bame....bame | i. dete....dete |
| e. keme....keme | j. dipe....dipe |

VI. Two Letter Consonants

- Write the two letters that represent the sound you hear at the beginning of "shat" and the ending of "reesh".
- Write the two letters that represent the sounds you hear at the beginning of "hwing" and "hwist".
- Write the two letters that represent the sound you hear at the beginning of "ching" and "chung".
- Write the two letters that represent the sound you hear at the beginning of "thrip" and "thile". (Use the "th" as in "thing".)

VII. Letters that Work Together

- Three spellings of a nonsense word are listed on your copy. Two of them could be pronounced in the same way. Mark with an "x" the one which could not be pronounced like the other two.
- Two of these nonsense words could be pronounced the same way. Mark with an "x" the one which could not be pronounced like the other two.

- c. Three of these nonsense words could be pronounced the same way. Mark with an "x" the one which could not be pronounced like the other three.
- d. Two of these nonsense words could be pronounced the same way. Mark with an "x" the one which could not be pronounced like the other two.
- e. Write the two letters which represent the middle sound of "m^{oo}p" and "p^{oo}m". (Use "oo" as in "room".)
- f. Write the two letters which represent the middle sound of "r^{oo}d" and "k^{oo}sh". (Use "oo" as in "look".)
- g. Write the two letters which represent the beginning sounds of "arb" and "ard".

VIII. Silent Letters

Some of our words contain letters which are not included in the pronunciation of the word. These are said to be silent letters. In the spaces provided by each of the following words, write the letter or letters which are silent. The example indicates that the "a" is silent in the word "bread".

IX. Endings

Some real words and their endings are shown below. In each example one of the forms of the word with its ending is spelled incorrectly. Mark the word which is not spelled correctly with an "x". In your example, an "x" was drawn through "s..a..l..e..e..s" because it was not spelled correctly. Do the same for the other items in this part of the survey. Stop when you finish "m", the last item.

X. Compound Words

Show the parts of each compound word below by writing the two smaller words of which it is made. For example, "grand" and "mother" are the two smaller words from which the compound word "grandmother" is made. These words have been written to the side of "grandmother". Do the same for items "a" through "h". Please put your pen or pencil down when you have finished item "h".

XI. Syllabication

Each word is shown divided into syllables in four ways. The example shows that "summer" is divided between its two "m's". In the items "a" through "e" underline the way you think each word should be divided.

XII. Syllabication and Accent

Each word is shown divided into syllables and accented in four ways. The example shows that the word "enclose" is divided between the "n" and the "c", and that "close" is the syllable which is stressed or said more forcefully. Underline the way you think each of the words "a" through "e" should be divided and accented.

XIII. Prefixes

Write the form of the root word which has the same meaning as is listed. The example shows that "rebuild" has the same meaning as build again. Complete items "a" through "e" in that manner.

XIV. Suffixes

Choose from the word endings listed on your copy of the Word Analysis Survey to meaningfully complete the sentences. Write the appropriate ending on the space provided in each sentence as is shown in the example. The example shows that the ending "ful" would meaningfully complete that sentence.

XV. Dictionary Respellings

Underline the one pronunciation that makes a word which fits the definition given. Use the key to help you choose. The example shows that "noz" (nose) is a part of the face. The other choices are not pronunciations of words which are part of the face.

COLLEGE WORD ANALYSIS SURVEY

Student Answer Form

I. Number of Sounds Heard in Nonsense Words

Example: greesh 4

a. ____ b. ____ c. ____ d. ____ e. ____

II. Consonant Sounds

Example: hift, hust h

a. ____ b. ____ c. ____ d. ____ e. ____

f. ____ g. ____ h. ____ i. ____ j. ____

k. ____ l. ____ m. ____ n. ____

III. Unusual Consonants

a. ____ b. ____ c. ____ d. ____

e. cycle, yellow, candy f. satisfy, young, yield

IV. Short Vowel Sounds

a. ____ b. ____ c. ____ d. ____ e. ____

f. ____ g. ____ h. ____ i. ____ j. ____

V. Long Vowel Sounds

a. ____ b. ____ c. ____ d. ____ e. ____

f. ____ g. ____ h. ____ i. ____ j. ____

VI. Two Letter Consonants

a. ____ b. ____ c. ____ d. ____ e. ____

f. ____

VII. Letters that Work Together

a. froot, frout, frowt

b. bauf, buaf, bawf

c. taib, tabe, tiab, tayb

d. sowp, soyp, soip

e. ____

f. ____

g. ____

VIII. Silent Letters

Example: bread a

- a. right _____ b. coal _____ c. ate _____
 d. sleep _____ e. knee _____

IX. Endings

Example: sale sales ~~saees~~

- | | | |
|-------------------|-----------|-----------|
| a. <u>company</u> | companys | companies |
| b. <u>bench</u> | benches | benchs |
| c. <u>mailbox</u> | mailboxes | mailboxs |
| d. <u>hug</u> | huged | hugged |
| e. <u>bat</u> | batting | bating |
| f. <u>hire</u> | hireing | hiring |
| g. <u>drink</u> | drinkking | drinking |
| h. <u>sweet</u> | sweeter | sweetter |
| i. <u>gentle</u> | gentleer | gentler |
| j. <u>rusty</u> | rustyest | rustiest |

X. Compound Words

Example: grandmother grand mother

- a. horseback _____
 b. pancake _____
 c. streetcar _____
 d. sailboat _____
 e. something _____
 f. dressmaker _____
 g. bathtub _____
 h. horseshoe _____

XI. Syllabication

- Example: summer 1. su mmer 2. sum mer
 3. s ummer 4. summ er
- a. tardy 1. tar dy 2. tard y
 3. ta rdy 4. t ardy
- b. sleepy 1. sle epy 2. sl eepy
 3. sleep y 4. s leepy
- c. disappointment 1. dis a ppoint ment
 2. dis appoint ment 3. disap point ment
 4. dis ap point ment
- d. bombardment 1. bomb ard ment 2. bom bard ment
 3. bomb ar dment 4. bombard ment
- e. reveal 1. re veal 2. rev eal
 3. r ev eal 4. re vea l

XII. Syllabication and Accent

- Example: enclose 1. e'nclose 2. enc lose'
 3. en close' 4. en'close
- a. enormous 1. e nor'mous 2. en or mous'
 3. e'nor mous 4. en'or mous
- b. grumble 1. grumb'le 2. grumb le'
 3. grum'ble 4. grum ble'
- c. umbrella 1. um'bre lla 2. um brel la'
 3. um brel'la 4. um bre'lla
- d. accept 1. ac'cept 2. acc'ept
 3. acc ept' 4. ac cept'
- e. misdirect 1. mis'di rect' 2. mis'dir ect'
 3. mis dir'ect 4. mis di'rect

XIII. Prefixes

	<u>Root</u>	<u>Meaning</u>	<u>New Word</u>
Example:	build	build again	<u>rebuild</u>
a.	wise	not wise	_____
b.	accurate	not accurate	_____
c.	view	to view before	_____
d.	compose	to break into parts	_____
e.	large	to make large	_____

XIV. Suffixes

Example: He was careful not to step on the thorn.

Suffixes: ful, tion, ness, ment, ous, ing, able

- a. The settle_____ was growing as people from other regions arrived in search of gold.
- b. He was a courage_____ young man.
- c. They rented a fashion_____ apartment in the suburbs.
- d. Although John's intentions were honor_____, he was often misunderstood.
- e. The general's great_____ was largely due to his ability to relate to his men.

XV. Dictionary Respellings

Example: part of the face

1.	i' brō	2.	nōz
3.	chīn	4.	īs

Key: hat, āge, cāre, fār; let, bē, tērm; it, īce;
hot, gō, ôrder; oil, out; cup, pūt, rüle, ūse;
ch, child; ng, long; th, thin, then; zh,
measure; ə represents a in about, e in taken,
i in April, o in lemon, u in circus.

- | | | |
|--------------------------------|--------------|-------------|
| a. <u>something to ride in</u> | 1. kār | 2. būs |
| | 3. strēt'kār | 4. ā'r'plan |
| b. <u>school supplies</u> | 1. pen cils' | 2. pēnz |
| | 3. pā per' | 4. būs |
| c. <u>a part of the day</u> | 1. mōrn'ing | 2. twi'lit |
| | 3. ēv'nīng | 4. nit |
| d. <u>article of clothing</u> | 1. pāntz | 2. shirt |
| | 3. trou'zērz | 4. bloise |
| e. <u>a food</u> | 1. rā'zīnz | 2. ris |
| | 3. pə tā'tō | 4. kār'ōt |

APPENDIX D

THE PRESCRIPTIVE GUIDELINES AND SCORES RECORDS

PRESCRIPTIVE PROGRAM GUIDELINES

- I. First Week (Testing)
 - A. First Day - Nelson-Denny Reading Test, Form C
 - B. Second Meeting - Affective Scales (Administered by a collaborator)
 1. Collegiate Reading Interest Scale
 2. Self Expectation Inventory
 3. Self Concept of Ability Scale
 - C. Third Meeting - Diagnostic Tests
 1. College Word Analysis Survey (students who scored 1-20%ile on the Nelson-Denny Reading Test total reading score)
 2. Tactics in Reading II Diagnostic Test (students who scored 21-99%ile on Nelson-Denny Reading Test total reading score)
- II. Second Week
 - A. First Meeting
 1. Distribute appropriate scores records with deficit areas and book levels marked on individual records
 - a. Students whose total score was 1-20%ile on the Nelson-Denny Reading Test....
Reading Laboratory Scores Record I
 - b. Students whose total score was 21-99%ile on the Nelson-Denny Reading Test....
Reading Laboratory Scores Record II
 2. Discuss the materials and work to be completed each week.
 - a. Prescriptive Guidelines I
 - b. Prescriptive Guidelines II
 - B. Second and Third Meetings
 1. Provide the students with help as needed
 2. Collect all the Reading Laboratory Scores Records on the third meeting....ascertain that the students are completing their records as directed....make comments (written) as necessary
- III. Third Week Through Next to Last Week of the Semester
 - A. First Meeting of Each Week
 1. Distribute Reading Laboratory Scores Records with appropriate written remarks to students
 - B. Last Meeting of Each Week
 1. Collect Reading Laboratory Scores Records and record remarks as necessary

C. Instructor's Conduct

1. Because learner motivation within this experimental method is only to be resultant from immediate reinforcement in terms of self-correctional materials and noting progress in reading laboratory materials, a minimum of interaction between the instructor and students is desirable.
2. After the second week when the instructor provided guidance in acquainting the students with the materials and the techniques of the reading laboratory, the instructor should not initiate a discussion with a student.
3. The instructor should remain seated at his desk for bulk of each session.
4. Assistance should be provided to students when they ask for it.

IV. Last Week of Semester

- A. Affective Scales (Administered by a collaborator)
 1. Collegiate Reading Interest Scale
 2. Self Expectation Inventory
 3. Self Concept of Ability Scale
- B. Nelson-Denny Reading Test, Form D

PRESCRIPTIVE GUIDELINES I

Students who score below the twenty-first percentile on total reading on the Nelson-Denny Reading Test pretest should begin each session by completing two exercises in the McCall Crabbs materials at the levels indicated below. They should be expected to complete three controlled reader selections per week. Those students whose reading rate scores are in excess of ten percentiles below their total reading score should be required to complete five controlled reader selections per week. The remainder of the sessions should be divided (as nearly as possible) by working on deficient areas in the Dr. Spello materials and progressing sequentially through the Be a Better Reader books at the level indicated below.

Pretest Total Reading Score

(Nelson-Denny Reading Test) 1-10%ile

Standard Test Lessons in Reading D

Controlled Reader GA or GH

Dr. Spello (deficit areas)

Be a Better Reader Book III

Pretest Total Reading Score

(Nelson-Denny Reading Test) 11-20%ile

Standard Test Lessons in Reading E

Controlled Reader GA or GH

Dr. Spello (deficit areas)

Be a Better Reader Book IV

Criteria for Moving to More Advanced Materials

I. Standard Test Lessons in Reading

- A. When the student makes no more than one error on three successive 3-minute timed trials, he may be moved to Book E.
- B. When a student working in Book E makes no more than one error on three successive 3-minute timed trials, this material should be eliminated from his prescription.

II. Controlled Reader Story Set

When the student achieves an accuracy level of 90% at a rate of two hundred words per minute or greater on three out of five successive selections, he may advance to the next higher level of difficulty.

III. Dr. Spello

An accuracy level of 80% should be achieved on any given page before the student progresses to the next page. A student who achieves an accuracy level of 90% on three successive pages within a given skill area may be advanced to another skill area.

IV. Be a Better Reader

The student should be expected to progress sequentially through the book. When he makes no more than one error in comprehension in three out of five sequential exercises, the next level should be prescribed.

V. A student who meets the criteria listed below should be administered the Tactics in Reading II diagnostic pretest and be advanced to the materials listed on Prescriptive Guidelines II.

- A. Makes no more than one error on each of three successive 3-minute timed trials on Standard Test Lessons in Reading E.
- B. Has successfully completed his deficit areas on the Dr. Spello prescribed pages at an accuracy level of 80%.
- C. Has successfully completed (no more than one error each) on three out of five sequential exercises in Be a Better Reader Book IV.

PRESCRIPTIVE GUIDELINES II

Students who score above the twentieth percentile on total reading on the Nelson-Denny Reading Test pretest should be expected to complete three controlled reader selections per week. Those students whose reading rate scores are in excess of ten percentiles below their total reading score should be expected to complete five controlled reader selections per week. The remainder of the sessions should be divided (as nearly as possible) by working on deficit areas in the Tactics in Reading II materials and progressing sequentially through the Be a Better Reader books, the SRA Reading Laboratory IVa materials, and the How to Read Factual Literature books at the levels indicated below. Work in all of these materials should be expected to be completed by each student each week.

Pretest Total Reading Score

(Nelson-Denny Reading Test) 21-40%ile

Controlled Reader Story Set GH, GA
Tactics in Reading II (deficit areas)
Be a Better Reader Book V
SRA Reading Laboratory IVa
How to Read Factual Literature Book I

Pretest Total Reading Score

(Nelson-Denny Reading Test) 41-60%ile

Controlled Reader Story Set IJ
Tactics in Reading II (deficit areas)
Be a Better Reader Book V
SRA Reading Laboratory IVa
How to Read Factual Literature Book II

Pretest Total Reading Score

(Nelson-Denny Reading Test) 61-99%ile

Controlled Reader Story Set KL, LK
Tactics in Reading II (deficit areas)
Be a Better Reader Book VI
SRA Reading Laboratory IVa
How to Read Factual Literature Book III

Criteria for Moving to More Advanced Materials

I. Controlled Reader Story Set

When the student achieves an accuracy level of 90% at a rate of 250 WPM or greater on three out of five successive selections, he should be moved to the next higher level of difficulty.

II. Tactics in Reading II

The student is expected to complete each card and activity at an accuracy level of 80% or better before moving on to the next. In the event that this level of accuracy is not achieved, the student should redo the activity before going on to the next.

III. Be a Better Reader

The student should be expected to progress sequentially through the book. When he makes no more than one error in comprehension in three out of five sequential exercises, the next level should be prescribed.

IV. SRA Reading Laboratory IVa

The student should begin activities at the reading level indicated by his grade level score as determined by his pretest on the Nelson-Denny Reading Test. He is expected to complete activities on each selection at an accuracy level of 80% or better. In the event that this level of accuracy is not achieved, the student should redo the activity before going on to the next selection. When he achieves an accuracy level of 90% in three out of five sequentially arranged selections in a given level, he should be advanced to the next higher material.

V. How to Read Factual Literature

The student should be expected to progress sequentially through the book. When he achieves an accuracy level of 90% in three out of five sequentially arranged selections, he should be advanced to the next higher material.

READING LABORATORY SCORES
Record I

Student's Name_____Hour_____Instructor_____

Achievement Pretest Scores in Percentiles: R___ V___ C___

Dr. Spello: Record your scores on these activities in per cents. A score of less than 80% indicates that you should do that page again before moving to the next activity.

I. Number of Sounds in a Word

P. 1_____ P. 2_____

II. Consonant Sounds

Pp. 6, 7_____ Pp. 8, 9_____ Pp. 10, 11_____

III. Unusual Consonants

Pp. 12, 13_____

IV. Short Vowel Sounds

Pp. 4, 5_____ P. 20_____ P. 21_____ P. 24_____

P. 25_____

V. Long Vowel Sounds

P. 16_____ P. 17_____ P. 18_____ P. 20_____

P. 21_____ P. 22_____ P. 23_____ P. 24_____

P. 25_____

VI. Two Letter Consonants

Pp. 26, 27_____

VII. Letters that Work Together

P. 28_____ P. 29_____ P. 30_____ P. 31_____

VIII. Silent Letters

P. 32_____ P. 33_____ P. 61_____ P. 62_____

P. 63_____

IX. Endings

P. 34_____ P. 35_____ P. 36_____ P. 37_____

P. 38_____ P. 39_____ P. 40_____ P. 41_____

P. 42_____ P. 43_____ P. 44_____

X. Compound Words

P. 45_____ P. 46_____ P. 47_____

XI. Syllabication

Pp. 48, 49_____ Pp. 50, 51_____ Pp. 52, 53_____

Pp. 54, 55_____ P. 56_____ Pp. 57, 58_____

P. 59_____ P. 60_____

XII. Syllabication and Accent

P. 72_____ P. 73_____ P. 74_____

XIII. Prefixes

Pp. 64, 65_____ P. 66_____ P. 70_____

XIV. Suffixes

Pp. 67, 68_____ P. 69_____ P. 71_____

XV. Dictionary Respellings

Pp. 76, 77_____ P. 78_____ P. 79_____

P. 80_____ P. 81_____ P. 82_____ P. 83_____

P. 84_____ P. 85_____ P. 86_____ P. 87_____

Standard Test Lessons in Reading D: Circle the numbers of those which were completed in three minutes or less. Tell your instructor when you have made no more than one error on three successive three-minute timed selections.

