A SURVEY AND EVALUATION OF STUDY SKILLS PROGRAMS AT THE COLLEGE LEVEL IN THE UNITED STATES AND POSSESSIONS

by
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CHAPTER I

INTRODUCTION

Statement of the Problem

This study has three purposes: (1) to trace the history of study skills programs in the United States to determine the historical, sociological, and educational forces which created them; (2) to summarize and evaluate what has been accomplished in the study skills program at the University of Maryland; and (3) to survey what is being done in the other study skills programs in the United States and possessions for the purpose of supplying needed information and improving the program at the University of Maryland.

The program at the University of Maryland is "bursting at the seams." Its workers need to evaluate what has been done and, if necessary, reorient the program to assure its meeting the new challenges which an ever-increasing enrollment presents. Also, the workers in other programs have problems similar to those being faced at the University of Maryland; yet no comprehensive study of study skills programs has been attempted.

Ten years ago there were a handful of study skills programs in the United States and possessions. Today many institutions of higher learning have programs operating, and forty-five others reported they plan to begin programs (see Chapter IV). This, then, seems to be an appropriate time to make a comprehensive study of study skills programs.

Procedure

The first purpose of the study is to trace the history of study skills programs in the United States to determine the historical, sociological, and educational forces which gave rise to the programs of the present day. To accomplish this purpose several areas were investigated by studying the literature pertaining to the history of study skills programs. The areas investigated were: the academic pattern of early America, the teaching of reading and study skills from the Colonial Era to the early 20th century; and the emergence of higher level study skills programs in contemporary America.

The second purpose of the study is to survey and evaluate what has been accomplished in the study skills program at the University of Maryland. The history of the program, the nature of the program at present, and a structured survey of the program are summarized. The history of the program was written with the help of department records and interviews with key personnel. The nature of the program is written on the basis of the present-day practices and procedures being utilized in carrying on the program. The greater part of the information needed to compile this information was available to the writer through his personal experience and contact with the functional aspects of the program, and through interviews with other staff members. Class lesson plans, materials used in the program, and the administrative features of the program are reviewed in detail to present a picture of what the program is like at the present time. The structured survey of the program is based upon studies conducted by program workers. A comparative study which used A.C.E. Test scores, Reading Test results,

and Sociology course grades is included to indicate the degree of improvement realized by students having taken a study skills course as compared with a control group who did not take the course. Two follow-up studies are reported, both of which contained evidence concerning the effectiveness of the study skills program as measured by the ultimate success in college of students who had been in the study skills program. A test-retest study is used to show improvement realized by study skills program participants who took the reading course. The results of student evaluations of the program, covering three academic semesters, are also presented as a part of the structured survey of the program, with the purpose of indicating the reaction of students toward the program.

The third purpose of the study is to survey the study skills programs in the United States and possessions for the purpose of supplying needed information and improving the University of Maryland program. Two hundred and nine institutions of higher learning were contacted for information by communicating with the directors of the programs. After due consideration by the doctoral committee on research, it was decided that each program worker contacted was to receive an individually typed letter, a survey form requesting information needed for the survey, a survey form filled out for the University of Maryland program (both as an indication to other workers of what is done in the University of Maryland program, and as a guide for use in making out their answers), samples of materials used in the University of Maryland program, and a stamped, self-addressed envelope in which respondents could send completed survey forms and materials used in their own

programs (see Appendix C for samples of materials used in the survey, and Appendix E for institutions contacted in survey).

At least one institution in each of the following categories was contacted in each state and territory where that type of institution existed: a state university, a state college, a junior college, a private institution, and a state teachers college. In addition, all institutions known to have a study skills program were contacted in the first phase of the survey whenever the literature indicated that such a program existed. Included with the aforementioned materials sent each institution being surveyed was a self-addressed postcard, attached to the covering letter, which was to be returned indicating either (1) there was no program at that institution, or (2) a program was being planned for the future. A part of the card could be used by each respondent to list the names of institutions where study skills programs were known to exist in his own state or territory. Whenever names of institutions were volunteered by respondents, such institutions were surveyed. Follow-up letters, plus the survey forms, were sent communicants from whom no reply was received within a two-month period. In this manner the great majority of all such programs, if not all of them, were contacted at some time during the survey.

Since respondents were asked to supply essay-type answers to the survey questions, the responses were all processed twice for purposes of accurate categorization, then summarized and evaluated.

An extensive annotated bibliography was compiled and categorized by subject areas in order to place under one cover the most useful literature and audio-visual aids available to study skills workers.

The appendix was organized so as to contain materials used in connection with the study, but which were not appropriate for use in the body of the study. Materials used in the University of Maryland program are included in the appendix, as well as lesson plans for courses offered in the University of Maryland program, samples of survey forms and letters sent to colleges and universities, a key to the categorization process used in the survey of other colleges and universities, and a listing of the institutions contacted in the survey.

Delimitations

Although evidence was presented which is indicative of the effectiveness of the study skills program at the University of Maryland, the evidence available is probably not as complete as it should be. Only sporadic attempts have been made to study the program, since no continuous pattern of research and evaluation has been established. The evidence presented relating to the relative effectiveness of the program is indicative of the usefulness of the program, but cannot be construed as final proof that the program is effective in each of the areas where evidence is presented.

The survey of other programs in the United States and possessions has some limitations common to all such surveys: (1) the percentage of returns, while high (61.7%), is not high enough to guarantee that all programs in the United States were covered; (2) the replies received were necessarily subject to some degree of interpretation by the tabulator since the questions on the survey form were essay-type items; (3) filling out the survey form entailed some thought and time on the part of the respondent, and therefore some workers refused to

answer the survey, giving lack of time to do the job as the reason; (4) some respondents failed to follow the sample sent in supplying their answers, and this resulted in the omission of some needed information, in some instances; and (5) the task of assembling the information contained in the survey forms was subject to errors of interpretation since some respondents misunderstood items on the survey, some answered the form incompletely and some did not use the form as a guide at all but instead sent informative-type letters.

CHAPTER II

HISTORICAL PERSPECTIVE OF STUDY SKILLS PROGRAMS AT THE COLLEGE LEVEL IN THE UNITED STATES

An Academic Pattern Perspective of Early America

The intrepid colonists brought with them to the New World a legacy of culture dating back to pre-Biblical times. This was principally a synthetic culture which Western European peoples had developed by the adopting of the most useful aspects of Eastern culture with their own. While the exigencies and rigors of frontier life inevitably later led to changes in this culture pattern, that culture which was established in the early colonial settlements of the Americas was a replica of that which was predominant in Western Europe in the seventeenth and eighteenth centuries.

The synthesis of Eastern culture and Western adaptations had resulted in a basic philosophy of higher education. Permeating the philosophy were such philosophic bases as a respect for freedom and a respect for the truth. Scholarship existed and was eminently respected. Training for the professions was the raison de être for colleges, and training was offered in medicine, law, theology, and education. The materials used for training doctors, lawyers, ministers and educators in Europe were used in the colonies. The Bible was part and parcel of the living pattern of the day, and was one of the "basic texts" of the learning system. Religious emphasis permeated the reading materials used in schools, and especially at the elementary level. The influence

of the church is easily apparent in the most used of all elementary texts for 100 years (and reprinted as late as 1830), the New England Primer (122, p. 255). The catechisms, horn books, Abdecariums, primers, spellers, and flash cards were representative materials widely used. Whatever was available in the form of written philosophy, poetry, and drama was used and adapted to immediate needs. Commonly used techniques of teaching were the part-whole sequence approach to large areas, the oral debate, and the dialectic methods.

The rigidity of the European pattern of education was supplanted with a more fluid pattern adapted by the colonists to suit immediate needs. The moralistic emphasis gave way increasingly to the patriotic emphasis. The emphasis based upon religious and moralistic goals was the pattern the early colonists knew -- the only pattern they knew, in fact. The rigidity of the pattern was comforting at first in a new world, where the rigors of living demanded the possession of a philosophy of learning which had sustaining characteristics needed to help solve the problems of day by day existence. The same rigors of living which at first made welcome the sustaining qualities of the Western European pattern later were instrumental in bringing about changes in the emphases and goals in education. A summarization of the "cultural forces" which helped bring about changes in the goals and emphases of American higher education has been listed by Butts as follows:

> . . . .the gradual substitution of secular for religious authority in the political, social and intellectual activities of life; the growth of commerce and industry and of a corresponding acquisitive spirit; the enormous expansion of systematized knowledge, particularly in the physical and social sciences; the advance of democracy and the idea of individual freedom; and the growth of the concept of naturalism and of the innate worth of individuals (64, p. 515).

The religious and moralistic were sustaining, to be sure; but once the frontier existence highlighted the need for "training for doing," in a social climate where strength and stability outweighed in importance the more aesthetic and ethereal considerations, higher education in the colonies experienced a goal-changing evolvement dictated by practical considerations of everyday-living problems. American literature, lore, and geography began to take their places alongside the conventional and traditional character poems, fables, and Bible study in the curriculum.

