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GRADUATE COLLEGE

A SURVEY OF COLLEGE AND UNIVERSITY READING PROGRAMS AND AN ANALYSIS OF THE READING PROGRAM AT THE UNIVERSITY OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

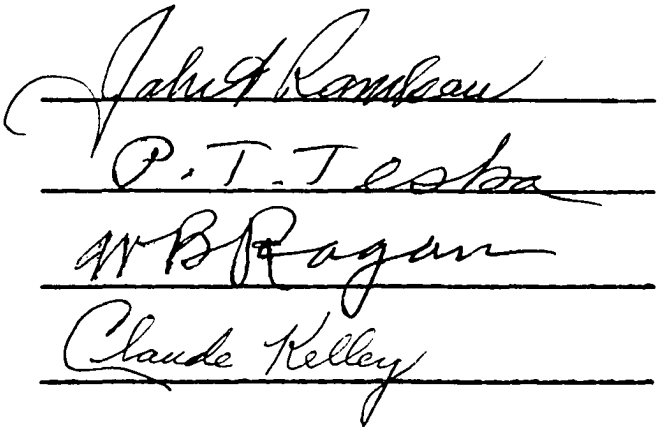
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Norman, Oklahoma

1965

A SURVEY OF COLLEGE AND UNIVERSITY READING PROGRAMS
AND AN ANALYSIS OF THE READING PROGRAM
AT THE UNIVERSITY OF OKLAHOMA

APPROVED BY



DISSERTATION COMMITTEE

This research study is dedicated to my parents, Ernest and Helen Buffone, in appreciation of the immeasurable contribution they have made to the education of their children.

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A SURVEY OF COLLEGE AND UNIVERSITY READING PROGRAMS AND AN ANALYSIS OF THE READING PROGRAM AT THE UNIVERSITY OF OKLAHOMA

CHAPTER I

BACKGROUND, NEED, AND PROCEDURE

The Background and Need for the Study

Reading, one of the most fundamental of all educational fields, is at long last being recognized as the common denominator which underlies a vast amount of learning. Its once shaky position has been strengthened within the past quarter century by the creation of reading programs in this country's colleges and universities. That these programs perform a corrective and remedial function for the student who has difficulty in reading is a well-known fact. The specific and more important aspects of these reading programs, however, remain veiled in obscure professional journal articles.

In setting up a university reading program, goals and objectives must first be formulated. Once these have been established and the program has been put into effect, the staff will, at some time or another, want to know how

its particular program compares with others throughout the country. It may be assumed that the personnel at the University of Oklahoma Reading Laboratory have reached this stage of development. In order to formulate any valid comparison and/or contrast, many questions need to be answered, and they need to be answered by contemporaries in the context of their own reading programs. Journal articles will not suffice. The intention, therefore, is to survey the field and canvass this country's college and university reading centers.

THE PROBLEM

Statement of the Problem

The problem of this study is to describe the reading programs at selected colleges and universities in terms of the three criteria which are generally considered to be the three major aspects of a college or university reading program. These criteria are:

(1) Teacher Education in the Reading Program.
(2) Developmental Aspects of the Reading Program.
(3) Remedial and Clinical Aspects of the Reading Program.

In addition, an analysis of the reading program at the University of Oklahoma will be undertaken in order to present an objective picture of the program at the present time.

Statement of Purpose

It is the purpose of this study to determine the content of college and university reading programs in selected states throughout the country by using a comprehensive questionnaire. As a result of an analysis of the questionnaire, a composite picture of the situation in reading programs in state colleges and universities today will be presented.

A more important purpose of this study for the staff of the University of Oklahoma Reading Laboratory will be a statement concerning its own reading program in relation to the others that were surveyed. This statement will be formulated on the basis of the analysis of the results of the returned questionnaires. This will help to determine the future policy of the Reading Laboratory at the University of Oklahoma and will act as a guide to educators who are in the process of setting up a college reading program in other institutions.

Delimitation of the Study

The colleges and universities used in the study were limited to Senior Colleges in the 1965 edition of The World Almanac.[1] The following criteria were used in delimiting

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[1]Harry Hansen (ed.), The World Almanac (New York: The New York World Telegram and Sun, 1965), pp. 513-26.

the sample:

(1) Only state colleges and universities were used;
(2) Only institutions with a student enrollment of 1000 or more were used.

All colleges and universities meeting the above criteria were put on a list from which the selection was made. The list, prior to selecting the sample, consisted of approximately 300 institutions. The sample of 100 schools that received the questionnaire was selected by using a Table of Random Numbers.[2] These colleges and universities were considered the population of the study.

Definition of Terms

Reading Program refers to that division of a college or university dealing with the study of reading in its various aspects.

Developmental Aspects refers to the corrective aspects of the reading program for those not severely disabled in reading.

Clinical or Remedial Aspects refers to the aspects of the reading program which deal with those severely retarded in reading.

Reading Clinic refers to any organization with trained personnel and special materials and equipment, established to diagnose and treat reading disabilities.

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[2]E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education (Boston: Houghton Mifflin Company, 1953), pp. 384-87.

PROCEDURE

Methodology

A questionnaire was drafted and sent to the directors of reading laboratories at selected colleges and universities. From these completed and returned forms, a realistic and dynamic picture of reading programs as they exist in the colleges at the present time was constructed. This picture served as a backdrop on which was projected an image of the reading program at the University of Oklahoma.

It was determined that a longitudinal study was in order; with this in mind, the questionnaire technique appeared to be the most advantageous for the purposes. Although the questionnaire was used in obtaining the basic data for the study, other procedures were necessary before the questionnaire could be developed. A survey of professional literature was undertaken in an effort to locate statements concerning the specific goals and content of college reading programs (made by authorities in the field of reading). These published goals formed the basis for the development of a comprehensive statement concerning the objectives of reading programs; this statement served as a frame of reference for the study and was used in constructing the questionnaire as well as in analyzing the responses to the questionnaire. The results were set forth in terms of the previously mentioned criteria. The question-

naire was sent to 100 selected colleges and universities. It was found that 79 out of the 100 actually had established reading programs.

Sources of Data

The data for the study were obtained from responses of the directors of college and university reading programs to a questionnaire.

Design of the Study

A questionnaire, prepared from a study of a number of related studies and research in the field, was mailed on March 5, 1965, to each of the selected institutions in the sample. A letter inviting the cooperation of the directors of the reading programs was enclosed.[3]

Results were then compiled, tabulated, and evaluated in terms of the three previously-mentioned criteria. It was decided, prior to beginning the study, that no value judgments should be made concerning the outcome of the results; consequently, the conclusions of the study were presented as statements of facts rather than opinions. No attempt was made to point out what should be, merely what is.

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[3]Copies of the letter and the questionnaire appear in the Appendix.

Organization of the Study

The introductory chapter sets forth the background, need, and procedures for the study as well as a survey of the literature concerning reading programs in colleges and universities. Chapter II is devoted to a study of those aspects of a reading program dealing with reading instruction for teachers. Chapter III is devoted to the developmental or corrective aspects of the reading program, and Chapter IV pertains to the clinical or remedial aspects of the reading program. Chapter V presents the analysis of the reading program at the University of Oklahoma. The summary findings of this study are presented in Chapter VI.

A Survey of Related Literature

In the past three decades, an increasing number of college and university administrators have come to realize that far too many of their students cannot do the reading that is expected of them. More and more of these school officials have come to the conclusion that they are faced not only with the task of educating future teachers of reading but also with that of providing developmental and remedial instruction for those students lacking the fundamental reading skills. Reading improvement classes and reading clinics have, for the most part, been the solution to this problem.

In most instances, the studies surveyed in this

section were those which dealt primarily with the use of the questionnaire technique, the instrument used in this study. More specifically, these studies were those in which the questionnaire technique was applied to one aspect of the total reading program.

Although each of the studies discussed in this survey was relatively complete in its description of one of the three criteria of reading programs, no one study attempted to deal with all of the three criteria. Therefore, a broad and inclusive picture of college and university reading programs as they exist today in their various aspects (e.g., teacher education, developmental, remedial, and clinical) has not been presented adequately to date. The following survey clearly indicates that a comprehensive up-to-date statement of the objective facts of reading programs in colleges and universities is lacking.

In 1929, Parr studied the effect of remedial reading work being done in state universities in the United States. Letters, in the form of a ten-question questionnaire, were sent to every state university in this country. Of the forty schools that returned the questionnaire, only twelve of the institutions had a remedial reading program, and these involved courses in teaching freshmen how to study. Remedial work, when offered, was usually under the supervision of the College of Education although, in many cases,

the psychology department was called on for assistance.[4] Witty, in 1940, surveyed 131 colleges, universities, and normal schools, a number of which were known to give reading instruction. He found only forty-one having an actual reading program, and many of these were still in the formative stages of development. Most of them made little provision for diagnostic and remedial services or for systematic individual or group instruction. Witty concluded that remedial work in colleges has made very little progress.[5]

Kopel and Geerdes conducted a questionnaire survey of recognized psychological and psychiatric clinics in order to obtain specific information about the clinical services that are available for the diagnosis and treatment of reading disabilities. In an effort to make the survey inclusive, they sent questionnaires to clinics associated with various types of institutions--universities, teachers colleges, public schools, juvenile courts, reformatories and penitentiaries, and child guidance and mental hygiene centers. Of the 180 institutional personnel to whom the questionnaires and letters were sent, some 125

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[4]Frank W. Parr, "The Extent of Remedial Reading Work in State Universities in the United States," School and Society, XXXI (April, 1930), pp. 47-48.

[5]Paul A. Witty, "Practices in Corrective Reading in Colleges and Universities," School and Society, LII (November, 1940), pp. 564-68.

replied. It was found that 46 per cent of the clinics were affiliated with higher educational institutions (universities, colleges, etc.). Clinical personnel consisted generally of well-trained and experienced workers; a total of 41 per cent of all clinical workers held Doctor's degrees. Careful analysis revealed that the clinics treated more reading disability cases from the primary grades than from any other educational level. A small percentage of the cases came from the upper elementary grades; a negligible proportion from the high school. The specialized reading clinic found only in universities and colleges, as opposed to the psychological-psychiatric clinics, treated no more than one-tenth of all reading cases seen by clinics. According to the authors, the importance of the reading clinic lies in its significance as a center for research and for training of personnel. Techniques and procedures pioneered and tested by the university reading clinic apparently find their way rather quickly to the great service clinics in the public schools and community centers.[6]

A summary of the various techniques employed in diagnosing and treating reading disabilities was compiled from the responses of fifty-eight of the clinics cooperating in the above study. Each endeavored to comply with the

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[6]David Kopel and Harold Geerdes, "A Survey of Clinical Services for Poor Readers," Journal of Educational Psychology, XXXIII (March, 1942), pp. 209-20.

authors' request and submitted more comprehensive information than was required in the general study.[7] In a quick survey conducted by Charters in 1941, the author sent out 675 inquiries to colleges and universities. From these, he received 172 replies with some 106 indicating that they operated projects in remedial reading. The most striking characteristic of the projects was that they seemed to be uniformly successful; at least no respondent said that they were not. According to the survey, the most common method of detecting possible enrollees in the college reading clinics was the use of some standardized reading test which measured speed and comprehension. The Iowa Silent Reading Test[8] was the one listed most frequently. Perhaps because so few students were involved, the cost of instruction for the courses was ordinarily borne by the institution.

The length of treatment or instruction provided by the clinic varied. In the few cases where actual credit in the course was given, the classes met during an entire semester for one or two periods a week. Accordingly, one or two credit hours were given the enrollees. When classes were termed non-credit, the central tendency seemed to be

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[7]David Kopel and Harold Geerdes, "A Survey of Clinical Procedures in the Diagnosis and Treatment of Poor Reading," Journal of Educational Psychology, XXXV (January, 1944), pp. 1-16.

[8]H. A. Greene, A. N. Jorgensen, and V. H. Kelley, Iowa Silent Reading Test, World Book Company, Yonkers, New York, (1943).

to keep the students in the clinic until they had mastered the fundamental techniques and were able to continue progressing under their own direction.[9]

McCaul, in 1942, set out to determine the expense involved in setting up a college remedial-reading program. His study was designed to help an administrator decide whether his college would be able to afford such a program. He sent a questionnaire soliciting information about the cost of reading programs to the remedial-reading teachers of some twenty-seven colleges. Twenty-three questionnaires were returned; of these, eighteen were usable. It was found that the median cost of these eighteen remedial-reading programs was $861 per annum, and the median annual cost per remedial-reading student was $6.27. Ten of the respondents disclosed that their investment in equipment ranged from $20 to $1500 and that the expenditures for equipment recorded on the questionnaire were primarily for depreciation and maintenance. Eight of the eighteen colleges charged a fee for remedial-reading instruction, and one more stated that it planned to charge a fee beginning the following year (1943). The fee, usually one or two dollars, was used to defray the cost of materials. McCaul's analysis revealed, strangely enough, that the college with

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[9] W. W. Charters, "Remedial Reading in College," Journal of Higher Education, XII (March, 1941), pp. 117-21.

the least expensive program exacted a flat rate of ten dollars from each remedial reading student and thus managed to make a profit of some $2500.[10]

At four of the eighteen institutions, 100 per cent of the freshmen were served by the remedial-reading program. In these cases the reading training was either a unit of a course required of all freshmen or a personnel activity in which all freshmen participated.[11]

Faced with the problem of deciding whether or not to publish a textbook and a manual of exercises in remedial reading, the University of Minnesota Press became interested in determining the potential market for such books. Reporting on this survey, Triggs stated that questionnaires were sent to 1528 deans of liberal arts colleges, presidents, or deans of small colleges, teachers colleges, and normal schools. Some three hundred supplied the requested information. Of those replying, 185 had remedial reading programs in operation at the time (1942), and at least seventy-three more were planning to offer such a service the following year.[12]

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[10]R. L. McCaul, "Cost of Remedial Reading Programs in Eighteen Colleges," School and Society, LVI (October 17, 1942), pp. 361-64.

[11]Ibid.

[12]Frances O. Triggs, "Remedial Reading Programs: Evidences of Their Development," Journal of Educational Psychology, XXXIII (December, 1942), p. 678.

In the previously mentioned surveys by Charters[13] and Witty,[14] both indicated that the available commercial materials were somewhat utilized, but there was evidence of dissatisfaction with them. When those who received the questionnaire from the University of Minnesota Press were asked to classify the types of materials needed, they answered as follows: instruments, 73; tests, 109; textbooks, 114; manuals, 123; exercises, 146. The survey revealed the following as the main obstacles to progress in the development of remedial work in the institutions surveyed: lack of trained personnel to handle the work, lack of adequate diagnostic devices, lack of inexpensive remedial materials, and lack of adequate techniques for evaluation of the work. It was felt that these could be overcome only by extending the application of successful techniques.[15]

The Forty-seventh Yearbook (Volume 2, 1948) of the National Society for the Study of Education was devoted entirely to reading in high schools and colleges. It had a dual theme. First, reading as a technique of learning and self-development can be greatly improved even after students reach college; and secondly, many students will not be successful in gaining an understanding of the content of their

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[13]Charters, op. cit.

[14]Witty, op. cit.

[15]Triggs, op. cit.

college courses unless they receive careful help in improving their reading skills after they enter college. However, the number of college-wide reading programs reported thus far is very small. The need for more efficient reading among high school and college students is widely recognized. The steps by which needed improvement can be secured are not so clearly understood.[16]

In a survey of reading clinics made in 1949, Myers and Keyser sent letters to 153 colleges and universities in the United States. Responses were received from 112. Of these, some seventy-nine reported operating clinics and of that number, sixty-four were college or university clinics.[17]

In 1950, Boyd and Schwiering conducted a two-part questionnaire study on practices and procedures used in seventy-six reading clinics. These revealed that both individual and group remedial instruction were given in most of the centers. In the colleges and universities surveyed, remedial help was supplied during the academic year as well as during the summer sessions at thirty-three institutions. This year-round program of remedial instruction apparently provided adequately for the needs of reading problem cases in colleges and universities. Some thirty-three such insti-

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[16]NSSE, Forty-seventh Yearbook, 1948, Part II, Reading in the High School and College, William S. Gray, Chairman.

[17]Thelma Roose Myers and Margaret Lee Keyser, "Survey of Reading Clinics," Reading Clinic (The State University of Iowa, 1949).

tutions had adopted a yearly basis at the time of the survey. Several of those who had clinics for the summer or academic year stated that their limited personnel and financial budget prohibited their expansion of the clinical work at the present time. Thirty of the clinics in institutions of higher learning made provisions for psychiatric treatment. Of this number, nine had no facilities within their own clinics but had affiliated agencies for the referral of cases. In several cases this agency was the medical school within the university.

In the colleges and universities, 71 per cent of the clinics provided time for conferences with parents, and approximately the same number talked with the child. Forty-four of the institutions arranged staff conferences for the purpose of discussing particular clinical cases. The consultation group usually consisted of the director of the clinic, psychologists, social workers, teachers, parents, and graduate students. In fourteen of the college clinics, students presented problem cases on which they were working and discussed other cases. This appeared to be a most desirable participation activity. Students in four colleges merely observed, but in four others they contributed ideas on remedial procedure.