1.____ 2.____ 3.____ 4.____ 5.____ 6.____ 7.____

8.____ 9.____ 10.____ 11.____ 12.____ 13.____ 14.____

15.____ 16.____ 17.____ 18.____ 19.____ 20.____ 21.____
 22.____ 23.____ 24.____ 25.____ 26.____ 27.____ 28.____
 29.____ 30.____ 31.____ 32.____ 33.____ 34.____ 35.____
 36.____ 37.____ 38.____ 39.____ 40.____ 41.____ 42.____
 43.____ 44.____ 45.____ 46.____ 47.____ 48.____ 49.____
 50.____ 51.____ 52.____ 53.____ 54.____ 55.____ 56.____
 57.____ 58.____ 59.____ 60.____ 61.____ 62.____ 63.____
 64.____ 65.____ 66.____ 67.____ 68.____ 69.____ 70.____
 71.____ 72.____ 73.____ 74.____ 75.____ 76.____ 77.____
 78.____

Standard Test Lessons in Reading E: Circle the numbers
 of those selections which were completed in three
 minutes or less. Tell your instructor when you
 have made no more than one error on three succes-
 sive three-minute timed selections.

1.____ 2.____ 3.____ 4.____ 5.____ 6.____ 7.____
 8.____ 9.____ 10.____ 11.____ 12.____ 13.____ 14.____
 15.____ 16.____ 17.____ 18.____ 19.____ 20.____ 21.____
 22.____ 23.____ 24.____ 25.____ 26.____ 27.____ 28.____
 29.____ 30.____ 31.____ 32.____ 33.____ 34.____ 35.____
 36.____ 37.____ 38.____ 39.____ 40.____ 41.____ 42.____
 43.____ 44.____ 45.____ 46.____ 47.____ 48.____ 49.____
 50.____ 51.____ 52.____ 53.____ 54.____ 55.____ 56.____
 57.____ 58.____ 59.____ 60.____ 61.____ 62.____ 63.____
 64.____ 65.____ 66.____ 67.____ 68.____ 69.____ 70.____
 71.____ 72.____ 73.____ 74.____ 75.____ 76.____ 77.____

Be a Better Reader Book III:

Pp. 2-3	Comprehension	_____	
Pp. 4-5	Comprehension	_____	
Pp. 6-7	Comprehension	_____	
Pp. 8-9	Comprehension	_____	
Pp. 10-11	Comprehension	_____	
Pp. 12-13	Comprehension	_____	
P. 14	Comprehension	_____	
Pp. 18-19	Comprehension	_____	
Pp. 20-21	Comprehension	_____	WPM _____
Pp. 22-23	Comprehension	_____	WPM _____
Pp. 24-25	Comprehension	_____	WPM _____
Pp. 26-27	Comprehension	_____	
Pp. 28-29	Comprehension	_____	
Pp. 35-36	Comprehension	_____	
P. 37	Comprehension	_____	
Pp. 38-39	Comprehension	_____	
Pp. 40-41	Comprehension	_____	WPM _____
Pp. 42-43	Comprehension	_____	
Pp. 44-45	Comprehension	_____	WPM _____
Pp. 46-47	Comprehension	_____	
Pp. 52-53	Comprehension	_____	
P. 54	Comprehension	_____	
P. 55	Comprehension	_____	
P. 56	Vocabulary	_____	
P. 57	Vocabulary	_____	
Pp. 58-59	Comprehension	_____	WPM _____
Pp. 60-61	Comprehension	_____	
Pp. 62-63	Comprehension	_____	
Pp. 64-65	Comprehension	_____	
Pp. 70-71	Comprehension	_____	
P. 72	Comprehension	_____	
P. 73	Vocabulary	_____	
Pp. 74-75	Comprehension	_____	WPM _____
Pp. 76-77	Comprehension	_____	WPM _____
Pp. 78-79	Comprehension	_____	WPM _____
Pp. 80-81	Comprehension	_____	
Pp. 84-85	Comprehension	_____	
Pp. 86-87	Comprehension	_____	
P. 88	Comprehension	_____	
P. 89	Vocabulary	_____	
Pp. 90-91	Comprehension	_____	WPM _____
Pp. 92-93	Comprehension	_____	WPM _____
Pp. 94-95	Comprehension	_____	
Pp. 96-97	Comprehension	_____	
Pp. 100-101	Comprehension	_____	
P. 102	Comprehension	_____	
P. 103	Vocabulary	_____	
Pp. 104-105	Comprehension	_____	WPM _____
Pp. 106-107	Comprehension	_____	WPM _____

Pp. 108-109	Comprehension_____	WPM_____
Pp. 110-111	Comprehension_____	
P. 115	Comprehension_____	
P. 116	Vocabulary _____	
P. 117	Vocabulary _____	
Pp. 118-119	Comprehension_____	WPM_____
Pp. 120-121	Comprehension_____	WPM_____
Pp. 122-123	Comprehension_____	
Pp. 124-125	Comprehension_____	
P. 126	Comprehension_____	
P. 127	Comprehension_____	
P. 128	Comprehension_____	
P. 129	Comprehension_____	
P. 130	Comprehension_____	
P. 131	Vocabulary _____	
Pp. 132-133	Comprehension_____	WPM_____
Pp. 134-135	Comprehension_____	WPM_____
Pp. 136-137	Comprehension_____	
Pp. 138-139	Comprehension_____	
P. 140	Comprehension_____	

Be a Better Reader Book IV:

Pp. 2-5	Comprehension_____	WPM_____
Pp. 6-7	Comprehension_____	WPM_____
Pp. 8-11	Comprehension_____	WPM_____
Pp. 12-13	Comprehension_____	WPM_____
Pp. 13-14	Comprehension_____	WPM_____
Pp. 14-15	Comprehension_____	WPM_____
Pp. 16-19	Comprehension_____	WPM_____
Pp. 19-21	Comprehension_____	WPM_____
Pp. 22-23	Comprehension_____	
Pp. 23-25	Comprehension_____	
Pp. 25-27	Comprehension_____	
Pp. 27-28	Comprehension_____	
Pp. 29-30	Comprehension_____	
Pp. 31-33	Comprehension_____	
P. 34	Comprehension_____	
Pp. 34-35	Comprehension_____	WPM_____
Pp. 36-38	Comprehension_____	
Pp. 39-40	Outlining _____	Recall_____
Pp. 41-43	Recall _____	
Pp. 43-44	Recall _____	
Pp. 45-46	Comprehension_____	
Pp. 47-48	Comprehension_____	
Pp. 48-49	Comprehension_____	
Pp. 49-51	Comprehension_____	
Pp. 61-64	Comprehension_____	
Pp. 64-67	Comprehension_____	

Pp. 67-68	Comprehension	_____	
Pp. 68-70	Comprehension	_____	
Pp. 71-74	Comprehension	_____	
Pp. 75-76	Comprehension	_____	
Pp. 76-78	Comprehension	_____	
Pp. 78-79	Comprehension	_____	
Pp. 80-84	Comprehension	_____	WPM _____
Pp. 84-87	Comprehension	_____	WPM _____
Pp. 87-90	Comprehension	_____	
Pp. 90-92	Comprehension	_____	WPM _____
Pp. 92-96	Comprehension	_____	
Pp. 97-99	Comprehension	_____	WPM _____
Pp. 100-101	Comprehension	_____	
Pp. 101-102	Comprehension	_____	
Pp. 102-103	Comprehension	_____	
Pp. 103-104	Comprehension	_____	
P. 105	Comprehension	_____	
P. 106	Comprehension	_____	
Pp. 107-109	Comprehension	_____	
Pp. 109-113	Vocabulary	_____	
Pp. 114-116	Comprehension	_____	WPM _____
Pp. 116-120	Comprehension	_____	
Pp. 121-124	Comprehension	_____	
Pp. 125-128	Comprehension	_____	WPM _____
Pp. 128-129	Comprehension	_____	
Pp. 129-131	Comprehension	_____	
Pp. 131-133	Vocabulary	_____	
Pp. 134-135	Comprehension	_____	WPM _____
Pp. 136-139	Comprehension	_____	
Pp. 139-141	Comprehension	_____	WPM _____
Pp. 141-145	Comprehension	_____	
Pp. 146-149	Comprehension	_____	
Pp. 150-152	Comprehension	_____	
Pp. 152-154	Comprehension	_____	
P. 154	Comprehension	_____	
Pp. 155-157	Vocabulary	_____	
Pp. 158-161	Comprehension	_____	
Pp. 161-162	Comprehension	_____	
Pp. 162-163	Comprehension	_____	
P. 164	Comprehension	_____	(Activity 2)
Pp. 164-165	Comprehension	_____	(Activity 3)
P. 165	Comprehension	_____	(Activity 4)
P. 166	Comprehension	_____	
P. 167	Comprehension	_____	
Pp. 167-170	Comprehension	_____	
Pp. 170-171	Vocabulary	_____	

READING LABORATORY SCORES
Record II

Student's Name _____ Hour _____ Instructor _____

Reading Achievement Pretest Scores in Percentiles:

R _____ V _____ C _____

Tactics in Reading II: Carefully check your errors on all work before progressing to the next card.

A. Word Attack Context

C.4 _____ C.5 _____ C.6A (3) _____ (4) _____ (5) _____

C.6B (6A) _____ (6B) _____ (7) _____

B. Word Attack/Structure

C.7 (1) _____ (2A) _____ (2B) _____ (2C) _____

C.8 (3A) _____ (3B) _____ (4) _____ C.9 (5) _____

(6) _____ (7) _____ C.10A (8) _____ (9) _____ (10) _____

C.10B (11) _____ (12) _____ (13) _____ (14) _____

C. Word Attack/Sound

C.11 (1) _____ (2) _____ (3) _____ (4) _____

C.12 (5) _____ (6) _____ (7) _____ (8A) _____ (8B) _____

D. Word Attack/Dictionary

C.13 (1A) _____ (1B) _____ (2) _____ (3) _____

C.14 (4) _____ (5) _____ C.15 (6) _____ (7) _____

E. Sentence Meaning

C.16 (1) _____ (2) _____ C.17 (3) _____ (4) _____

(5) _____ C.18 (6) _____ (7) _____ (8) _____ (9) _____

C.19 (10) _____ (11) _____ C.20 (12) _____ (13) _____

(14) _____

F. Judgments

C.21 (1)_____ (2)_____ (3)_____ C.22 (4)_____
 (5)_____ (6)_____ (7)_____ C. 23 (8)_____
 C.24A (9A)_____ (9B)_____ (10)_____
 C.24B (11)_____ (12)_____ (13)_____

G. Figurative Speech

C.25 (1)_____ (2)_____ (3)_____ C.26 (4)_____
 (5)_____ (6)_____ (7)_____ C.27 (8)_____ (9)_____
 (10)_____ C.28 (11)_____ (12)_____

H. Central Idea

C.29 (1A)_____ (1B)_____ (2)_____ (3)_____
 C.30 (4A)_____ (4B)_____ (5A)_____ (5B)_____
 C.31 (6A)_____ (6B)_____ (7)_____
 C.32 (8)_____ (9A)_____ (9B)_____
 C.33 (10)_____ C.34 (11)_____ (12)_____

I. Inferences

C.35 (1)_____ (2)_____ C.36 (3)_____ (4)_____
 (5)_____ C.37 (6)_____ (7)_____ (8)_____
 C.38A (9)_____ (10)_____ C.38B (11A)_____ (11B)_____

J. Relationships

C.39A (1A)_____ (1B)_____ C.39B (2)_____ (3)_____
 (4)_____ C.40A (5)_____ (6A)_____ (6B)_____
 (6C)_____ C.40B (7)_____ (8)_____
 C.41A (9)_____ C.41B (10)_____ C.42A (11)_____
 C.42B (12A)_____ (12B)_____ C.43A (13A)_____
 (13B)_____ (13C)_____ C.43B (14A)_____ (14B)_____

K. Imagery

C.44 (1)_____ (2)_____ (3)_____ (4)_____

C.45 (5A)_____ (5B)_____ (6A)_____ (6B)_____

C.46 (7)_____ (8)_____ (9)_____

C.47A (10)_____ (11)_____ C.47B (12A)_____ (12B)_____

Be a Better Reader Book V:

Pp. 2-5	Comprehension_____	WPM_____
Pp. 6-8	Comprehension_____	WPM_____
Pp. 9-12	Comprehension_____	WPM_____
Pp. 12-16	Comprehension_____	WPM_____
Pp. 17-21	Comprehension_____	WPM_____
Pp. 22-23	Comprehension_____	
Pp. 24-25	Comprehension_____	WPM_____
Pp. 26-27	Comprehension_____	
Pp. 28-30	Comprehension_____	
Pp. 30-32	Comprehension_____	
Pp. 33-36	Comprehension_____	
Pp. 36-38	Comprehension_____	
Pp. 38-41	Comprehension_____	
Pp. 41-42	Comprehension_____	
Pp. 43-45	Comprehension_____	
Pp. 45-46	Comprehension_____	
Pp. 46-48	Comprehension_____	
Pp. 48-49	Comprehension_____	
Pp. 49-50	Comprehension_____	
Pp. 53-56	Comprehension_____	
Pp. 56-59	Comprehension_____	
Pp. 59-60	Comprehension_____	
Pp. 60-61	Comprehension_____	
Pp. 61-62	Comprehension_____	
Pp. 62-64	Comprehension_____	
Pp. 64-65	Comprehension_____	
Pp. 66-67	Comprehension_____	
Pp. 67-69	Comprehension_____	
Pp. 70-71	Comprehension_____	
Pp. 71-72	Comprehension_____	
Pp. 72-73	Comprehension_____	
Pp. 74-80	Comprehension_____	
Pp. 80-89	Comprehension_____	
Pp. 89-94	Comprehension_____	
Pp. 95-97	Comprehension_____	WPM_____
Pp. 101-102	Comprehension_____	
Pp. 102-103	Comprehension_____	

Pp. 103-104	Comprehension	_____	
P. 105	Vocabulary	_____	
P. 106	Vocabulary	_____	
P. 107	Vocabulary	_____	
Pp. 108-112	Comprehension	_____	WPM _____
Pp. 112-115	Comprehension	_____	
Pp. 115-118	Comprehension	_____	
Pp. 118-121	Comprehension	_____	
Pp. 121-125	Comprehension	_____	WPM _____
Pp. 126-128	Comprehension	_____	
Pp. 128-130	Comprehension	_____	
P. 131	Vocabulary	_____	
P. 132	Vocabulary	_____	
P. 133	Vocabulary	_____	
Pp. 134-135	Comprehension	_____	WPM _____
Pp. 136-140	Comprehension	_____	WPM _____
Pp. 141-144	Comprehension	_____	
Pp. 144-147	Comprehension	_____	WPM _____
Pp. 147-150	Comprehension	_____	
Pp. 151-153	Comprehension	_____	
Pp. 154-157	Comprehension	_____	
P. 158	Vocabulary	_____	
P. 159	Vocabulary	_____	
P. 160	Vocabulary	_____	
Pp. 161-164	Comprehension	_____	
Pp. 164-166	Comprehension	_____	
Pp. 166-167	Comprehension	_____	
Pp. 168-170	Comprehension	_____	
Pp. 170-171	Vocabulary	_____	

Be a Better Reader Book VI:

Pp. 2-5	Comprehension	_____	WPM _____
Pp. 5-8	Comprehension	_____	WPM _____
Pp. 9-13	Comprehension	_____	WPM _____
Pp. 13-14	Comprehension	_____	
P. 15	Comprehension	_____	
Pp. 16-17	Comprehension	_____	
Pp. 17-18	Comprehension	_____	
Pp. 19-20	Comprehension	_____	
Pp. 21-23	Comprehension	_____	
Pp. 24-26	Comprehension	_____	
Pp. 26-27	Comprehension	_____	
Pp. 28-31	Comprehension	_____	
Pp. 31-35	Comprehension	_____	
Pp. 35-38	Comprehension	_____	WPM _____
Pp. 38-40	Comprehension	_____	
Pp. 41-43	Comprehension	_____	
Pp. 44-47	Comprehension	_____	

Pp. 48-50	Comprehension_____	WPM_____
Pp. 51-56	Comprehension_____	
Pp. 56-57	Comprehension_____	
Pp. 57-59	Comprehension_____	
Pp. 59-61	Comprehension_____	
Pp. 62-63	Comprehension_____	
Pp. 79-83	Comprehension_____	
Pp. 84-87	Comprehension_____	
Pp. 88-91	Comprehension_____	
Pp. 91-95	Comprehension_____	WPM_____
Pp. 96-99	Comprehension_____	
Pp. 99-103	Comprehension_____	WPM_____
Pp. 104-106	Comprehension_____	WPM_____
Pp. 106-107	Comprehension_____	
Pp. 108-111	Vocabulary_____	
Pp. 112-117	Comprehension_____	WPM_____
Pp. 117-122	Comprehension_____	WPM_____
Pp. 122-127	Comprehension_____	WPM_____
Pp. 127-130	Comprehension_____	
Pp. 130-133	Comprehension_____	
Pp. 134-135	Comprehension_____	
Pp. 135-137	Comprehension_____	
Pp. 137-138	Comprehension_____	
Pp. 139-141	Vocabulary_____	
Pp. 142-147	Comprehension_____	WPM_____
Pp. 148-152	Comprehension_____	WPM_____
Pp. 153-157	Comprehension_____	
Pp. 157-164	Comprehension_____	
Pp. 164-168	Comprehension_____	WPM_____
Pp. 168-173	Comprehension_____	
Pp. 174-177	Vocabulary_____	
Pp. 197-199	Comprehension_____	
Pp. 199-201	Comprehension_____	
Pp. 202-203	Comprehension_____	
Pp. 203-206	Comprehension_____	
Pp. 207-208	Vocabulary_____	

How to Read Factual Literature, Book ____: Record your scores on these selections in percentages. A score of less than 80% indicates that you should reread that selection and complete the review again before moving on to the next selection.