The colonists developed a feeling of independence as a result of their successful efforts to earn their daily bread despite the hardship and adversity they found prevalent in Colonial America. England and her colonial holdings drew farther and farther apart, finally broke openly, and separated politically at the close of the American Revolutionary War. The evolving pattern of education had played an important role in the growing process which saw the original colonies advance, in stages, from Western Europeans in a virgin territory, to Americans in a civilization they had created with their own labors. The America characterized by the rights and duties of individuals in a democratic society pattern had come of age. The phenomena of America -- the prodigious efforts to better the ways things could be done -- carried over into educational areas, and brought about changes which have resulted in the unique educational system of Today's America.

The Teaching of Reading from the Colonial Era to the Early 20th Century

The early years of the nineteenth century might well be called the "formative years" for American democracy. In the crucible of difficult problem-solving the new nation met the challenges which beset her economically and politically. Reflecting the emphases of the American political leadership of the times, the school reading and study materials at all levels were composed with nationalistic overtones. Much of American geography and American literature appeared, in addition to the more conventional exercises in pronunciation, enunciation, and elocution. Appearance of science courses and nature study in college offerings also was reflective of the thinking in an era when new methods of doing work were needed, and when the blessings and the curses of nature were very real elements in the culture pattern of the frontier.

Late in the 19th century there was more time for the "good life" for a larger proportion of the population than had been the case earlier. The reading level was seemingly raised from the emphasis on things of a material nature to those of the more aesthetic nature. This was not a reversion to the European pattern so much as it was a revision to a new American pattern. The adherence to the comforting solidarity of the European pattern no longer was necessary for the "self-made" colonists at the beginning of the 19th century. Probably the most accurate way to describe the nature of the change taking place would be to call it a synthesizing of what seemed appropriate and useful of the Western European heritage with that which had been created out of

the practical needs of daily living in Colonial America. The colleges reflected this change in emphasis earlier than the secondary and primary schools; and probably the best-known product of the thinking of this era was the Harvard Classics. Silent reading became a part of the pattern, which produced some thinking about the new value of thought concepts to readers. Readings about real people of heroic stature helped engender a feeling of national pride and accomplishments in the youth of the nation. Oral readings became popular with the elite segment of the American society, and were an integral part of the entertainment pattern of the nation until the advent of the passive amusement mediums (movie, radio, television, etc.) caused its near extinction nationally.

The teaching profession came in for its share of attention as the growth of the school population at all levels demanded more teachers who were qualified practitioners of the type of educational methods which developed free thinkers and good citizens. Such texts were printed for the use of reading teachers as Farnham's reading manual for teachers (71) and Webb's book containing directions for teachers (80), while specialists led the way toward better understanding of the techniques and psychology of reading. Courtis, Gray, Gilliand, Judd, Mead, and Pintner (100, 101, 102, 103, 104) were leaders in the reading field, and turned their attention to the reading problems teachers and students were confronted with. The studies of these leaders, and others, were indicative of the recognition of the complexity of the reading process, and gave rise to the generally accepted recognition of reading as a highly complex skill which needed more attention in the areas of methods and processes of teaching.

Up until the beginning of the 20th century, "book-learning" of all descriptions was looked upon with very little favor by the hardy, work-oriented builders of the nation. The "self-made" man prided himself on his abilities to "get ahead" without the benefit of books and instruction in the school atmosphere. The "doers" of the society were not those who learned from books; but rather were those who were strong, energetic, and wanted to work hard to make themselves productive in a society which needed all the physical manpower it could muster. But even through the formative years of the nation, the centers of learning were producing the professional personnel needed to help the society function. These persons, the ministers, lawyers, and professors in particular, held a position in the society which earned them the grudging respect of even the most hard-bitten frontiersmen. The crucial stages in life seemed always to demand the talents and ministrations of clergymen: birth, marriage and death. The increasingly complicated affairs of landowners and businessmen seemed always to demand the services of lawyers: clearing titles, writing contracts, and other documentary functions. These professionals, and others, needed to be trained. The training of specialists had to be entrusted to competent training institutions, and this training function was given over to the colleges. The more complicated the American cultural pattern became, the more the demand increased for professional persons to do the professional jobs needing doing. With the need for professionals grew the need for better and faster understanding of the printed word; and the tremendous production of scientific studies of the physiology and psychology of reading in the early 20th century has been indicative of

the ever-increasing importance that reading skill has acquired in 20th century America.

Monroe records 1,868 studies relating to reading published between 1916 and 1939 (181). During this period, consideration was given to some of the following problems: the value of phonetics; the importance of motivation; the hygiene of reading; reasoning processes, as related to reading; recognition and adjustment of methods and procedures to deal with individual differences; and comprehension problems. The great amount of literature published as a result of the many research projects undertaken in the reading field helped immeasurably to bring reading to the scientific stage which it reached in the World War II era.

In summary, while methods changed very little in the early teaching of reading, the emphases on types of materials changed appreciably from purely academic reading materials to types having nationalistic overtones. Also, a noticeable changing over occurred from the more materialistic level to the aesthetic level regarding the types of reading being pursued in colleges. This change resulted from a synthesis of the appropriate kinds of reading materials from the Western European and early American cultures. Reading gradually assumed a place of great importance in the American culture pattern; and at the beginning of the 20th century we find the problems of reading being given widespread attention by many investigators.

The Teaching of Study Skills from the Colonial Era to the Early 20th Century

The teaching of methods of study as we know it today was nonexistent in the 18th and 19th centuries. Pupils and teachers alike operated in what was almost a universal pattern of schooling methods based upon rote memory work and oral recitation drills. There was no questioning of teacher authority, since his status was long-since set by custom, and was incontestable where the students were concerned. The authoritarian atmosphere was predominant, doubtless resulting in the same kinds of aggression and restiveness which Lewin, Lippitt, and White observed in socially-controlled authoritarian circumstances at Iowa University (227).

Since the authoritarian situation predominated in the early schools, it follows that teaching methods reflected authoritarian patterns, to which every student was expected to conform. Study was strictly supervised, and deviations from the pattern set by the teacher could result in corporal punishments, regardless of the nature and cause of the deviation (150). Pupils came to school at a certain time and place; took assigned seats, and remained there, unless and until permission to leave was specifically granted by the teacher. The teacher's lead was followed slavishly; for the teacher knew how to study and needed only to be emulated by students for the optimum learning level to be attained -- a concensus held among teachers of the time, and one they never attempted to discredit or destroy (150)! Lessons and study plans were prepared by individual teachers according to their individual preferences and dictates. The plans were made for

a whole school term, on a day by day basis, with each moment of each day prescribed for in terms of classroom procedures and accomplishments. What few study skills used were dictated by teachers in conformance to their lesson plans and individual teaching characteristics.

The first professional person to question the process of teaching without regard for individual abilities and differences was Earhart (159); and his effort to change the teaching practices of American schools in general was not made until 1909. In the same year McMurry (77) wrote a pioneer book in the study skills field, which he called, How To Study, and Teaching How To Study. Both Earhart and McMurry recognized principles in the teaching and learning processes which had not been considered by professional teachers up to their time. The importance of motivation and attitudes of students were recognized by Earhart; and the importance of the sociological and psychological environment was given attention by McMurry.

The advent of vocational guidance brought with it the concept of teaching individuals according to needs, desires, and aptitudes. Wide variations in types of skills needed resulted in wide varieties of study and practice methods. Since the greatest emphasis was placed upon things in the economic realm in the United States at the beginning of the 20th century, it is not surprising that vocational guidance should lead the way in the evolvement of study skills application and use. George Merrill set up a plan to help students of the secondary and college levels to select vocations in the San Francisco area in 1895. Merrill is credited by Chisholm (65) and others as being the first person to set up a guidance program anywhere in the United States. He was followed by Frank Parsons, in 1910, whose conception of guidance

was largely the development of "all around manhood," by "systematic and scientific training of body and brain, memory, reason, and character according to individual differences" (31, p. 4). The first professional educator who saw in the vocational guidance movement some elements which held great promise for the development of specific study skills in school situation was Dr. Stratton Brooks (63). Part of his plan for the Boston schools encompassed the teaching of study skills fitted to individual needs of a vocational nature (232). Some writers of this era who touched upon the subject of study skills as related to specific vocational needs were Bloomfield (121); Bonser (187); Eliot (272); Hanus (235); and Kelley (197).

After the guidance movement got under way in the metropolitan areas of the United States around the beginning of the 20th century, nearly one hundred books and booklets were written about study habits, as such, for academic use. Typical of the wide variation in size and approach to study problems of materials used prior to the 1930's were the works of Wrenn (168) of 33 pages; and Youkum (118), who published a 502-page book. The books and pamphlets of this era were largely expository in nature, with very little practice material included. Better materials for college students appeared in the 1930's. The best of these which are still in use (in revised form in several instances) are the work of Bird and Bird (147), Carter and McGinnis (151), Frederick, Kitchen and McElwee (161), Robinson (167), and Wrenn (168). These materials do not deal with study skills exclusively, although all are primarily designed to help students make use of higher level study skills to effect better academic and social adjustments. One of the newest sources of material at the college level is that of Carter and

McGinnis, which deals with such various elements of college experience as living "your college" way, selecting classes, planning a work-study schedule, growing up emotionally, spending college funds wisely, taking effective notes, reading well, increasing vocabulary and spelling, improving ability in arithmetic, preparing assignments, doing term papers, preparing for and writing examinations, preparing and giving short talks, overcoming lack of interest in a course, dressing effectively, making a more adequate social adjustment, solving personal problems, and making a vocational choice (151). Study skills are conceived by these and other modern writers and teachers in this field to be a part of a total pattern of college success as contrasted to the rather narrow concept of guidance held by the writers and teachers at the beginning of the 20th century.