Among the college and university clinics, twenty-one kept files of test results only. No other case history information was available. Eleven of these clinics used

the professional staff to assemble data for case records. In nine other centers, graduate students or graduate assistants compiled the data or aided in its compilation. In thirty-one of the college and university clinics, no home visiting was done; eleven others made visits only when necessary. The authors concluded that better methods for evaluating the effectiveness of remedial work should result in improved clinical methods.[18]

Barbe, in 1951, found that schools assisted between 25 and 1500 students a year with the average number being a little over 300. He formed these conclusions after sending post card questionnaires to ninety-five major colleges and universities throughout the United States. At least one school was reached in each state. Forty-eight schools replied that they had a reading clinic for college students, and thirty-three reported that their reading clinics had been established within the past five years. Some thirty schools reported that they offered courses in reading improvement, and twenty of these replied that the courses were credit bearing. When asked to list departments in which reading improvement work was offered, the respondents named such departments as English, Education, Counseling and Guidance, Psychology, and Communication Skills.

From the results of this study, Barbe concluded that

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[18]Gertrude A. Boyd and O. C. Schwiering, "Remedial Instruction and Case Records: A Survey of Reading Clinical Practices," Journal of Educational Research, XLIV (February, 1951), pp. 443-55.

colleges have begun to attach importance to proper reading habits. However, there is little agreement as to the methods which should be used in teaching reading improvement or as to how such a program should be handled administratively.[19]

In 1951, the president of the National Association for Remedial Teaching appointed a committee to study the preparation of remedial reading teachers. The committee focused attention on qualifications of teachers of remedial reading. Of 683 questionnaires mailed out, 109 were returned by members of the N. A. R. T. who were engaged in some aspect of teaching reading or a closely related area. The respondents were asked to check the background areas which they had found most useful or in which they had felt deficient. The following seven qualifications for remedial reading teachers were widely accepted:

1. Stable, mature, and flexible personalities, with a sense of humor, good health, patience, and enthusiasm.
2. Experience in classroom teaching.
3. An educational background including, as a minimum, the study of educational psychology, mental hygiene, group and individual intelligence testing, and case-study techniques.
4. An understanding of the process of, stages of growth in, and materials used in, a developmental reading program. The relationship between developmental and remedial reading should be clearly defined.
5. Guided observations and supervised practice in taking and evaluating a case history; in selection, use and interpretation of standardized tests; and in the use of a wide variety

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[19]Walter B. Barbe, "Reading Improvement Services in Colleges and Universities," School and Society, LXXXIV (July 7, 1951), pp. 6-7.

of methods for teaching reading readiness, word recognition and meanings, comprehension, and flexible reading rates.

6. Familiarity with commercial materials and instruments to be used in correcting reading disability, and ability to prepare appropriate materials as needed. Some 102 of the 109 respondents believed that teachers should have guided observation and supervised practice in diagnosis and remedial therapy in reading.
7. Preparation for appraising reading progress and preparing meaningful reports of the diagnosis and instruction, to be given orally or in writing as the need arises.
8. Familiarity with the important research in the field.

The wide range of knowledge and competences suggested were offered as a guide to institutions training teachers of remedial reading and to school officials who wished to evaluate their programs of preparation in this area.[20] Bond and Botel made visits to ten eastern reading centers or clinics in an effort to evaluate the program being offered at the University of Pennsylvania Reading Clinic in terms of what other reading centers were doing at the time. Each center visited was studied from the following standpoints: staff, facilities, diagnostic procedures, program offered, instructional aids used, and fees charged for services rendered. The authors reached the following conclusions in terms of each of the categories above:

1. Staff - Selection of staff members for reading centers was complicated by the lack of competent, well-

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[20]Helen M. Robinson, "Qualifications for Teachers of Remedial Reading," School Review, LXIII (September, 1955), pp. 334-37.

trained instructors in the field. Some of the teachers, employed at the time, were former classroom teachers who did not have the necessary training to meet state requirements for a public school teaching certificate.

2. Facilities - The facilities of the reading centers ranged from one small room to the entire floor of a big building. It was felt by the writers that only three of the ten centers studied had the kind of environment set-up which is so desirable in working with remedial cases.

3. Diagnostic procedures - In general, diagnostic procedures varied considerably from reading center to reading center with no one factor being tested as a matter of routine in all ten centers. Time given to a diagnosis ranged from forty-five minutes to three days of testing. The most frequently used tests included the following: vision, oral reading, silent reading, and intellignece. In the latter, there seemed to be some overlapping, such as giving both a Revised Stanford-Binet Scale and a Wechsler Intelligence Scale.

4. Instructional programs - The instruction offered was basically textbook-workbook in nature with little effort to enrich the program with experience materials, trade books, clippings, and teacher-made materials. Group size increased with age in most of the instructional programs observed, with adult level groups as large as 150 used in one center.

5. Mechanical aids - The use of mechanical devices

for teaching reading skills and supplementing the reading program was observed to be expanding constantly. The most popular devices used in the centers visited were the Flashmeter or tachistoscope, the Harvard Reading Films, metronoscopes, and reading accelerators.

6. Fees charged for services rendered - Fees for a reading diagnosis ranged from $5 to $75 with an average charge of $35. Instructional fees also varied considerably. Three of the centers ran a full school program, kept the children all day, and charged tuition of from $350 to $600 a semester. At the adult level, the fees ranged from $15 to $100 for about twenty hours of work. The average fee for twenty hours of group instruction was $40.

The authors concluded that improvement was needed in the areas of evaluation, diagnosis, improvement of the physical environment in reading centers, teaching methods, and development of more thoroughly trained reading teachers.[21]

A study undertaken by Kingston represented an attempt to describe the reactions of one group of students to the various techniques utilized in a typical college reading program and to assess the opinions of students regarding the value to them of such training.

In order to determine the reactions of students to

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[21]George W. Bond and Morton Botel, "Practices and Procedures in 10 Eastern Reading Centers," School and Society, LXXV (June 21, 1952), pp. 389-91.

the remedial reading program at the Agricultural and Mechanical College of Texas, Kingston administered a questionnaire to 376 students who were enrolled in eleven different sections of the course. By and large, the vast majority of the students enrolled in the program felt that the course had been beneficial in helping them to improve their basic reading skills. The majority of students believed that the improvement of reading skills aided them in studying. Fewer students, however, felt that the program had resulted in direct improvement of academic grades. In an attempt to determine the attitudes of the students toward the various devices employed in the reading program, certain questions were designed to ascertain which techniques were considered most valuable and which techniques were thought to be least valuable. Training with the tachistoscope was found to be the least valuable technique in the reading program according to the responses of the students in the study. The Reading Accelerator was nominated as the most valuable device in the same remedial reading program.[22]

For the purpose of determining the extent of adult reading improvement programs offered by colleges and universities, Causey, the chairman of the Executive Committee of the Southwest Reading Conference, sent an inquiry to all the

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[22]Albert J. Kingston, Jr., "Student Reaction to a College Reading Improvement Program," Junior College Journal, XXIII (October, 1952), pp. 98-101.

state universities in the country and to one of the larger private institutions in each state. Twenty-eight replies were received from state universities and twenty-three from privately controlled institutions. It was found that twenty-eight institutions offered courses for improving reading ability for adults, and twenty-three did not. These courses, when offered, were usually handled by the Education Department. Of the twenty-three institutions which did not offer courses in reading improvement for adults, only six had plans for inaugurating such a course in their program. The length of the course ranged from seven weeks to eighteen weeks; the number of meetings per week ranged from one to five. When asked to list the number of credit hours given for the reading improvement course, eighteen of the institutions responded that no credit was given. In the seven institutions in which credit was given for the course, this credit varied from one to three semester hours. In an attempt to determine the types of mechanical devices employed in the reading classes, it was found that twenty-three of the universities were using reading pacers of some sort, seventeen were using films, eighteen were using tachistoscopes, and three of the institutions were using other mechanical aids.[23]

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[23]A. J. Pellettieri, "Reading Programs for Adults," in Oscar S. Causey (ed.), Third Yearbook of the Southwest Reading Conference for Colleges and Universities, Texas Christian University Press, Fort Worth, Texas, (1954), pp. 87-90.

In this same Third Yearbook of the Southwest Reading Conference, Andrews reported the results of his questionnaire survey of reading improvement programs in the junior colleges in the United States. Forty-nine per cent of the colleges receiving questionnaires submitted information relative to the techniques used in their reading improvement programs.

The results of this study indicated that the typical, if there is such a thing, junior college reading improvement program provided for individualized work, utilized some sort of textbook and manual or workbook which generally were combined, involved some explanation and discussion of the problem of reading improvement, used frequent timed reading exercises and comprehension tests over these exercises, and utilized a tachistoscope and reading accelerators. To some extent, some programs made use of reading films and gave attention to the matter of improving the student's reading vocabulary.[24]

Dissatisfied with the lack of up-to-date information about reading clinics, Walter B. Barbe conducted a survey in 1955 of all clinics in the United States. He compiled this information in a directory which, according to a letter from Barbe, is "out of print and impossible to locate."

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[24]Wade Andrews, "Junior College Reading Programs: Goals and Techniques," in Oscar S. Causey (ed.), Third Yearbook of the Southwest Reading Conference for Colleges and Universities, Texas Christian University Press, Fort Worth, Texas, (1954), pp. 110-14.

Replies to 1800 questionnaires were received from 789 colleges and universities. An evaluation of the results yielded the following information: fees in the clinics were found to range from 50¢ an hour for small group tutoring to over $5 an hour. The largest number of personnel of the clinics had Master's Degrees, but the majority of the directors held Doctor's Degrees. The case load varied, but the median number of cases diagnosed annually was seventy-five. The range was from ten to one which reported over 1600. The median tutoring load was about sixty cases annually, with a range from five to one clinic reporting over 500. The time involved in diagnosis ranged from one to nine hours, with a median number of hours about four. Colleges usually charged no fees for the clinical services for their own students but did charge when their program included children or adults. The budgets of the clinics ranged from $100 to $100,000, with a median of nearly $50,000 a year. Only about fifteen per cent of the clinics were able to take all referrals. The majority reported having limited facilities.[25]

As part of a doctoral dissertation, Colvin investigated the nature, extent, and trends in reading programs and services for students in the seventy-five accredited colleges and universities of Pennsylvania for the academic year 1957-58.

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[25]Walter B. Barbe, "Study of Reading Clinics," School and Society, LXXXII, (October 29, 1955), pp. 138-39.

A summary of the data gathered from the answers to the questionnaires provided by the forty-two schools having reading programs suggested to the author a composite, hypothetical, ideal college program of reading.[26]

This reading program in this hypothetical college is sponsored by the Education and Guidance Departments. The course caters principally to freshmen who volunteer for the non-credit program. Students are selected on the basis of standardized reading test scores. Classes meet for one hour weekly for fifteen weeks. The course, which has been in existence for less than five years, costs the student $25. Instruction is given in groups of about eighteen students. The emphasis is on improving comprehension, speed, and vocabulary with the greatest effort directed toward comprehension skills. Two or three commercial reading manuals or workbooks are used for practice on speed and comprehension. Two machines, the reading accelerator or controller and the tachistoscope, are employed for developmental and motivational purposes. Less than ten per cent of the class time is devoted to machinery, however, and the student is expected to use the machinery on his own time. Although the director of the reading program has other duties, his principal efforts are spent on the reading course. He

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[26]Charles R. Colvin, "What Is Being Done in College Reading Programs in Pennsylvania," Journal of Developmental Reading, Vol. 1 (Autumn, 1961), pp. 70-72.

has two part-time assistants as his staff, and they spend approximately twenty per cent of their teaching time in the reading work. The reading teachers, who are assistant professors and hold the Master's Degree, have less than five years experience in the field of reading.

Standardized reading tests are used when judging the effectiveness of the reading program. A comparison of scores made on equivalent forms given before and after the course is the method usually followed. No follow-up is made to determine the permanency of gains; the greatest weakness of the program is lack of time and personnel and the voluntary status of enrollment which fails to reach all students needing remedial work in reading.

Colvin concluded that, although this picture was not an exact one, it represented the average reading program in one of the largest states, and it may have been of value to reading workers wishing to initiate a program in their school.[27]

In 1958, Robinson and Smith conducted a follow-up study of persons who first contacted the University of Chicago Reading Clinic in 1948. Information concerning academic accomplishments and/or occupational status was secured through interviews and questionnaires sent to former clients and their parents. This study was the first attempt

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[27]Colvin, op. cit.

to follow up a sample of subjects about ten years after they were enrolled in the Reading Clinic at Chicago.

Sixteen of the forty-four respondents gave their replies by phone. Information about the other thirteen subjects who were located in many parts of the United States was obtained by the use of a questionnaire prepared for the study. The data secured for each subject were tabulated to answer specific questions. The first question was concerned with the school progress made by each subject following his diagnosis or his remedial instruction. It was found that only three subjects did not complete high school. Although fourteen additional subjects had not yet finished college, eleven of them were enrolled in college in 1958. Three other subjects had received Master's Degrees, and two of the three were enrolled in a doctoral program, one majoring in the field of reading at the University of Chicago. One subject had completed medical school and was an intern.

The second major concern was to determine the types of positions that the former clients held. Fifteen were still in college or graduate school, while only one was unemployed. The remainder were engaged in various occupations or careers, most of which were satisfying to the parents. The conclusion was reached that able students who were retarded in reading could be rehabilitated educationally to the extent that they were able to fulfill their occupational ambitions.

A third question was related to the extent of reading reported by these students. Twenty students were described as reading more than average, while eleven were reported to read less than average. It was concluded, by the authors, that retarded readers can become avid readers if their problems are corrected, especially if the problems are corrected before the handicap has become too great or too persistent.[28]

The 1964 edition of the Directory of Reading Clinics defined a reading clinic as "an organization with trained personnel and special materials and equipment, established to diagnose and treat reading disabilities. While some clinics stop at diagnosis of difficulties, the majority diagnose in order to correct or remedy the difficulties found. Although methods and types of instruction vary, teaching is usually done on an individual or small group basis, in order to give close attention to individual differences in background, achievement, and rate of learning.[29]

Two hundred sixteen private and college reading clinics have been described briefly in the Directory in line with the following criteria: (1) Only those organizations

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[28]Helen M. Robinson and H. K. Smith, "Reading Clinic Clients: Ten Years After," Elementary School Journal, LXIII (October, 1962), pp. 22-27.

[29]Educational Developmental Laboratories, Directory of Reading Clinics, EDL Research and Information Bulletin No. 4, (1964), Huntington, New York.

that were devoted primarily to reading diagnosis and instruction were listed; (2) since the term "clinic" implies a staff of trained personnel, a minimum staff of three, including the director, was decided upon as a qualification; and (3) another criteria was the acceptance by the clinic of the general public, or of students beyond those attending a single school or institution. Thus, a remedial reading class in an elementary school would not be listed, nor would a high school developmental reading course, but a clinic open to all students throughout a city school system would be. However, since there were so many colleges and universities with reading "labs" or services for their students, those programs on which information was submitted have been listed.[30]

Entwisle has examined reports of evaluations of study skills courses in an effort to determine the effectiveness of them. A total of twenty-two evaluations, which included detailed data, were found in the literature. The criterion used to determine whether study skills courses were effective differed somewhat among the evaluations, although all included a measure of overall scholastic average.

The main conclusion reached by Entwisle in her study was that some kind of improvement following a study-skills course seemed to be the rule, although the improvement varied from a very slight amount to a considerable amount.

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[30] Ibid.

Information was collected on the length and content of the courses. The length of the courses varied from a total of seven hours' work to several semesters. In some instances, effort was devoted exclusively to improving reading skills; in other instances, there were lectures and discussions dealing with study habits, individual counseling, and diagnostic testing, supervised study of regular course material, practice in the fundamental skills, as well as remedial reading instruction.

Entwisle stated that the evaluative investigations of study skills courses so far reported seemed to bear out the following conclusions:

(1) A study skills course will usually be followed by improvement.

(2) A course will be most beneficial for students desiring to take it.

(3) Students wishing to take a study skills course but prevented from doing so, and therefore presumably of comparable motivation to those enrolled, fail to show significant improvement.

(4) Any gains noted will not necessarily be related to either the content or the duration of the course.[31]

The Harvard-Carnegie Reading Study, initiated in

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[31]Doris R. Entwisle, "Evaluations of Study Skills Courses: A Review," Journal of Educational Research, LIII (1960), pp. 243-51.

1959, dealt with the specific instruction given to prospective elementary school teachers of reading. The study was based on the following: (1) an interview study of seventy-four colleges and universities throughout the United States, and (2) a questionnaire survey of 371 colleges and universities. In an effort to ascertain the major emphases in subject matter, instructors were asked to indicate which topics in their reading course received the most stress, and almost half of them mentioned materials and techniques of instruction. Closely following these topics was that of instruction regarding the readiness program, also reported by almost half of the respondents. Then followed, in turn, the word attack program, the psychology of the reading process, and adjustment to individual differences. Only one reading instructor indicated that he attempted, in anything more than a general way, to acquaint his students with the symptoms, causes, and remediation techniques of severe reading disabilities.

The authors of the study, Austin and Gutmann, stated that instructional time given to the primary grade reading skills far outweighed that given to intermediate grades reading skills; and instructors were forthright in admitting this. Too little time was devoted to the critical reading skills, due either to lack of time or lack of appropriate materials.

While there was increasing concern over the place

of the gifted reader in the elementary school, college instructors were generally of the opinion that his needs could best be met in the regular elementary school classroom among children of his own age, if not necessarily of his own reading ability. While, as was noted, the collegiate attitude regarding provision for the gifted reader was quite specific, this was not the case for the disabled or retarded reader. Although there were a few college programs which enabled the undergraduates to elect a course in the diagnosis and remediation of reading difficulties, it may be said generally that most students are graduated into teaching positions with only a vague concept of the problems confronting the poor reader and even less of an idea of what the teacher can do about them.