Selection	Score	Selection	Score	Selection	Score
1	_____	11	_____	21	_____
2	_____	12	_____	22	_____
3	_____	13	_____	23	_____
4	_____	14	_____	24	_____
5	_____	15	_____	25	_____
6	_____	16	_____	26	_____
7	_____	17	_____	27	_____
8	_____	18	_____	28	_____
9	_____	19	_____	29	_____
10	_____	20	_____	30	_____

SRA Reading Laboratory IVa: Record your scores on these selections in percentages. A score of less than 80% indicates that you should reread that selection and complete the activities again before moving on to the next selection.

[illegible]

APPENDIX E
PERSONALIZED PROGRAM GUIDELINES, STUDY
GUIDE AND GOAL SETTING FORMS

PERSONALIZED READING PROGRAM GUIDELINES

- I. First Week (Testing)
 - A. First Day - Nelson-Denny Reading Test, Form C
 - B. Second Meeting - Affective Scales (Administered by a collaborator)
 - 1. Collegiate Reading Interest Scale
 - 2. Self Expectation Inventory
 - 3. Self Concept of Ability Scale
 - C. Third Meeting - Diagnostic Tests
 - 1. College Word Analysis Survey (students who scored 1-20%ile on Nelson-Denny Reading Test total reading score)
 - 2. Tactics in Reading II Diagnostic Test (students who scored 21-99%ile on Nelson-Denny Reading Test total reading score)
- II. Second Week (Organization)
 - A. First Meeting
 - 1. Distribute appropriate study guides
 - a. Students whose total score was 1-20%ile on the Nelson-Denny Reading Test
 - 1. Study Guide I - Vocabulary
 - 2. Study Guide I - Comprehension
 - 3. Study Guide - Rate
 - b. Students whose total score was 21-99%ile on the Nelson-Denny Reading Test
 - 1. Study Guide II - Vocabulary
 - 2. Study Guide II - Comprehension
 - 3. Study Guide - Rate
 - 2. Discuss laboratory materials and their use.
 - 3. Discuss other self-selected materials (books, newspapers, magazines) and how they can be used to develop reading competencies.
 - 4. Take the class to the library. Show them where they can find newspapers, magazines and journals, fictional and biographical books. Introduce them to library staff who will assure them of help in locating materials and use of machines.
 - B. Second and Third Meetings
 - 1. Group work in materials listed under general comprehension in Study Guide I - Comprehension, or Study Guide II - Comprehension

2. Individual Conferences

- a. Discussion of test results
 - a.1. Nelson-Denny Reading Test (rate, vocabulary, comprehension, total score)
 - a.2. Diagnostic Tests (College Word Analysis Survey or Tactics in Reading II Diagnostic Test)
- b. Provide the student with a copy of the Reading Skills Assessment on which areas of need are checked.
- c. Provide guidance, encouragement, assurance as needed.
- d. Provide the student with the appropriate goals form (Study Guide I - Goals, or Study Guide II - Goals) and discuss how he might begin to establish goals in low-scoring areas.

III. Third Week Through Next to Last Week of the Semester

- A. Student set weekly goals on appropriate form on first meeting of each week, and submit these forms to the instructor.
- B. Individual conferences should be scheduled with each student once a week during the class period.
- C. Additional conferences in or out of class time may occur at either the student's or instructor's request.
- D. The instructional or individual conference should center around the following:
 - 1. Discussion of the student's progress relative to course objectives including guidance, encouragement, and assurance as needed by the instructor.
 - 2. Discussion of the materials (articles, books, etc.) which the student has chosen to read. Choose from the following or ask other questions which might be more pertinent to the material being discussed.
 - a. Central thought
 - a.1. The student might be asked to summarize or briefly tell about what he is reading or has read since the previous conference.
 - a.2. Ask if its setting makes a difference or if the basic plot could have occurred in another time or place.

- b. Inferences - ask some questions concerning some of the following:
 - b.1. The mood of the selection
 - b.2. Characteristics of people in the story...are they like anyone they have known?
 - b.3. The theme of the selection
 - b.4. Attitudes of characters about themselves
 - b.5. Attitudes of characters about others
 - b.6. Attitudes of characters about happenings or life in general
 - b.7. Why characters act as they do
 - b.8. What might happen next in plot development
 - c. Value Judgments - ask some questions concerning the following:
 - c.1. Do you agree or disagree with this article or book?
 - c.2. Should everyone be encouraged to read it? Why?
 - c.3. If you could enact a law, how would this book or article influence you?
 - d. Author's Purpose - ask some questions concerning the following:
 - d.1. Who wrote this article or book? What do you know about him? What other articles or books has he written?
 - d.2. What do you think he is trying to tell his readers?
 - d.3. Would you care to meet him? What would you like to discuss with him?
 - e. Personal Involvement - ask some questions concerning the following:
 - e.1. Would you care to be like any of the characters in the book? Why? Why not?
 - e.2. Is there a character in this book whom you would like to know? Why? Why not?
 - e.3. If you could change anything about this story, what would you change?
3. Discussion of student's progress in other courses in which he is enrolled.
4. Personal comments when initiated by the student.

5. Instructor questioning of vocabulary cards.
 - a. Pronunciation
 - b. Usage of term
 - c. Synonyms for terms
 - E. Student sharing of books or articles they have read. Allow only approximately fifteen minutes per week for this activity. These "quickie" sharing periods might consist of the following:
 1. Student telling briefly about a book and recommending to those who might have similar interests.
 2. Student sharing of activities they have engaged in relative to their course objectives.
 3. Student sharing of progress in other courses in which activities in their reading improvement course may have helped.
- IV. Last Week of Semester (Testing)
- A. Affective Scales (Administered by collaborator)
 1. Collegiate Reading Interest Scale
 2. Self Expectation Inventory
 3. Self Concept of Ability Scale
 - B. Nelson-Denny Reading Test, Form D

READING SKILLS ASSESSMENT
Personalized Reading Program

Name_____Hour_____Instructor_____

Reading Achievement Pretest Scores in Percentiles: R__V__
C__T__

Skill Areas I (College Word Analysis Survey)

Number of Sounds Heard in		Endings	_____
Words	_____	Compound Words	_____
Consonant Sounds	_____	Syllabication	_____
Unusual Sounds	_____	Syllabication and	_____
Short Vowel Sounds	_____	Accent	_____
Long Vowel Sounds	_____	Prefixes	_____
Two Letter Consonants	_____	Suffixes	_____
Letters that Work Together	_____	Dictionary Re-	_____
Silent Letters	_____	spellings	_____

Skill Areas II (Tactics in Reading II Pretest)

Word Attack/Context	_____	Figurative Speech	_____
Word Attack/Structure	_____	Central Idea	_____
Word Attack/Sound	_____	Inferences	_____
Word Attack/Dictionary	_____	Relationships	_____
Sentence Meaning	_____	Imagery	_____
Judgments	_____		

STUDY GUIDE I - GOALS

In order to improve my reading competence, I have set the following goals toward which I will work during this week.

VOCABULARY

Option I (Number of 3"x5"
cards)

Vocabulary cards _____
Prefix cards _____
Suffix cards _____

Option II (Area or areas)

Number of sounds in a word _____
Consonant sounds _____
Unusual consonants _____
Short vowel sounds _____
Long vowel sounds _____
Two letter consonants _____
Letters that work together _____
Silent letters _____
Compound words _____
Syllabication _____
Syllabication and accent _____
Dictionary respellings _____

COMPREHENSION

Option I (Area or areas)

Figurative Language _____
Sentence Meaning _____
Judgments _____
Central Idea, Note-taking _____
Inferences _____
Relationships _____
Imagery _____
Wide reading of self-selected materials _____

Option II (Area or areas)

General Comprehension _____

RATEOption I (Area or areas)Option II

Undesirable Habits _____
 Meaningful Thought _____
 Groups _____
 Previewing _____
 Skimming for Main _____
 Ideas _____
 Skimming for General _____
 Impressions _____

Laboratory Materials _____
 Controlled Reader _____

In order to accomplish the goals listed above, I intend to read from the following sources:

Books (Titles and pages): _____

Newspapers (Names and sections): _____

Magazines or Journals (Names): _____

Textbooks (Course name): _____

Laboratory Materials: _____

Name _____ Date _____

STUDY GUIDE II - GOALS

In order to improve my reading competence, I have set the following goals toward which I will work during this week.

VOCABULARY

Option I (Number of 3"x5"
cards)

Vocabulary Cards _____
Prefix Cards _____
Suffix Cards _____
Root Cards _____

Option II (Area or areas)

Word Attack/Context _____
Word Attack/Sound _____
Word Attack/Dictionary _____

COMPREHENSION

Option I (Area or areas)

Figurative Language _____
Sentence Meaning _____
Judgments _____
Central Idea, Note-
taking _____
Inferences _____
Relationships _____
Imagery _____
Wide reading of
self-selected
materials _____

Option II (Area or areas)

Figurative Language _____
Sentence Meaning _____
Judgments _____
Central Idea _____
Inferences _____
Relationships _____
Imagery _____
General Comprehension _____

RATE

Option I (Area or areas)

Undesirable Habits _____
Meaningful Thought _____
Groups _____
Previewing _____
Skimming for Main
Ideas _____
Skimming for General
Impressions _____

Option II (Area or areas)

Laboratory Materials _____
Controlled Reader _____

In order to accomplish the goals listed above, I intend to read from the following sources:

Books (Titles and pages): _____

Newspapers (Names and sections):

Magazines or Journals (Names or names and sections):

Textbooks (Course name): _____

Laboratory Materials: _____

Name _____ Date _____

STUDY GUIDE - RATE

(UNDESIRABLE HABITS, MEANINGFUL THOUGHT GROUPS,
PREVIEWING, SKIMMING)

This study guide will provide you with learning activities which will help you to read with greater speed. Two kinds of activities are suggested: Option I and Option II. Option I provides rate building activities in relation to your textbook reading, materials you read in the reading laboratory, and other reading that you select to do such as reading in newspapers, magazines and journals, and fictional and nonfictional books. Option II suggests the use of prepared materials found in the reading laboratory which will assist you with these skills. You may choose to do any or all of Option I activities, any or all of Option II activities, or combinations of both Option I and Option II activities.

STUDY GUIDE - RATE

Option IA. - Undesirable Habits

Some people do not read at the rate they wish because of body movements which tend to slow them down. Body movements which are generally unnecessary in reading are: (1) pointing at each word, (2) movement of the lips, (3) movement of the head, and (4) vocalizing or throat movement. Analyze your reading behaviors to see if you have developed some of these unnecessary body movements. Use the following guide to help you with your analysis.

<u>Body Movement</u>	<u>Self Analysis</u>
Finger Pointing	Read a paragraph or more from a book, magazine, or newspaper. Does your finger or thumb move across the lines of print?
Lip Movement	Read a paragraph from a book, newspaper, or magazine. Place a finger over your lips while you are doing this. Did your lips move against your finger?
Head Movement	Rest your elbow on the desk and place your chin in your hand as you read a paragraph or more. Does your head move taking your hand along with it?
Vocalizing	Place your open hand lightly over your throat as you read a paragraph or more. Can you feel a slight movement against your hand?

If you found that you have developed some of these habits, use some of the techniques listed below to eliminate them.

<u>Body Movement</u>	<u>Habit-Breaking Techniques</u>
Finger Pointing	Hold your book or magazine with <u>both</u> hands. Grasp the left hand side of the book with your left hand and the right side with your right hand.

Lip Movement	Hold a pencil between your lips while you read.
Head Movement	Rest your chin in your hand when you read. Hold your head still every time it starts to move.
Vocalizing	Hold your hand over your throat when you read and control the movements whenever you feel them.

Option IB. - Meaningful Thought Groups

A reader who can take in and process groups of words or phrases rather than simply one word at a time is better able to read rapidly and with greater comprehension than one who cannot. Try to read the following paragraph taking in each group of words at a time.

From the air . . . the island of Guadalcanal . . . looked like a disease. The dark green mat of the jungle . . . had splotches of some sort . . . of lighter green stuff-- an ugly, crawling green-- which looked like running sores. Hanging over the whole thing . . . was a wispy vapor . . . which writhed in long, snakelike patterns . . . and from the air . . . looked as though . . . it would smell bad.

Mark off meaningful thought groups in materials which you read. If the book, magazine, or newspaper belongs to you, you may wish to pencil-in some diagonal lines between the thought groups. If you are reading materials that belong in the reading laboratory or to others, please use a plastic sheet which you can obtain from the instructor. Place it over the page or article you are reading and mark on it with a felt pen.

Option IC. - Previewing

It is virtually impossible to thoroughly read everything that is printed on any given topic. Because of the vast array of printed materials that are available in today's society, the knowledgeable reader must develop habits of previewing materials for their general content. When he finds that a material is relevant to his purposes for reading, the general content of material which he gleaned from previewing will serve as a skeleton or framework to which he will attach significant findings if he chooses to read the article in detail. The reader who is

skilled at previewing is better able to thoroughly read the article at a rapid rate because of the broad overview of the selection which preview provided. Thus, his reading rate and his comprehension of the article are improved.

Answers to questions which you might have about previewing, "Why should I preview?" and "How can I go about previewing?" are provided below.

Why Should I Preview?

1. It is not possible to thoroughly read everything in print on any given topic.
2. To develop a broad overview of many materials in print.
3. To help you to select materials which meet your purposes for detailed reading.
4. To improve your comprehension of materials which you read in detail.
5. To improve your rate in materials you read in detail.

How Can I Go About Previewing?

1. Books
 - a. Title
 - b. Author
 - c. Publishing date
 - d. Table of Contents
 - e. Introduction (read rapidly)
 - f. Illustrations (Pictures, graphs, tables)
2. Magazines or journals
 - a. Title
 - b. Date of publication
 - c. Table of Contents
 - d. Illustrations (Pictures, graphs, tables)
3. Newspapers
 - a. Name
 - b. Place of publication
 - c. Date of publication
 - d. Sections
 - e. Illustrations (Pictures, graphs, tables)

4. Articles in newspapers, magazines or journals, and books
 - a. Title
 - b. Illustrations and captions
 - c. Boldface headings
 - d. Rapid reading of first and last paragraphs

Preview several books, magazines or journals, and newspapers with which you are unfamiliar. Find some which you would like to read more thoroughly, do so, and be ready to discuss them during the instructional conference.

Develop the habit of previewing the articles you read for this course and the textbook reading you do for other courses. (1) Obtain the overall content of the article by examining the illustrations and rapid reading of the title, boldface headings and the first and last paragraph. (2) Improve your reading speed and comprehension by relating the remainder of the article to your overall view of its content. Be ready to discuss your progress during the instructional conference.

Skimming is the most rapid kind of reading. There are times when skimming is appropriate for your purposes and there are times when it is not appropriate. It would not be valuable to you to skim an article in which you were to recall specific facts. Similarly, you would not wish to skim a highly interesting descriptive passage or poem. You would want to linger over these materials, to enjoy the mental images they bring to mind, and/or to ponder their meanings. You may ask, then, "When is skimming (rapid reading) of benefit to the reader?" and, "How can I go about skimming?" Some answers to these questions are provided below.

When to Skim

To obtain the main ideas (when detailed reading of novels, short stories, magazine, newspaper, or textbooks is not required)

How to Skim

1. Preview (title, illustrations, boldface type, first and last paragraph)
2. Sweep your eyes fleetingly over each paragraph to locate the main idea. In many paragraphs the main idea is given in either the first or the last sentence.

To obtain general impressions (light reading of paperback or hardback novels, short stories, magazine or newspaper articles)

1. Preview (title, illustrations, boldface type, first and last paragraphs)
2. Sweep your eyes over the page at the fastest rate possible.
3. Read as though you were reading a telegram.
 - a. Search for key words, the ones which have heavy meaning value.
 - b. Pay no attention to the key words which have little meaning value.

Activity 1 - Skimming for the Main Idea

- A. Skim several articles in textbooks, newspapers, magazines, or journals by: (1) previewing and (2) skimming to find the main idea (usually the first or last sentence in each paragraph). Set a time limit for each article and decrease your time as you perfect your skill in skimming for the main idea. Record your goal and findings on the Reading Rate Form and be prepared to discuss them during the instructional conference.
- B. Skim several short stories and/or novels by hurriedly locating the main idea in successive paragraphs. Set a time limit for each material and decrease this time limit as you perfect your skill in skimming for the main idea. For example, you might establish a time limit of five minutes for skimming for the main ideas in a short story on one occasion and lower that time limit to two or three minutes on a story of similar length and difficulty the next time. Have you ever thought you could read (skim for the main ideas) a paperback novel in fifteen to thirty minutes? Try it....you might like it! Set your goal, report your findings on the Reading Rate Form, and try to progressively decrease your time as you improve in your ability to skim for the main idea. Be ready to discuss this activity during the instructional conference.

Activity 2 - Skimming for General Impressions

- A. Skim several articles in newspapers, magazines or journals by: (1) sweeping your eyes over the print at the fastest possible rate and (2) paying attention only to the words which have heavy meaning value. Set your goal in terms of minutes and/or seconds, report your findings on the Reading Rate Form, and try to progressively decrease your time as you improve in your ability to skim for general impressions. Be prepared to discuss your findings during the instructional conference.
- B. Skim several short stories and/or novels by hurriedly noting only the key words in sentences. Set a time limit for each story or novel and decrease this time limit as you improve in your ability to skim for general impressions. Record your goal and findings on the Reading Rate Form and be prepared to discuss them during the instructional conference.