In summary, it is apparent that methods of study in the 18th and 19th centuries varied little over that entire period of history, and were relatively uncomplicated. The authoritarian atmosphere of the classroom made the choosing of study methods impossible -- conformity to the set pattern laid down by the teacher was mandatory. Teacher emulation, rote memorization, and oral drills constituted the basis of learning; and whatever individual talents and propensities students had were necessarily used only within the authoritarian boundaries of classroom procedures. The coming of the vocational guidance movement, and the subsequent development of guidance services as an integral part of education, paved the way for the incorporation of higher-level study skills programs in colleges and universities which were eventually designed to help individuals achieve social as well as academic success in college and later life.

The Emergence of Higher-Level Study Skills Programs in Contemporary America

A sociological overview. After World War I, America's growth quickened and her responsibilities grew larger in volume and importance on the world scene with the passing of years. The necessity for America to assume a leadership role in world affairs in turn necessitated the training of more and more persons to do the jobs needing to be done both at home and abroad. The America which had been "off the beaten track" in the 18th and 19th centuries was now on the "main highway" of world affairs. But America has taken the leadership role among nations in a very turbulent era of rapid changes. The world today might well be called "backward" with regard to its stage of development in the social sense -- clinging to the old ideas and institutions in large measure while continually producing new material advancements which render the old ideas more and more obsolete. Two sociologists review the situation which is prevalent in the world today with these words:

> Although mankind has become adapted to the new tempo of living and has accepted and exploited scientific and technological achievements, it has failed to adjust the social structure -- economic, political, and social ideas and institutions -- to the new pattern of material culture (119, p. 2).

This state of affairs, called "cultural lag" by sociologists, permeates the American social scene.

Cultural lag and its damaging effects have been operative in western culture since the latter part of the 18th century, because the coming of the industrial and agricultural revolutions gave rise to the conditions which created the social milieu in which cultural lag has

become a social force. But after World War I, and since then the social maladjustments of the western culture have multiplied in number and intensity. Two world wars and a major economic depression confounded the already-serious social problems confronting western culture.

The cultural forces at work in the world affected America probably to a greater degree than any other nation. Intensified efforts were made in the secondary schools and colleges to help youth meet the many baffling problems. The problems which the nation's elected leaders could not solve certainly could not be faced by inexperienced youth without every effort being made by school authorities to help young people make adjustments to these problems. Educators have recognized and even categorized the problems since World War I, in the main: rural to urban mobility; rising birth rate, and falling death rate; instability of the vital family institution, as indicated partially by excessively high divorce rate; the threat of economic dislocation, both by disastrous inflation and depression; and war, and "cold" war, continuously threatening and disruptive. Some of the more hopeful developments are seen to be the development of world-wide communications; the rapid advances in transportation; and the increasingly large circulation of books, periodicals and other printed matter which made the exchange of ideas possible and practical. The increased need for understanding others, for stimulating constructive thought about world and local problems, and for developing the urgently needed pattern of democratic citizenship are seen and are being investigated by sociologists, psychologists, historians, economists, anthropologists, and the other social scientists, in addition to the educators. The contributions of the investigators in these various fields have had

dynamic effects on the thinking of educators, but very little effect on the material improvement of the school in terms of making the school situation a vital, useful learning experience for the youth of the nation. New and refined versions of the physical school building have appeared; but there still is a regrettable "lag" between the recognition of needs of the school population and the meeting of those needs, especially at the college level. Progress which has been made since the 1930's in the science of reading, and since World War II in the field of higher-level study skills is very encouraging, especially when it is remembered that research and application of research in these areas began so recently.

Higher level reading skill programs. Personnel practices which the colleges and universities had developed began to be put into use in the early 1930's. Although only seven higher-level institutions were offering remedial programs in 1929, well over two hundred were either already offering, or were preparing to offer programs by 1942 (115). The studies initiated in the early 1930's had emphasized the appallingly inadequate state of reading-readiness college freshmen brought to college campuses all over the nation. The college freshmen were scrutinized during the 1930's and early 1940's by many investigators in efforts to determine (1) what types of reading difficulties high school graduates brought with them to college, and (2) what the higher institutions of learning needed to do to train college freshmen to read well. Some of the findings of this decade of intense investigations were both interesting and important and will be reviewed at this point.

The inadequacies of the college reading programs were investigated by one writer who reported that even though too many freshmen were enrolled in classes (25 to 50 per class), no academic credit was given, and the teaching was done by assistants, the students nonetheless liked the courses (266).

Some basic characteristics of good adult readers were isolated and investigated well by one writer for the purpose of determining the goals which readers at the college level should strive for (245).

One productive experiment at the college level was one by Westover (264), who found that college-level reading can be improved, that after-effects caused by practice with mechanical devices wear off quickly, that there were no significant differences in speed and comprehension between the trained and controlled groups he experimented with, and that the demands and pressures of the overall college program serve as motivational devices. This last finding would seem to be an especially significant finding in terms of the great importance now being attached to the motivational factors in learning by many investigators, and is a finding which parallels Prescott's emphasis on the great importance of emotions in the educative process (29).

Dr. Baer at the Dartmouth College Reading Clinic found that over a ten-year period he has seen reading classes "start off at an average of 230 words per minute; and finish up a few weeks later at around 500 words per minute," as reported by Lewis (95, pp. 9 and 10). Norman Lewis also writes that

> . . . .reports from college reading clinics underline two facts:
>
> 1. The average person reads unnecessarily slowly and inefficiently.
> 2. After only a few weeks of intensive training, such

> a reader can double his speed, improve his comprehension, and increase his overall efficiency (95, p. 10).

The emphasis now is placed on purposeful reading rather than on the mechanics of skills in reading themselves. Purposeful Reading In College by McCallister (96) is a text which exemplifies this new approach to the science of reading. The usefulness of this approach is pointed out in the statement found in one of the recent texts:

> Every college student improves his rate of reading without any particular effort; but, with the proper motivation and guidance, his reading becomes not only more rapid but also more suited to his purpose (161, p. 87).

The use of the college edition of the Reader's Digest (258) in some college reading programs is evidence of this trend toward creating a motivational climate conducive to reading fast and well.

The art of reading has indeed reached the state of advancement in recent years which has qualified it as a science. In addition, the science of reading has become more than a purposeless accumulation of techniques and factors to build up a mechanical-type of skill in college students. It has become a socio-psychological technique leading to greater cultural attainments in all fields, which can create and nurture greater understandings between cultural groups everywhere in the world.

Higher level study skills programs. The famous Dartmouth College Case of 1819 made possible the pattern of higher education which now is operative in the United States. In effect, the Supreme Court reversed a New Hampshire Supreme Court, and ruled that philanthropic endowments of private colleges would be safe from any encroachments by the states. The result of this decision was to bring into being the

American pattern of state-controlled institutions of higher learning existing alongside privately endowed institutions of higher learning. Higher education made great advances, in general, as wealthy graduates and patrons endowed the private institutions richly, particularly such established ones as Harvard, Yale, Columbia, and Princeton. Also, Johns Hopkins, Chicago, Stanford, and Cornell Universities owe their beginning to private endowments. Up to the Civil War Era the state-controlled universities were not influential in American education; but with the passage of the Morrill Act in 1862, the states were able to organize universities which taught the liberal arts as well as the sciences necessary to the understanding of agriculture, engineering, mining and forestry. By the end of the 19th century state universities had become important and began to contribute much to higher education. Thomas Jefferson's recommendations for college reform had included the observation that "the university should be supported by the state and free from sectarian control" (64, p. 515); which became a reality as a result of the impetus provided by the Morrill Act.

Another of Jefferson's recommendations for college reform had included a statement to the effect that students should be given freedom to prepare themselves for whatever occupation they wanted to follow after leaving college (64, p. 515), but it was to be a long time even after the passage of the Morrill Act before the institutions of higher learning began to help students equip themselves for careers and for successful living. Indeed, it was not until Ohio State University began its program in the early 1920's that an actual study skills program at the college level was incorporated in the offerings of any college or university. It has only been since World War II that any

appreciable number of such programs has come into being; and it is with the programs of this era which this study will deal with, in the main.