The study staff submitted the following recommendations, based on practices found in one or more colleges in the United States: (1) that the class time devoted to reading instruction, whether taught as a separate course or integrated with the language arts, be equivalent to at least three semester hours' credit; (2) that the basic reading instruction offered to prospective elementary school teachers be broadened to include content and instructional techniques appropriate for the intermediate and upper grades; (3) that college instructors continue to emphasize that no one method of word recognition, such as phonetic analysis, be used to the exclusion of other word attack techniques; (4) that

students be exposed to a variety of opinions related to other controversial issues of reading, e.g., grouping policies, individualized reading, pre-reading materials, and techniques of beginning reading instruction; (5) that college instructors take greater responsibility for making certain that apprentice teachers have mastered the principles of phonetic and structural analysis.[32]

Teachers' judgments of the need for learning about various aspects of reading instruction were directly indicated by their responses to a questionnaire-survey directed by Adams. Teachers were asked to assess the degree of need they felt for learning about twenty-one given aspects of the teaching of reading. The responses identified several aspects of reading instruction about which they felt the greatest need for learning. At least ninety per cent of the responses indicated that teachers felt great need or some need for learning about corrective and/or remedial reading, diagnosis of reading problems, treatment of reading problems, and ways to meet individual differences and needs in reading.

The teachers' assessments of their need for learning about various aspects of reading instruction also identified several aspects about which they felt the least need for

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[32]Mary C. Austin and Ann R. Gutmann, "Harvard-Carnegie Report on Reading - I: College Courses in Reading," Reading Teacher, XIV (1961), pp. 302-07.

additional learning. Some forty per cent of the responses indicated that teachers felt that they already had sufficient understanding about the library, purposes of grouping, ways to attack new words, and ways to secure enough books.[33]

It has been possible only to outline briefly in this section a few of the more important studies relating to the three criteria listed in the section entitled "Statement of the Problem." For a more extensive bibliography of related literature, see Appendix A.

In summary, the survey of related literature indicates that studies, to date, are referrent to limited and partial aspects of the total college or university reading programs and thus are somewhat inadequately accomplishing the purposes for which they are designed.

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[33]Mary Laurita Adams, "Teachers' Instructional Needs in Teaching Reading," Reading Teacher, XVII (January, 1964), pp. 260-64.

CHAPTER II

READING INSTRUCTION FOR TEACHERS

It is the purpose of this chapter to present a picture of reading programs in state colleges and universities as indicated by the responses of their directors to the instrument in the study (see Appendix). The list to which questionnaires and letters were sent contained one hundred names. These one hundred institutions were located in forty states. Replies were received from ninety-six colleges and universities. Seventeen of these reported that they had no reading programs and, therefore, had no data worthy of consideration.

Rather complete replies to the questionnaire were received from seventy-nine institutions, but few schools answered every item on the questionnaire.

The general practice among colleges and universities that include a reading program in their curriculum is to plan their program so that, in general, it embraces one or more of the several aspects of a Reading Program. These include the following: (1) reading instruction for teachers, (2) developmental reading for college students, and (3) remedial reading instruction.

This chapter is devoted to a study of those aspects of a reading program dealing with reading instruction for teachers. Of the 79 responding institutions, 77 reported that they had a teacher education program for teachers of reading.

Date of Establishment of Reading Programs

On the questionnaire, the directors of reading laboratories were asked to indicate when their reading program was established. Table 1 shows this distribution.

TABLE 1

DATE OF ESTABLISHMENT OF READING PROGRAMS

Year of Establishment	Number of Institutions
1865-1904	4
1905-1914	3
1915-1924	0
1925-1934	2
1935-1944	2
1945-1954	20
1955-1964	26
1965-	1
Total	58

Of the fifty-eight institutional directors who listed an inaugural date of their reading programs, forty-seven listed dates indicating organization within the past two decades,

pointing up the recency of reading programs in the academic life of the country.

Reading Courses Offered and Texts Used

Table 2 presents a brief summary of the courses in reading offered at the undergraduate and graduate levels at the various institutions. The frequency of occurrence of each of the courses is also presented.

TABLE 2

READING COURSES OFFERED

Title Of Course	Frequency Of Occurrence
Clinical Procedures in Reading Instruction	50
Reading in the Elementary Schools	44
Reading in the Secondary Schools	36
Problems and Methods of Teaching Reading	28
Remedial Reading	27
Reading and the Language Arts	20
Practicum in Reading	10
Development Reading	10
Seminar in Reading	8
Research in Reading	7
Foundations of Reading Instruction	7
Children's Literature	6
Current Theory, Trends and Issues in Reading	5
Organization of School Programs in Reading	4
Psychology of Reading	4
Reading for the Mentally Retarded	2
Case Studies	2
Reading Workshop	2
Reading in College	1
Supervision of Reading Instruction	1
Literature for Adolescents	1
Reading and Child Development	1
Advanced Reading Methods	1
Children and Curriculum Instruction	1

It will be noted that the most frequently occurring courses are those dealing with the analysis, diagnosis, and

remediation of reading disabilities (e.g., Clinical Procedures, Remedial Reading, Problems and Methods, etc.), as well as those dealing with the teaching of reading in the elementary and secondary schools.

According to the Harvard-Carnegie Report on Reading, students who were majoring in reading instruction were being given little opportunity to study the symptoms, causes, and remediation techniques of reading disabilities.[33] Therefore, it is interesting to note in the present study that this trend seems to have reversed itself, since the courses dealing with these clinical procedures are those with the greatest frequency of occurrence (see Table 2).

Information concerning the texts used by the instructors in those courses listed in Table 2 was also obtained. The titles and authors of these texts appear in Table 3. The text most frequently used by the instructors who responded on this item was Reading Difficulties by Bond and Tinker.[34] Since this text places emphasis on the clinical aspects of reading instruction, it is in keeping with the previously mentioned trend toward clinical procedures.

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[33]Austin and Gutmann, op. cit., pp. 302-07.

[34]Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957).

TABLE 3

TEXTS USED IN READING COURSES

Title and Author of Text	Number of Institutions
Reading Difficulties: Their Diagnosis and Correction (Bond and Tinker)	26
How to Increase Reading Ability (Harris)	18
Teaching Reading (Heilman)	13
Teaching Elementary Reading (Tinker and McCullough)	12
Problems in the Improvement of Reading (Strang, McCullough, and Traxler)	11
Children Learn to Read (Russell)	10
Reading Instruction in Secondary Schools (Bamman, Hogan, and Greene)	8
Teaching Reading (DeBoar and Dallman)	7
Reading Instruction for Today's Children (N. B. Smith)	7
Teachers Guide to Remedial Reading (Kottmeyer)	6
Teaching Reading in High School (Karlin)	6
Improving the Teaching of Reading (Dechant)	5
Teaching Reading in the Elementary School (McKee)	5
Making Better Readers (Strang and Bracken)	4
Reading in Secondary Schools (Weiss)	4
Effective Teaching of Reading (Harris)	4
On Their Own in Reading (Gray)	4
Children and Books (Arbuthnot)	3
Reading in Elementary Schools (Spache)	3
Fundamentals of Basic Reading Instruction (Dawson and Bamman)	3
Readings on Reading Instruction (Harris)	3
Toward Better Reading (Spache)	3
Reading in the High School and College (NSSE Yearbook)	2
Good Reading for Poor Readers (Spache)	2
Teaching Reading (Hildreth)	2
Language Arts in the Elementary School (Strickland)	2
Foundations of Reading Instruction (Betts)	2
Improving Reading Instruction (Durrell)	2
Teaching the Child to Read (Bond and Wagner)	1
Guiding Growth in Reading (McKim-1964 edition)	1
Psychology of Teaching Reading (Anderson and Dearborn)	1
Psychology in Teaching Reading (Smith & Dechant)	1

TABLE 3--Continued

Title and Author of Text	Number of Institutions
Reading Disability (Roswell and Chall)	1
Improving Language Arts Instruction thru Research (Shane and Mulry)	1
The First R Harvard Committee Report (Austin - editor)	1
Teaching the Child to Read (Gray)	1
Development in and thru Reading (NSSE Yearbook)	1
Clinical Aspects of Remedial Reading (Kolson and Kaluger)	1
Research in the 3 R's (Hunnicutt and Iverson)	1
New Perspectives in Reading Instruction (Mazarkiewicz)	1
Reading in the Language Arts (Anderson and Anderson)	1
Nature of Reading Disability (Smith and Corrigan)	1
Children in the Language Arts (Herrick and Jacobs)	1
Diagnosis and Treatment of Learning Difficulties (Bond and Brueckner)	1
Language Skills in Elementary Education (Anderson)	1
Improvement of Secondary Reading (Strang)	1
The Slow Learner in the Classroom (Kephart)	1
Reading Teachers Reader (Causey)	1
Phonics in Proper Perspective (Heilman)	1
Reading Instruction in Secondary Schools (Early)	1
Remedial Reading (Woolf and Woolf)	1
NO TEXT USED	72

If present texts are compared with those by Kopel and Geerdes[35] or Simpson,[36] we find only one text appearing on all three lists, How to Increase Reading Ability, by Albert J. Harris.[37] It would appear that this text is of

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[35]Kopel and Geerdes, op. cit.

[36]Simpson, op. cit.

[37](New York: David McKay Company, Inc., 1961).

TABLE 4

TEXTS USED IN READING COURSES OF

Title and Author of Text	Research in Reading	Remedial Reading	Current Theory & Trends	Children's Literature	Foundations of Reading	Clinical
			Nam			
Reading Difficulties: Their Diagnosis and Correction (Bond & Tinker)		6				
Teaching Reading (Heilman)					2	
Children Learn to Read (Russell)					1	
Problems in the Improvement of Reading (Strang, McCullough & Traxler)						
Reading Instruction in Secondary Schools (Bamman, Hogen, & Greene)						
Teaching Elementary Reading (Tinker & McCullough)	1	2				
How to Increase Reading Ability (Harris)		5				
Guiding Growth in Reading (McKim)						
Reading Disability (Roswell & Chall)						
Reading in High School and College (NSSE - 47th Yearbook)						
Improving the Teaching of Reading (Dechant)						
Teachers Guide to Remedial Reading (Kottmeyer)		6				
Improving Language Arts Instruction thru Reading (Shane & Mulry)						
Teaching of Reading in the Elementary School (McKee)					1	
On Their Own in Reading (Gray)						
Children and Books (Arbuthnot)				3		
Teaching Reading in High School (Karlin)						
Reading in Secondary Schools (Weiss)				1		
Reading in Elementary Schools (Spache)			1		1	
Teaching Reading (DeBoer and Dallman)					1	
Fundamentals of Basic Reading Instruction (Dawson and Bamman)						
Language Arts in the Elementary School (Strickland)						
Foundations of Reading Instruction (Betts)						
Diagnostic Teaching of Reading (Strang)		2				
Reading Instruction for Today's Children (Nila B. Smith)		1				
The 1st R Harvard Committee Report (Austin, editor)						
Effective Teaching of Reading (Harris)						
Teaching the Child to Read (Gray)						
Readings on Reading Instruction (Harris)						
Development in and thru Reading (NSSE Yearbook)						
Toward Better Reading (Spache)		1				
Improving Reading Instruction (Durrell)		1				
Psychology of Teaching Reading (Anderson and Dearborn)						
Making Better Readers (Strang and Bracken)						
Teaching Reading (Hildreth)						
Good Reading for Poor Readers (Spache)		1				
Total	1	25	1	4	6	

TABLE 4

TEXTS USED IN READING COURSES OFFERED

	Name of Course																
	Research in Reading	Remedial Reading	Current Theory & Trends	Children's Literature	Foundations of Reading	Clinical Practices in Reading Instr.	Reading & the L. Arts	Reading in the Second. Schools	Reading in the Elem. Schools	Reading Practicum	Seminar in Reading	Methods of Teaching Reading	Psychology of Reading	Developmental Reading	Total
ction		6				18			1			1			26
					2		2		4			4		1	13
					1		1		8						10
						2		7	1					1	11
,						1		7							8
)	1	2					2		3			4			12
		5				7			1			4		1	18
							1								1
										1					1
Yearbook)								1					1		2
									2			2		1	5
		6													6
(Shane							1								1
Kee)					1				2			2			5
							1		2			1			4
				3											3
								6							6
				1				2				1			4
			1		1				1						3
					1	1	1		3			1			7
n and								1	2						3
nd)							2								2
									1			1			2
		2				4								1	7
. Smith)		1							5					1	7
or)						1									1
							1		1			2			4
									1						1
									1			2			3
												1			1
		1								1		1			3
		1									1				2
rborn)													1		1
								2						2	4
												1		1	2
		1				1									2
	1	25	1	4	6	35	12	26	39	2	1	28	2	9	

great value to teachers.

Table 4 combines much of the information presented in Tables 2 and 3 and shows which of the textbooks are used in each of the courses mentioned. (Several of the textbooks which appear only once in Table 3 have been omitted due to lack of space.)

Subject Matter of the Reading Courses

In an attempt to determine the content of the reading courses shown in Table 2, the directors were asked to state the degree of emphasis given to each of various issues in the field of reading in these courses. The results are shown in Table 5.

TABLE 5

SUBJECT MATTER OF READING COURSES AND DEGREE OF EMPHASIS

Issues	Number of Institutions		
	Little Emphasis	Major Emphasis	No Emphasis
Materials and Techniques of Instruction	4	72	0
Instruction Pertaining to the Readiness Program	13	65	1
Word Recognition Skills	6	71	0
Nature of the Reading Process	17	59	0
Adjusting to Individual Differences	9	67	0
Reading in the Content Areas	24	54	0
Symptoms, Causes, and Remediation Techniques, etc.	18	55	4
Higher Reading Skills; Critical Reading	27	48	2

TABLE 5--Continued

Issues	Number of Institutions		
	Little Emphasis	Major Emphasis	No Emphasis
Children's Literature	40	19	15
Enriching the Reading Program of the Gifted Child	45	23	8
The Individualized Reading Program	45	29	4
Nature and Techniques of Evaluation	26	50	0
New Approaches to Reading Instruction	24	53	0
Controversial Issues in Reading	41	34	1
Reading in the Secondary Schools	18	42	16
Research in Reading	31	43	2
Supervision of Reading Programs	40	16	18
Curriculum Guide Development in Reading	39	20	16

It may be seen that major emphasis is given to such areas as materials and techniques of instruction, word recognition skills, adjusting to individual differences, and instruction pertaining to the readiness program. Little or no emphasis is given such topics as the individualized reading program, enriching the reading program for the gifted child, children's literature, and supervision of reading programs.

Number and Training of Faculty Members

According to the return, it may be assumed that faculty members teaching the aforementioned reading courses (see

Table 2) consisted generally of well-trained workers. Table 6 shows the number of faculty members on the staff engaged in the teaching of reading courses. It may be seen that one to three faculty members do most of the teaching of the reading courses. In the cases of the two institutions listing over ten faculty members, it must be noted that these consist mostly of graduate students.

In thirty-three of the institutions whose Directors responded to this item, the highest degree held by faculty members engaged in the teaching of reading courses was the Ph.D. degree (see Table 7). Fifty-three of the institutional Directors reported the Ed.D. as the highest degree of its faculty members in the area of reading; forty-six reported the Masters as the highest degree; three stated that their faculty in reading possessed only the Bachelors' Degree.

TABLE 6

NUMBER OF FACULTY TEACHING READING (N=240)

Number of Faculty Members	Number of Institutions
1	8
2	30
3	20
4	12
5	4
6	3
7	0
8	0
9	1
10 or more	2
Total	77

TABLE 7

TRAINING OF FACULTY
TEACHING READING
(N=240)

Number of Faculty Members	Number of Institutions			
	Highest Degree			
	Bachelor's	Master's	Ed.D.	Ph.D.
1	2	29	26	19
2	0	10	14	10
3	0	4	10	2
4	0	2	2	2
5	0	1	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	1	0
10 or more	1	0	0	0

Training Techniques Utilized by Students in Reading Courses

In order to determine the type of practical experience received by the students enrolled in the various reading courses, the directors were asked to check the specific training techniques utilized in the program. The results may be seen in Table 8.

TABLE 8

TRAINING TECHNIQUES UTILIZED BY STUDENTS IN READING COURSES

Techniques Used	Number of Institutions
Administering individual diagnostic tests to remedial cases	58
Writing and interpreting clinical reports based on diagnosis	49
Selecting and evaluating materials to be used in tutoring remedial cases	62
Selecting and evaluating developmental reading materials	68
Conducting interviews with parents of remedial reading referrals	35
Conducting individual research in various areas of reading	47
Doing laboratory work involving observations, demonstrations, etc.	60

One is able to see from the table that students in reading instruction are given the majority of training in the technique of selecting and evaluating developmental reading materials. The least amount of training is received in the technique of conducting interviews with parents of remedial reading referrals.

Techniques for Following up the Students Who Have Completed the Teacher Education Program in Reading

The majority of directors either stated that their program involved no follow-up technique or else some technique which involved reports on student teaching experience (see Table 9).

TABLE 9

TECHNIQUES FOR FOLLOWING UP THE STUDENTS WHO HAVE COMPLETED THE TEACHER EDUCATION PROGRAM IN READING

Techniques Used	Number of Institutions
No follow-up technique	37
Reports on student-teaching experience	31
Questionnaires sent to students	8
Student-Teacher Conference	5
Graduate thesis	2
Report from Placement Department	2

Master's Programs in Reading Instruction

Forty of the directors stated that their institutions offered a program in Reading Instruction at the Master's level; the remaining thirty-seven stated that no such program was offered at their schools (see Table 10).

In addition to determining whether or not the various institutions offered a program in Reading Instruction at the Master's level, the directors of the programs involved were also asked to list the related areas included in this program. The results may be found in Table 11.

It may be noted that the areas of Educational Psychology and Language Arts were most often listed as being included in the Reading Program at the Master's level.