READING RATE FORM

Activity	Goal (time)	Selection	Meaning and Reactions
Skimming for Main Idea	3 minutes	"Now for the Bitter Battles of Peace," <u>Time</u> , Nov- ember 12, 1973	Fighting between the Arab and the Israelis stopped last week. Egypt's Third Army has been trapped by the Israelis. U.N. forces are now trying to keep the peace. The Soviets decided to send Soviet troops to help the Egyptians unless the U.S. pressured the Is- raelis to stop fighting. Peace negotiations are being handled by Kis- singer. Fahm of Egypt and Meir of Isreal went to Washington to dis- cuss peace negotiations. The Egyptians want sup- plies to be allowed to be delivered to their Third Army. Meir in- sists on a prisoner of war exchange. Major obstacles must be over- come before a lasting peace is to be a reality.

Previewing helped! This
was a difficult article.
It took me three and
one-half minutes.

READING RATE FORM -- continued

Activity	Goal (time)	Selection	Meaning and Reactions
Skimming for General Impressions	10 minutes (27 pages)	Edgar Allen Poe "William Wilson," in Sara Rosner (Ed) <u>The Other</u> <u>Dimension</u>	This story is about a man who from boyhood was plagued by a person who looked and acted like him. He later killed this person and in so doing, he killed the best within him- self.

It took me 8 minutes
to skim for general
impressions. Some
paragraphs which simply
described places were
omitted altogether.
The story was enjoy-
able. I am surprised
I was able to under-
stand so much in a
hurried reading.

Option II (Use any or all of the following)

Be a Better Reader Book III, pages 20-21

Be a Better Reader Book IV, pages 16-21, 45-51

Be a Better Reader Book V, pages 9-16, 43-50

Be a Better Reader Book VI, pages 8-27

Controlled Reader Story Set FA, GP, GH, IJ, KL

SRA Reading Laboratory IVa Rate Builders

Standard Test Lessons in Reading D

Standard Test Lessons in Reading E

STUDY GUIDE I - VOCABULARY

(WORD ATTACK/SOUND, WORD ATTACK/STRUCTURE,
WORD ATTACK/Dictionary)

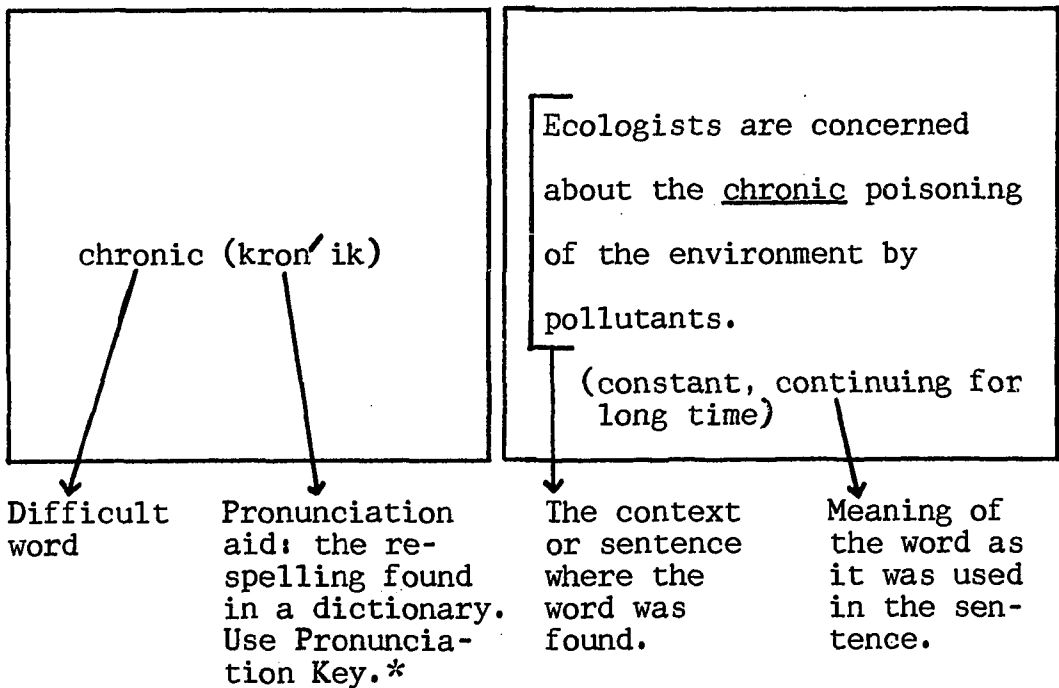
This study guide will provide you with learning activities which will help you to pronounce and understand the meanings of unfamiliar words you meet in your reading. Two kinds of activities are suggested: Option I and Option II. Option I consists of building a vocabulary file of 3"x5" cards for difficult words you encounter in your reading. Option II suggests the use of prepared materials found in the reading laboratory which will assist you with these skills. You may choose to do any or all of Option I activities, any or all of Option II activities, or combinations of both Option I and Option II activities.

STUDY GUIDE I

WORD ATTACK/CONTEXT, WORD ATTACK/SOUND,
WORD ATTACK/DictionaryOption I

Your reading ability will be greatly improved as you develop your skill in and use of the context and the dictionary for the pronunciation and meaning of difficult words. You may be able to pronounce or have an idea of the meaning of a difficult word because you are familiar with the topic of the selection. When this is the case, you are using your experience and the context for pronunciation or word meaning or both. Frequently, the use of context does not help you with the meaning or pronunciation of a term. It may be that you have only a general idea of the meaning and/or pronunciation of a word from the way in which it is used. When this is the case, a vocabulary card should be made for that word. All that you need is 3"x5" cards, a dictionary, reading materials, and the will to improve your reading ability.

Using this form as a guide for your vocabulary cards will provide you with a systematic way of recording and studying your findings.



Dictionary Entry

chron ic (kron'ik), chron i cal (-kəl), adj.
 1. continuing for a long time. 2. constant. 3. having had a disease, habit, etc. for a long time: a chronic liar. (L. Gk. chronos time) -chronically adv.-Syn.
 3. habitual, inveterate, confirmed, hardened.

*Pronunciation Key (Generally located at the bottom of a dictionary page.)

āge, hat, cāre, fār; ēqual, let, tērm; īce, it; ōpen, hot, ōrder; pūt, cup, rŭle, ūse; ə, a in about.

Use any and all of your reading as a source for these words. They may be taken from magazines, newspapers, books, or materials in the reading laboratory. They may be taken from the readings you do for other courses. Set a goal for the number of vocabulary cards you will add to your file each week. Study your cards and bring them to your instructional conference.

Option II (Use any or all of the following. Record your answers to these exercises in a notebook and bring it to the instructional conference.)

Dr. Spello

<u>Skill</u>	<u>Pages</u>
Number of Sounds in a Word	1-2
Consonant Sounds	6-11
Unusual Consonants	12-13
Short Vowel Sounds	4, 5, 20, 21, 24, 25
Long Vowel Sounds	16-26
Two Letter Consonants	26-27
Letters that Work Together	28-31
Silent Letters	32, 33, 61-63
Compound Words	45-47
Syllabication	48-60
Syllabication and Accent	72-74
Dictionary Respellings	76-87

WORD ATTACK/STRUCTURE

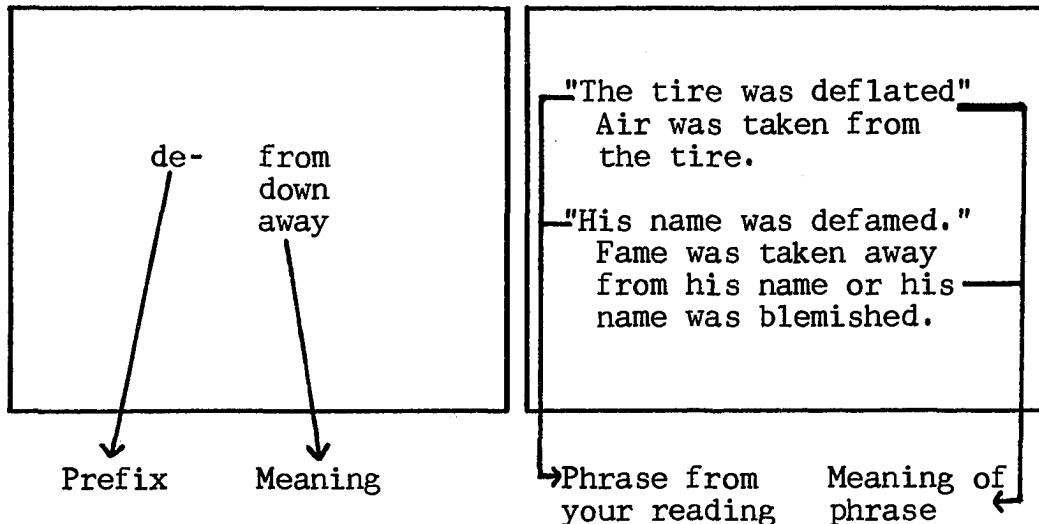
Option I

Knowledge of prefixes and suffixes will help you to improve your reading ability. You will better be able to pronounce, understand, and correctly use words which are made of often used word parts by knowing the meanings of these parts and how they are used.

- A. Prefixes (a letter or cluster of letters placed at the beginning of a word which influence the meaning of the word)

<u>Prefix</u>	<u>Meaning</u>	<u>Examples</u>
re-	back, again	<u>recall</u> , <u>renew</u> , <u>rejoin</u>
de-	from, down, away	<u>defame</u> , <u>deflate</u> , <u>demote</u> , <u>detour</u>
dis-	from, down, away	<u>disagree</u> , <u>disappear</u> <u>disband</u> , <u>discard</u>
ex-	out of, from, beyond	<u>exceed</u> , <u>excuse</u> , <u>exhale</u> , <u>expel</u>
pre-	before	<u>prepare</u> , <u>predict</u> , <u>prefix</u> , <u>prefer</u>
pro-	before, for, onward	<u>progress</u> , <u>propel</u> , <u>provide</u> , <u>protest</u>
com-, co-	with, together	<u>combat</u> , <u>combine</u> , <u>cooperate</u> , <u>coed</u>
con-	with, together	<u>confer</u> , <u>congress</u> , <u>connect</u> , <u>conspire</u>
in-	not	<u>incomplete</u> , <u>incorrect</u> , <u>indirect</u> , <u>invisible</u>
im-	not	<u>impassable</u> , <u>impatient</u> , <u>impolite</u> , <u>impure</u>
un-	not	<u>unable</u> , <u>unarmed</u> , <u>unlike</u> , <u>unbroken</u>
en-	in, into, make, make into	<u>encase</u> , <u>enchain</u> , <u>enclose</u> , <u>enlist</u>

Make prefix cards for the prefixes whose meanings are not well known to you. Look for words and phrases containing these prefixes in all of your reading. Add them to your prefix cards. Write the prefix and its meaning or meanings on one side of the card. Place phrases containing this prefix on the other side of the card and write the meaning of the phrase. Prepare to discuss these during the instructional conference.



B. Suffixes (a letter or cluster of letters placed at the ending of a word which influence the use of the word)

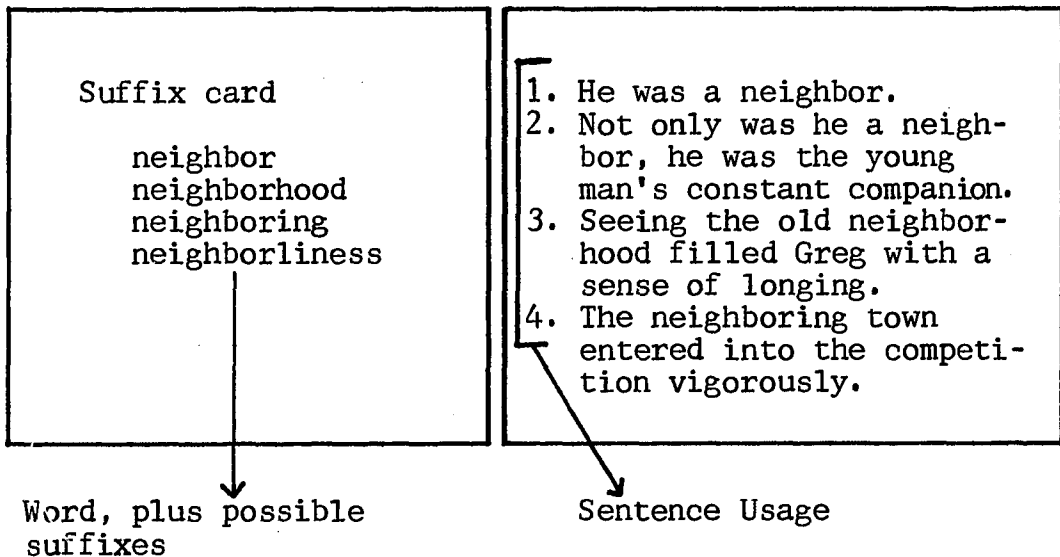
Experiment with word endings (suffixes) by adding some from the following list of terms which you find in your reading. For example, you can add the suffixes "ment" and "able" to the word "agree". The inflected forms "agreement" and "agreeable" are related to the meaning of agree (to have the same opinion) and their usage can best be shown by using them in sentences such as:

Because the opinions expressed in the document were agreeable to all the students, agreement on a plan of action was soon decided.

Suffixes

-tion	-ment	-ency	-ious	-ive
-ation	-ness	-ant	-able	
-ition	-ance	-ent	-ible	
-sion	-ence	-ful	-ble	
-ion	-ancy	-ous	-al	

Prepare some suffix cards for your vocabulary file. Use the dictionary when you are in doubt about the spelling or use of the word with its ending. Write the word together with its suffixes on one side of the card. Use these in meaningful ways (i.e., sentences) on the back of the card. Prepare to discuss them in the instructional conference.



Option II (Do any or all of the following)

Dr. Spello, pp. 64-71

STUDY GUIDE II - VOCABULARY

(WORD ATTACK/CONTEXT, WORD ATTACK/SOUND,
WORD ATTACK/Dictionary, WORD ATTACK/STRUCTURE)

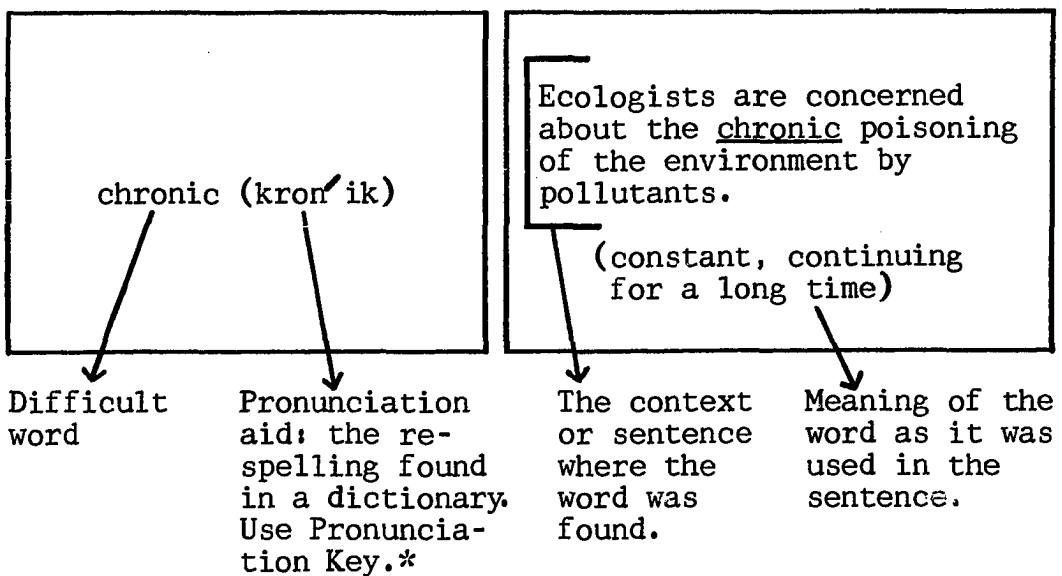
This study guide will provide you with learning activities which will help you to pronounce and understand other meanings of unfamiliar words you meet in your reading. Two kinds of activities are suggested: Option I and Option II. Option I consists of building a vocabulary file of 3"x5" cards for difficult words you encounter in your reading. Option II suggests the use of prepared materials found in the reading laboratory which will assist you with these skills. You may choose to do any or all of Option I activities, any or all of Option II activities, or combinations of both Option I and Option II activities.

STUDY GUIDE II

WORD ATTACK/CONTEXT, WORD ATTACK/SOUND,
WORD ATTACK/DictionaryOption I

Your reading ability will be greatly improved as you develop your skill in and use of the context and the dictionary for the pronunciation and meaning of difficult words. You may be able to pronounce or have an idea of the meaning of a difficult word because you are familiar with the topic of the selection. When this is the case, you are using your experience and the context for pronunciation or word meaning or both. Frequently, the use of context does not help you with the meaning or pronunciation of a term. It may be that you have only a general idea of the meaning and/or pronunciation of a word from the way in which it is used. When this is the case, a vocabulary card should be made for that word. All that you need is 3"x5" cards, a dictionary, reading materials, and the will to improve your reading ability.

Using this form as a guide for your vocabulary cards will provide you with a systematic way of recording and studying your findings.



Dictionary Entry

chronic (kron'ik), chronical (-kəl), adj.
 1. continuing for a long time. 2. constant. 3. having had a disease, habit, etc., for a long time; a chronic liar. (L. Gk., chronos time) -chronically, adv. -Syn.
 3. habitual, inveterate, confirmed, hardened.

*Pronunciation Key (Generally located at the bottom of a dictionary page.)

āge, hat, cāre, fär; ēqual, let, tērm; īce, it; ōpen, hot,
 ôrder; pût, cup, rûle, ūse; ə, a in about.

Use any and all of your reading as a source for these words. They may be taken from magazines, newspapers, books, or materials in the reading laboratory. They may be taken from the readings you do for other courses. Set a goal for the number of vocabulary cards you will add to your file each week. Study your cards and bring them to your instructional conference.