One of the outstanding contributors to the progress of study skills programs at the college level has been Francis Robinson, Professor of Psychology at Ohio State University. The work of Robinson and his students has pointed the way toward refinements in skills and techniques of administering such programs, and has provided evidences of the success such comprehensive programs can attain when administered properly (32). Programs have been operating in a number of institutions of higher learning in the last decade. Some of the more outstanding programs have been those at the Universities of Buffalo, California (Berkley and Los Angeles), Chicago, Columbia, Dartmouth, Harvard, Illinois, Iowa, Iowa State, Minnesota, Ohio State, Pennsylvania, Pittsburgh, Stanford, and Yale.

In summary, although the college level is probably not the best rung on the educational ladder to use for administering a study skills program, the need for it at present is so apparent that such programs are becoming more numerous year by year on the American college scene (see Chapter IV). The relatively new philosophy of higher education, which places the values of conservation of human resources above the values of the "laissez faire" educational atmosphere, is creating a great deal of activity in this new educational field. The principles of the social sciences which apply to the physiology, psychology, and sociology of learning are being vigorously applied in study skills programs. The trend toward making every person able to realize his optimum potential in social as well as academic effectiveness has been

strong and persistent in recent years, and seems in no danger of diminishing in either strength or persistence in the foreseeable future.

CHAPTER III

THE STUDY SKILLS PROGRAM IN THE UNIVERSITY OF MARYLAND

History and Philosophy of the Program

The study skills program in the College of Special and Continuation Studies at the University of Maryland was born of a need. An agency was needed which could attend to the needs of students who were considered "academic risks" by the admissions officer and his staff. A problem of how far to go in admitting persons of relatively low academic standing in high school was the crux of the problem. There were numbers of prospective college students with low academic standing seeking admission to the University of Maryland. The question was, how could they be served by the university without endangering the academic standing of the university itself? The university, being a state institution, most certainly had a duty to fulfill to all the citizens of the state who wanted to avail themselves of its services. On the other hand, the colleges on the campus had standards to uphold, and could not grant admittance to persons whose high school transcripts failed to indicate a good "risk" academically.

Basically, then, the initial study skills program was set up in the fall of 1947 to allow people who were adjudged "academic risks" to enroll at the University of Maryland on a probationary status. The probation period was set at one year, at the end of which time a student was to be dropped from the university if he failed to earn a 2.0 (C) average for his first year's work. The program was set up under

the title of On-Campus Division, College of Special and Continuation Studies, and was headed by a graduate student majoring in psychology.

The first year the study skills program was in operation there were three services offered the students. A lecture course was given, a supervised study hall was maintained, and tutoring was offered. The lecture course was offered by the person in charge of the division. Lecture periods were held on Tuesdays and Thursdays at 1:00 p.m. for all enrollees in the On-Campus Division, and one credit was given upon the completion of the course. The lecture covered information available pertaining to study skills, in general, and a text was used (167). Several tests were given covering the course materials at various times, and a final examination was administered at the last class meeting. The supervised study hall arrangement was created in order to set aside a place where the students were required to come to study course assignments at a scheduled time and place. Students were required to attend the twenty scheduled hours of study hall each week. The study halls were supervised by a graduate student majoring in areas basic to freshman curricula, whose chief functions were to call the roll before study hall sessions began, to supervise the study period, and to aid students requesting assistance with their study problems. The tutorial service made four tutors available to the students in the subject-areas of English, mathematics, physical sciences, and social sciences. In addition to these services (but a part of the overall program) was the counseling service offered by the psychology graduate student in charge of the overall program.

All students enrolled in the On-Campus Division could avail themselves of the counseling service in the graduate student's office during specified times of the day.

In the spring of 1948, a new service was provided for the students in the form of a required, one-credit reading skills course called College Aims II. The reading course was designed to be a part-lecture and part-laboratory learning experience, and was taught by a senior enrolled in the College of Education. The class sessions were held five times weekly, with each student in the On-Campus Division attending one of the five scheduled periods each week. Attendance records were kept, grades were awarded for class projects, and a final grade was given each student. Materials used included two texts (167, 168) and the February, 1948, issue of The Reader's Digest (258).

In the fall of 1948, one more service was added to the lectures, tutorial service, counseling service, and reading course offered by the On-Campus Division. It was felt by the Dean of the College of Special and Continuation Studies, the graduate student in charge of the On-Campus Division, and the reading course teacher that the study hall technique was probably not as effective as a laboratory on study skills would be. Overall student opinion seemed to indicate the desire for a laboratory experience, also. Consequently, the laboratory on study skills was instituted as a part of the College Aims I course, and the study hall program was discontinued. This change resulted in the College Aims I course becoming a lecture-laboratory combination, with each first-semester student attending two fifty-minute lectures and one two-hour laboratory each week. One text (167) was utilized for both lecture and laboratory sessions and attendance records were kept.

The laboratory series dealt with the practical application of study skills and various exercises were completed under the guidance of a laboratory counselor. A course grade was determined by averaging the final grades which students earned during lecture and laboratory meetings.

In the fall of 1949, the size of the laboratory enrollment had increased until there were forty-five students in each of the five laboratory groups. It became obvious that a better job could be done if the laboratory counselor were assisted in the laboratory with the duties involved in giving individual assistance to so many students, and a laboratory assistant (a senior majoring in psychology) was hired early in the fall of 1949.

In the fall of 1952, a new staff member was added. This person was hired as an administrative assistant to the director; and assumed other duties including the working with individual students having reading difficulties and/or needing academic counseling, and initiating and/or carrying out research studies in the department. An additional laboratory instructor and another clerical worker were hired in the fall of 1952, also.

The personnel breakdown for the On-Campus Division, College of Special and Continuation Studies, University of Maryland, is now as follows: director; assistant to the director; half-time reading and study skills instructor; two half-time laboratory counselors; a tutor for each of four areas -- English, social studies, physical sciences, and mathematics; and two full-time clerical assistants. There are ten laboratory sections, two lecture sections, and two reading skills sections comprising the course offerings of the division. The total

enrollment of the division is 725 students, and an enrollment of 750-800 students is expected in the fall of 1953.

The underlying philosophy of the entire study skills program may be stated in a sentence: It is the duty and privilege of the workers in the program to help each student (client) attain the maximum degree of adjustment possible to him. While such a statement can be construed as an oversimplification of the complex area of human relationships known as the counseling process, the phrase, "maximum degree of adjustment," contains the core of the philosophy. "Maximum degree of adjustment" means, in essence, doing the very best one can with what one is endowed mentally and physically, and thereby attaining maximum proficiency and efficiency in all the areas of living. An ambitious philosophy? Undoubtedly, but could anything but an ambitious and all-encompassing philosophy really satisfy dedicated and conscientious personnel workers?

Lloyd-Jones seems to adhere to such a philosophy when she states:

> . . . .the student personnel program must take its stand with those who conceive of the student not only as an intellect, but also as a total organism whose learnings, even at eighteen years of age, are importantly conditioned by the way he acts and feels, as well as by the words he reads and hears and by his logical thought. The student personnel program must be built on a recognition of the essential interrelation between thought, feeling, and action (20, p. 11).

The justification for a study skills program, based upon such a philosophy as that which underlies the program at the University of Maryland, is pointed out by several personnel workers. Francis Robinson has been working and experimenting with a study skills program at Ohio State for a period of years, and has published much proof of both the need for and justification of study skills programs. He has

found that how-to-study programs have met with "notable success," and states that, "measures of student progress have shown increased reading ability, greater skill in organizing work, better use of educational facilities, and more satisfactory personal and social adjustment" (168, p. 2). Scott points out that college freshmen must make a "cultural adaptation" to college life, and the ease or difficulty of making such an adaptation rests upon the habits and attitudes the student brings with him to college. "A student may or may not find himself equipped with adequate study skills and an intellectual curiosity already aroused," Scott continues, and "becomes confused" as a result of the total experience of trying to make an adjustment at college. The necessity for equipping students with "adequate study skills" is also clearly seen by Scott in relation to helping students adjust to college (35, p. 211).

Brumbaugh very ably states the case for remedial and preventative procedures at the college level:

> The large majority of colleges, if one may judge from their practices, proceed on the assumption that all students whom they admit are equally competent, equally well-prepared, and equally mature for the responsibilities that college imposes upon them. They prescribe for all students a uniform academic load in terms of semester hours and often in terms of prescribed courses, then wait to see what happens. When students show symptoms of academic or social incompetence, the administration sets out to discover what is the nature and cause of the difficulty. Too frequently upon the basis of superficial diagnosis, the answer is "not college material". . . .Unfortunately, some of the institutions that believe in this sifting process. . . .do not realize that they lose many competent students because of conditions which, if they had been recognized, might have been corrected in time to save the students (35, pp. 100-1).