TABLE 10

NUMBER OF INSTITUTIONS OFFERING MASTER'S AND DOCTORAL PROGRAMS IN READING INSTRUCTION

Item	Number of Institutions	
	Master's Level	Doctoral Level
Offering Program	40	19
Not Offering Program	37	58
Total	77	77

TABLE 11

RELATED AREAS INCLUDED IN THE MASTER'S AND DOCTORAL PROGRAMS IN READING INSTRUCTION

Areas	Number of Institutions	
	Master's Program	Doctoral Program
Educational Psychology	33	13
Language Arts	30	13
Curriculum Development	24	8
Special Education	21	8
Speech and Audiology	15	8
Linguistics	5	4
Tests and Measurements	5	3
Library Science	5	3
Advanced Psychology Courses	5	3
Audio-Visual Techniques	4	0
Elementary Education	3	2
Guidance	3	3
Sociology	2	2
Human Development	1	1
Programmed Instruction	1	0
Philosophy of Education	1	1
Research Methods	0	1

Doctoral Programs in Reading Instruction

The same information as that mentioned in the section above on Master's programs in Reading was ascertained for related areas included in Doctoral programs in Reading Instruction. The results have been included in Tables 10 and 11.

As was the case with the Master's program, the areas of Educational Psychology and the Language Arts were again most often listed as being included in the Reading Program at the Doctoral level.

CHAPTER III

DEVELOPMENTAL READING FOR COLLEGE STUDENTS

This chapter reviews the data concerning the courses, often designated as developmental or corrective, which are offered to those students at the institutions included in the study. These courses are designed for those students who feel the need for assistance in such areas as reading improvement, vocabulary development, and study skills.

Of the seventy-nine institutional Directors responding to the questionnaire, fifty-seven reported that they had some form of developmental reading program for their college students.

Reading Improvement for Teachers

Each of the directors responding to the questionnaire was asked if his institution's reading program offered any provision for teacher education in reading improvement. In response to this, forty-five directors answered in the affirmative; thirty-four stated that their program made no provision for teacher education in reading improvement.

Title, Credit, and Fee of Developmental Courses

The varying titles given to the courses reported in

the data may be subsumed under the three headings (1) Reading Improvement, (2) Study Skills, and (3) Vocabulary. Table 12 gives the number of institutions offering courses in each of these three major categories as well as those courses offered under other less-frequently mentioned categories.

TABLE 12

COURSES OFFERED IN EACH OF THREE CATEGORIES

Categories of Courses	Number of Institutions
Reading Improvement	44
Study Skills	5
Vocabulary Development	5
Individual Laboratory	1
English	2
Total	57

The college credit given for these developmental courses ranged from no-credit to three hours credit; the fee ranged from no fee to $35 (see Table 13).

TABLE 13

COLLEGE CREDIT AND FEE FOR DEVELOPMENTAL COURSES

Credit Hours	Number of Institutions	Fee Per Hour	Number of Institutions
3	6	$30-$34	1
2	6	25- 29	3
1	6	20- 24	3
0	39	15- 19	5
		10- 14	4
Total	57	5- 9	1
		0- 4	40
		Total	57

Selection of Students for Help in Reading

Most of the schools use a variety of methods in selecting candidates for their developmental courses. As one might very well anticipate, standardized achievement tests are employed most frequently in the selection of students; requests of advisers rank second among the methods employed for identifying students who need help in reading, vocabulary development, study skills, etc. Tests were mentioned by thirty-eight of the fifty-seven Directors, adviser conference by thirty-seven, and tests of vision and hearing by fourteen (see Table 14).

TABLE 14

SELECTION OF STUDENTS FOR HELP IN READING

Method of Selection	Number of Institutions
Standardized Achievement Tests	38
Adviser Conference	37
Tests of Vision and Hearing	14
Grades	2
Case History	1

Departments Supervising the Teaching of Developmental Courses

In an effort to determine in what departments developmental work is being offered, the directors were asked to list the department or departments which supervise the teaching of the reading improvement, vocabulary development, or study skills work. The list in Table 15 indicates the departments

in which developmental work is offered and the number of schools reporting.

TABLE 15

DEPARTMENTS SUPERVISING THE TEACHING OF DEVELOPMENTAL COURSES

Department	Number of Institutions
Education	33
English	13
Psychology	5
Guidance	3
General Studies	1
Extension Service	1
Special Education	1
Total	57

This table would indicate that there is some agreement as to which department should provide for developmental work, with the Education Department being highly favored. It really makes little difference as to which department this work is attached. As long as the need is recognized, it should then remain for each individual school to decide the department in that school that is best suited or qualified to provide the service.

In forty-seven of the fifty-seven institutions offering developmental work, it was found that this work was offered on a voluntary basis; it was required of the students in ten

of the institutions reporting.

Time Devoted to Developmental Work In Colleges and Universities

The amount of time devoted to developmental work varies widely. The most frequently occurring time for class sessions in developmental work seems to be two or three meetings a week for sixteen weeks or approximately one semester (see Table 16). Several institutions state that the amount of time granted pupils varies with individual needs; some students receiving more time each day and over a longer period of time than others.

TABLE 16

TIME DEVOTED TO DEVELOPMENTAL WORK IN INSTITUTIONS

Number of Weeks	Number of Institutions	Meetings Per Week	Number of Institutions
1	0	1	1
2	0	2	31
3	0	3	14
4	0	4	4
5	4	5	3
6	4	6	1
7	5	Varies	3
8	2		
9	4		
10	6	Total	57
11	3		
12	0		
13	2		
14	2		
15	0		
16	12		
17	3		
18	7		
19	1		
20	1		
Varies	1		
Total	57		

Number and Training of Faculty Members Teaching Developmental Courses

Of the fifty-seven schools that had a developmental program, thirty-one had only one full-time staff member teaching these courses; eleven institutions had two staff members and the remainder had from three to nine members teaching the courses (see Table 17).

TABLE 17

NUMBER OF FACULTY TEACHING DEVELOPMENTAL COURSES

Number of Faculty Members	Number of Institutions
1	31
2	11
3	7
4	3
5	1
6	1
7	1
8	1
9	1
10 or more	0
Total	57

In fifteen of the institutions in which the Directors responded to this item, the highest degree held by faculty members engaged in the teaching of developmental courses was the Ph.D. degree; twenty-six of the institutions reported the Ed.D. as the highest degree of its faculty members in the developmental areas; twenty-four reported the Master's as the highest degree; none stated that their faculty teaching developmental courses possessed only the Bachelor's degree (see Table 18).

TABLE 18

TRAINING OF FACULTY MEMBERS TEACHING DEVELOPMENT COURSES

(N=121)

Number of Faculty Members	Number of Institutions: Highest Degree Held			
	Bachelor's	Master's	Ed.D.	Ph.D.
1	0	10	22	13
2	0	9	3	1
3	0	2	0	0
4	0	2	1	1
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	1	0	0
9	0	0	0	0
10 or more	0	0	0	0

Tests and Techniques Used in the Diagnosis of Student's Needs and Abilities

After the students have enrolled in one or more of the developmental courses, many different tests and diagnostic techniques are employed to gauge their ability level and specific needs. Table 19 lists the tests cited at least twice.

In studying the table, it may be seen that the most frequently cited intelligence tests were the Wechsler Intelligence Scale for Children and the Wechsler Adult Intelligence Scale. The most often used reading tests were the Nelson-Denny, the Diagnostic Reading Tests, and the Iowa Silent

Reading Tests. Tests of vision and hearing were primarily those which involved the Telebinocular and the Audiometer, respectively. Interview techniques and case history records were extremely popular in diagnosing students' abilities and needs.

TABLE 19

TESTS AND TECHNIQUES USED IN THE DIAGNOSIS OF STUDENTS' NEEDS AND ABILITIES

Tests and Techniques	Number of Institutions
Intelligence Tests	
Wechsler Intelligence Scale for Children (WISC)	7
Wechsler Adult Intelligence Scale (WAIS)	6
American College Test (ACT)	4
American Council on Education, Psychological Examination for College Freshmen (ACE)	2
Stanford-Binet Intelligence Scale	2
School and College Ability Tests (SCAT)	2
Chicago Non-Verbal Examination	2
Reading Tests	
Nelson-Denny Reading Test	15
Diagnostic Reading Tests	13
Iowa Silent Reading Test	12
California Reading Tests	5
SRA Reading Record	4
Gates Reading Survey	3
Cooperative English Test	3
Minnesota Reading Test	2
Davis Reading Test	2
Durrell Analysis of Reading Difficulty	2
Durrell-Sullivan Reading Capacity and Achievement Test	2
Kelley-Greene Reading Comprehension Test	2
Sequential Tests of Educational Progress (STEP)	2
Wide Range Achievement Test (JASTAK)	2
Schrammel-Gray High School and College Reading Test	2
Tests of Vision	
Keystone Visual-Survey Service for Schools (Telebinocular)	15
Spache Binocular Reading Tests	4

TABLE 19--Continued

Tests and Techniques	Number of Institutions
Ortho-Rater	3
Eames Eye Test	2
Hearing Tests	
Maico Audiometer	7
Beltone Audiometer	7
Case history; student records, etc.	15
Interview	30
Other	
Study Skills Survey (California Test Bureau)	2
Spache Incomplete Sentence Test	2
Minnesota Multi-Phasic Inventory (MMPI)	2

When each of the directors was asked to specify what diagnostic use is made of the results of the pre-tests described above, it was found that the directors at nineteen of the institutions used the results to determine individual instructional needs of the students enrolled in the courses; fifteen used them for grouping purposes; ten admitted that these test results were not used at all; ten others used the results to compare them with a post-test (another form of the pre-test) at the end of the developmental course; and three directors claimed that the test results were used for screening purposes.

Workbooks Used in College Developmental Programs

In an attempt to determine the various types of printed materials used in developmental courses, the directors were asked to list the titles, authors, and date of publication of

the workbooks used in their developmental programs. Many of the institutions provide individual and group instruction facilitated by almost sole dependence on workbooks and manuals. Table 20 lists the texts cited at least twice.

TABLE 20

WORKBOOKS USED IN COLLEGE DEVELOPMENTAL PROGRAMS

Author	Title	Date of Publication	Number of Institutions
Baker, Wm. D.	Reading Skills	1964	5
Berg, P. C.	Skimming & Scanning	1962	2
Brown, James	Efficient Reading	1962	5
Cospers, R. & Griffin, E.	Toward Better Reading Skill	1959	5
Craig Research, Inc.	Reading Manuals for Advanced Reading Programs	1961	4
Educ. Devel. Laboratories	EDL Reading Materials		5
Davis, C. R.	Vocab. Building	1951	2
Gilbert, D. W.	Power and Speed in Reading	1960	3
Leedy, Paul D.	Reading with Speed and Precision	1963	5
Lewis, Norman	How to Read Better and Faster	1944	2
Miller, L. L.	Increasing Reading Efficiency	1956	3
Morgan C. and Deese, J.	How to Study	1957	3
Pauk, Walter	How to Study in College	1962	2
Robinson, F. P.	Effective Study	1961	2
Smith, Donald	Learning to Learn	1961	5
Smith, Nila	Be a Better Reader Series	1961	3
Smith, Nila B.	Read Faster & Get More From Reading	1962	2
Stone, C. R.	Reading and Study Improvement	1960	2
Strang, Ruth	Study Type of Reading Exercises	1951	3

TABLE 20--Continued

Author	Title	Date of Publication	Number of Institutions
Stroud, J. and Ammons	Improving Reading Ability	1956	2
Trade Magazines	(e.g., Reader's Digest, Harper's)		5
Weber, C. O.	Reading and Vocabulary Development	1956	2
Wheeler & Lacey	Reading Laboratory Handbook	1963	2
Wilking and Webster	College Developmental Reading Manual	1943	2
Witty, Paul	How to Become a Better Reader	1962	7
Witty, Paul	How to Improve Your Reading	1956	7
PROGRAMMED MATERIALS			4

Practice workbooks developed by Paul Witty for Science Research Associates were cited more frequently than others as the table shows. The reading of magazines was mentioned by the Directors at five institutions. It is of interest that, in this endeavor, there is at least some effort to appeal to the student through the use of current materials published in magazines such as the Reader's Digest. In four schools the use of programmed materials was mentioned.

It may be seen, therefore, that the reading instructor today finds a wider range of selection of materials with which to carry on his reading program. He needs to select carefully those workbooks and materials which will provide the best basis for experimental study in new techniques.

Directors at forty-seven institutions felt that the workbooks and materials used at present in their developmental program were adequate to meet the need; ten of the fifty-seven felt that they were not.

To conclude this section on workbooks and materials, the respondents were asked if they made use in the developmental courses of any material from the students' own textbooks. Thirty-four replied that they did make use of text material, twenty-three said that they did not.

Subjects Emphasized in the Developmental Courses

It has been found that the area of developmental or corrective work usually includes (1) vocabulary development, (2) study skills, and (3) reading improvement. If the latter of these three is broken down into its two basic components, rate of reading and reading comprehension, one can see the four basic areas of developmental work that are found in reading programs.

Each of the directors in the present study was presented with a list of the four basic categories and was asked to list them in order of importance, based on the emphasis given to each in the developmental portion of his institution's reading program. The results appear in Table 21.

TABLE 21

SUBJECTS EMPHASIZED IN THE DEVELOPMENTAL COURSES

Categories in Developmental Work	Number of Institutions				
	Order of Importance[a]				
	1	2	3	4	Total
Study Skills	22	10	13	5	50
Vocabulary Development	4	18	16	12	50
Rate of Reading.	6	8	10	26	50
Reading Comprehension.	23	15	11	1	50

[a]Numbered in ascending order; e.g., highest importance, etc.

It may be seen that the categories given major emphasis are Reading Comprehension and Study Skills; the one given least emphasis is Rate of Reading. Seven of the fifty-seven institutions who responded to the developmental segment of the questionnaire did not respond to this item.

Type of Orientation Used in the Reading Improvement Courses

Of the fifty-seven Directors who reported that their schools offered developmental work in the area of reading improvement, ten stated that their course work was machine-oriented; eight reported that they were manual-oriented; five had courses that were lecture-oriented; fourteen stated that their

course work was counseling-oriented; the majority of the institutional Directors, a group comprising twenty, reported that they used a combination of the above methods in their reading improvement courses (see Table 22).

TABLE 22

TYPE OF ORIENTATION USED IN THE READING IMPROVEMENT COURSES

Type of Orientation Used	Number of Institutions
Machine-oriented	10
Manual-oriented	8
Lecture-oriented	5
Counseling-oriented	14
Combination of methods	20
Total	57

Materials and Equipment Used in Reading Improvement Courses

It was interesting to discover the various kinds of equipment that are used by schools in developmental reading work. Most of the schools' Directors reported that either manuals or other printed materials dealing with reading improvement and group reading rate controllers were used. The results are presented in Table 23.

Rate of Attrition in Reading Improvement Courses

In developmental reading programs, the frequency of

drop-outs becomes of concern since it must be assumed that in some way the course has not fulfilled the needs of each student who does not complete the course. This problem has been investigated in several ways with varying conclusions following the investigations. Wood, for example, feels that reading class attrition rate should be one index of the effectiveness of the course.[38]

The directors of the programs involved in the present study were asked if absenteeism increases as the reading courses progress. Thirty-nine of the fifty-seven Directors reported that absenteeism does not increase; the remaining eighteen stated that there is an increase in absenteeism as the reading courses progress.

TABLE 23

MATERIALS AND EQUIPMENT USED IN READING IMPROVEMENT COURSES

Materials and Equipment Used	Number of Institutions
Manuals or other Printed Material . . .	44
Group Reading Rate Controllers[a]	40
Tachistoscopic Devices[b]	31
Visual Aids (Films, flash cards, etc.).	22
Telebinocular[c].	16
Ophthalmograph[d]	7

[38]R. L. Wood, "Attrition as a criterion for evaluating non-credit college reading programs," Journal of Developmental Reading, V (1961), pp. 27-35.

TABLE 23--Continued

Materials and Equipment Used	Number of Institutions
Audiometer[e]	10
Individual Pacers[f]	34
Textbooks	3
Stopwatch	3
SRA Labs	3
Tape-recorder	3

[a]Group Reading-Rate Controllers . . . Projector equipped with a moving slot which crosses the screen at a controlled rate of speed. Filmstrips for college use contain interesting stories and articles.
[b]Tachistoscopic Devices . . .Aids in making maximum use of perceptual powers. Words, phrases, and sentences on slides can be viewed at flashes of from one second to 1/100 of a second.
[c]Telebinocular . . . Measures visual performance.
[d]Ophthalmograph . . . Photographs eye-movements on film.
[e]Audiometer . . . Measures auditory performance.
[f]Individual Pacers . . . Machines designed for individual practice to increase rate of reading.

Follow-up Techniques Used to Determine the Permanence of Gains Made in Developmental Reading Courses

Each of the directors was asked if his institution incorporated in its developmental program any follow-up to determine whether or not the gains made in the developmental courses are temporary or more lasting. Thirty-five directors answered "no"; twenty-two of the fifty-seven stated that their program involved some form of follow-up techniques. Of the latter, twelve reported that this follow-up involved some form of re-testing of the student at a later date (see Table 24).

TABLE 24

FOLLOW-UP TECHNIQUES USED TO DETERMINE THE PERMANENCE OF GAINS MADE IN DEVELOPMENTAL READING COURSES

Follow-up Techniques:	Number of Institutions
Used	22
Not used	35
Total	57
Type of Follow-up Technique Used:	
Re-test	12
None	10
Total	22

Extension Courses in Developmental Reading for the General Public

Twenty of the fifty-seven schools involved in this part of the study were found to offer extension courses in developmental reading to the general public; the remaining thirty-seven did not.