Option II (Use any or all of the following)

Word Attack/Context: Tactics in Reading II Cards

Word Attack/Sound: Tactics in Reading II Cards,
Dr. Spello, pp. 48-74

Word Attack/Dictionary: Tactics in Reading II Cards,
Dr. Spello, pp. 76-87

WORD ATTACK/STRUCTURE

Option I

Knowledge of prefixes, suffixes, and common roots will help you to improve your reading proficiency. You can improve your ability to pronounce, use, and understand words which are made of often used word parts by knowing the meanings of these parts and how they are used.

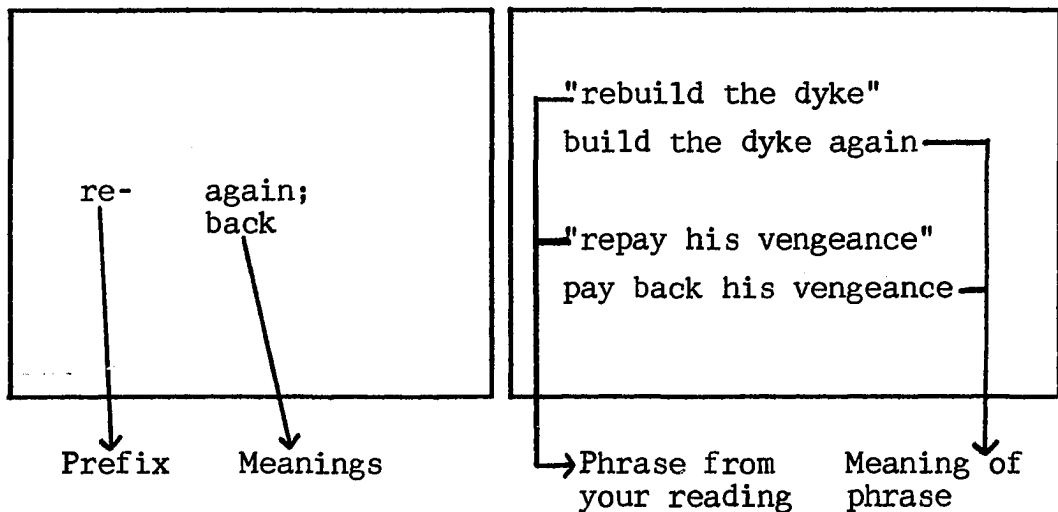
- A. Prefixes (a letter or cluster of letters placed at the beginning of a word which influence the meaning of the word)

<u>Prefix</u>	<u>Meaning</u>	<u>Examples</u>
ad-, at-	to; toward	admit, administer
ante-	before	anteroom, antenatal
anti-	against; opposed to; not; the opposite of	anti-British, antisocial
con-, com-	with; together	compress, commingle
di-	twice; double	dioxide
dis-	opposite of; reverse of; apart; away	discontent, disentangle, dispel
ex-	out of; from; out utterly; thoroughly former; formerly	exclude, exit, export excruciating, exasperate ex-member, ex-soldier
extra-	outside; beyond; beside	extraordinary
in-, im-, il-, ir-	not; opposite of	inappropriate impolite illogical irreligious
in-	in, within into, towards	inborn, indoors inland
inter-	together; one with another between among a group	intercommunicate interlay, interlude international
mis-	bad badly wrong wrongly	misformation misform,ismade mispronunciation misclassify
post-	after	postgraduation postscript
pre-	before in time order before in rank	prepay, pre-empt pre-existence pre-eminent

<u>Prefix</u>	<u>Meaning</u>	<u>Examples</u>
pro-	forward forth; out on the side of, in favor of, in behalf of	proceed, project proclaim pro-British
re-	again; anew; once more	reappear, rebuild reheat recall, repay replace
retro-	backward; back; behind	retrogress retroactive
semi-	half partly twice	semicircle semicivilized semimonthly
sub-	under; below down, further, again near, nearly of less importance resulting from further division slightly	submarine subclassify, sublease subarctic subhead subatom subacid
super-	over; above in high proportion in excess; exceedingly surpassing	superstructure superabundant superman, supernatural
syn-	with; together; jointly the same time	synthesis synchronize
trans-	across; over; through beyond; on the side of	transcontinental transcend
un-	not; the opposite of do the opposite of	unfair, unjust untie, unlock

Make prefix cards for the prefixes whose meanings are not well known to you. Look for words and phrases containing these prefixes in all of your reading. Add them to your prefix cards. Write the prefix and its meaning or

meanings on one side of the card. Place phrases containing this prefix on the other side of the card and write the meaning of the phrase. Prepare to discuss these during the instructional conference.



B. Suffixes (a letter or letters placed at the ending of a word which influences the use of the word)

Experiment with word endings (suffixes) by adding some from the following list of terms which you find in your reading. For example, you can add the suffixes "-er", "able", "-ee" to the word "train" (meaning to make skillful). The inflected form "trainer", "trainable", and "trainee" are related to the meaning of train (to make skillful) and their usage can best be shown by using them in sentences such as:

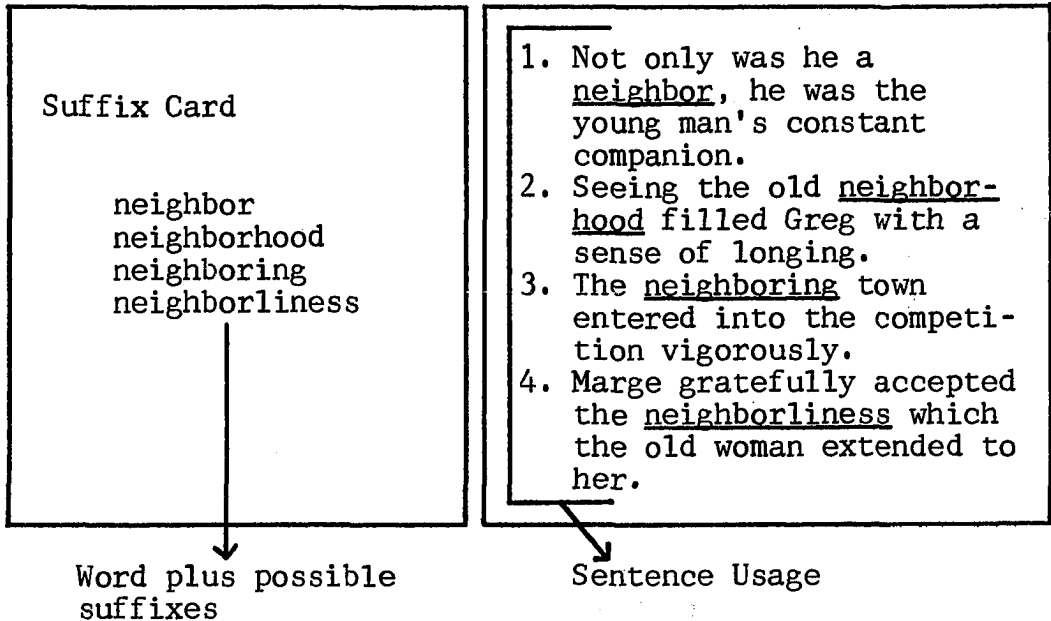
The trainer eyed the dog warily. "Is he trainable?" he asked of the owner.

"If you are looking for friendliness in a dog, then he will make a wonderful trainee," replied the dog's master.

Suffixes

-able, -ible	-en	-ish	-less
-al	-er, -or	-ism	-ly
-ance, -ence	-ful	-isc	-ment
-ant, -ent	-fy	-ion, -tion	-ness
-ate	-hood	-sion, -ation	-ous
-dom	-ic	-ity	-some
-ed	-ile	-ive	-y
-ee	-ing	-ize	

Prepare some suffix cards for your vocabulary file. Use the dictionary when you are in doubt about the spelling or use of the word with its ending. Write word together with its suffixes on one side of the card. Use these in meaningful ways (i.e., sentences on the back of the card). Prepare to discuss them in the instructional conference.



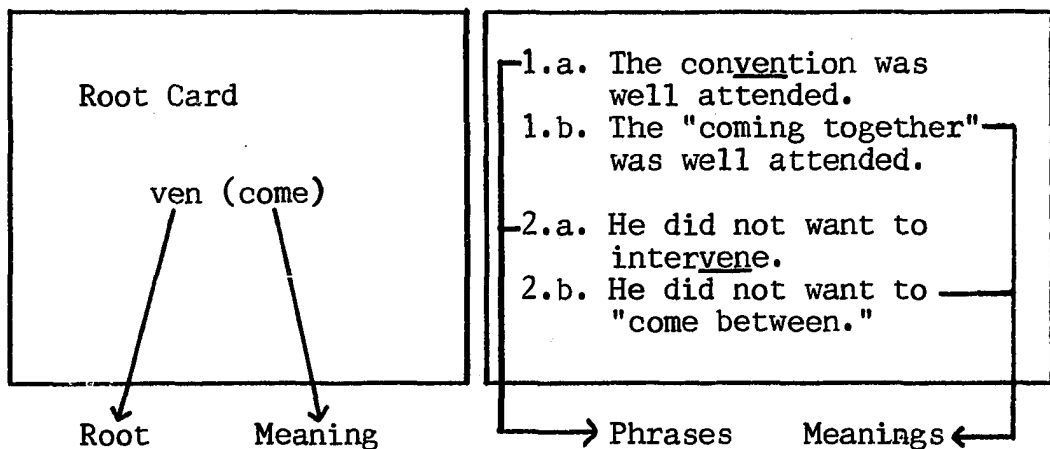
C. Roots (word elements that are common to many words in the language)

Knowledge of the following list of word roots and their meanings will help you to understand hundreds of words which you will meet in your reading.

<u>Root</u>	<u>Meaning</u>	<u>Examples</u>
duct, duc	lead	con <u>duct</u> , indu <u>ction</u>
spect, spec spic	look	<u>spect</u> ator, <u>spect</u> acle
bene	good, well	<u>benef</u> actor, <u>bene</u> diction
dic, dict	speak, say	<u>bene</u> diction, <u>dict</u> aphone
fac, fact fec, fic	do, make	<u>benef</u> actor

<u>Root</u>	<u>Meaning</u>	<u>Examples</u>
phon	sound	dicta <u>phone</u> , micro <u>phone</u> , sym <u>phony</u>
path	feeling, disease	symp <u>athy</u> , <u>path</u> ology
logy	study; science	path <u>ology</u> , zoo <u>logy</u>
geo	earth	<u>geo</u> logy, <u>geo</u> graphy
centr	center	geo <u>centric</u> , concen <u>trated</u>
ven	come	con <u>ven</u> tion, inter <u>vene</u>
rupt	break	inter <u>rupt</u> , eru <u>pt</u>
pel	drive, push	dis <u>pel</u> , exp <u>el</u>
tract	draw, drag	re <u>tract</u> , attr <u>acted</u> , <u>traction</u>
port	carry, bear	<u>port</u> able, <u>port</u> er, im <u>port</u>
gress	step	trans <u>gress</u>

Make root cards for the roots whose meanings are not well known to you. Look for words and phrases containing these roots in all of your reading. Add them to your root cards. Write the root and its meaning on one side of the card. Place the phrases containing the root on the other side of the card and write the meaning of the phrase. Prepare to discuss them during the instructional conference.



Option II (Use any or all of the following)

Word Attack/Structure: Tactics in Reading II Cards

STUDY GUIDE I - COMPREHENSION

(FIGURATIVE LANGUAGE, SENTENCE MEANING, JUDGMENTS,
CENTRAL IDEA, INFERENCES, RELATIONSHIPS, IMAGERY)

This study guide will provide you with learning activities which will help you to read with greater comprehension. Two kinds of activities are suggested: Option I and Option II. Option I provides comprehension skill building activities in relation to your textbook reading, materials you use in the reading laboratory, and other reading that you select to do such as newspapers, magazines and journals, and fictional or nonfictional books. Option II suggests the use of prepared materials found in the reading laboratory which will assist you with these skills. You may choose to do any or all of Option I activities, any or all of Option II activities, or combinations of both Option I and Option II activities.

STUDY GUIDE I - COMPREHENSION

FIGURATIVE LANGUAGE

Option IA. - Everyday Speech

Much of our slang expressions and informal speech is based on figurative language. Writers will many times use these expressions to convey their ideas in a colorful way. Find examples of slang expressions or everyday speech in some of the materials you are reading for this course and in your other reading. Record them and your interpretations of their meanings on your Reading Comprehension Form. Be prepared to discuss them during the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Everyday Speech	He made a killing on the investment	He became wealthy on the investment.

Option IB. - Comparisons

Writers use comparisons to provide the reader with a vivid mental image of topics they describe. They may use two things which are basically not alike but may be alike in one or more ways to build these mental images in the reader. The following sentence will serve as an example of this.

The turbulent waves devoured the surfer like a blade of grass caught in a speeding power mower.

The writer has used a comparison of two things which are basically not alike (surfer, blade of grass) to provide the reader with a mental image or mind picture of the way in which the waves devoured the surfer.

Recognizing the comparisons writers use will increase your comprehension and enjoyment of materials you read. Find examples of comparisons in the materials you are reading for this class and in your other reading. Write them and your interpretations and reactions to them on one of your Reading Comprehension Forms. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Comparisons	In the bleak morning light, the migrating geese flew their course like a squadron of space-craft programmed to arrive at a prede-termined destination.	The geese didn't vary their course; they flew as though they had instructions to arrive at a particular place. (The comparison added to my interpretation of the selection.)

SENTENCE MEANING

Option IA. - Reading Punctuation

In conversation, speakers emphasize certain words and pause so that listeners can make sense out of what is being said. Writers are at somewhat of a disadvantage because they have to convey all meaning through the written language. Punctuation, a part of the written language, helps the reader to interpret word strings in a meaningful way. Punctuation indicates to the reader that he should pause, emphasize particular words, or raise or lower his voice. The following string of words can take on different meanings depending upon the clues for interpretation which the writer provides.

What is that lying in the road ahead? (raise voice at end of sentence to show that a question is being asked)

What is that lying in the road, (pause) a head? (raise voice at end of sentence to show that a question is being asked)

What is that lying in the road? (longer pause)
A head! (voice shows strong emotion)

You have long been familiar with the pauses and voice inflections indicated by sentence stoppers: the period (pause and voice drops), the question mark (pause and voice tone raises), the exclamation mark (pause and voice shows strong emotion). Punctuation other than sentence stoppers are used to indicate pauses. The comma (,), semicolon (;), and colon (:) are used by writers to indicate pauses within sentences. These pauses help the reader to make sense out

of the written word strings. In addition, the colon directs the reader's attention to what follows. A knowing reader will pause longer when he sees a colon and relate what follows to the words which occur just before the colon.

Find examples of the use of commas (,), semicolons (;), and colons (:) in your reading for this class and in the other reading that you do. Write them and your interpretation of the writer's meaning on one of your Reading Comprehension Forms. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Reading Punctuation	* And Man said: 'There is a hidden purpose, could we but fathom it and the purpose is good; for we must reverence something, and in the visible world there is nothing worth reverence.'	Man said that there was a good purpose which was hidden and difficult to understand. The purpose was good because man must have something to revere and there is nothing in the visible world worth reverence.

*From Mysticism and Logic by Bertrand Russell

Option IB. - Pronoun Reference

Pronouns are used to refer to persons, places, and things without specifying them by name. It is sometimes difficult for the reader to relate a pronoun to the person, place, or thing which the writer intends. The reader must, sometimes, read the sentence or paragraph again to clearly identify to which person, place, or thing the writer is referring before he continues his reading.

The words: he, him, his, she, her, hers, it, its, we, us, ours, our, they, them, their, theirs, who, which, and another are words which sometimes cause this difficulty. Find examples in your reading where you had to reread and rethink what the writer meant by these words. Substitute the person, place, or thing to which the writer was referring in the column provided for your meaning on the Reading Comprehension Form. Be prepared to take this form to the instructional conference and discuss these sentences with the instructor.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Pronoun Reference	A young man observed a diesel truck ram into <u>another</u> , <u>which</u> overturned and burst into flames.	A young man saw a diesel truck ram into another diesel truck. The rammed truck burst into flames.

Option IC. - Small But Important Words

Readers often gloss over small but important words and misinterpret the writer's meaning. Words and phrases such as when, as soon as, if, unless, provided that, before, after, until, and unless are some of the small but important words which cause some readers difficulty. Find examples of these small but important words in your reading. Write the sentences in which they occur on your Reading Comprehension Form. Rewrite the sentence to clarify its meaning in the column provided for your meaning. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Small But Important Words	Insert wire A into hole A when the switch is horizontal.	The switch must be horizontal at the time that I insert wire A into hole A.
	Insert wire A into hole A unless the switch is horizontal.	The switch must not be horizontal at the time that I insert wire A into hole A.

Option ID. - Omitted Words

Find newspaper headlines where some of the less important words have been left out. Write them on your Reading Comprehension Form and restate them more completely in the column provided for your meaning. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Omitted Words	Couple Wants Couple	A man and wife want their last name to be hyphenated. The hyphenated last name would consist of her maiden name and his last name--- Tepper-Rasmussen.
	New League Too Expensive, Wranglers to Stay Put	The Oklahoma City Wranglers will continue to play in Oklahoma City under their present status. Joining a new league would be very expensive and they might have to change playing fields.

Option IE. - Core Parts, Inverted Order,
Snowballing Sentence

Frequently, writers will use very long and involved sentences. This complicates the reader's comprehension of the passage unless he is familiar with and searches for the core parts of the sentence. Every sentence is made up of two or more core parts. They form the skeleton of the sentence. The skeleton of a sentence consists of:
(1) a part which tells what action is taking place, and
(2) a part which tells who or what is doing the action.
The following example should make the core parts of a sentence clear.

The fullback scored.

In that sentence "scored" tells what action is taking place. "Fullback" tells who is doing the action.

Sometimes a sentence has a third core part which completes the action:

The quarterback threw the ball.