Two world wars and the post World War II era have demonstrated the need for improving the quality of human resources. The needs of

war and post-war periods have proved that highly trained and conscientious workers in all civilian and military occupations are a "must" if the exigencies of such situations are to be met successfully. The fact that the United States did its share in helping in the winning of the wars of the 20th century has been amply demonstrated by historians; but, it has not been demonstrated or even claimed by any competent person or persons that the United States (or any other national entity) has ever in history come anywhere near to developing its human-resource potential to the maximum. It is common knowledge that the United States rejected some 12 per cent of the draft registrants in World War II for illiteracy, and this in the one major nation in the world which maintains a free, public school system up through the secondary level on a national scale. Also, an estimated ten millions of Americans are functionally illiterate (119, p. 723)! The social ills of the United States are of the type and variety which indicate that the people involved in them are inadequately equipped socially to meet those particular social ills: the high divorce rate; the high rate of juvenile delinquency, and other crimes; high mental-disease rate; high rate of drug-addiction and alcoholism; and the suicide rate are some graphic examples of social pathologies directly related to sociological shortcomings in the American culture pattern.

The philosophy of the study skills program at the University of Maryland rests squarely upon the premise that one of the more important functions of any guidance program is the assisting of persons in helping themselves to attain their maximum level of efficiency and happiness in living, and that an important area to utilize in helping persons attain their maximum social potentials is the study-skills

instructional area. It is too great a chance to take to assume that people automatically reach their highest social potential -- assistance is often needed desperately by people who are striving to live successfully. If the educational system of this or any other nation produces citizens who are trained to understand and utilize anything less than their highest social potential, that educational system is doing a disservice to its citizenry. While it is recognized that all persons have different potentials, and that a study skills program will not automatically guarantee the realization of the highest potential in every person enrolled in such a program, it can be demonstrated that a study skills program helps individuals recognize and achieve their highest social potentials.*

Nature of the Program

The place of the study skills program at the University of Maryland is unique. An explanation of the place of the study skills program in relation to the overall university setting seems to be in order at this point preliminary to any discussion of the program's functions.

The study skills program is a part of the administrative responsibility of the College of Special and Continuation Studies, which has its administrative offices on the campus at College Park, Maryland. This college offers extension courses which serve over 10,000 soldiers, sailors, marines, and civilians overseas; and serves various student groups throughout the State of Maryland. All of the extension courses

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*See Chapter V, Summary, Conclusions and Recommendations.

comprise what is referred to as the off-campus division of the college. The other division, the On-Campus Division, administers a study skills program for probationary students on the campus at College Park, Maryland. The dean of the College of Special and Continuation Studies has delegated the authority to administer the program to the program's director, so that the program operates apart from any administrative ties from the policy-making standpoint, but yet comes within the orbit of the fiscal policies of the college in matters concerned with staff salaries, supplies, and other operating expenses.

Several factors with regard to the assignment of students to the On-Campus Division in the College of Special and Continuation Studies need clarification. Two general requirements are common to all persons seeking admission to the University of Maryland:

1. Each applicant must submit a transcript of his high school academic record to the Director of Admissions.

2. The high school transcript must indicate that the applicant attained a number grade average of at least 75 while attending high school, in order for the student to gain admittance to a degree-granting college in the university. (Exceptions are made to this regulation at the discretion of the Director of Admissions, the exceptions being based upon such factors as illness of the applicant while attending high school, the academic standing of the high school attended by the applicant, and other reasons of similar nature.)

The student who is admitted into the College of Special and Continuation Studies' On-Campus Division falls into one or more general categories:

1. The applicant ranks no lower than the third quarter of his high school graduating class.

2. The applicant has applied for admission to a college which demands a higher level of academic achievement than the high school records indicate will be attainable to the applicant.

3. Students who are dropped from one college for scholastic deficiency and who wish to transfer to another degree-granting college can be transferred to the On-Campus Division if readmitted to the University of Maryland by the Committee on Admissions, Guidance, and Adjustment. Once readmitted, students then must earn the average (2.0) necessary to effect the transfer to the degree-granting college. The director of the division counsels with students in this category to determine whether assignment to the study skills program seems necessary and desirable. (Those who are not assigned to the study skills program are placed on the roll and given other advantages they wish to utilize in the division until such time as they acquire a 2.0 grade average, enabling them to transfer to a degree-granting college.)

Several other factors seem noteworthy in this connection. A limit has been set on the number of students to be admitted to the On-Campus Division in the past. In the fall of 1948, for instance, the Director of Admissions and the Dean of the College of Special and Continuation Studies agreed to enroll no more than 150 new students owing to limited facilities for handling students. With no limitation at present in effect, the On-Campus Division has grown to more than 700 students, having admitted 578 during the 1952-1953 school year.

Referrals may be made to the University Counseling Center, which comes under the jurisdiction of the Psychology Department of the

university. Referrals are made when the facilities available to the workers in the program are insufficient to serve the need, and/or when the student need is of the type requiring the services of specialists trained to meet such needs.

The remainder of this discussion will be devoted to a review of the study skills program functions, interspersed with the viewpoints of other personnel workers wherever useful and appropriate.

"Group guidance" is the term which seems to best describe the overall pattern of the program. As little as ten years ago, the term "group guidance" would not have been acceptable to most personnel workers, for any technique which departed from the individual person-to-person approach was not considered guidance at all. The recent work of personnel workers like Robinson (32), Trecker (61), and Hoppock (54) has done much to advance the principles and practices of group guidance to a "respectable" status. However, even as early as 1941, the matter of group guidance was receiving some attention from workers like Strang (59) and Russel (35), and the developmental process of initiating and improving the principles and practices in this guidance area continued on apace from the early 1940's up to today.

Group instruction in the study skills areas seems to be highly justifiable as a guidance technique on the basis of economy of time and space. A sizeable group of students can be taught study skills in the group atmosphere as well as individually. This minimizes the need for individual counseling in the study skills area, in most cases, at the college level. By the same token, the need for many counseling areas (offices, rooms, cubicles, etc.) is minimized by the use of group instruction.

The University of Maryland program workers recognize all students as individuals, with problems peculiar to college students, in general. It is interesting to note in this connection that Blaesser and Hopkins studied student problems and reported that problems which students have today, as a result of the defense situation, are essentially no different from problems college students had before the defense situation developed (270). The problems most college students face are relatively few in number when categorized under broad headings, as Hunter and Morgan did after studying the student problems at Colorado Agricultural and Mechanical College:*

> Budgeting study time, studying effectively, planning extracurricular activities not to interfere with academic school life, concentrating during study hours, buying and studying wisely, lacking rest and sleep, desiring to start a home, being self-conscious, lacking in self-confidence, wanting a more pleasing personality, and speaking in public (279).

The study skills program at the University of Maryland deals directly with the first five problems listed above, and deals indirectly with each of the others. College students have three questions which they need answers for, according to McCaul. He has written the questions up as follows:

> What kind of person do I want to be? As a useful member of society, what do I want to do? How can I attain these goals (22, p. 1)?

McCaul's questions do indeed seem to reflect accurately the state of mind of most college freshmen, and are definitely the kind of questions the program at the University of Maryland attempts to help students

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*The problems are listed in order of decreasing frequency of mention.

supply the answers for. Indeed, some of the lectures are oriented toward goal aspiration.

It is recognized, also, that the problems of college freshmen differ in intensity greatly from the problems of students in the other academic levels. The radical changes in the sociological and psychological environments of a student changing from a high school senior at the height of his "glory" to a "lowly" college freshman, the traumatic sort of experience that moving from the security of a familiar home to an unfamiliar dormitory living-situation gives rise to, and the many other situations which necessitate the students suddenly assuming responsibilities under unfamiliar and laissez faire circumstances are the things which make the situation of the college freshman more difficult. The college freshman is recognized as a real challenge to good guidance, and is believed to be in greater need of guidance services, in general, and study skills instruction, specifically, than his sophomore, junior and senior colleagues.

It is recognized, above all other considerations, that gaining the student's wholehearted acceptance of the program is the most important single element to be considered in operating the program. Just as acceptance is a prime ingredient in the successful counseling interview (32, pp. 72-4), it is equally important in the group guidance situation. The work done by students and personnel workers alike is aimed primarily at demonstrating to the student the usefulness to him of what is being done in the group. The fact that the students in the program are assigned to it rather than accepted after voluntary application is a drawback, of course, and especially at the beginning of each academic semester. The workers in the program have been careful to exhibit

their genuine interest in student problems in their contacts with students both in and out of the group situations. In this connection, one of the main objectives of each worker is to try consistently to break down the fear of teachers which students traditionally seem to harbor. Good rapport is necessary to building up trust in, confidence in, and even admiration for the personnel workers by the students. Cole points out that all college instructors need to be "honest, unemotional, and objective" in order to change the student's attitude from fear of school to liking it (152, p. 163), and this would seem to apply particularly to workers in a study skills program.

The remainder of this section will be devoted to outlining the procedures followed in the program, as they are applied in the lectures, the laboratory, the reading program, the remedial reading service, and the tutorial service, with the purpose of providing a full description of the study skills program. While each of the foregoing program services are treated separately in the description which follows, it should be pointed out that the lectures and laboratories are parts of one course, which is called "College Aims I" in the schedule of classes for the University of Maryland. Also, the reading program is a course, and it is called "College Aims II" in the schedule of classes. Both College Aims I and College Aims II are credit courses, each earning one academic semester credit for students completing them, while the remedial reading and tutorial services are not a part of the course offerings of the program.