Methods of Publicizing the Developmental Courses

Getting the facts of the developmental courses to the students who are going to make use of them is a major factor in the developmental program. Table 25 lists the various methods utilized in disseminating this information.

It may be seen that recommendation by the student's adviser is the most frequently cited method for publicizing the program.

TABLE 25

METHODS OF PUBLICIZING THE DEVELOPMENTAL COURSES

Method Used	Number of Institutions
Adviser recommendation	35
College newspaper	15
Class bulletin	15
Radio and/or television	5
Word-of-mouth from other students	5
Freshmen orientation lectures	3
Local community newspaper	2
Letters to students	2

CHAPTER IV

REMEDIAL READING INSTRUCTION

This chapter is devoted to a review of the data pertaining to the remedial or clinical aspects of the reading programs. It is a widely recognized fact that many children need help in reading in addition to that which they receive in the regular self-contained classroom. Just how this extra help can best be provided is a problem faced by many directors of reading clinics. Thus it is that the questions in this section of the study have been directed to these clinical directors.

Date of Establishment of Reading Clinics

The directors of the reading clinics were asked to indicate the year that the reading clinic in their institution was established. Table 26 shows this distribution.

TABLE 26

DATE OF ESTABLISHMENT OF READING CLINICS

Date of Establishment	Number of Institutions	Percentage
1940-1944	1	2.5
1945-1949	3	7.5
1950-1954	9	22.5

TABLE 26--Continued

Date of Establishment	Number of Institutions	Percentage
1955-1959	5	12.5
1960-1964	20	50.0
1965-	2	5.0
Total	40	100.0

Of the seventy-nine Directors who responded to the questionnaire, forty reported that their reading programs included a reading clinic which functioned as a center for remedial work with children. Attesting to the fact that reading clinics are a fairly new arrival upon the educational scene, it may be noted that half of the reading clinics involved in this study were established within the past five years (see Table 26).

Yearly Budget of the Reading Clinics

In an attempt to determine the average yearly budget of reading clinics, the directors were asked to list their budget for the past year (1964). These are tabulated in Table 27.

TABLE 27

YEARLY BUDGET OF THE READING CLINICS IN THE STUDY

Annual Budget of Clinic	Number of Institutions	Percentage
0 - $ 1,000[a]	19	47.5
$ 1,001 - 5,000[a]	14	35.0
5,001 - 10,000[a]	1	2.5

TABLE 27--Continued

Annual Budget of Clinic	Number of Institutions	Percentage
10,001 - 15,000	2	5.0
15,001 - 20,000	0	0.0
20,001 - 25,000	1	2.5
25,001 - 30,000	1	2.5
30,001 - 35,000	2	5.0
Total	40	100.0

[a]Exclusive of Director's salary.

It may be seen that the budgets of thirty-three of the forty clinics fall within the "0 - $5,000"range (exclusive of the Director's salary).

Diagnostic Procedures in Reading Clinics

Although practically all of the directors responding to this item agreed that reading problems are generally quite complicated, some diagnostic programs did not include comprehensive testing. According to the questionnaires, time designated for diagnosis ranged from thirty minutes to two days of testing (see Table 28). The most frequently used diagnostic procedures are listed in Table 29. Only those diagnostic procedures cited at least twice are listed in the table.

TABLE 28

TIME GIVEN TO A CLINICAL DIAGNOSIS

Hours Spent in Diagnosis	Number of Institutions	Percentage
1 - 3	12	30.0
4 - 6	15	37.5
7 - 9	4	10.0
10 -12	2	5.0
13 -15	1	2.5
16 -18	1	2.5
19 -21	1	2.5
21 and over	2	5.0
Time varies	2	5.0
Total	40	100.0

TABLE 29

DIAGNOSTIC PROCEDURES USED IN THE READING CLINICS

Diagnostic Procedure	Number of Institutions
Initial Interview with Parents of Child	39
Parent Information Form	36
Intelligence Tests	
1. Wechsler Intelligence Scale for Children (WISC)	23
2. Stanford-Binet Intelligence Scales	19
3. Peabody Picture Vocabulary Test (PPVT)	7
4. Wechsler Adult Intelligence Scales (WAIS)	6
5. California Tests of Mental Maturity (CTMM)	6
6. Detroit Tests of Learning Aptitude	2
7. SRA Primary Mental Abilities Test for Ages 5 and 6	2
8. Goodenough	2
Hearing Tests	
1. Maico Audiometer	10
2. Beltone Audiometer	10
3. Wepman Auditory Discrimination Test	7
Vision Tests	
1. Keystone Visual-Survey Service for Schools (Telebinocular)	26
2. Snellen Eye Chart	3
3. Ortho-Rater	3

TABLE 29--Continued

Diagnostic Procedure	Number of Institutions
4. Spache Binocular Reading Test	3
5. Eames Eye Test	3
6. Frostig Tests of Visual Perception	2
Eye-Movement Photographs	7
Dominance Tests of Laterality	15
Reading Tests	
1. Durrell Analysis of Reading Difficulty	20
2. Gates Reading Diagnosis Tests	18
3. Gray Standardized Oral Reading Paragraphs Test	13
4. Spache Reading Scales	13
5. Gilmore Oral Reading Test	11
6. Metropolitan Achievement Tests	9
7. Diagnostic Reading Tests	9
8. Iowa Silent Reading Tests	7
9. Botel	7
10. Stanford Achievement Tests	6
11. Nelson-Denny Reading Test	6
12. California Reading Tests	6
13. Developmental Reading Tests (Bond-Clymer-Hoyt)	5
14. Dolch Basic Sight Word Test	4
15. Iowa Tests of Basic Skills	3
16. Doren Diagnostic Reading Test	3
17. Durrell-Sullivan Reading Capacity and Achievement Tests	3
18. Roswell-Chall Diagnostic Reading Test	3
19. McGuffey Diagnostic Reading Tests	2
20. Thorndike-Lorge Reading Test for Grades 7-9	2
21. Wide Range Achievement Test	2
Interest Inventories	
1. Homemade Informal Interest Inventories	25
2. Witty Diagnostic Record	5
Personality Tests	
1. Bender Visual Motor Gestalt Test	10
2. California Test of Personality	8
3. Thematic Apperception Test (TAT)	8
4. Draw-a-Person (DAP)	5
5. Children's Apperception Test (CAT)	4
6. Rorschach Technique	4
7. House-Tree-Person Test (HTP)	3
8. Minnesota Multi-Phasic Inventory (MMPI)	3
9. Michigan Picture Frustration Test	3
10. Benton Revised Visual Retention Test (VRT)	3
Others	
1. Vineland Social Maturity Scale	3
2. Purcell Incomplete Sentences Test	3
3. Strong Vocational Interest Blank	2

TABLE 29--Continued

Diagnostic Procedure	Number of Institutions
4. Wisconsin Brain Damage Test	2
5. Memory for Designs Test	2
6. Kuder Preference Record	2
7. Study-Habits Inventory	2

Of the fifty Directors of institutions with reading clinics, thirty-nine had an initial interview with the parents of the referral, and thirty-six required that parents complete a form giving information concerning the child's background.

The most frequently used tests of intelligence were the Wechsler Intelligence Scale for Children (cited twenty-three times) and the Stanford-Binet Intelligence Scale (cited nineteen times). There was a good deal of overlapping, however, with some directors indicating that both a Wechsler and a Stanford-Binet were administered.

Half of the clinics used one of the two popular makes of Audiometer (Maico or Beltone) to test hearing. Twenty-six clinic directors reported that they used the Keystone Telebinocular to measure vision.

The four most frequently cited reading tests, in order of popularity, were the Durrell Analysis of Reading Difficulty, Gates Reading Diagnosis Tests, Gray Standardized Oral Reading Paragraphs Test, and the Spache Reading Scales.

Clinic-designed informal inventories were used in twenty-five clinics to determine the child's interests.

The most popular test of personality used in the clinics was the Bender Visual Motor Gestalt Test, usually considered a test of motor disturbance.

School Divisions Involved in the Diagnosis

The school divisions and services involved in the actual diagnosis of the children referred to the clinic were considered important aspects of this study; likewise, a question involving these services was directed to the directors of the school reading clinics. Table 30 indicates the divisions and services involved and the number of schools reporting. It may be seen that most of the diagnostic work is handled by the reading clinics themselves and/or the psychological services.

TABLE 30

SCHOOL DIVISIONS INVOLVED IN THE DIAGNOSIS

Divisions and Services Involved in the Diagnosis	Number of Institutions
Reading Clinic	40
Psychological Services	21
Speech Clinic	13
Guidance/Counseling Services	7
University Hospital Services	4
Public School Services	2

Each of the directors was asked to describe the criteria used to determine which of the children tested will be

admitted to the clinic. The thirty directors responding to this item agreed that the criterion to be used is severity of reading disability, reflected in the discrepancy between reading potential and actual reading level. It was more difficult for them to agree on the amount of discrepancy necessary for the admission of a child. This ranged from six months to some two years below reading potential.

Teaching the Disabled Readers

Directors complied with the request to list the personnel involved in the teaching of disabled readers in the clinic. Most of this work is done by students enrolled in reading classes; however, in some cases graduate assistants and reading specialists are also involved (see Table 31).

TABLE 31

TEACHING THE DISABLED READERS

Personnel	Number of Institutions
Students enrolled in reading classes	36
Reading specialists	19
Graduate assistants	17
Clinic directors	4
Special education students	2
Psychologists	2

As was the case with developmental work, the amount of time devoted to clinical work varied widely. The most frequently occurring times for remedial sessions were three hours

a week for six, eight, or ten weeks (see Table 32). One clinic's Director stated that the amount of time granted pupils varied with individual needs.

TABLE 32

TIME ALLOWED FOR REMEDIAL INSTRUCTION IN CLINICS

Number of Weeks	Number of Institutions	Per Cent	Hours Per Week	Number of Institutions	Per Cent
1	0	.0	1	2	5.0
2	0	.0	2	8	20.0
3	1	2.5	3	12	30.0
4	3	7.5	4	4	10.0
5	3	7.5	5	7	17.5
6	5	12.5	6	1	2.5
7	1	2.5	7	1	2.5
8	5	12.5	8	2	5.0
9	0	.0	9	0	0.0
10	5	12.5	10	2	5.0
11	0	.0	Varies with case	1	2.5
12	3	7.5			
13	0	.0			
14	4	10.0			
15	2	5.0			
16	3	7.5			
17 and above	5	12.5			
Totals	40	100.0		40	100.0

Age Range of Referrals Accepted at Clinics

The ages of referral cases accepted at the various clinics for remedial work ranged from age six to sixty. However, in the majority of cases, (30 clinics), the age range was from six to eighteen.

Cases Diagnosed and Cases Accepted at Clinics

The number of cases diagnosed in the clinics included in this study ranged from zero to more than 250 annually. The most frequently cited category was from zero to twenty-five.

The number of cases accepted for remedial work in the clinics also varied. This range was from zero to more than one hundred, with the most frequently cited category being the twenty to twenty-nine group (see Table 33).

TABLE 33

NUMBER OF CASES DIAGNOSED AND NUMBER OF CASES ACCEPTED ANNUALLY AT CLINICS

Number Diagnosed	Number of Institutions	Per Cent	Number Accepted	Number of Institutions	Per Cent
0 - 25	10	25.0	0 - 9	2	5.0
26 - 50	7	17.5	10 - 19	7	17.5
51 - 75	7	17.5	20 - 29	11	27.5
76 - 100	2	5.0	30 - 39	6	15.0
101 - 125	2	5.0	40 - 49	4	10.0
126 - 150	4	10.0	50 - 59	2	5.0
151 - 175	2	5.0	60 - 69	0	0.0
176 - 200	3	7.5	70 - 79	1	2.5
201 - 225	0	0.0	80 - 89	1	2.5
226 - 250	2	5.0	90 - 99	4	10.0
Over 250	1	2.5	Varies	1	2.5
Varies	0	0.0			
Totals	40	100.0		40	100.0

Fees for Remedial Services at the Clinics

By far the great majority of clinical Directors (twenty-one) made no charge for their services. Fixed fees in the

remaining clinics ranged from $1.00 to $155. It is evident from these data that clinical services are not restricted to those who can afford to pay for them (see Table 34).

The Clinic Library

It may be safely assumed that one of the most important aspects of a good clinic is its library. Therefore, each of the directors was asked if his clinic had a special library (exclusive of the regular library) readily available to all students involved in the remedial reading program. Of the forty clinical directors, thirty-four answered that their clinic did have such a library; six reported no separate library facilities.

TABLE 34

FEES (PER PUPIL, PER SEMESTER) FOR REMEDIAL SERVICES AT THE CLINIC

Fees for Services	Number of Institutions	Per Cent
No fee	21	52.5
$ 1 - $ 20	10	25.0
21 - 40	3	7.5
41 - 60	2	5.0
61 - 80	0	0.0
81 - 100	1	2.5
101 - 120	1	2.5
121 - 140	1	2.5
Over 140	1	2.5
Total	40	100.0

Staff of the Reading Clinics

Obviously, much of the success of a reading clinic will depend upon the wise selection of the staff members who work in the program. In the present study, it was found that directors of clinics were especially well-trained; almost invariably they held advanced degrees. Of the forty clinic directors for whom this information was available, thirty-five held the Ph.D. or Ed.D. degrees. Five possessed the Master's degree and were persons with supervisory experience in education. Half of the forty clinics had assistant directors. Of these twenty assistant directors, ten held the Ph.D. or Ed.D. degree, and the remaining ten possessed Master's degrees.

Staff size varied considerably, according to the scope of the clinical work, the institutional affiliation, and the size of the case load. Each of the directors was asked to list the regular staff members of his clinic. The results may be seen in Table 35.

TABLE 35

STAFF OF THE READING CLINICS

Staff Member	Number of Institutions
Director	40
Degree	
Ed. D. degree	25
Ph. D. degree	10
Master's degree	5
Assistant Director	20
Degree	
Ed. D. degree	7

TABLE 35--Continued

Staff Member	Number of Institutions
Ph. D. degree	3
Master's degree	10
Psychologist	10
Psychiatrist	0
Social Worker	0
Secretary	25
Graduate Assistants	25
Number	
1	9
2	2
3	8
4	3
5	0
6	0
7	1
8	0
9	1
10	1
Test consultants	5
Students enrolled in graduate reading courses	5
Medical consultants	2
Research workers on sponsored projects.	2

Staff Conferences at the Clinics

The majority of clinical Directors seem to feel that staff conferences form an important part of the clinical or remedial program. When asked if their clinics arrange staff conferences for the discussion of particular remedial cases, thirty-five of the forty directors answered, "Yes"; the remaining five stated that they do not.

The personnel who attend staff conferences varies, depending upon the type and size of the clinic as well as on the nature of the clinical services offered. The number of persons conferring on these cases ranges from the entire clinical staff, faculty, and parents to each tutor handling assigned cases on an individual basis.

In the present study, the consultation group usually consists of the director of the clinic, teachers, parents, graduate assistants, and advanced students in reading. The child attends discussions at nine of the clinics. In nine of the clinics, the staff conferences include principals; two include specialists in voice, vision, and/or hearing. (see Table 36).

TABLE 36

STAFF CONFERENCES AT THE READING CLINICS

Personnel Attending Staff Conferences	Number of Institutions
Director of the clinic	35
Teachers	25
Parents	21
Graduate Assistants	18
Advanced Students in Reading Courses	17
Principal	9
Child	9
Voice, Vision, and/or Hearing Specialists	2
Tutor	1
Faculty Members from Psychology Department	1

Compiling Case History Records

In order to determine the nature of case history records compiled at the various clinics, the directors were asked if,

in their opinion, their clinic had adequate case history records. Thirty of the directors felt that records were adequate; ten stated that they were not. The reasons cited by the latter for the inadequacy may be found in Table 37. It may be seen that the most frequently cited reason for inadequacy of records was "lack of funds" (see Table 37).

TABLE 37

COMPILING CASE HISTORY RECORDS AT THE CLINICS

Reasons for Inadequate Case History Records	Number of Institutions
Lack of funds	10
Lack of trained personnel	5
Lack of physical facilities	4
Lack of time	1

Case History Material

In addition to test results (which are filed by all of the forty clinics), the case history is by far the most common item kept in the case folder. Particular items which are a part of a complete case history are filed at nearly all of the clinics.

As was stated previously, at least thirty clinical staffs appear to be compiling adequate case history records. Many clinics keep such information as social and medical history, academic progress reports, and correspondence.

In those clinics which keep specified parts of case history records, the results of interviews are filed as often

as the results of tests. Many types of reports are deemed of value. Some of these are from principals, teachers, school nurses; some are from physicians; others are reports from school agencies. The most frequently named reports are the progress reports concerning general academic growth patterns.

The personnel of twenty-eight clinics include the results of physical and neurological examinations in their records. Health information is given as a separate item in twenty-eight clinics, but it is also included in all clinics, some of which compile many kinds of information under case history with no attempt at itemization.

Samples of the pupil's work are obtained at twenty-seven clinics; twenty-six file correspondence with agencies and the family to and from the pupil; twenty-five keep a day-by-day cumulative record; and twenty-one clinical staffs gather social development data on the child (see Table 38).

Home Visits

The staff members or social workers at only two of the forty reading clinics make regular home visits. In thirty-eight of the college and university clinics, no home visiting is done.