In that sentence "threw" tells what action is taking place, "quarterback" tells who is doing the acting. "Ball" is the third core part. It tells what the quarterback threw.

How is that going to help you to better understand long and involved sentences? Investigate the following sentence and see if you can find its core parts.

The second-string quarterback threw the mud-slick ball like a draft-blown leaf into the grateful arms of the opposing linebacker.

The words "quarterback", "threw", and "ball" still remain as the core parts of the sentence. This skeleton of the sentence provides a framework to which all the other words and phrases are related.

The core parts may not be in the usual order. They may be nearer the end of the sentence than near the beginning of the sentence as shown in the following example.

Into the grateful arms of the opposing linebacker, the second-string quarterback threw the mud-slick ball.

Find sentences which at first glance seem complex and difficult to understand. These sentences may be found in your readings for this class or any other reading that you do. Write these sentences on one of your Reading Comprehension Forms. In the column provided for your meaning, write the skeleton or core parts of the sentence. Below the core parts, write other details which the writer has included.

Your Goal	Writer's Sentence	Your Meaning
Core Parts	* "Have something to say, say it, and sit down," she advised students of public speaking, as Louis had advised her.	<u>She advised students.</u> Have something to say say it sit down Louis had advised her
	* Her most distinctive feature was her eyes; blue, serene, and soft, in their gaze one forgot the overly prominent teeth and the slightly receding chin.	<u>Feature was eyes</u> her most distinctive blue, serene, and soft, in their gaze one forgot the overly prominent teeth and slightly receding chin

*From Eleanor and Franklin by Joseph P. Larch

JUDGMENTS

Option IA. - Fact-Opinion, Recognizing Assumptions, Generalizations

A first step in reacting intelligently to things we read is to be aware of the difference between statements of fact and statements of opinion, and to recognize assumptions and generalizations used by writers. The following excerpts from the October 14, 1973, editorial page of The Sunday Oklahoman may help you to read editorials and other types of writing more critically.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Fact-Opinion, Recognizing Assumptions, Generalizations	President Nixon acted to help restore unity to our faction-ridden federal government..	<u>Opinion.</u> This statement cannot be proved as being true or false. Restoring unity to the federal government may have been the President's reason for acting, it may not have been his reason for acting, or it may have been part of his reason for acting.
	..Gerald Ford's good name is based on a life of service which has been open to scrutiny almost from college.	<u>Opinion.</u> This statement would be difficult to be proved conclusively right or wrong. It is difficult to believe that <u>anybody</u> has a good name with <u>everybody</u> .
		<u>Assumption.</u> Does the fact that he has been in public service necessarily mean that his life has been "scrutinized"?
		<u>Generalization.</u> Can we be led to believe that the lives of all public servants have been "scrutinized"?

..Friday night
when he announced
his nomination of
Rep. Gerald Ford
of Michigan to be-
come 40th Vice
President of the
United States.

Fact. The information in
this statement can be
proved true.

After taking a B.A.
degree at the
University of
Michigan and a law
degree from Yale,
he entered the U.S.
Navy for 47 months
during the Second
World War.

Fact. The information in
this statement can be
proved true.

Find examples of fact and opinion statements, assumptions, and generalizations in your editorial reading and other types of reading that you do. Write these statements on your Reading Comprehension Form and include your reactions in the column provided for this purpose. Be prepared to discuss them with the instructor during your instructional conference.

Option IB. - Recognizing an Authority

A critical reader must be able to judge whether statements made by a writer is likely to be valid. He needs to consider the following questions.

1. Does the writer's experience or training make him an authority on the subject?
2. Is the writer in a position to know the facts?
3. Are the writer's opinions likely to be based on sufficient evidence?
4. Does the writer have a special motive for making a statement?
5. Would the writer stand to gain if the reader accepts what he writes?

Read and compare two or more articles about the same topic. Choose different sources: different newspapers, different magazines or journals, different books. Summarize each of your readings and compare similarity or dissimilarity

of views which are expressed. Find out what you can about the writer using the questions suggested above. Find out about the philosophical bases of the newspapers or magazines which might account for the similarities or differences you found in the articles.

Option IC. - Connotations of Words

Writers of information articles sometimes use words that arouse strong emotions in the reader. These words may cause the reader to make decisions based upon his feelings rather than on facts. Critical readers are aware of the use of emotionally slanted words and do not become a victim of a writer's language trap. The following statements may help you to interpret the writer's persuasive choice of words.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Connotations of Words	..Jack Foster's good name.	The use of "good name" rather than a less emotionally slanted word such as reputation would indicate that the writer is trying to develop a favorable attitude toward the person in question.
	The representative had a talent for making a deal with members of the opposition party.	"Making a deal" suggests that the representative may be less than an honorable person. If the writer had used the term "compromising" instead of "making a deal", the reader would be more likely to form a favorable attitude toward the representative.

CENTRAL IDEA

Option IA. - Topic Sentences

Many writers often simplify the location of central ideas by using topic sentences. Topic sentences summarize the information contained within a sentence. A topic

sentence or summary sentence may be written as the first sentence in a paragraph as in this example from Flight Deck by Robb White. (Page 54)

John was flying an SBD dive bomber, the Old Douglas Dauntless -- and dauntless they were. They were slow and, for airplanes, ugly-rough and awkward. They had none of the comforts of home or any place else; they were designed and put together to do one thing -- dive bomb. They had no speed and could not go very high and were sitting ducks for fast fighters. But they could go straight down and they could go so far down -- so close to a target -- and still pull out without going into the sea that they were dangerous aircraft.

The first sentence of that paragraph, "John was flying an SBD dive bomber, the Old Douglas Dauntless -- and dauntless they were," provides a summary of the paragraph. It introduces two ideas that the writer carried into detail in the remainder of the paragraph, i.e., that the dive bomber was "old" and "dauntless". The details related to its being old were that it was slow, ugly-rough and awkward; that it had none of the comforts of home; it could not go very high, and had no speed. The details related to its being dauntless were that it was put together to do one thing -- dive bomb, and that it could go close to a target and still pull out.

The topic or summary sentence may be the last sentence of the paragraph as in this example from page 57 of Flight Deck.

And so the twenty fighters and thirty-eight dive bombers and fourteen doomed torpedo planes moved toward the enemy ships. The sky was almost clear, only a few fluffy cumulus clouds hanging up there with the planes. From 19,000 feet John could see for fifty miles all the way around. Below him, the torpedo planes winging over it, the sea was calm with no visible whitecaps -- just an enormous expanse of blueness. A beautiful day. If you had to die it was a nice day for it.

"If you had to die it was a nice day for it" summarizes the information in this paragraph. Thus, the last sentence is the topic sentence of the paragraph. The two basic ideas in this sentence and indeed, within the paragraph itself, was danger -- "If you had to die" and "a nice day". "Doomed torpedo planes" and "enemy ships" are the details relating to danger. The remainder of the paragraph relates details as to the "niceness" of the day.

Some "thoughtful" writers may use both the first and the last sentences as the summary or topic sentences as may be observed in this paragraph found on page 56 of Flight Deck.

It was odd, John thought, that he didn't now feel afraid or even tense, although in an hour he would be in the first real combat he had ever seen. He wondered what it was going to be like to drop a bomb on an enemy ship with the purpose and intent of sinking it and the men who lived in it. But oddly, he thought about the enemy as a man not at all. Just as a ship which soon he would see and attack. He would either hit it or miss it; and it would either hit him or miss him. But he wasn't as afraid now as he had been the night before throwing up in the toilet bowl.

The fact that John did not feel very afraid summarizes this paragraph. This information is found in both the first and the last sentences of the paragraph. Therefore, the first and last sentences are topic sentences and the rest of the information in the paragraph serves to expand on this topic.

Sometimes no topic sentence is provided. You, the reader, will have to mentally formulate the summary of the sentence. As you read the following excerpt from page 147 of All the King's Men by Robert Penn Warren, try to arrive at a few words to summarize it. Then, compare it with the summary following the excerpt.

But this too: the Boss sitting in the Cadillac, all lights off, in the side street by a house, the time long past midnight. Or in the country, by a gate. The Boss leaning to a man, Sugar-Boy or one of Sugar-Boy's pals, Heavy Harris or Al Perkins, saying low and fast, "Tell him to come out. I know he's there. Tell him he better come out and talk to me. If he won't come, just say you're a friend of Wilson." Or something of the kind. And then there would be a man standing there with pajama tops stuck in pants, shivering, his face white in the darkness.

Is your summary something like "how the Boss calls upon his victims at night"? In this case you had to read the details of the paragraph and synthesize or bring them together into a general statement about the content of the paragraph.

Locate paragraphs which serve as examples of the four forms of paragraph writing. Do this for your reading in this class and other readings that you do. This activity should not only improve your reading comprehension, it will help you to read with more speed when your objective is to just get the general content of materials. Use one or more Reading Comprehension Forms for this activity and follow the example below for recording your information. Be prepared to discuss your findings in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Topic Sentences	<u>Flight Deck</u> , p. 54	First sentence. The dive bomber was old and dauntless.
	<u>Flight Deck</u> , p. 54	Last sentence. "If you had to die it was a nice day for it."
	<u>Flight Deck</u> , p. 56	First and last sentences. John was not very afraid.
	<u>All the King's Men</u> , p. 147	None. How the Boss calls upon his "victims" at night.

Option IB. - Central Idea, Supporting Details, and Notetaking

Three vitally important study skills are:

1. Locating the central idea of paragraphs.
2. Selecting the important details which support the central point.
3. Notetaking or organizing the central ideas and supporting details in a framework which are easily remembered.

The following sample outlines from the paragraphs contained under Option IA. will serve to help you with your notetaking skills for other classes.

Page 54 of Flight Deck, see CENTRAL IDEA, Option IA. - Topic Sentences.

- A. The dive bomber was old and dauntless
 - 1. Old
 - a. slow, ugly -- rough and awkward
 - b. no comforts of home
 - c. couldn't go high
 - d. no speed
 - 2. Dauntless
 - a. good for dive bombing
 - b. could go close to target and still pull out

Page 57 of Flight Deck, see CENTRAL IDEA, Option IA. - Topic Sentences.

- A. It was a dangerous but nice day
 - 1. Dangerous day
 - a. torpedo planes were doomed
 - b. enemy ships
 - 2. Nice day
 - a. sky almost clear
 - b. calm sea

Page 56 of Flight Deck, see CENTRAL IDEA, Option IA. - Topic Sentences.

- A. John was not very afraid.
 - 1. He would either hit or miss the ship
 - 2. It would either hit or miss him

Page 147 of All the King's Men, see CENTRAL IDEA, Option IA. - Topic Sentences.

- A. How the Boss calls upon his victims at night
 - 1. Sitting in Cadillac
 - 2. All lights off
 - 3. Long past midnight
 - 4. His man calls to the victim to come out

Prepare an outline for study purposes. This may be something you are studying for another class. You may wish to do only a page or two before you bring the book or article and your outline to the instructional conference.

INFERENCES

Option IA. - Fiction

Writers of fictional material will often use clues for the reader to interpret. These clues provide the active reader with tentative conclusions or guesses about the following:

1. The mood of the selection
2. Characteristics of people
3. The theme of a selection
4. Attitudes of characters about themselves
5. Attitudes of characters about others
6. Attitudes of people about happenings
7. Something that has happened previously which the writer hasn't stated
8. Why characters act as they do
9. What might happen next in plot development

Look for clues which might help you to come to some conclusions which the writer does not mention. Use your Reading Comprehension Form to record clues and the generalizations you have reached based upon these clues. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Inferences Fiction	"And then there would be a man standing there with pajama tops stuck in pants, shivering, his face white in darkness."	I think the man is afraid. He probably knows why the Boss has come to "call".
	..and fourteen doomed torpedo planes moved toward the enemy ships.	Some or all of the torpedo planes will probably be shot down in combat.

Option IB. - Factual Material

Much knowledge within the different subject areas is based upon conclusions which have been inferred from observations. These conclusions or "educated guesses" have been formulated to explain and describe observations which have been made and to serve as a basis of prediction.

Read the following paragraphs to identify the inference or conclusions which were reached by the observations of scientists.*

In 1896, Henri Becquerel, a French physicist, discovered radioactivity. He found that pitchblende, an ore of the element uranium, caused a photographic plate to darken, even though the plate was wrapped in opaque paper. He concluded that the ore must have given off radiations which penetrated the paper that was opaque to light. Becquerel called the ore radioactive because it gave off radiations.

This discovery started a search by Pierre and Marie Curie to discover the cause and nature of this effect. Starting with a ton of pitchblende, they finally separated a minute fraction of a gram of a substance that was much more radioactive than the metal uranium. This substance was a compound of a new element which Mme. Curie called radium. Small amounts of radium compounds mixed with zinc sulfide cause the latter to glow in the dark or to fluoresce.

Since the discoveries of Becquerel and the Curies, other investigators have discovered several radioactive elements that behave like uranium and radium, giving off radiations as the nucleus breaks down. These investigations have concluded that the process of radioactivity is uncontrollable and goes on spontaneously.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Inference Factual Material	"He concluded that the ore must have given off radiations which penetrated the paper that was opaque to light."	His observation led him to an inference of description.

*From Be a Better Reader Book VI, pp. 159-60, by Nila Banton Smith

(continued)

"These investigators have concluded that the process of radioactivity is uncontrollable and goes on spontaneously."	Their observations led them to an inference of explanation.
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Look for clues in your reading of factual materials which have led the writer or those he is writing about to come to some conclusion. Record these clues and the conclusions which have resulted from them on your Reading Comprehension Form. These clues or others which you know about but which have not been included in the article may lead you to come to a conclusion which is different from the one suggested in the article. Include your conclusions and the clues which helped you to formulate them on the Reading Comprehension Form. Be prepared to discuss them in the instructional conference.

RELATIONSHIPS

Option IA.

Studying for other courses will be easier for you if you can identify the writer's pattern of writing. Four basic writing patterns are used in the subject areas. They are: (1) time order, (2) comparison-contrast, (3) cause-effect, and (4) simple listing.

Clues which are often listed by writers which help the reader to recognize these patterns are listed below.

Time-Order

then
not long after
at last
later
next
after a short interval

Comparison-Contrast

on the other hand
however
but
on the contrary
unlike

Cause-Effect

for this reason
consequently
on that account
hence
because

Simple Listing

in addition
also
another
furthermore
besides

The following paragraphs will illustrate these four basic writing styles. Try to identify the writing pattern used in each of them.

From: Ise, John, "The Machine Age" (excerpts), Economics, Harper & Brothers, 1946, pp. 504, 524-527.

In one sense, machinery of course has standardized products, particular products; a thousand articles in common use -- Ford cars, Camel cigarettes, Regal shoes, General Electric refrigerators, Ivory soap, nails, pencils, buttons, pins. Machines must standardize, for usually they can produce only identical products. But they have standardized not only products but the physical aspects of towns and cities. One can drive through a hundred towns and cities in many sections of America and see scarcely a single characteristic by which to distinguish one from another. Machines have standardized styles, too, geographically and on the basis of social classes; the salesgirl in Lander, Wyoming dresses much like the New York heiress, though more cheaply, and, like many other girls throughout the breadth of the land, affects the Audrey Hepburn hair-do when that is "the Rage". Even moral codes are to some extent standardized; rural puritans in Kansas gape unblushingly at somewhat suggestive scenes in the latest movie much as New Yorkers do -- perhaps even on the Sabbath day, which was once reserved for worship of a different sort. Moving pictures have done this to us. And under their impact and that of television and radio, cultural habits and standards likewise tend to geographical uniformity; the same jazz and cowboy songs, the same babble about contented cows, cool gasoline, crispy crackers, and crazy crystals for crazy people are heard in every corner to which American culture has penetrated.

From: Smith, Nila Banton, Be a Better Reader Book VI, p. 80.

The American Constitution, as adopted in 1789 and amended since then, is the basic law which tells the people in advance what the rules of the game are. Unlike the British, we have a written constitution. And, unlike the British, the amending of our Constitution (see Article V) is a slow and difficult process. However, were a person to memorize with full understanding the several thousand words of our written document, his knowledge of our government

would still be far from complete. He would not know, to cite a few conspicuous examples, that Presidential and Congressional candidates are nominated by political parties, how many members there are in the President's cabinet, or which agency has the power to regulate television broadcasting. The American Constitution says not a word about budgets, lobbying, or rules that govern committees in Congress. Thus, there has grown up a series of customs, precedents, and practices which have come to be regarded as the American unwritten constitution. In short, unlike the British system which has only an unwritten constitution, ours has both written and unwritten. Because both nations are governed by constitutions rather than the whims of dictators, we say that ours are governments "not by men but by law".

From: Smith, Nila Banton, Be a Better Reader Book VI, p. 84.

While a new society was being forged out of the nation's forests in the West, transformation of an old society was taking place in the East. The introduction of machinery and the development of steam as a source of power transferred industry from the home to the factory. Protective tariffs, especially that of 1816, fostered the growth of these infant industries. The embargo acts and the War of 1812 furnished added impetus to their development, for English manufacturers could not be imported to satisfy the ever-expanding American market. A steady tide of European immigration kept coming in to man the rapidly multiplying machines. Thus, cities sprang up where hamlets had been. Important centers like Boston and New York doubled in population in the twenty years from 1800 to 1820. Factory sirens throughout New England and the middle states ushered in the new industrial era.

From: Ise, John, "The Machine Age" (excerpts), Economics, Harper and Brothers, 1946, pp. 504, 524-527.