The lectures. Lectures have an important place in the overall study skills program at the University of Maryland. The effectiveness

of the lecture method of instruction will depend upon several factors, the two most important ones being the materials lectured upon, and the delivery-style and academic background possessed by the lecturer. The lectures given to the probationary students at the University of Maryland have been based upon facts which are of interest to students, and have been delivered by a person adept in the arts of public speaking and teaching. The mistake is often made in personnel work, and other related college instructional areas, of expecting some one method to accomplish too much (32, p. 265). However, lectures constitute only a part of the instructional pattern in Maryland's program, and certain advantages do seem to stem from the use of lectures if used judiciously. It seems appropriate to review those advantages at this point.

The lectures are designed to provide the students with an orientation to college life and college problems, in general, for the purpose of acquainting students with what knowledge there is about being successful socially and academically at college. The importance of orientation for college freshmen has been recognized by workers in college personnel programs, although the effectiveness of the lecture method has been demonstrated to be inferior to other instructional methods by DeLong (297). For example, Lloyd-Jones states that in the light of the fact that approximately one-third of entering freshmen stay only one year or less in institutions of higher learning, "it is now generally conceded that the personnel program of an institution should include a program of orientation and freshman adjustment" (20, p. 70). The lecture method seems to be an appropriate way to present information to student groups which can best be presented verbally. The sort of things which are required of college freshmen both socially and

academically is typical of the subjects which can be well covered for orientation purposes in lecture periods. An example of the type of information which can be given students in lecture situations is this: early in the lecture series students are given results of four experiments to show the effectiveness of the various techniques used in the whole study skills program.

There seems to be comfort in comparison when academic difficulties are being dealt with by students. A student gains comfort in the knowledge that many others of his peers seem to have difficulty with school subjects and school-centered social problems. A student with problems in these areas is seated among many other students like himself in a lecture class where the problems common to himself and the others present are discussed and "solved" vicariously, in effect. One of the greatest stigmas attached to academic and social shortcomings is sometimes overcome at the first lecture meeting when a student finds he is "not alone," that others have academic and social shortcomings, and, most importantly, these shortcomings are not considered as things which must be kept to oneself for fear of ostracism from the more desirable social groupings on the campus.

The graphic presentation of facts can be effectively accomplished through the medium of the lecture method. Such lectures have been instrumental in leading students to investigate their situations via an individual interview, or interviews, with the lecturer-counselor subsequent to lecture periods. The student is induced to seek counseling relative to his own personal problem, or problems, as a result of his gaining a better overall understanding of his situation through the medium of a lecture or lectures. Lectures may be delivered in such a

way as to indicate that the lecturer has a genuine interest in student problems; and such interest evinced by the lecturer builds up rapport. This in turn often produces the desire in the student for the more personal contact with the lecturer whose manner clearly indicates his desire and his ability to be of assistance.

In the lecture sessions there is more opportunity for humor-for-a-purpose than in any other group teaching situation. While lectures related to study skills are not delivered for the sole purpose of entertaining students, there seems to be a great deal more interest and real learning taking place in lecture situations where humor is used to spice the otherwise relatively formal factual presentations which must necessarily comprise the bulk of the lecturer's informational offering.

Discussions after class between students and lecturers often result from the arousing of the student's interest in a subject by the lecturer. These post-lecture discussions are welcomed by most effective lecturers, and often lead to very satisfactory conversations with students. Since post-lecture discussions enable the lecturer to meet with students who wish to contact him personally, there seems to be some reason to believe that the number and type of such discussions are good indicators of student interest and appreciation.

It would seem, then, that there are good reasons for stating that the lecture method can be, and is effective if used for what it is: one device, among other devices, to help students reach their maximum potential in the social and academic college melieu.

The lecture periods in the University of Maryland study skills program are 50 minutes long, and lectures are offered twice a week

during the regular eighteen-week semester. The students are seated facing the lecturer in what might be described as the "conventional" classroom situation, and class attendance is checked at each meeting. Factual materials, and humorous examples apropos the factual materials, comprise the lecture offerings. Oftimes part of such lecture periods are devoted to a question and answer session. Also, students are at liberty to raise questions and seek answers during class periods whenever they desire to do so. The size of these lecture groups makes the establishing of personal contacts with all the students a physical impossibility, since the groups sometimes number over two hundred students; but a surprisingly large number of students seek after-class and office-hour contacts with the lecturer as a result of the lecture-period contact, as has been pointed out previously. Since the director of the study skills program offers the lectures, the lecture periods provide him with valuable opportunities to keep students informed of developments of interest to them. The routine notices and other information to be made known to students are disseminated during lecture periods.

Since academic credit is earned through taking the lecture course, examinations are administered to students over the subject areas dealt with in the lectures, and including the material available in the text used for the course (167). The criteria for grading are the grades accumulated by students on examinations and the attendance record. The grade earned in the lecture part of the course is weighed evenly with that earned in the laboratory to determine the final grade for the College Aims I course. Some reading in the text is assigned students during the semester. Such assignments are kept to less than one hour

of outside preparation for each hour in class. There is only one written assignment made during the entire semester and that one involves the looking up the meaning of five key words ("compare," "enumerate," "explain," "evaluate," "criticize") used in college examinations.

In summary, it would seem to be apparent, from what has been recorded here about the lecture portion of the study skills program at the University of Maryland, that the lectures serve specific purposes in the total program, and that the purposes served by the lecture periods are not readily served by any other technique available to the staff members associated with the program. (See page 78 for student evaluation of the program.)

The laboratories. The laboratory approach to study skills problem-solving is recognized as a valuable technique to utilize in a study skills program by several investigators. (The laboratory was begun in the University of Maryland program partly as a result of the suggestion of students who felt that such an addition to the program would benefit them.) One investigator has found it to be one of the best methods of teaching study skills, as compared with five other methods (297); and Robinson at Ohio State University has listed several distinct advantages peculiar to the laboratory approach which years of study and observation have made apparent to him (32, pp. 267-269). There seem to be certain advantages to this approach which are important enough to deal with in some detail.

One of the primary advantages of the laboratory technique is the feeling of informality inherent in the laboratory situation. To the student having scholastic and/or social difficulties in college, the

entering into the relatively informal laboratory situation seems to have the effect of stimulating him to attempting to do more to help himself (see evaluations on page 82). As the student becomes aware of the informality of the laboratory situation he seems to adopt an air of informality himself. Whereas a student does not feel free to contribute to class discussions and other initiative-demanding activities in the more formal, highly structured classroom situations on campus, his inhibitions in these areas seem to break down progressively throughout the laboratory experience.

Very closely related to the advantage of informality which laboratories make possible is the possibility for minimization of the usual fears and misgivings which students so often bring to classroom situations. Cole points out that

> . . . .many adolescents develop one or more of three fears, all associated with schoolwork: fear of teachers, fear of examinations, and fear of reciting. None of these is necessary, all of them are destructive to either progress in school or personal development, and all of them are learned from experiences in school (4, p. 135).

The laboratory provides an excellent starting place to begin the breaking down of the fears which students bring to college with them. The fear of teachers as all-powerful "grade-awarders," as strict disciplinarians, and as the representatives of many other unpleasant autocratic tendencies is so common to adolescents that such attitudes seem to exist universally in class groupings. Students hardly ever expect to be treated as responsible human beings by teachers, simply on the basis of their past experiences with teachers. It is a rather disturbing fact that our teachers at all levels are anything but democratic, and the school situation is generally anything but democratic in atmosphere, as a result. Cole has suggested that college

teachers should be "honest, unemotional, and objective," which might just as well apply to teachers at all levels (152, p. 163), and does certainly apply to a laboratory instructor in a study skills program. A conscious effort is made by all the laboratory instructional staff in the study skills program to be "human" in the teaching role.

The informality of the laboratory engenders a degree of rapport between the laboratory counselors and the students which provides the counselors the opportunity to "know" many of the students. While no claim can, or should, be made that the laboratory situation enables any instructional staff to become intimately familiar with students and their problems, it is nonetheless true that the laboratory provides a better chance to become more familiar with students and their problems and skill difficulties than a more highly structured class situation would allow. Any element in a study skills program which would tend to build rapport would seem to be important for several reasons. First, students can often be very timid and reticent about admitting difficulties and seeking assistance with their problems; but the gaining of a staff person as a confidante and friend in a laboratory can lead to the student's seeking further assistance in an interview situation. Second, the laboratory is an excellent place to begin a systematic process of breaking down the misconceptions of college freshmen. Bennett (120 and Wietzman (311) found that there are many misconceptions of college life, and life in general, which entering college freshmen bring with them to college. Although some of such misconceptions have been built up sociologically and psychologically over a long period of time (such as attitudes toward race), some are of the kind which relate directly to academic expectations at the college level,

and which can be systematically supplanted with more accurate conceptions, through the use of demonstrations and practice sessions centered upon academic habits and methods.