TABLE 38

CASE HISTORY MATERIAL

Type of Material Filed	Number of Institutions
Results of standardized tests.	40
Results of interviews.	40
Progress reports	34
Physical and neurological examinations . .	28
Health information	28
Samples of pupil work.	27
Day-by-day cumulative record	25
Social development date.	21

Follow-Up of Remedial Cases

Several different kinds of follow-up practices are prevalent among the thirty clinics which provide follow-up service. (Ten of the clinical directors reported that they used "no follow-up procedure" with their remedial cases.) The follow-up in twenty cases consists of a check with the parents of the child. A re-examination after a period of time is reported by the Directors of nineteen clinics. In sixteen cases, progress reports are sent from the schools to the clinics concerning the progress of dismissed cases. The directors at one of California's major clinics stated that "this is one of our biggest unsolved problems." These results may be seen in Table 39.

TABLE 39

FOLLOW-UP OF REMEDIAL CASES

Follow-Up Procedure Used	Number of Institutions
Check with parents of former remedial cases	20
Re-examination after a period of time.	19
Progress reports sent from the schools to clinics	16
No follow-up procedure used.	10

Books, Materials, and Equipment Used in the Reading Clinics

One of the most important decisions for the clinical staff is that which concerns the books, materials, and equipment to be used with remedial cases. Besides the more obvious factors such as funds available, the needs, weaknesses, strengths, grade levels, and interests of the enrollees must be considered.

Various kinds of materials and equipment characterize the clinics in the present study. The most frequently cited books, materials, and equipment in use in the reading clinics are listed in Tables 40, 41, and 42. Most of the clinics have dictionaries, vocabulary games, and SRA* Reading Laboratories for use in remedial work (see Table 40).

*The lab put out by Science Research Associates of Chicago consists of a kit containing a large number of graded reading selections and exercises in power and speed of comprehension and listening. Separate kits are available for each of the first six grades; one for 4-6; one for grades 7-9; one for grades 8-10; and a general kit for secondary and another for college preparatory pupils.

TABLE 40

BOOKS, MATERIALS, AND EQUIPMENT USED IN THE READING CLINICS

Type	Number of Institutions
Dictionaries	40
Film strips	33
Vocabulary games	38
Study techniques (e.g., SQ3R, etc.)	34
Tachistoscopic devices	26
Pacing devices (e.g., Accelerator, Rate Controller, Shadowscope, etc.)	30
Wordwheels	28
SRA Reading Laboratories	38
Reader's Digest Skill Builders	36
Tape recorder	30
Magazines and newspapers	30
Adapted or abridged books	32
Trade books	34

All clinics use graded commercial workbooks as practice materials. The most popular of the phonics workbooks are the Phonics We Use series, published by Lyons and Carnahan. The reading workbooks that are most often cited are the Bobbs-Merrill Developmental Workbooks and the Reading for Meaning books published by the J. B. Lippincott Company (see Table 41).

TABLE 41

WORKBOOKS USED IN THE READING CLINICS

Title	Number of Institutions
Phonics Workbooks	
Phonics We Use (Lyons & Carnahan)	16
Eye and Ear Fun (Webster Publishing Co.)	8
Building Reading Skills (McCormick-Mathers)	5
Time for Phonics (McGraw-Hill Book Co.)	3

TABLE 41--Continued

Title	Number of Institutions
Phonetic Keys to Reading (The Economy Co.)	3
Phonics Skilltexts (Charles E. Merrill Books)	3
Spelling Magic (Webster Publishing Co.)	2
Phonics Skills and Drills (J. B. Lippincott)	2
Phonovisual Books (Phonovisual Products, Inc.)	2
Reading Workbooks	
Developmental Workbooks (Bobbs-Merrill)	10
Reading for Meaning (J. B. Lippincott Co.)	10
Practice Readers (Webster Publishing Co.)	7
Be a Better Reader Series (Prentice-Hall)	7
Basic Reading Skills (Scott, Foresman & Co.)	5
Practice Exercises in Reading (Columbia U.)	4
Standard Test Lessons in Reading (Columbia U.)	4
Reading Skilltexts (Charles E. Merrill Books)	3
Conquests in Reading (Webster Publishing Co.)	2

Of the dozens of series books used by the clinics in the study, only those cited by at least two clinics are mentioned in Table 42. It may be seen that the most popular series include the following: Cowboy Sam Series (Benefic Press), Dolch Basic Sight Vocabulary Series (The Garrard Press), and the American Adventure Series (Wheeler Publishing Company)* (see Table 42).

*See bibliography.

TABLE 42

SERIES BOOKS USED IN THE READING CLINICS

Title and Publisher	Number of Institutions
American Adventure Series (Wheeler Publishing Company)	33
Beginning-to-Read Books (Follett Publishing Company)	4
Betts Basic Reading Series (American Book Company)	2
Button Family Series (Benefic Press)	24
Childhood of Famous Americans (Bobbs-Merrill Company, Inc.)	22
Cowboy Sam Series (Benefic Press)	36
Dan Frontier Series (Benefic Press)	21
Deep Sea Adventure Series (Harr Wagner Publishing Company)	26
Developmental Reading Series (Lyons and Carnahan)	2
Dolch Basic Sight Vocabulary Series (The Garrard Press)	34
Everyreaders (Webster Publishing Company)	5
First Book Series (Franklin Watts, Inc.)	3
Golden Rule Series (American Book Company)	2
Jim Forest Series (Harr Wagner Publishing Company)	20
Junior Science Series (The Garrard Press)	3
Landmark Books (Random House)	3
Morgan Bay Mysteries (Harr Wagner Publishing Company)	21
Sailor Jack Series (Benefic Press)	15
Teen Age Tales (D. C. Heath and Company)	4
Walt Disney Books (D. C. Heath and Company)	18
What-Is-It? Series (Benefic Press)	16
World of Adventure Series (Benefic Press)	3

CHAPTER V

THE READING PROGRAM AT THE UNIVERSITY OF OKLAHOMA

History of the Reading Laboratory at the University of Oklahoma

In 1945, the University of Oklahoma Reading Laboratory was organized as an extension of the College of Education. Theodore Harris was the first director of the clinic. He received the Doctor's degree at the University of Chicago where he had done extensive research under William S. Gray. Besides the director, the clinic personnel consisted of six graduate students and an assistant director, Fern Slack.

The clinic, located at that time in the Old Science Hall, was organized for a dual purpose: (1) to serve as a remedial reading clinic for children and thus provide training for teachers of reading, and (2) to serve as a developmental reading clinic for University of Oklahoma students.

In the twenty years that it has been in existence, the clinic has had many locations. In 1948, it was moved to the University School, and Verna Ellzey was the director. Later that year it was moved to Building J on the Main Campus, and William Ragan was appointed director with Fern Slack, assistant director. Carnegie Hall, or what is commonly termed

the Old Education Building, was the home of the clinic in 1949. At this time, Harrell Garrison was made director.

William Eller became Director of the laboratory in 1951 and remained with the clinic until 1954. It was at this time that the laboratory moved to its present location in the Education Building on the south oval.

In 1952 the clinic personnel was composed of the director, an assistant director, and three graduate assistants. The clinic served an average of twenty-five elementary students each semester and almost twice that number during the summer sessions. Approximately two hundred University students availed themselves of the laboratory's developmental services each semester.[39]

In September of 1954, Arthur Heilman succeeded William Eller as the Director of the University Reading Laboratory. The staff at the clinic during the eight years that Arthur Heilman was the director consisted of the director and four graduate assistants. In these eight years, the Reading Improvement Program for University students was expanded to include developmental courses in vocabulary. These non-credit courses were taught by the graduate assistants. At this time, the developmental classes reached an enrollment of approximately 350 college students per semester with some twenty-five elementary students availing themselves of the clinical remedial

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[39]University of Oklahoma Bulletin (Norman: University of Oklahoma Press, 1965).

services each semester.

John F. Rambeau, present director of the University Reading Program, assumed his position in the fall of 1962. Under John F. Rambeau, the major functions of the University Reading Program fall into three categories: (1) the training of teachers of reading; (2) the Reading Improvement Program for University students (including vocabulary and a newly formed study skills course); and (3) the remedial reading instructional program for public school age children. The following sections of this chapter will deal with a description of the three categories as they exist at the present time (1965) at the University of Oklahoma.

The Reading Laboratory as a Training Ground for Teachers of Reading

One of the major functions of the reading program at the University of Oklahoma, and the Reading Laboratory as a part of this program, is the training of future teachers of reading. The reading program at the University offers neither a Master's nor a Doctor's degree as such. Students wishing to obtain a speciality in the area of reading may do so, but they must receive the Master's or Doctor's degrees in related fields (e.g., elementary education). However, course work in reading is fairly extensive as may be seen by the following list of courses offered during the school year 1964-1965.

Education 240 - Reading in the Elementary Schools. 2 hours

Education 242 - Language Arts in the Elementary Schools. 2 hours
Education 265 - Reading Problems in Secondary Schools. 2 hours
Education 335 - Clinical Procedures in Reading Instruction. 3 hours
Education 430 - Seminar in Reading. 2 hours[40]

The most extensive of the above courses is probably that dealing with clinical procedures in reading instruction. Each student in the class is responsible for working with one pupil in the University Reading Laboratory for a period of one semester. The student clinicians are responsible for the individual instruction, following planning sessions with one of the graduate assistants. Those taking the course receive practical experience in the following areas: (1) administering individual diagnostic tests to remedial cases; (2) writing and interpreting clinical reports based on diagnosis; (3) selecting and evaluating materials to be used in tutoring remedial cases; (4) selecting and evaluating developmental reading materials; (5) conducting individual research in various areas of reading; and (6) doing laboratory work involving observation, demonstrations, etc.[41] Students receive no training in the technique of conducting interviews with parents of remedial referrals. This is handled by the director and his four graduate assistants.

The reading courses listed above give extensive cover-

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[40]University of Oklahoma Bulletin (Norman: University of Oklahoma Press, 1965).

[41]See Questionnaire in Appendix.

age to the following areas of reading: (1) materials and techniques of instruction; (2) instruction pertaining to the readiness program; (3) word recognition skills; (4)nature of the reading process; (5) adjusting to individual differences; (6) reading in the content areas; (7) symptoms, causes, and remediation techniques of severe reading disabilities; (8) children's literature; (9) the individualized reading program; (10) the nature and techniques of evaluation; (11) reading in the secondary schools; and (12) research in reading.[42]

Very little emphasis is given to the following in the University reading program: (1) the higher reading skills; critical reading; (2) new approaches to reading instruction; (3) controversial issues in reading; and (4) supervision of reading programs.[43]

At the present time, no work is being done in the area of curriculum guide development in reading; however, there are plans to incorporate this into the program in the near future.

There are two regular faculty members involved in the teaching of the courses in the Reading Program. Of the two, the director of the program has the Ed.D. degree and the other holds a Master's degree. From time to time visiting instructors teach courses in the program. This is usually done during the summer session.

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[42]See Questionnaire in Appendix.

[43]Ibid.

Although there are no specific techniques used to follow-up the students who have successfully completed the teacher education program in Reading at the University, several follow-up methods are the subject of experimentation and evaluation for possible use in the future. The success of the program, at the present time, depends on giving the students an extensive and comprehensive exposure to most of the concepts, materials, and techniques with which they will be faced after they have completed the Teacher Education Program in Reading.

Aspects of the Reading Program Dealing with Developmental Reading for College Students at the University of Oklahoma

The purpose of this program is to aid those university students who, either from self-evaluation or from guidance through university channels, feel that their reading ability and reading habits can be or should be improved. The University of Oklahoma Reading Laboratory helps the college student to discover his problem in the areas of reading, vocabulary development, and study skills, and provides him with the opportunity to improve in these areas. The courses offered by the Laboratory are: (1) Reading Improvement, (2) Vocabulary Development, and (3) Study Skills. Students follow the same procedure for enrolling in these courses as they do for enrolling in regular university courses. Reading Improvement is designated as Education I, Vocabulary Development is designated as Education II, and Study Skills is designated as Education III in

the University Class Schedule. Specific goals of these courses are listed below:

a. To assist college students in increasing their rate of reading.

b. To increase the student's comprehension of materials read.

c. To improve and enlarge the student's vocabulary.

d. To introduce the student to effective study skill methods.

Each of the three courses is offered on a self-referral basis under the auspices of the College of Education. The fee for these non-credit courses is $7.00 per course for a seven week session (two hours a week). This past year approximately thirty sections of the Reading Improvement courses were offered in the seven-weeks sessions. Thirteen sections of the Vocabulary Development were offered, and ten sections of the Study Skills course were offered. Offerings in Reading Improvement, Vocabulary Development, and Study Skills are continued through the University Extension Division where they are offered to the general public. The non-credit courses, both on campus and extension, are taught by graduate assistants who are working toward the doctoral degree with a specialty in reading. At the present time, the staff at the Reading Laboratory includes the following assistants:

Dale Jordan, Master's degree in Education
Charlotte Lam, Master's degree in Education
Glen Lewandowski, Master's degree in Special Education
Nicholas Buffone, Master's degree in Special Education

Although the University does not utilize screening

devices to determine which of its students need assistance in the developmental areas listed above, it employs various diagnostic procedures after the students have voluntarily enrolled in one or more of the developmental courses. A diagnostic reading test is administered to each student enrolled in the Reading Improvement and Vocabulary Development courses. The aims of the test are twofold:

a. To secure data valuable to the student in helping him discover his needs and shortcomings in the areas of reading and vocabulary development.

b. To secure data for the Reading Laboratory which will serve as a guide to the effectiveness of instruction.

The specific test given is the Iowa Silent Reading Test (Forms Am, Bm, Cm, and Dm). A comparable form of the test is given again on completion of the course in order to provide the students as well as the instructors with a tangible measure of individual and class progress.

A variety of approaches is used in the developmental courses, however, on the whole, they are book and lecture-oriented. The texts used in each of the courses are: (1) Efficient Reading by James Brown[44] (Reading Improvement), (2) Effective Study by Francis Robinson[45] (Study Skills), and (3) Word Resources by Frieda Radke [46] (Vocabulary Develop-

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[44]James Brown, Efficient Reading, (Revised Edition) (Boston: D. C. Heath and Company, 1962).

[45]Francis Robinson, Effective Study, (Revised Edition) (New York: Harper and Bros., 1961).

[46]Frieda Radke, Word Resources (New York: The Odessey Press, Inc., 1955).

ment). These texts, which are considered adequate to meet the needs of the courses, are supplemented by some text material from the student's regular college courses, other printed materials, and the machines used in the Reading Improvement courses. These machines consist of reading rate controllers, tachistoscopic devices, and individual shadow pacers. All in all, use of the machines makes up less than twenty-five per cent of all class time; most of the time is taken with reading exercises in the manuals.

The developmental program at the University of Oklahoma Reading Laboratory gives major emphasis to the area of reading comprehension, with study skills, vocabulary development, and rate of reading following in that order. Although the reading improvement courses are highly successful in that in virtually all cases some improvement occurs, there are no follow-up techniques used to determine whether or not the gains made in the developmental courses are temporary or lasting. A re-testing of the students at a future date would appear to be warranted if desired information concerning permanence of gains made in the improvement classes is to be provided.

As is often the case with developmental courses operating on a voluntary basis, absenteeism tends to increase as the courses progress. However, at the University of Oklahoma during the past year, the trend seems to be reversing itself.

A final note concerning the developmental reading pro-

gram at the University of Oklahoma deals with public relations. The most effective means of advertising the developmental program is by word-of-mouth from the students who have completed the courses. Other means of publicizing the developmental courses include the college newspaper, radio and television spot announcements, and advisor recommendation. Research indicates that former students as well as other University Departments are pleased with the resulting improvement of those who have taken one or more of the courses offered by the Reading Laboratory.

The Clinical and Remedial Reading Program at the University of Oklahoma

A primary function of the Oklahoma University Reading Program is to provide laboratory experiences in the University Reading Clinic for those students enrolled in the course Clinical Procedures in Reading Instruction (Education 335). At the clinic, which is located in six rooms of the Education Building, students work individually with a child who needs special individual help in learning to read. These children are referred to the laboratory by parents, teachers, or principals. Upon referral, the secretary at the clinic, Vera Goldsby, arranges with the parents of the child to have a diagnostic test battery administered to the child by one of the graduate assistants at the laboratory. The diagnostic battery, which takes from five to six hours to administer, consists of the following tests:

(a) an initial interview with the parents of the child;
(b) a parent information form;
(c) an intelligence test - Stanford-Binet Intelligence Scales;
(d) a hearing test - Beltone Audiometer;
(e) vision test - Keystone Visual-Survey (Telebinocular);
(f) reading tests - (1) Ayres List
(2) Dolch Basic Sight Word Test
(3) Gates Reading Survey
(4) Gilmore Oral Reading Test
(5) Roswell-Chall Diagnostic Reading Test
(6) Wide Range Achievement Test (Jastak)
(g) interest inventory (homemade).

In addition to the above battery, a Mills Learning Methods Test is administered by the tutor during the first weeks of the tutoring session. Absent from the initial test battery are dominance tests of laterality, personality tests, and eye-movement photographs. It should be noted that all of the tests listed above, including tests of vision, hearing, and intelligence, are administered by one division at the University--the Reading Clinic. The consolidation of all of these diverse testing services was initiated by John F. Rambeau, the clinic's present director.

After the diagnostic battery has been administered and a clinical report has been written, the following criteria are used to determine which of the referrals tested will be admitted to the clinic for tutoring:

1. no serious functional, organic, or speech difficulties;
2. no serious behavioral problems;
3. no first or second graders are accepted although there is no ceiling level for acceptance to the clinic;

4. third graders must evidence at least one year retardation in general reading skill.

Out of approximately 150 cases that are diagnosed at the clinic annually, about half are accepted for remedial work in light of the above criteria. If a child is accepted for remedial services at the clinic, the fee per pupil, per semester is $35 in the fall and spring and $20 in the summer. A complete tutorial semester consists of three hourly meetings per week for sixteen weeks.