Not only has productive capital piled up in the factories; in the form of machines of all kinds it has invaded the farm, the workshop, and the home. A century ago, the farmer, even in the United States, had only a few simple instruments -- a plow, a wooden harrow, and perhaps a small horse rake -- that were

grossly inefficient by any modern standard. Practically all the other farm implements, such as the scythe and the cradle, were hand tools. The year 1850 marks the beginning of modern agricultural machinery, and the pioneer who homesteaded the land of the Middle West in the 'sixties and seventies' had a few more implements: a mower, a cultivator, and perhaps a harvester which did not bind the sheaves but only dropped the grain in piles. With the coming of the tractor and combine about the time of the First World War, agriculture entered a new machine age which was to change the farm economy and farm life and raise many perplexing problems which are still unsolved. Today a well-equipped farm in the Middle West must have a large number of efficient and expensive implements.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Relationships	Ise, John, "The Machine Age" "In one sense..."	Simple Listing
	Smith, Nila Banton, <u>Be a Better Reader</u> , "The American Constitution..."	Comparison-Contrast
	Smith, Nila Banton, <u>Be a Better Reader</u> , "While a new society..."	Cause-Effect
	Ise, John, "The Machine Age" "Not only has..."	Time-Order

Find examples of paragraphs which are characteristic of these four patterns of writing. Paragraphs which are of the simple listing, cause-effect, comparison-contrast, and time-order patterns can be found in your textbook reading, in materials found in the reading laboratory, and in other materials that you select to read.

You may select to come to a conclusion about the pattern of writing which is found in different subject areas. As you study a textbook for another class, use this study guide and your Reading Comprehension Form to analyze the writing style which is most used within that subject. Write the name of the course, title of the book, page number, and paragraph numbers in the column provided

for the writer's statement. List the clues to the pattern and the writer's pattern in that paragraph in the column provided for your meaning and/or reaction. Use a separate page for each subject you are investigating. Be ready to discuss your findings during the instructional conference.

IMAGERY

Option I.

The ability to experience a writer's descriptions heightens the pleasure a reader receives when reading some books, magazines, and newspaper selections. To be able to "experience" a writer's descriptions is to imagine the sights, sounds, textures, smells, and tastes that he describes. Being able to form a mental image of the setting of the traps is of considerable importance if the reader is to be able to follow the rest of the plot of "Lobo" from Wild Animals I Have Known by Ernest Thompson Seton.

I gathered all the traps I could command, one hundred and thirty strong steel wolf-traps, and set them in fours in every trail that led into the canyon; each trap was separately fastened to a log, and each log was separately buried. In burying them, I carefully removed the sod and every particle of earth that was lifted we put in blankets, so that after the sod was replaced and all was finished the eye could detect no trace of human handiwork. When the traps were concealed I trailed the body of poor Blanca over each place, and made of it a drag that circled all about the ranch, and finally I took off one of her paws and made with it a line of tracks over each trap. Every precaution and device known to me I used, and retired at a late hour to await the result.

Can you visualize the movements of the crows and almost "hear" their different calls in this selection "Silver-spot" from Wild Animals I Have Known by Ernest Thompson Seton?

One windy day I stood on the high bridge across the ravine, as the old crow, heading his long, straggling troop, came flying homeward. Half a mile away I could hear the contented "All's well, come right along!" as we should say, or as he put it, and also his lieutenant echoed it at the rear of the band. They were flying very low to be out of the wind, and would have to rise a little to clear the bridge on which I was. Silver-spot saw me standing there, and as I was closely watching him he didn't like it.

He checked his flight and called out, "Be on your guard," and rose much higher in the air. Then seeing that I was not armed he flew over my head about twenty feet, and his followers in turn did the same, dipping again to the old level when past the bridge.

Look for descriptions in your reading. Record the name of the book, page number, and paragraph number of those which you thought were particularly vivid. Be prepared to discuss them during the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Imagery	"Silverspot", <u>Wild Animals I Have Known</u> , p. 51, paragraph 2	I had to reread it several times before I could visualize the movement of the crows.

Option II. - General Comprehension Materials
(Select articles and answer comprehension activities from the following materials.)

Be a Better Reader Book III

Be a Better Reader Book IV

How to Read Factual Literature Book I

SRA Reading Laboratory IVa - Power Builders

Any books, magazines, newspapers or journals you select to read.

STUDY GUIDE II - COMPREHENSION

(FIGURATIVE LANGUAGE, SENTENCE MEANING, JUDGMENTS,
CENTRAL IDEA, INFERENCES, RELATIONSHIPS, IMAGERY)

This study guide will provide you with learning activities which will help you to read with greater comprehension. Two kinds of activities are suggested: Option I and Option II. Option I provides comprehension skill building activities in relation to your textbook reading, materials you use in the reading laboratory, and other reading that you select to do such as newspapers, magazines and journals, and fictional or nonfictional books. Option II suggests the use of prepared materials found in the reading laboratory which will assist you with these skills. You may choose to do any or all of Option I activities, any or all of Option II activities, or combinations of both Option I and Option II activities.

STUDY GUIDE II - COMPREHENSION

FIGURATIVE LANGUAGE

Option IA. - Everyday Speech

Much of our slang expressions and informal speech is based on figurative language. Writers will many times use these expressions to convey their ideas in a colorful way. Find examples of slang expressions or everyday speech in some of the materials you are reading for this course and in your other reading. Record them and your interpretations of their meanings on your Reading Comprehension Form. Be prepared to discuss them during the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Everyday Speech	He made a killing on the investment.	He became wealthy on the investment.

Option IB. - Comparisons

Writers use comparisons to provide the reader with a vivid mental image of topics they describe. They may use two things which are basically not alike but may be alike in one or more ways to build these mental images in the reader. The following sentence will serve as an example of this.

The turbulent waves devoured the surfer like a blade of grass caught in a speeding power mower.

The writer has used a comparison of two things which are basically not alike (surfer, blade of grass) to provide the reader with a mental image or mind picture of the way in which the waves devoured the surfer.

Recognizing the comparisons writers use will increase your comprehension and enjoyment of materials you read. Find examples of comparisons in the materials you are reading for this class and in your other reading. Write them and your interpretations and reactions to them on one of your Reading Comprehension Forms. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Comparisons	In the bleak morning light, the migrating geese flew their course like a space-craft programmed to arrive at a predetermined destination.	The geese didn't vary their course; they flew as though they had instructions to arrive at a particular place. (The comparison added to my interpretation of the selection.)

Option II. - (Use any or all of the following)

Tactics in Reading II, Cards 25-28

SENTENCE MEANING

Option IA. - Reading Punctuation

In conversation, speakers emphasize certain words and pause so that listeners can make sense out of what is being said. Writers are at somewhat of a disadvantage because they have to convey all meaning through the written language. Punctuation, a part of the written language, helps the reader to interpret word strings in a meaningful way. Punctuation indicates to the reader that he should pause, emphasize particular words, or raise or lower his voice. The following string of words can take on different meanings depending upon the clues for interpretation which the writer provides.

What is that lying in the road ahead? (raise voice at end of sentence to show that a question is being asked.)

What is that lying in the road, (pause) a head? (raise voice at end of sentence to show that a question is being asked.)

What is that lying in the road? (longer pause)
A head! (voice shows strong emotion.)

You have long been familiar with the pauses and voice inflections indicated by sentence stoppers: the period (pause and voice drops), the question mark (pause and voice tone raises), the exclamation mark (pause and voice shows strong emotion). Punctuation other than sentence stoppers are used to indicate pauses. The comma (,), semicolon (;), and colon (:) are used by writers to indicate pauses within sentences. These pauses help the reader to make sense out of the written word strings. In addition, the colon directs the reader's attention to what follows. A knowing reader will pause longer when he sees a colon and relate what follows to the words which occur just before the colon.

Find examples of the use of commas (,), semicolons (;), and colons (:) in your reading for this class and in the other reading that you do. Write them and your interpretation of the writer's meaning on one of your Reading Comprehension Forms. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Reading Punctuation	* And Man said: 'There is a hidden purpose, could we but fathom it, and the purpose is good; for we must reverence something, and in the visible world there is nothing worth reverence.'	Man said that there was a good purpose which was hidden and difficult to understand. The purpose was good because man must have something to revere and there is nothing in the visible world worth reverence.

Option IB. - Pronoun Reference

Pronouns are used to refer to persons, places, and things without specifying them by name. It is sometimes difficult for the reader to relate a pronoun to the person, place, or thing which the writer intends. The reader must, sometimes, read the sentence or paragraph again to clearly identify to which person, place or thing the writer is referring before he continues his reading.

The words: he, him, his, she, her, hers, it, its, we, us, ours, our, they, them, their, theirs, who, which, and another are words which sometimes cause this difficulty. Find examples in your reading where you had to reread and rethink what the writer meant by these words. Substitute

*From Mysticism and Logic by Bertrand Russell

the person, place, or thing to which the writer was referring in the column provided for your meaning on the Reading Comprehension Form. Be prepared to take this form to the instructional conference and discuss these sentences with your instructor.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Pronoun Reference	A young man observed a diesel truck ram into <u>another</u> , which overturned and burst into flames.	A young man saw a diesel truck ram into another diesel truck. The rammed truck burst into flames.

Option IC. - Small But Important Words

Readers often gloss over small but important words and misinterpret the writer's meaning. Words and phrases such as when, as soon as, if, unless, provided that, before, after, until, and unless are some of the small but important words which cause some readers difficulty. Find examples of these small but important words in your reading. Write the sentences in which they occur on your Reading Comprehension Form. Rewrite the sentence to clarify its meaning in the column provided for your meaning. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Small But Important Words	Insert wire A into hole A when the switch is horizontal.	The switch must be horizontal at the time that I insert wire A into hole A.
	Insert wire A into hole A unless the switch is horizontal.	The switch must not be horizontal at the time that I insert wire A into hole A.

Option ID. - Omitted Words

Find newspaper headlines where some of the less important words have been left out. Write them on your Reading Comprehension Form and restate them more completely in the column provided for your meaning. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Omitted Words	Couple Wants Couple	A man and wife want their last name to be hyphenated. The hyphenated last name would consist of her maiden name and his last name -- Tepper-Rasmussen.
	New League Too Expensive, Wranglers to Stay Put	The Oklahoma City Wranglers will continue to play in Oklahoma City under their present status. Joining a new league would be very expensive and they might have to change playing fields.

Option IE. - Core Parts, Inverted Order,
Snowballing Sentences

Frequently, writers will use very long and involved sentences. This complicates the reader's comprehension of the passage unless he is familiar with and searches for the core parts of the sentence. Every sentence is made up of two or more core parts. They form the skeleton of the sentence. The skeleton of a sentence consists of: (1) a part which tells what action is taking place, and (2) a part which tells who or what is doing the action. The following example should make the core parts of a sentence clear.

The fullback scored.

In that sentence "scored" tells what action is taking place. "Fullback" tells who is doing the action.

Sometimes a sentence has a third core part which completes the action:

The quarterback threw the ball.

In that sentence "threw" tells what action is taking place, "quarterback" tells who is doing the acting. "Ball" is the third core part. It tells what the quarterback threw.

How is that going to help you to better understand long and involved sentences? Investigate the following sentence and see if you can find its core parts.

The second-string quarterback threw the mud-slick ball like a draft-blown leaf into the grateful arms of the opposing linebacker.

The words "quarterback", "threw", and "ball" still remain as the core parts of the sentence. This skeleton of the sentence provides a framework to which all the other words and phrases are related.

The core parts may not be in the usual order. They may be nearer the end of the sentence than near the beginning of the sentence as shown in the following example.

Into the grateful arms of the opposing linebacker, the second-string quarterback threw the mud-slick ball.

Find sentences which at first glance seem complex and difficult to understand. These sentences may be found in your readings for this class or any other reading that you do. Write these sentences on one of your Reading Comprehension Forms. In the column provided for your meaning, write the skeleton or core parts of the sentence. Below the core parts, write other details which the writer has included.

Your Goal	Writer's Sentence	Your Meaning
Core Parts	* "Have something to say, say it, and sit down," she advised students of public speaking, as Louis had advised her.	<u>She advised students.</u> Have something to say say it sit down Louis had advised her
	* Her most distinctive feature was her eyes; blue, serene, and soft, in their gaze one forgot the overly prominent teeth and the slightly receding chin.	<u>Feature was eyes.</u> her most distinctive blue, soft, serene in their gaze one forgot the overly prominent teeth and the slightly receding chin

*From Eleanor and Franklin by Joseph P. Larch

Option II. - (Use any or all of the following)

Tactics in Reading II, Cards 16-20

JUDGMENTS

Option IA. - Fact-Opinion, Recognizing Assumptions, Generalizations

A first step in reacting intelligently to things we read is to be aware of the difference between statements of fact and statements of opinion, and to recognize assumptions and generalizations used by writers. The following excerpts from the October 14, 1973, editorial page of The Sunday Oklahoman may help you to read editorials and other types of writing more critically.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Fact-Opinion, Recognizing Assumptions, Generalizations	President Nixon acted to help restore unity to our faction-ridden federal government...	<u>Opinion.</u> This statement cannot be proved as being true or false. Restoring unity to the federal government may have been the President's reason for acting, it may not have been his reason for acting, or it may have been part of his reason for acting.
	...Gerald Ford's good name is based on a life of service which has been open to scrutiny almost from the time he graduated from college.	<u>Opinion.</u> This statement would be difficult to be proved conclusively right or wrong. It is difficult to believe that <u>anybody</u> has a good name with <u>everybody</u> .
	...Friday night when he announced his nomination of Rep. Gerald Ford of Michigan to become 40th Vice President of the United States.	<u>Fact.</u> The information in this statement can be proved true.

After taking a B.A. degree at the University of Michigan and a law degree from Yale, he entered the U.S. Navy for 47 months during the Second World War.

Fact. The information in this statement can be proved true.

Find examples of fact and opinion statements, assumptions, and generalizations in your editorial reading and other types of reading that you do. Write these statements on your Reading Comprehension Form and include your reactions in the column provided for this purpose. Be prepared to discuss them with the instructor during your instructional conference.

Option IB. - Recognizing an Authority

A critical reader must be able to judge whether statements made by a writer is likely to be valid. He needs to consider the following questions.

1. Does the writer's experience or training make him an authority on the subject?
2. Is the writer in a position to know the facts?
3. Are the writer's opinions likely to be based on sufficient evidence?
4. Does the writer have a special motive for making a statement?
5. Would the writer stand to gain if the reader accepts what he writes?

Read and compare two or more articles about the same topic. Choose different sources: different newspapers, different magazines or journals, different books. Summarize each of your readings and compare similarity or dissimilarity of views which are expressed. Find out what you can about the writer using the questions suggested above. Find out about the philosophical bases of the newspapers or magazines which might account for the similarities or differences you found in the articles.

Option IC. - Connotations of Words

Writers of informational articles sometimes use words that arouse strong emotions in the reader. These words may cause the reader to make decisions based upon his feelings rather than on facts. Critical readers are aware of the use of emotionally slanted words and do not become a victim of a writer's language trap. The following statements may help you to interpret the writer's persuasive choice of words.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Connotations of Words	...Jack Foster's good name.	The use of "good name" rather than a less emotionally slanted word such as reputation would indicate that the writer is trying to develop a favorable attitude toward the person in question.
	The representative had a talent for making a deal with members of the opposition party.	"Making a deal" suggests that the representative may be less than an honorable person. If the writer had used the term "compromising" instead of "making a deal", the reader would be more likely to form a favorable attitude toward the representative.

Option II. - (Use any or all of the following)

Tactics in Reading II, Cards 21-24B

CENTRAL IDEA

Option IA. - Topic Sentences

Many writers often simplify the location of central ideas by using topic sentences. Topic sentences summarize the information contained within a sentence. A topic sentence or summary sentence may be written as the first sentence in a paragraph as in this example from page 54 of Flight Deck by Robb White.

John was flying an SBD dive bomber, the Old Douglas Dauntless -- and dauntless they were. They were slow and, for airplanes, ugly -- rough and awkward. They had none of the comforts of home or any place else; they were designed and put together to do one thing -- dive bomb. They had no speed and could not go very high and were sitting ducks for fast fighters. But they could go straight down and they could go so far down -- so close to a target -- and still pull out without going into the sea that they were dangerous aircraft.

The first sentence of that paragraph, "John was flying an SBD dive bomber, the Old Douglas Dauntless -- and dauntless they were." provides a summary of the paragraph. It introduces two ideas that the writer carried into detail in the remainder of the paragraph, i.e., that the dive bomber was "old" and "dauntless". The details related to its being old were that it was slow, ugly--rough and awkward; that it had none of the comforts of home; it could not go very high, and had no speed. The details related to its being dauntless were that it was put together to do one thing -- dive bomb and that it could go close to a target and still pull out.

The topic or summary sentence may be the last sentence of the paragraph as in this example from page 57 of Flight Deck.

And so the twenty fighters and thirty-eight dive bombers and fourteen doomed torpedo planes moved toward the enemy ships. The sky was almost clear, only a few fluffy cumulus clouds hanging up there with the planes. From 19,000 feet John could see for fifty miles all the way around. Below him, the torpedo planes winging over it, the sea was calm with no visible whitecaps -- just an enormous expanse of blueness. A beautiful day. If you had to die it was a nice day for it.

"If you had to die, it was a nice day for it" summarizes the information in this paragraph. Thus, the last sentence is the topic sentence of the paragraph. The two basic ideas in this sentence and, indeed, within the paragraph itself was danger -- "If you had to die" and "a nice day", "doomed torpedo planes" and "enemy ships" are the details relating to danger. The remainder of the paragraph relates details as to the "niceness" of the day.

Some "thoughtful" writers may use both the first and the last sentences as summary or topic sentences as may be observed in this paragraph found on page 56 of Flight Deck.

It was odd, John thought, that he didn't feel afraid or even tense, although in an hour he would be in the first real combat he had ever seen. He wondered what it was going to be like to drop a bomb on an enemy ship with the purpose and intent of sinking it and the men who lived in it. But oddly, he thought about the enemy as a man not at all. Just as a ship which soon he would see and attack. He would either hit it or miss it; and it would either hit him or miss him. But he wasn't as afraid now as he had been the night before throwing up in the toilet bowl.