Students are willing to learn more efficient study skills as long as they are convinced such skills are practical from their own standpoint. It is one thing to be told that notes taken in lecture classes are more easily studied later on if they are taken down in sentence summary or outline form, and quite another thing to be shown that such is indeed the case. A short, well-planned demonstration of notetaking techniques, plus practice in these techniques by the students themselves makes the skills of notetaking appear both clear and practical to most students. It is not reasonable to expect that college freshmen students will adopt study skills methods on someone else's say-so, and especially if the someone else is a member of the university faculty -- the stereotype of the faculty members as being taskmasters instead of helpers to students operates strongly in adolescents, as previously noted. But it is reasonable to expect that a student who has been given an opportunity to demonstrate to himself the usefulness of a recommended study technique will tend to find the adoption of such a technique as an acceptable course of action to take. It is this latter sort of experience-opportunity which the laboratory situation provides in the University of Maryland study skills program.

The fear of embarassment and concomittant discomforts can discourage students from seeking assistance in solving their problems. The peer-group does not condone members of the group openly soliciting assistance from teachers. Rather than risk the alienation of the respect of the group members, students will allow academic information to

remain misunderstood or unlearned. If, however, the students become accustomed to having a counselor circulate among them, stopping to help only when he is asked to do so, the inclination to utilize this form of assistance is gradually built up in students. Usually the inhibitions of students are slowly broken down in the relatively unstructured laboratory social climate, allowing the laboratory counselor to operate effectively in the role of a helper.

The laboratory periods in the University of Maryland study skills program are 120 minutes in length, with a ten-minute "break" after the first 50 minutes of class. Students attend the laboratories once a week during the eighteen-week semester. Tables and chairs are used in preference to the conventional school desks. Eight students can be seated about each of the twelve tables in the laboratory if need be, but the average number seated at the tables is five. No seating assignment is made, the students being free to choose their seats each time they attend laboratory. Class attendance records are kept, and are checked either by calling the roll from the class record book or through checking laboratory exercises handed in for evaluation purposes.

There is no prescribed pattern for conducting the laboratory periods. (See Appendix B for class lesson plans.) The type of subject determines class plans. For instance, when the class is dealing with lecture and notekeeping skills, the class plan will differ greatly from the plan used when library orientation is the subject. In the former situation the laboratory instructor gives two "mock" lectures, after preliminary explanations are made; in the latter, students are given a project to complete which necessitates their spending half the laboratory period (50 minutes) in the university library. The

materials (see Appendix A for samples of materials used) vary as much as the pattern, and for the same reasons. For instance, the learning of a study method to be used when studying textbooks is practiced by using a textbook from a course all the students are taking, whereas the learning of better notetaking skills in lecture situations is not as readily accomplished by reading a text on the subject as by actually practicing notetaking methods.

Academic credit is offered for the laboratory part of the College Aims I course as well as the lecture part of the course, as noted earlier. The criteria for grading in the laboratory differs from that used in the lectures in several respects. Grades earned on objective examinations and the attendance records of students comprise the lecture grade; but in addition to laboratory exercise grades and attendance, the factor of initiative can be taken into consideration in the laboratories. Such a criterion is necessarily subjective, yet it often is a valuable criterion since the degree of initiative can often be discerned in the extreme cases. Students who fail to follow instructions, who do not enter into class activities, and who habitually fail to bring needed equipment to laboratory, whatever the causes, are probably not displaying a degree of initiative which will enable them to attain academic success. Again, students who do not only comply with the minimal course requirements, but also approach the laboratory activities with the will to make the best of the situation, are likely to receive better-than-average grades. An important ingredient in the students' overall approach to college is their desire to do whatever is necessary to accomplish their main goal: securing their college educations; and with students on probationary status, this element in the

student's approach to college life is all-important. Very seldom is a grade lower than "C" (2.0) awarded a student for any written exercise, where a student has displayed effort, since the instructors are desirous of creating and fostering the impression in the students that the laboratory counselors are not merely attempting to teach subject-matter at any given academic level, but rather are attempting to equip students with effective study skills methods which will enable them to attain higher academic standing in the required course areas in their individual curriculum areas. Grading is far from a fetish in the laboratory -- grades might well be considered a "necessary evil" in the whole study skills program. Indeed, most of the failing grades are given to students who do not display interest by attending classes rather than for academic shortcomings.

In summary, the laboratories in the study skills program at the University of Maryland serve several specific purposes. They are used to help build up rapport between the staff and the students to enable the staff to assist the students. Opportunity is provided for supervised instruction in an informal atmosphere with a view to allowing the students to have plenty of time and opportunities to help determine their shortcomings and needs, and to begin the re-education for improvement of study and social skills.

The reading course. Much evidence suggests that a large proportion of college failures are attributable to poor reading ability. Lewis (95), Triggs (115), Robinson (167) and others state categorically that reading disabilities account for the difficulty so many students experience in college. Feder (35, p. 165) states that "inadequate

reading ability ranks next to ineffective study habits as a cause of scholastic deficiency." The need for many college freshmen to improve their reading abilities is well demonstrated in Green's work with the Iowa Silent Reading Test. He states that as a result of testing thousands of students it can be stated that ten per cent of the college freshmen tested read at the seventh grade level or lower, and the lowest one per cent score at the fifth grade level or lower (192). It would seem, then, that recognized leaders in both the study skills and reading skills fields recognize the need for improving reading habits of many entering college freshmen if those students are to attain their academic goals.

The study skills program at the University of Maryland gives equal emphasis to study and reading skills. The program includes the two courses mentioned earlier: College Aims I and College Aims II. The former course emphasizes study skills, while the latter course emphasizes reading skills. The study skills course precedes the reading skills course chronologically. Some aspects of reading are dealt with in the study skills lectures and laboratories, however. There is no evidence to indicate that the reversing of the order of offering these courses would make any significant difference in student attitudes or proficiencies, although it would seem logical to begin the study skills program course offerings with a study skills course since ineffective study habits have been found to be the greatest cause of scholastic deficiencies (192, p. 165).

Reading skills are taught, demonstrated, and given practical application in the College Aims II course. The objective of the course is simple but all-important: to improve students' reading habits and

skills to enable them better to meet the academic requirements of a university.

Both the lecture and laboratory types of instruction are utilized in the reading course. The lecture-type of instruction is useful when information is to be given to students about the science of reading. The laboratory-type of instruction is useful when practicing the skills needed for reading proficiency. The advantages of both these types of instruction have been pointed out in the descriptions of the lectures and laboratories comprising the College Aims I study skills course; and since the advantages noted in that connection also apply in the reading course they need not be reviewed here again in detail. However, there seem to be advantages inherent in the technique of combining the lecture and laboratory methods for instructional purposes in a reading course which will be reviewed briefly at this point.

The great majority of the students enrolled in the College Aims II course know very little about the science of reading, other than the fundamental orientation provided in the College Aims I course. Whatever knowledge and skills they bring to the reading course are fragmentary, at best, and often are actually erroneous and detrimental to reading skill. Wrong ideas about how reading skills are acquired, and wrong methods of acquiring greater reading proficiency are harbored by most students, which means that much needs to be "unlearned" before real learning can begin. Further, the desire to read well is not a universally acceptable attitude in college freshmen value system -- rather, reading is considered to be a necessary evil which is "foisted" upon the student body by the "powers-that-be," generally. It becomes necessary to re-educate college freshmen in the science of reading

before real progress can be expected. False notions and poor habits need to be eradicated and replaced with useful concepts and workable methods before the student is ready to attempt to reach his best reading potential. The plan for a reading-improvement course at the college freshman level therefore needs to be organized on the basis of the foregoing factors, viz., there is need for disseminating correct information, and there is need for learning, improving and practicing useful skills.

The dissemination of information, and the consequent eradication of the misconceptions abundant in the minds of college freshmen relative to the reading science are dealt with through the use of brief lectures. It would probably be more accurate to state that short, informational talks rather than lectures are used; but it is the conventional lecture pattern which is followed by the instructors. Part of each of the course meetings is devoted to short talks which center around the skills in reading. Misconceptions are replaced with the newest available information, and the techniques for acquiring better reading skills are introduced and explained by the instructors, and discussed by the class members whenever this is appropriate and meaningful.

The putting into practice of the skills learned through listening to talks by the instructors is accomplished through the use of the laboratory approach to learning. At least half of each class meeting is devoted to doing exercises related to some reading skills which has been introduced and explained by the instructor that same period. The instructor explains what is to be done in terms of goals and

procedures, then utilizes the remaining class time to help students accomplish the task by seeing individuals who seek his assistance.

The College Aims II periods in the University of Maryland's study skills program are 50 minutes in length. Students attend the class once a week during the 18-week semester. Classes are held in several different rooms since as many as 20 different reading classes operate during one semester. No seating assignment is made. Class attendance records are kept, and are checked either by calling the roll, or by checking exercises handed in for evaluation purposes.

After the first two periods in the semester a pattern for class meetings is followed rather consistently. The first period is an orientation and the second period is a lecture period on reading skills; but thereafter the class sessions are structured in such a way as to provide a combination lecture and laboratory experience for the students. Either one or two speed-reading exercises are administered to begin the class meetings. This practice is followed by a brief talk about the day's lesson by the instructor, followed by class discussion on the same subject. The class then devotes the remainder of the period to studying a section of the text and the completion of the prescribed exercises in the text. (See Appendix B for class lesson plans.)