From time to time throughout the remedial sessions, the regular staff members of the clinic (Director, four graduate assistants, and secretary) meet to discuss the various remedial cases. On occasion, a parent or the tutor may be asked to come in to the clinic for a conference with either the Director or one of the Graduate Assistants.

Under the supervision of one of the Graduate Assistants, the tutor is free to exercise his own judgment as to how the sessions are to be handled. They are encouraged to use a variety of approaches rather than just one. All of the tutors make extensive use of the special library and materials center located in the Reading Clinic. This library, which is not a part of the regular school library, is readily available to all students involved in the Reading Program. All of the following are to be found in the library and materials center at the clinic:

1. dictionaries
2. film strips
3. vocabulary games
4. study techniques
5. tachistoscopic devices (hand-type)
6. pacing devices
7. phonic workbooks (all of the major commercial phonics programs are available
8. wordwheels
9. SRA Reading Laboratories (elementary and secondary editions)
10. Reader's Digest Skill Builders
11. Reading workbooks (most of the popular workbooks are available)
12. Tape recorder
13. Magazines and newspapers
14. Adapted and abridged books
15. Trade books (several hundred)
16. Series books such as (see Table 42, page 89)

    a. American Adventure Series
    b. Betts Basic Reading Series
    c. Button Family Series
    d. Childhood of Famous Americans Series
    e. Cowboy Sam Series
    f. Dan Frontier Series
    g. Deep Sea Adventure Series
    h. Developmental Reading Series
    i. Dolch Basic Sight Vocabulary Series
    j. Golden Rule Series
    k. Jim Forest Series
    l. Morgan Bay Mysteries
    m. Sailor Jack Series
    n. Teen Age Tales
    o. Walt Disney Books
    p. What-Is-It? Series

q. Wildlife Series (Harr Wagner Publishing Co.)
r. Woodland Frolics Series (The Steck Company)
s. World of Adventure Series

17. Junior encyclopedias

Although a good library and materials center is, undeniably, a major asset in remedial work, more important than this are well-compiled case history records for each of the remedial cases in the clinic. The University of Oklahoma Reading Clinic is fortunate enough to have both.

Since the date of its inception in 1945, the Reading Clinic has required its staff to compile case history records for each of the remedial cases enrolled during a semester. These records consist of

1. results of interviews
2. results of tests
3. progress reports concerning general growth patterns
4. correspondence
5. samples of pupil's work
6. health information
7. day-by-day cumulative records kept by tutors.

Although reports of physical and neurological examinations and social development data are not required, the present clinical staff personnel considers the case history records to be quite adequate for their needs.

There is possible room for improvement in the area of follow-up procedures with remedial cases who complete work at the clinic. At the present time there are none, nor does

the clinic require its staff members to make home visits.

In this chapter, the three functions of the Reading Program at the University of Oklahoma have been reviewed--(1) its function as a developmental laboratory for teachers of reading; (2) its function as a developmental laboratory for college students who require help in the areas of reading, vocabulary development, and study skills; and (3) its function as a remedial reading clinic for elementary age students.

CHAPTER VI

SUMMARY

The purpose of this study was to analyze the extent and content of reading clinics in state colleges and universities in selected states. Using a table of random numbers and a listing of three hundred state universities, 100 institutions were chosen to be the recipients of a three-part questionnaire dealing with the nature of the specific university's reading program. Of the 100, 79 were found to have reading programs.

The study is concerned with the results of this questionnaire and, in addition, a picture of the reading program at the University of Oklahoma with reference to these results has been presented.

The questionnaire and the study resulting from the questionnaire are divided into three parts. These are as follows: (1) Teacher Education in the Reading Program, (2) Developmental Aspects of the Reading Program, and (3) Remedial and Clinical Aspects of the Reading Program. Some of the highlights of the study are summarized in the following paragraphs.

Reading Instruction for Teachers

1. The majority of the reading programs in the study have been organized within the past two decades.

2. In the area of reading, the most frequently occurring courses were those dealing with analysis, diagnosis, and remediation of reading disabilities (e.g., clinical procedures, remedial reading, problems and methods, etc.) and/or those dealing with the teaching of reading in the elementary and secondary schools.

3. The text most frequently cited by instructors in reading courses for teachers was Reading Difficulties by Bond and Tinker.

4. The results of the questionnaire revealed that in teacher education courses for teachers of reading, major emphasis is given to such areas as word recognition skills, materials and techniques of instruction, adjusting to individual differences, and instruction pertaining to the readiness program. Little or no emphasis is given such topics as the individualized reading program, enriching the reading program for the gifted child, children's literature, and supervision of reading programs.

5. Faculty members teaching the aforementioned reading courses were, for the most part, well-trained workers.

6. Results indicated that students in reading instruction programs are given the majority of training in the

technique of selecting and evaluating developmental reading materials. The least amount of training is received in the technique of conducting interviews with parents of remedial reading cases.

7. In those schools which offered programs leading to the Master's and the Doctoral degrees in reading, the areas of Educational Psychology and Language Arts were most often listed as being included in the reading program as related areas.

Developmental Reading for College Students

1. The various titles given to developmental courses at the responding institutions may be subsumed under three headings: (1) Reading Improvement, (2) Study Skills, and (3) Vocabulary. The college credit given for these courses ranged from "no-credit" to three hours credit; the fee ranged from "no fee" to $35.

2. The study revealed that standardized achievement tests are employed most frequently in the selection of students for these courses.

3. There was some agreement as to which department should provide for developmental work, with the Education Department being highly favored.

4. Institutions usually offered the developmental work on a voluntary basis.

5. The most frequently occurring time for class sessions in developmental areas seemed to be two or three meetings

a week for sixteen weeks or approximately one semester.

6. After students have enrolled in one or more of the developmental courses, many different tests and diagnostic techniques are employed to gauge their ability level and specific needs. The most frequently cited intelligence tests were the Wechsler Intelligence Scale for Children and the Wechsler Adult Intelligence Scale. The most often used reading tests were the Nelson-Denny, the Diagnostic Reading Tests, and the Iowa Silent Reading Tests. The results of these and other tests were used primarily to determine individual instructional needs of the students enrolled in the course.

7. Of the many workbooks, manuals, and texts used in the developmental courses, the practice workbooks developed by Paul Witty for Science Research Associates were cited more frequently than any other. Most of the directors stated that the workbooks they were using were adequate to meet the needs of the developmental courses.

8. The developmental areas given major emphasis are Reading Comprehension and Study Skills; the one given least consideration is Rate of Reading.

9. The majority of the Directors reported that they use a combination of methods (e.g., machines, manuals, lectures, etc.) in their reading improvement courses.

10. Getting facts concerning the developmental courses to the students who are going to make use of them is a major factor in the developmental program. Recommendation by

student advisors is the most frequently cited method for publicizing the program.

Remedial Reading Instruction

1. Half of the reading clinics involved in this study have been established within the past five years. This substantiates the popular assumption that reading clinics are a fairly new arrival upon the educational scene.

2. The budget for thirty-three of the forty clinics falls within the zero to $5,000 range, exclusive of the Director's salary.

3. Time designated for diagnosis ranges from thirty minutes to two days of testing.

4. The most frequently used tests of intelligence in the diagnostic battery are the Wechsler Intelligence Scale for Children and the Stanford-Binet Intelligence Scale.

5. The most frequently cited reading tests, in order of popularity, are the Durrell Analysis of Reading Difficulty, Gates Reading Diagnosis Tests, Gray Standardized Oral Reading Paragraphs, and the Spache Reading Scales.

6. Most of the diagnostic work is handled by the reading clinics and/or the psychological services available at the universities.

7. The thirty directors agree that the criterion to be used for admittance to reading clinics is severity of reading disability as reflected in the discrepancy between reading

potential and actual reading level.

8. Most of the remedial work in the clinics is done by students enrolled in reading classes; however, in some cases, graduate assistants and reading specialists are also involved.

9. The amount of time devoted to clinical work varies widely. The most frequently occurring times for remedial sessions are three hours a week for six, eight, or ten weeks.

10. In the majority of cases, the ages of referral cases accepted at the clinics for remedial work ranged from six to eighteen. The number of cases diagnosed in the clinics ranged from zero to more than 250 annually. The most frequently cited category was from zero to twenty-five.

11. In the majority of cases, the number of cases accepted for remedial work in the clinics range from twenty to twenty-nine students.

12. By far the great majority of clinics make no charge for their services. Fixed fees in the remaining clinics range from $1.00 to $155.

13. Directors of clinics are exceptionally well-trained; almost invariably they hold advanced degrees (e.g., Ph.D. or Ed.D.).

14. The majority of the clinical Directors apparently feel that staff conferences form an important part of the clinical or remedial program. The consultation group usually consists of the director of the clinic, teachers, parents, graduate assistants, and advanced students in reading.

15. Most of the directors feel that their staffs keep adequate case history records. These records consist of test results, social and medical history, academic progress reports, and correspondence. Also included are results of interviews, physical and neurological examinations, and samples of the pupil's work.

16. The most popular forms of follow-up used with remedial cases are checks with the parents of the child and a re-examination after a period of time has elapsed.

17. Various types of materials, books, and equipment characterize the clinics in the present study. Most of the clinics use dictionaries, vocabulary games, and SRA Reading Laboratories in their remedial work. All clinics use graded commercial workbooks as practice materials. The most popular of these are the Lyons and Carnahan series, Phonics We Use; the Bobbs-Merrill series, Developmental Workbooks; and J. B. Lippincott books, Reading for Meaning. The most popular of the dozens of series books cited are Cowboy Sam Series, the Dolch Basic Sight Vocabulary Series, and the American Adventure Series.

The Reading Program at the University of Oklahoma A Training Ground for Teachers of Reading

1. The reading program, under the direction of John F. Rambeau, offers neither a Master's nor a Doctor's degree in reading as such. However, students wishing to obtain a

speciality in the area of reading may do so, but they must receive the Master's or Doctor's degrees in related fields such as Elementary Education.

2. The most extensive of the several reading courses offered is that dealing with clinical procedures in reading instruction. In this and other courses in the program, students receive training in diagnostic testing, clinical reporting, selecting and evaluating materials, and conducting individual research.

3. The success of the program, at the present time, depends on giving the students an extensive and comprehensive exposure to most of the concepts, materials, and techniques with which they will be confronted after they have completed the Teacher Education Program in Reading.

Developmental Reading for College Students

1. Developmental courses offered by the Reading Laboratory are (1) Reading Improvement, (2) Vocabulary Development, and (3) Study Skills. Each of the three courses is offered on a self-referral basis and is under the auspices of the College of Education. The fee for these non-credit courses is $7.00 per course for a seven-week session, each one meeting two hours per week. The courses are taught by graduate assistants who are working toward the doctoral degree with a specialty in reading.

2. The Iowa Silent Reading Test, a diagnostic test,

is administered to each student enrolled in the Reading Improvement and Vocabulary Development courses. A comparable form of the test is given again on completion of the course.

3. The emphasis in the Reading Improvement courses is upon reading from manuals, with less than twenty-five per cent of the time devoted to machines.

4. A re-testing of the students at a future date would appear to be warranted if desired information concerning permanence of improvement in the developmental classes is provided.

The Clinical and Remedial Reading Program

1. Upon referral, a diagnostic test battery consisting of an intelligence test, reading tests, and tests of vision and hearing is administered to the child by one of the graduate assistants in the Reading Clinic.

2. Out of approximately 150 cases that are diagnosed at the clinic annually, about half are accepted for remedial work.

3. Children who are accepted for remedial treatment in the clinic are tutored by students enrolled in the Clinical Procedures course of the Teacher Education Program in reading. These students are encouraged to use a variety of approaches in their tutoring sessions rather than just one.

Thus, the University of Oklahoma Reading Laboratory has grown and served on a broad front. Help is provided

for those who have reading problems at most age levels. Teachers are trained so that this help may be extended to more and more who need it. Research studies, conferences, and consultant activities are carried out in an effort to seek a better understanding of reading and discover more effective methods of instruction. The Laboratory at the University of Oklahoma has become, in the last decade, one of the major centers in the Southwest. This progress is in keeping with the demand of the people of Oklahoma for a reading program that will contribute to the continuous development of all children and adults.

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APPENDIX A

COVER LETTER AND QUESTIONNAIRE

To the Director of the Reading Program:

This questionnaire, which will serve as the nucleus of my doctoral dissertation, is designed to obtain information about the reading program in your school. It is divided into three parts.

PART I seeks information about the courses in reading instruction offered in your institution, to undergraduate and graduate students majoring in reading education. This part of the questionnaire is to be completed by the faculty member who is most familiar with the total reading program.

PART II seeks information about the courses, often designated as developmental or corrective, which are offered to those students at your school who feel the need for assistance in such areas as reading improvement, vocabulary development, etc. This part of the questionnaire is to be completed by the faculty member who is most familiar with the developmental aspects of your reading program.

PART III seeks information about the remedial aspects of your reading program. More specifically, it seeks qualitative and quantitative statements dealing with clinical procedures as applied to reading disability. This part of the questionnaire is to be completed by the director of your reading clinic (laboratory, center, etc.).

If more space is needed to answer any of the questions, please continue the answers on a separate sheet of paper.

All returns will be treated as confidential material and individual responses will not be identified in any subsequent report made by the individual conducting the survey.

I might add that a return of 95% is necessary for the data obtained from this survey to be dependable. Therefore, I urge you to return the completed questionnaire as soon as possible. If you find that you are unable to comply with the above directions, it would be appreciated if you would send back the unanswered questionnaire.

Please return the completed questionnaire in the enclosed postage-paid envelope to:

Nicholas John Buffone
University of Oklahoma Reading Laboratory
College of Education, Room 129
Norman, Oklahoma 73069

PART I

Aspects of the Reading Program Dealing With Reading Instruction for Teachers

1. When was your reading program established? _____

2. Please list the titles of the undergraduate and graduate level courses in Reading, offered by your school.
   A. What is the text used in each of the courses listed below?

TITLE OF COURSE	TEXT	AUTHOR
e.g., Read. in the Elemen. School	Child. Learn to Read	--Russell

3. In terms of the subject matter of the reading courses listed above, place before each of the following:
   A. an "L" if it is given little emphasis in the reading Program.
   B. an "M" if it is given major emphasis in the reading program.
   C. an "N" if it is given no emphasis in the reading program.

____materials and techniques of instruction
____instruction pertaining to the readiness program
____word recognition skills
____nature of the reading process
____ adjusting to individual differences
____reading in the content areas
____symptoms, causes, and remediation techniques of severe reading disabilities
____higher reading skills; critical reading
____children's literature
____enriching the reading program of the gifted child
____the individualized reading program
____the nature and techniques of evaluation
____new approaches to reading instruction
____controversial issues in reading
____reading in the secondary schools
____research in reading
____supervision of reading programs
____curriculum guide and development in reading

4. How many faculty members teach the courses listed in (2) above? _____.

   A. Of these, how many hold the following degrees? (List only the highest degrees held).

   Bachelor's degree _____
   Master's degree _____
   Ed. D. degree _____
   Ph.D. degree _____

5. The students enrolled in the courses listed in (4) above, received practical experience in which of the following training techniques? (PLEASE CHECK)

   ____ administering individual diagnostic tests to remedial cases
   ____ writing and interpreting clinical reports based on diagnosis
   ____ selecting and evaluating materials to be used in tutoring remedial cases
   ____ selecting and evaluating developmental reading materials
   ____ conducting interviews with parents of remedial reading referrals
   ____ conducting individual research in various areas of reading
   ____ doing laboratory work involving observations, demonstrations, etc.

6. Please describe your techniques for following up the students who have successfully completed the teacher education program in Reading. (e.g., reports on student teaching experience, etc.) _____

   _____

   _____

7. Does your institution offer a program in Reading Instruction, at the Master's level? _____ Yes _____ No

   a. If so, which of the following related areas are included in the program? (PLEASE CHECK)

      ___ Educational Psychology
      ___ Library Science
      ___ Speech and Audiology
      ___ Special Education
      ___ Curriculum Development
      ___ Language Arts
      ___ Other (PLEASE SPECIFY) _____.

8. Does your institution offer a program in Reading Instruction, at the Ph.D. level? _____ Yes _____ No

   a. If so, which of the following related areas are included in the program? (PLEASE CHECK)

      ___ Educational Psychology
      ___ Library Science
      ___ Speech and Audiology
      ___ Special Education
      ___ Curriculum Development
      ___ Language Arts
      ___ Other (PLEASE SPECIFY) _____.

4. How many faculty members teach the courses listed in (2) above? _____.
   A. Of these, how many hold the following degrees? (List only the highest degrees held).
   Bachelor's degree_____
   Master's degree_____
   Ed. D. degree_____
   Ph.D. degree_____

5. The students enrolled in the courses listed in (2) above, received practical experience in which of the following training techniques? (PLEASE CHECK)
   ____administering individual diagnostic tests to remedial cases
   ____writing and interpreting clinical reports based on diagnosis
   ____selecting and evaluating materials to be used in tutoring remedial cases
   ____selecting and evaluating developmental reading materials
   ____conducting interviews with parents of remedial reading referrals
   ____conducting individual research in various areas of reading
   ____doing laboratory work involving observations, demonstrations, etc.

6. Please describe your techniques for following up the students who have successfully completed the teacher education program in Reading. (e.g., reports on student teaching experience, etc.)_____
   _____
   _____

7. Does your institution offer a program in Reading Instruction, at the Master's level? _____Yes _____No
   a. If so, which of the following related areas are included in the program? (PLEASE CHECK)
      ___Educational Psychology
      ___Library Science
      ___Speech and Audiology
      ___Special Education
      ___Curriculum Development
      ___Language Arts
      ___Other (PLEASE SPECIFY)_____.