The fact that John did not feel very afraid summarizes this paragraph. This information is found in both the first and the last sentences of the paragraph. Therefore, the first and last sentences are topic sentences and the rest of the information in the paragraph serves to expand on this topic.

Sometimes no topic sentence is provided. You, the reader, will have to mentally formulate the summary of the sentence. As you read the following excerpt from page 147 of All the King's Men by Robert Penn Warren, try to arrive at a few words to summarize it. Then, compare it with the summary following the excerpt.

But this too: the Boss sitting in the Cadillac, all lights off, in the side street by a house, the time long past midnight. Or in the country, by a gate. The Boss leaning to a man, Sugar-Boy or one of Sugar-Boy's pals, Heavy Harris or Al Perkins, saying low and fast, "Tell him to come out. I know he's there. Tell him he better come out and talk to me. If he won't come, just say you're a friend of Ella Lou. That'll bring him." Or, "Ask him if he ever heard of Slick Wilson." Or something of the kind. And then there would be a man standing there with pajama tops stuck in pants, shivering, his face white in the darkness.

Is your summary something like "how the Boss calls upon his victims at night?" In this case you had to read the details of the paragraph and synthesize or bring them together into a general statement about the content of the paragraph.

Locate paragraphs which serve as examples of the four forms of paragraph writing. Do this for your reading in this class and other readings that you do. This activity should not only improve your reading comprehension, it will help you to read with more speed when your objective is to just get the general content of materials. Use one or more Reading Comprehension Forms for this activity and follow the example below for recording your information. Be prepared to discuss your findings in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Topic Sentences	<u>Flight Deck</u> , p. 54	First sentence. The dive bomber was old and dauntless.
	<u>Flight Deck</u> , p. 57	Last sentence. "If you had to die it was a nice day for it."
	<u>Flight Deck</u> , p. 56	First and last sentences. John was not very afraid.
	<u>All the King's Men</u> , p. 147	None. How the Boss calls upon his "victims" at night.

Option IB. - Central Idea, Supporting Details, and Notetaking

Three vitally important study skills are:

1. Locating the central idea of paragraphs.
2. Selecting the important details which support the central point.
3. Notetaking or organizing the central ideas and supporting details in a framework which are easily remembered.

The following sample outlines from the paragraphs contained under Option IA will serve to help you with notetaking skills for other classes.

Page 54 of Flight Deck, see CENTRAL IDEA, Option IA. - Topic Sentences.

- A. The dive bomber was old and dauntless
 - 1. Old
 - a. slow, ugly--rough and awkward
 - b. no comforts of home
 - c. couldn't go high
 - d. no speed
 - 2. Dauntless
 - a. good for dive bombing
 - b. could go close to target and still pull out

Page 57 of Flight Deck, see CENTRAL IDEA, Option IA. - Topic Sentences.

- A. It was a dangerous but nice day
 - 1. Dangerous day
 - a. torpedo planes were doomed
 - b. enemy ships
 - 2. Nice day
 - a. sky almost clear
 - b. calm sea

Page 56 of Flight Deck, see CENTRAL IDEA, Option IA. - Topic Sentences.

- A. John was not very afraid
 - 1. He would either hit or miss the ship
 - 2. It would either hit or miss him

Page 147 of All the King's Men, see CENTRAL IDEA, Option IA. - Topic Sentences.

- A. How the Boss calls upon his victims at night
 - 1. Sitting in Cadillac
 - 2. All lights off
 - 3. Long past midnight
 - 4. His man calls to the victim to come out

Prepare an outline for study purposes. This may be something you are studying for another class. You may wish to do only a page or two before you bring the book or article and your outline to the instructional conference.

Option II. - (Do any or all of the following)

Tactics in Reading II, Cards 21-24B

INFERENCES

Option IA. - Fiction

Writers of fictional material will often use clues for the reader to interpret. These clues provide the active reader with tentative conclusions or guesses about the following:

1. The mood of the selection
2. Characteristics of people
3. The theme of a selection
4. Attitudes of characters about themselves
5. Attitudes of characters about others
6. Attitudes of people about happenings
7. Something that has happened previously which the writer hasn't stated
8. Why characters act as they do
9. What might happen next in plot development

Look for clues which might help you to come to some conclusions which the writer does not mention. Use your Reading Comprehension Form to record clues and the generalizations you have reached based upon these clues. Be prepared to discuss them in the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Inferences Fiction	"And then there would be a man standing there with pajama tops stuck in pants, shivering, his face white in darkness."	I think the man is afraid. He probably knows why the Boss has come to "call".
	...and fourteen doomed torpedo planes moved toward the enemy ships.	Some or all of the torpedo planes will probably be shot down in combat.

Option IB. - Factual Material

Much knowledge within the different subject areas is based upon conclusions which have been inferred from observations. These conclusions or "educated guesses" have been

formulated to explain and describe observations which have been made and to serve as a basis of prediction.

Read the following paragraphs to identify the inference or conclusions which were reached by the observations of scientists.*

In 1896, Henri Becquerel, a French physicist, discovered radioactivity. He found that pitchblende, an ore of the element uranium, caused a photographic plate to darken, even though the plate was wrapped in opaque paper. He concluded that the ore must have given off radiations which penetrated the paper that was opaque to light. Becquerel called the ore radioactive because it gave off radiations.

This discovery started a search by Pierre and Marie Curie to discover the cause and nature of this effect. Starting with a ton of pitchblende, they finally separated a minute fraction of a gram of a substance that was much more radioactive than the metal uranium. This substance was a compound of a new element which Mme. Curie called radium. Small amounts of radium compounds mixed with zinc sulfide cause the latter to glow in the dark or to fluoresce.

Since the discoveries of Becquerel and the Curies, other investigators have discovered several radioactive elements that behave like uranium and radium, giving off radiations as the nucleus breaks down. These investigations have concluded that the process of radioactivity is uncontrollable and goes on spontaneously.

*From Be a Better Reader Book VI, pp. 159-60,
by Nila Banton Smith

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Inference- Factual Material	"He concluded that the ore must have given off radiations which penetrated the paper that was opaque to light."	His observation led him to an inference of description.

These investigators have concluded that the process of radio- activity is uncon- trollable and goes on spontaneously.	Their observations led them to an inference of explanation.
--	---

Look for clues in your reading of factual materials which have led the writer or those he is writing about to come to some conclusion. Record these clues and the conclusions which have resulted from them on your Reading Comprehension Form. These clues or others which you know about but which have not been included in the article may lead you to come to a conclusions which is different from the one suggested in the article. Include your conclusions and the clues which helped you to formulate them on the Reading Comprehension Form. Be prepared to discuss them in the instructional conference.

Option II. - (Use any or all of the following)

Tactics in Reading II, Cards 35-38B

RELATIONSHIPS

Option IA.

Studying for other courses will be easier for you if you can identify the writer's pattern of writing. Four basic writing patterns are used in the subject areas. They are: (1) time-order, (2) comparison-contrast, (3) cause-effect, and (4) simple listing.

Clues which are often listed by writers which help the reader to recognize these patterns are listed below.

Time-Order

then
 not long after
 at last
 later
 next
 after a short interval

Comparison-Contrast

on the other hand
 however
 but
 on the contrary
 unlike

Cause-Effect

for this reason
consequently
on that account
hence
because

Simple Listing

in addition
also
another
furthermore
besides

The following paragraphs will illustrate these four basic writing styles. Try to identify the writing pattern used in each of them.

From: Ise, John, "The Machine Age" (excerpts), Economics, Harper & Brothers, 1946, pp. 504, 524-527.

In one sense, machinery of course has standardized products, particular products; a thousand articles in common use -- Ford cars, Camel cigarettes, Regal shoes, General Electric refrigerators, Ivory soap, nails, pencils, buttons, pins. Machines must standardize, for usually they can produce only identical products. But they have standardized not only products but the physical aspects of towns and cities. One can drive through a hundred towns and cities in many sections of America and see scarcely a single characteristic by which to distinguish one from another. Machines have standardized styles, too, geographically and on the basis of social classes; the salesgirl in Lander, Wyoming dresses much like the New York heiress, though more cheaply, and, like many other girls throughout the breadth of the land, affects the Audrey Hepburn hair-do when that is "the Rage." Even moral codes are to some extent standardized; rural puritans in Kansas gape unblushingly at somewhat suggestive scenes in the latest movie much as New Yorkers do -- perhaps even on the Sabbath day, which was once reserved for worship of a different sort. Moving pictures have done this to us. And under their impact and that of television and radio, cultural habits and standards likewise tend to geographical uniformity; the same jazz and cowboy songs, the same babble about contented cows, cool gasoline, crispy crackers, and crazy crystals for crazy people are heard in every corner to which American culture has penetrated.

From: Smith, Nila Banton, Be a Better Reader Book VI, p. 80.

The American Constitution, as adopted in 1789 and amended since then, is the basic law which tells

the people in advance what the rules of the game are. Unlike the British, we have a written constitution. And, unlike the British, the amending of our Constitution (see Article V) is a slow and difficult process. However, were a person to memorize with full understanding the several thousand words of our written document, his knowledge of our government would still be far from complete. He would not know, to cite a few conspicuous examples, that Presidential and Congressional candidates are nominated by political parties, how many members there are in the President's cabinet, or which agency has the power to regulate television broadcasting. The American Constitution says not a word about budgets, lobbying, or rules that govern committees in Congress. Thus, there has grown up a series of customs, precedents, and practices which have come to be regarded as the American unwritten constitution. In short, unlike the British system which has only an unwritten constitution, ours has both written and unwritten. Because both nations are governed by constitutions rather than the whims of dictators, we say that ours are governments "not by men but by law."

From: Smith, Nila Banton, Be a Better Reader Book VI, p. 84.

While a new society was being forged out of the nation's forests in the West, transformation of an old society was taking place in the East. The introduction of machinery and the development of steam as a source of power transferred industry from the home to the factory. Protective tariffs, especially that of 1816, fostered the growth of these infant industries. The embargo acts and the War of 1812 furnished added impetus to their development, for English manufacturers could not be imported to satisfy the ever-expanding American market. A steady tide of European immigration kept coming in to man the rapidly multiplying machines. Thus, cities sprang up where hamlets had been. Important centers like Boston and New York doubled in population in the twenty years from 1800 to 1820. Factory sirens throughout New England and the middle states ushered in the new industrial era.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Relation-ships	Ise, John, "The Machine Age" "In one sense..."	Simple Listing
	Smith, Nila Banton, <u>Be a Better Reader</u> , "The American Constitution..."	Comparison-Contrast
	Smith, Nila Banton, <u>Be a Better Reader</u> , "While a new society..."	Cause-Effect
	Ise, John, "The Machine Age" "Not only has..."	Time-Order

Find examples of paragraphs which are characteristic of these four patterns of writing. Paragraphs which are of the simple listing, cause-effect, comparison-contrast, and time-order patterns can be found in your textbook reading, in materials found in the reading laboratory, and in other materials that you select to read.

You may select to come to a conclusion about the pattern of writing which is found in different subject areas. As you study a textbook for another class, use this study guide and your Reading Comprehension Form to analyze the writing style which is most used within that subject. Write the name of the course, title of the book, page number, and paragraph numbers in the column provided for the writer's statement. List the clues to the pattern and the writer's pattern in that paragraph in the column provided for your meaning and/or reaction. Use a separate page for each subject you are investigating. Be ready to discuss your findings during the instructional conference.

Option II. - (Do any or all of the following)

Tactics in Reading II, Cards 39A-43B

IMAGERY

Option I.

The ability to experience a writer's descriptions heightens the pleasure a reader receives when reading some books, magazines, and newspaper selections. To be able to "experience" a writer's descriptions is to imagine the sights, sounds, textures, smells, and tastes that he describes. Being able to form a mental image of the setting of the traps is of considerable importance if the reader is to be able to follow the rest of the plot of "Lobo" from Wild Animals I Have Known by Ernest Thompson Seton.

I gathered all the traps I could command, one hundred and thirty strong steel wolf-traps, and set them in fours in every trail that led into the canyon; each trap was separately fastened to a log and each log was separately buried. In burying them, I carefully removed the sod and every particle of earth that was lifted we put in blankets, so that after the sod was replaced and all was finished the eye could detect no trace of human handiwork. When the traps were concealed, I trailed the body of poor Blanca over each place, and made of it a drag that circled all about the ranch, and finally I took off one of her paws and made with it a line of tracks over each trap. Every precaution and device known to be I used, and retired at a late hour to await the result.

Can you visualize the movements of the crows and almost "hear" their different calls in this selection "Silverspot" from Wild Animals I Have Known by Ernest Thompson Seton?

One windy day I stood on the high bridge across the ravine, as the old crow, heading his long, straggling troop, came flying homeward. Half a mile away I could hear the contented "All's well, come right along!" as we should say, or as he put it, and also his lieutenant echoed it at the rear of the band. They were flying very low to be out of the wind, and would have to rise a little to clear the bridge on which I was. Silverspot saw me standing there, and as I was closely watching him he didn't like it. He checked his flight and called out, "Be on your guard," and rose much higher in the air. Then seeing that I was not armed he flew over my head about twenty feet, and his followers in turn did the same, dipping again to the old level when past the bridge.

Look for descriptions in your reading. Record the name of the book, page number, and paragraph number of those which you thought were particularly vivid. Be prepared to discuss them during the instructional conference.

Your Goal	Writer's Statement	Your Meaning and/or Reaction
Imagery	"Silverspot", <u>Wild Animals I</u> <u>Have Known</u> , p. 51, paragraph 2.	I had to reread it several times before I could visualize the movement of the crows.

Option II. - General Comprehension Materials
(Select articles and answer comprehension
activities from the following materials)

RFV

Be a Better Reader Book V

Be a Better Reader Book VI

How to Read Factual Literature Books II, III

SRA Reading Laboratory IVa - Power Builders

Any books, magazines, newspapers or journals you
select to read.

APPENDIX F
CORE MATERIALS

CORE MATERIALS

Controlled Reader Jr. New York. McGraw Hill Educational Developmental Laboratories, (U.S.A. Patent 2,745,313).

Controlled Reader Story Set. New York. McGraw Hill Educational Developmental Laboratories, (1963).

Kottmeyer, William. Dr. Spello. 2nd ed. New York. McGraw Hill, Inc., 1968.

McCall, William A. and Crabbs, Lelah Mae. Standard Test Lessons in Reading. New York. Teachers College Press, Columbia University, 1961.

Niles, Olive Stafford; Bracken, Dorothy Kendall; Dougherty, Mildred A.; and Kinder, Robert Farrar. Tactics in Reading II. Glenview, Illinois. Scott, Foresman and Company, 1964.

Parker, Don H.; Covell, Harold M.; LaForge, Peter J.; Paternoster, Lewis M.; and Quinn, Thomas J. SRA Reading Laboratory IVa. Chicago. Science Research Associates, 1969.

Pauk, Walter. How to Read Factual Literature. Books I, II, III. Chicago. Science Research Associates, 1970.

Smith, Nila Banton. Be a Better Reader Book III. 3rd ed. Englewood Cliffs, N.J. Prentice-Hall, Inc., 1970.

_____. Be a Better Reader Book IV. 3rd ed. Englewood Cliffs, N.J. Prentice-Hall, Inc., 1971.

_____. Be a Better Reader Book V. 2nd ed. Englewood Cliffs, N.J. Prentice-Hall, Inc., 1972

_____. Be a Better Reader Book VI. 2nd ed. Englewood Cliffs, N.J. Prentice-Hall, Inc., 1973.

APPENDIX G

AFFECTIVE MEASURES ADMINISTRATION PROCEDURES

AFFECTIVE MEASURES
ADMINISTRATION PROCEDURES

JANUARY ADMINISTRATION

Collaborator _____ Junior College is
Says: doing some research to find out how we can
best be of assistance to our students.
During this class period I am going to ask
you to complete three short forms.

A number has been placed on these forms
so that each person's responses on the three
forms will be able to be identified as be-
longing to one individual. This will help
us to answer our research questions. You
will not be asked to write your names on
these forms. Please respond to these ques-
tions as accurately as possible so that

_____ Junior College can
find out more about its students and, there-
fore, be better able to provide you with
excellent services. (The instructor should
pass the three paper-clipped forms which
have the student's identification number
listed in the instructor's grade book and
Class Data Form.)

Collaborator _____
Says: Please check to see that the numbers on
the three forms are the same. These numbers
will indicate that the responses belong to
one individual. Again, these are not tests.
You are to respond as accurately as possible
to these questions in an effort to help us
be of service to you.

We will progress through these forms
together so that everyone will understand
the directions thoroughly before beginning
to answer them. Now, find the form that
relates to reading and the materials that
you read and place the other forms face down
on your desk or table. (Show the Collegiate
Reading Interest Scale.) It is the form that
says, "Circle the response which best de-
scribes you." As indicated, you are to circle
"one" for never, "two" for rarely, "three"

for sometimes, "four" for often, and "five" for always. When you have completed page one, go right on to page two. Answer these questions as accurately and completely as possible. (After fifteen minutes or as soon as everyone has finished, whichever comes first, collect this form.)

Collaborator
Says:

Now, find the form which lists thirty-nine statements and leave the other form face down on the desk. Read the directions at the top of this page silently while I read them aloud. (Read these directions. After fifteen minutes or as soon as everyone has finished, whichever comes first, collect this form.)

Collaborator
Says:

Now turn over the other form. Read the directions at the top of this page silently while I read them aloud. (Read these directions. After ten minutes or as soon as everyone has finished, whichever comes first, collect this form.) Thank you for your help in making _____ Junior College an even better school.

MAY ADMINISTRATION

Collaborator
Says:

You may remember at the beginning of the semester that I asked you to help with some research we are doing at _____ Junior College. We need your responses on these forms, again, today. Your cooperation in January was very helpful to us and your responses today will complete your participation in this project. As before, I am going to ask you to complete three short forms. (Go back to January Administration, page 1, paragraph 2, and complete as before.)

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