8. Does your institution offer a program in Reading Instruction, at the Ph.D. level? _____Yes _____No
   a. If so, which of the following related areas are included in the program? (PLEASE CHECK)
      ___Educational Psychology
      ___Library Science
      ___Speech and Audiology
      ___Special Education
      ___Curriculum Development
      ___Language Arts
      ___Other (PLEASE SPECIFY)_____.

PART II

Aspects of the Reading Program Dealing with Developmental Reading for College Students

9. Does your reading program offer any provision for teacher education in reading improvement? _____Yes _____No

10. List the courses offered through your reading program, for those students who require assistance in the areas of reading improvement, vocabulary development, study skills, etc.
    a. What college credit is given (if any), for each of the courses?
    b. What is the fee (if any), for each of the courses?

TITLE OF COURSE	COLLEGE CREDIT	FEE

11. Check the techniques used to determine which students need assistance in the areas listed in (10) above:
    ___standardized achievement tests
    ___tests of vision and hearing
    ___advisor conference
    ___other (PLEASE SPECIFY) _____

12. What department supervises the teaching of the developmental courses listed in (10) above? (PLEASE CHECK)
    EDUC.____PSYCH.____GUID.____ENG.____OTHER (SPECIFY)_____

13. Are the courses offered on a voluntary basis or are they required? (PLEASE CHECK) _____Voluntary _____Required

14. For how many weeks is the work carried on, and how many meetings are held weekly? _____Weeks _____Per Week

15. How many staff members teach the courses listed in (10) above?

    _____

    a. Of these, how many hold the following degrees? (List only the highest degrees held).
       Bachelor's degree_____
       Master's degree_____
       Ed.D. degree_____
       Ph.D. degree_____

16. Which of the following diagnostic procedures are used to gauge the student's ability level and specific reading-skill needs, after he has enrolled in one of the courses listed in (10) above? (PLEASE CHECK)
    ___intelligence test (PLEASE SPECIFY)_____
    ___reading tests (PLEASE SPECIFY)_____
    _____
    _____
    ___tests of vision (PLEASE SPECIFY) _____
    ___hearing tests (PLEASE SPECIFY)_____

___case history; student records, etc._____
___interview
___other (PLEASE SPECIFY)_____

17. What diagnostic use is made of the pre-tests listed in (16) above (e.g., grouping purposes, etc.)_____
_____

18. List the titles of the texts (e.g.,manuals, workbooks, etc.) used in each of the courses listed in (10) above.

TITLE OF TEXT	AUTHOR	DATE OF PUBLICATION

19. Are the texts listed in (18) above, considered adequate to meet the need? _____Yes _____No

20. Is any use made of text material from the regular college courses? _____Yes _____No

21. Based on the emphasis given to each of the following in your reading program, would you number them in order of importance? (Number in ascending order, e.g., (1) highest importance, etc.)
___study skills
___vocabulary development
___rate of reading
___reading comprehension

22. If you offer courses in reading improvement are they: (PLEASE CHECK)
___machine-oriented
___manual-oriented
___lecture-oriented
___counseling-oriented
___combination (EXPLAIN)_____
_____

23. Of the various kinds of materials and equipment listed below, check the types used in your reading improvement courses:
___manuals or other printed material
___reading rate controllers
___tachistoscopic devices
___visual aids (e.g., films, flash cards, etc.)
___telebinocular
___ophthalmograph
___audiometer
___individual pacers
___other (PLEASE SPECIFY)_____

24. As the reading courses progress, does absenteeism increase?
_____Yes _____No

25. Is there any follow-up to determine if the gains made in the courses listed in (10) above, are temporary or lasting?
_____Yes _____No
a. Does this follow-up involve a re-testing of the students?
_____Yes _____No

26. Does your institution offer extension courses in developmental reading to the general public?
_____Yes _____No

27. How are the developmental reading courses publicized at your school? (PLEASE CHECK)
___college newspaper
___radio and/or television
___advisor recommendation
___other (PLEASE SPECIFY)_____

PART III

Aspects of the Reading Program Dealing with Remedial Reading Instruction

28. Name of Clinic_____
Address of Clinic_____
_____
Director of Reading Clinic_____

29. When was your reading clinic established?_____

30. What is the yearly budget for your reading clinic?_____

31. Which of the following diagnostic procedures are used with the referrals to the clinic? (PLEASE CHECK)
___initial interview with parents of child
___parent information form
___intelligence test (PLEASE SPECIFY)_____
___vision test (PLEASE SPECIFY)_____
___hearing test (PLEASE SPECIFY)_____
___eye-movement photographs (ophthalmograph)
___dominance tests of laterality
___reading tests (PLEASE SPECIFY)_____
_____
_____
_____
_____
_____
___interest inventories (PLEASE SPECIFY)_____
___personality tests (PLEASE SPECIFY)_____
___other (PLEASE SPECIFY)_____
_____

32. How many hours are spent in the actual diagnosis as outlined in (31) above?_____

33. Which of the following divisions are involved in the diagnosis? (PLEASE CHECK)
___reading clinic
___speech clinic
___psychological services
___guidance/counseling services
___other (PLEASE SPECIFY)_____

34. After the diagnostic battery has been administered, what criteria are used to determine which of the referrals tested are to be admitted to the clinic? _____
_____
_____
_____

35. Who teaches the disabled readers? (PLEASE CHECK)
___graduate assistants
___students enrolled in reading classes for teachers
___reading specialists
___other (PLEASE SPECIFY)_____

36. For how many weeks are the tutoring sessions carried on, and how many hours a week? _____Weeks _____Hours a Week

37. What is the age-range of the children accepted at your clinic for remedial work?_____

38. How many cases are diagnosed at your clinic annually?_____
_____
a. Of these, how many are accepted for remedial work?_____
_____

39. What is the fee per pupil, per semester, for remedial services at your clinic? _____

40. Is there a special library(other than the regular school library) readily available to all students involved in the remedial program? _____Yes _____No

41. Of the following, check those who are included as regular staff members of your reading clinic:
___Director (SPECIFY DEGREE AND TITLE)_____
___Assistant Director (SPECIFY DEGREE AND TITLE_____
___Psychologist
___Psychiatrist
___Social Worker

___Secretary
___Graduate Assistants (How many?)_____
___Test Consultants
___Other (PLEASE SPECIFY)_____

42. Does your clinic arrange staff conferences for the discussion of particular remedial cases? _____Yes _____No
a. This conference usually consists of: (PLEASE CHECK)
___Director
___Teacher
___Parent
___Child
___Voice, vision, and/or hearing specialists
___Advanced students in reading
___Physician
___Principal
___Graduate Assistants
___Other (PLEASE SPECIFY)_____

43. In your opinion, does your clinic compile adequate case history records on your remedial cases? _____Yes _____No
a. If not, why not? (PLEASE CHECK)
___lack of trained personnel
___lack of physical facilities
___lack of funds
___other (PLEASE SPECIFY)_____
_____

44. Case study materials consist of: (PLEASE CHECK)
___results of interviews
___results of tests
___progress reports concerning general growth patterns
___physical and neurological examinations
___correspondence
___samples of pupil's work
___day-by-day cumulative record
___social development data
___health information
___other (PLEASE SPECIFY)_____

45. Does your clinic require staff members to make home visits?
_____Yes _____No

46. Which of the following follow-up procedures does your clinic use with its remedial cases? (PLEASE CHECK)
___re-examination after a period of time has elapsed
___progress reports sent from school to clinic
___check with parents, teachers, principals, etc.
___no follow-up procedure
___other (PLEASE SPECIFY)_____
_____

47. Which of the following materials are used in your reading clinic with remedial cases? (PLEASE CHECK)

___dictionaries
___film strips
___vocabulary games
___study techniques (e.g., SQ3R, etc.)
___tachistoscopic devices
___pacing devices (e.g., Accelerator, Rate Controller, Shadowscope, etc.)
___phonics workbooks (SPECIFY TITLES)_____
_____
_____

___wordwheels
___SRA reading laboratory
___Reader's Digest Skill Builders
___reading workbooks (SPECIFY TITLES) _____
_____
_____

___tape recorder
___magazines and newspapers
___adapted or abridged books
___trade books
___Series Books (PLEASE CHECK EACH SERIES USED IN REMEDIAL WORK IN YOUR CLINIC)
( ) American Adventure Series, ( ) Dan Frontier Series, ( ) Walt Disney Books, ( ) Morgan Bay Mysteries, ( ) Sailor Jack Series, ( ) Deep Sea Adventure Series, ( ) Button Family Series, ( ) Cowboy Sam Series, ( ) Jim Forest Series, ( ) What Is It?-Series, ( ) Dolch Basic Vocabulary, ( ) Childhood of Famous Americans, (Others)(PLEASE SPECIFY)

_____
_____
_____
_____
_____
_____

48. Signature of the Director of the Reading Clinic:

_____
Director of Reading Clinic

NOTE: Thank you for completing the questionnaire, and thereby assisting the author in his doctoral project. In addition, we would appreciate it if you would send us any printed materials that might be available concerning the functioning of your reading program. This will be of considerable aid in the interpretation of data. Send to:

Nicholas John Buffone
University of Oklahoma Reading Laboratory
College of Education, Room 129
Norman, Oklahoma 73069

APPENDIX B

LIST OF COLLEGES AND UNIVERSITIES INCLUDED IN THIS STUDY

COLLEGES AND UNIVERSITIES INCLUDED IN THIS STUDY

Location	Institution
Alabama	
Auburn	Auburn University
Normal	Alabama A. & M.*
Arizona	
Tucson	University of Arizona
Arkansas	
Conway	Arkansas State Teachers College
California	
Chico	Chico State College
Davis	University of California at Davis
Fresno	Fresno State College
Long Beach	Long Beach State College
Riverside	University of California at Riverside*
Sacramento	Sacramento State College
San Luis Obispo	California State Polytechnic
Santa Barbara	University of California at Santa Barbara*
Colorado	
Golden	Colorado School of Mines*
Greeley	Colorado State College
Gunnison	Western State College of Colorado
Connecticut	
New Britain	Central Connecticut State College
Florida	
Gainesville	University of Florida
Tallahassee	Florida State University
Georgia	
Athens	University of Georgia
Atlanta	Georgia Institute of Technology
Idaho	
Moscow	University of Idaho
Illinois	
De Kalb	Northern Illinois University
Normal	Illinois State University
Indiana	
Lafayette	Purdue University
Iowa	
Iowa City	University of Iowa

Kansas		
	Emporia	Kansas State Teachers College
	Manhattan	Kansas State University
	Pittsburg	Kansas State College
Kentucky		
	Lexington	University of Kentucky
	Morehead	Morehead State College
	Murray	Murray State College
Louisiana		
	Baton Rouge	Louisiana State University*
	Hammond	Southeastern Louisiana University*
	Ruston	Louisiana Polytechnic Institute
Massachusetts		
	Amherst	University of Massachusetts
	Boston	Massachusetts State College*
	Worcester	Massachusetts State College
Michigan		
	Ann Arbor	University of Michigan
	Big Rapids	Ferris State College
	East Lansing	Michigan State University
	Marquette	Northern Michigan University*
Minnesota		
	Mankato	Mankato State College
Mississippi		
	Cleveland	Delta State College*
	State College	Mississippi State University*
Missouri		
	Cape Giradeau	Southeast Missouri State College
	Maryville	Northwest Missouri State College
Nebraska		
	Chadron	Chadron State College*
	Kearney	Nebraska State Teachers College
New Jersey		
	New Brunswick	Rutgers, the State University
New Mexico		
	Albuquerque	University of New Mexico
	Portales	Eastern New Mexico University
	Silver City	Western New Mexico University
	University Park	New Mexico State University

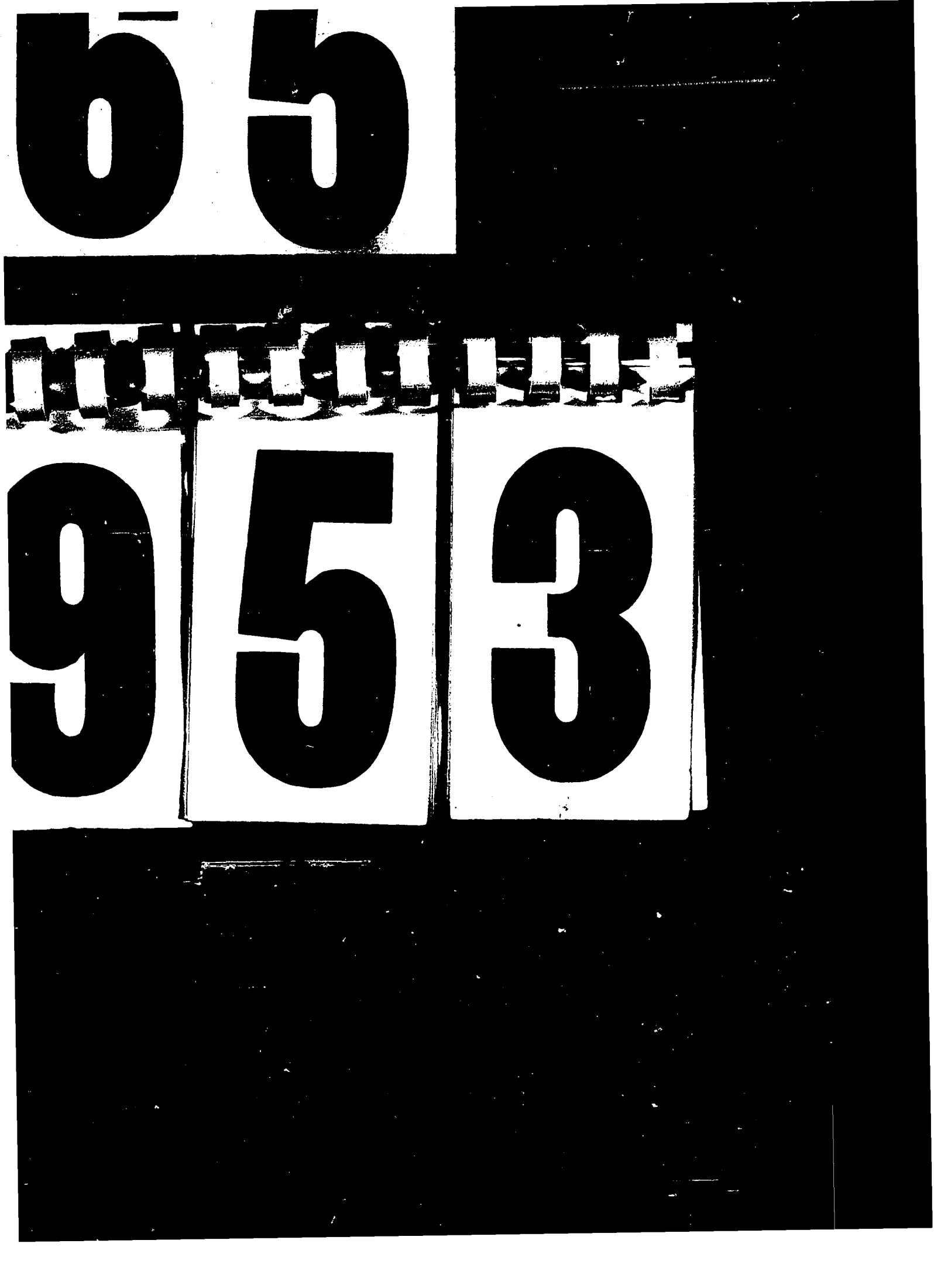
New York	
Brockport	State University of New York
Buffalo	State University College at Buffalo
Ithaca	Cornell University
Stony Brook	State University of New York*
North Dakota	
Grand Forks	University of North Dakota
Ohio	
Kent	Kent State University
Oklahoma	
Alva	Northwestern State College*
Edmond	Central State College
Norman	University of Oklahoma
Oregon	
La Grande	Eastern Oregon College
Pennsylvania	
California	California State College*
Clarion	Clarion State College
Edinboro	Edinboro State College
Indiana	Indiana State College
Kutztown	Kutztown State College
Lock Haven	Lock Haven State College
Mansfield	Mansfield State College
Slippery Rock	Slippery Rock State College*
Rhode Island	
Kingston	University of Rhode Island
South Carolina	
Columbia	University of South Carolina
South Dakota	
Brookings	South Dakota State University*
Spearfish	Black Hills State College
Vermillion	University of South Dakota
Tennessee	
Clarksville	Austin Peay State College
Texas	
Canyon	West Texas State University
Commerce	East Texas State
Denton	North Texas State University*
El Paso	Texas Western (University of Texas)
Lubbock	Texas Technological
Nacogdoches	Stephen F. Austin State College
San Marcos	Southwestern Texas State

Utah	
Logan	Utah State University
Ogden	Weber State College
Virginia	
Farmville	Longwood College
Norfolk	Old Dominion
Washington	
Seattle	University of Washington*
West Virginia	
Athens	Concord
Fairmont	Fairmont State College
Huntington	Marshall University
Morgantown	West Virginia University
West Liberty	West Liberty State College
Wisconsin	
Platteville	Wisconsin State University
Wyoming	
Laramie	University of Wyoming

*Colleges and Universities who have stated that they have no reading program.

COLLEGES AND UNIVERSITIES NOT RESPONDING TO THE QUESTIONNAIRE

Location	Institution
Alaska	
College	University of Alaska
Arkansas	
Russellville	Arkansas Polytechnic
Kentucky	
Bowling Green	Western Kentucky State
Wisconsin	
Menomonie	Stout State


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