One academic credit is offered for the College Aims II course. The awarding of grades for a reading skills course is admittedly a very subjective type of procedure; but grades are awarded in order to comply with the university regulations. A point system of grading the College Aims II students has been worked out in an effort to devise as fair and impartial an arrangement as could be devised for grading purposes.

Points (not letter or numerical grades) are awarded weekly for attendance and completion of class exercises, and a point total system has been worked out on the final examination for skill-evaluation purposes. As in the College Aims I laboratory, the initiative displayed by students is considered to be an important element in grading by the staff. For instance, the exercises done in class sessions are to be handed in regularly, and are "checked off" when accounted for. No grade is given such exercises (they are either done satisfactorily, or not) but the "missing" assignments, if any, detract from the total possible points a student earns for his semester's work. While grading procedures are a part of the administrative structure of the study skills program, the emphasis in the College Aims course is not upon "teaching" a prescribed amount of subject matter to each student with a view to measuring his "learning achievement" at the conclusion of the course. Rather, students are given training which is offered for the purpose of indoctrinating them into the generally accepted methods and practices of efficient reading. They are given practice sessions which tend to make improvement in methods and practices possible, and are then graded primarily according to individual overall attainments of students, including the willingness of each student to try to work up to his own capacities. Accordingly, no student is given a failing grade who attends classes regularly, does the work assigned to the class, and takes the final examination -- in effect, a student who cooperates with class requirements and tries to improve, regardless of his attained level of proficiency, will "pass" the course.

In summary, the reading course in the study skills program of the University of Maryland is organized in such a way that every student is

afforded the opportunity to improve his reading abilities through supervised instruction and practice in a relatively informal atmosphere. Lectures, reading practice sessions, and written assignments comprise a course offering calculated to bring about improved reading skills in students irrespective of the levels of reading ability they possess when they enter the reading course.

Remedial reading service. The administrative assistant to the director of the On-Campus Division is a remedial reading instructor. Students in the division who need individual help in reading are referred to this worker. Diagnostic tests, plus other widely used techniques for diagnosing reading problems, are used to determine deficiencies. Referrals are made to the remedial reading specialist by the College Aims II, Improvement of Reading, instructors on the basis of pupil performance and instructor-observations in the class situation, and by the director. The amount of time spent with students, and the amount of work done with them is, of course, governed by the circumstances surrounding each student's case.

The tutorial service. Tutoring students in subjects which cause them undue difficulty is a study skills technique as old as formalized schooling itself. There is no clear record of just when or where tutoring as we know it had its beginnings, but it is common knowledge that the Greeks and Romans used it. However, in modern times there is evidence that tutoring was a technique used in the Vernacular Schools in England during the Reformation Period (64, p. 267). When civil control of schools was nearing reality in the United States (at the time of the Law of 1647 in Massachusetts), parents were obliged to arrange

for their children's education and were free "to hire tutors to teach them" (64, p. 295). In the eighteenth century private tutors were teaching reading at the time when literacy was becoming an important national goal, in addition to reading instruction carried on in town schools, dame schools, church schools, and charity schools (64, p. 373). But it was a result of the college administrators' efforts to individualize curriculum offerings in the early 20th century that tutoring entered the college-level learning scene. Princeton, Harvard and Vassar set up tutorial systems at the turn of the century. Butts describes their purpose for students like this: "to advise and help them with their classwork or in preparation for their final or comprehensive examinations" (64, p. 652). The foregoing is an adequate description of the tutoring service objectives of the University of Maryland's program today.

Although Williamson calls the assigning of tutors to students an "effective measure" in his discussion of counseling techniques (49, p. 357), he offers no reasons for adjudging tutorial methods as being "effective." Most other workers do not mention tutoring at all in connection with guidance functions, and make no observations about the effectiveness of such procedures in their writings. Paradoxically, one of the oldest techniques of guidance is tutoring, yet the least is known and written about its usefulness in comparison with the amount of material available about other techniques. This state of affairs is a characteristic of the University of Maryland tutorial services in the study skills program, also, since no formal attempt to evaluate what has been accomplished has been initiated. The dearth of evaluative information about tutoring as a guidance technique may be due to

its being considered more of a teaching technique than one used for guidance purposes. Also, the positive evaluation of tutoring results is necessarily plagued with all sorts of limitations stemming from the relative impossibility of determining just what specific improvements have been achieved by students as a direct result of tutoring, apart from any other guidance or learning techniques. However, aside from any "proved" advantages of the tutoring techniques, there are some aspects of the tutorial system used in the study skills program at the University of Maryland which seem to be advantageous to students which will be reviewed here.

The tutoring services for the students are open to all students enrolled in the On-Campus Division of the College of Special and Continuation Studies. Application for tutoring by students is on a voluntary basis, although tutoring is recommended by the staff members to students who are having difficulties with subject areas in their curriculums. For instance, after eight weeks of a semester have passed, "dean slips" are sent to all students who are low academically (having grades of "D" or "F" in course work), and the students receiving such notices are advised to consider seeking tutoring in subjects where such below-par performances threatens the students with ultimate academic failure.

The tutoring service provides the student with a person-to-person instructional situation unique in present-day college methodology and practices. More than one student may be tutored at one time by one tutor; but it is rare that more than one is actually tutored at one time. The opportunity exists, therefore, for the tutor to help the

individual student cope with the student's own problems in a rather advantageous situation.

The emphasis in tutoring in the University of Maryland study skills program is placed upon teaching individuals rather than subject matter. That is, a tutor is not considered the medium through which a student can get an English theme written for him -- the student does the work himself after the tutor sets out certain principles which the student is made acquainted with relative to the job to be done. The tutors do not do the student's work for him, but rather help students recognize the problems related to accomplishing the work to be done. It is recognized by the program workers that the use of the tutorial system as a "crutch" by students needs to be avoided in the best interests of the students themselves.

The opportunity for informality between staff members and students exists to a higher degree in the tutorial situation than in any other service rendered in the program. Great opportunities for gaining the confidence and friendship of students exist for each tutor in such an informal situation as a tutoring session. Some students seek out and use the tutorial services far more readily than they are willing to avail themselves of the other facilities of the program. The informality of the tutoring situation compared with the rigid formality of other facets of college life in the minds of college freshmen often motivates them to "try it out."

The tutoring sessions usually last for 50 minutes. More than one session a week may be offered students, but the practice is to tutor each student requesting such help once a week at a specified time. Tutoring is done in several different places in the Education Building

on campus, the place in each case being determined by availability of space at any given hour of the day or evening. Tutors are hired to tutor the equivalent of ten hours per week, the hours to be arranged according to their other on-campus commitments and student requests.

No academic credit is given for tutoring -- no formal attendance or progress records are kept by the tutorial staff. The only records kept are those compiled by tutors for their own use, such as the names and appointment-hours of students being tutored. The tutoring is offered in social studies, English, mathematics, and the physical sciences; and the individuals filling these positions are recommended by the heads of the departments concerned. Their recommendations are taken as indications of proficiency in the subject area. The director of the program attempts to evaluate their interest in performing this service.

In summary, the tutoring service in the study skills program of the University of Maryland is organized so that students who have difficulty in specific academic subjects may seek and get the assistance of a tutor trained in that subject. The tutorial system affords students an opportunity to receive individualized help and guidance in a subject area which causes him trouble.

A Tentative Staff Evaluation of the Program

At present it is difficult, if not impossible, to determine whether or not any guidance service has increased a client's feeling of personal adjustment and his actual effectiveness in his social milieu. However, if guidance services are to be developed to serve clients effectively, some steps must be taken to evaluate processes

and procedures to determine their usefulness. A search for studies which have been made to measure outcomes of study skills programs reveals that very few have been attempted. Since it is quite a problem to measure results of this nature, it is hardly surprising that few attempts have been made to do so. Yet the best evaluations we can get are much needed. Barman, in his 1952 evaluation of the Stanford study skills program, states the reasons he believes account for the small number of good studies in the study-skills-program area of guidance:

> There is a dire need for better studies in the remedial reading and study skills programs for college students. . . . Still, few reports are reaching the professional literature of the nation. Either specialists in the field are hesitant to make claims of success on the basis of inadequate diagnostic and evaluation instruments, or college reading programs are not receiving the recognition they merit (293, p. 18).

Froehlich has reviewed the literature on guidance program evaluations, and has categorized the studies according to the type or types of evaluative device the investigator(s) used (191). Two facts about evaluations made of college guidance programs in general which are pertinent here are evident in Froehlich's review: (1) few evaluations have been made, and, of those attempted, a small number have dealt with study skills programs; (2) and the studies which have been made show faulty experimental design, and use a narrow range of criteria.

Russel offers three reasons for evaluating any guidance program: (1) a comprehensive and periodic appraisal provides information which is needed by the staff; (2) testing the fundamental bases upon which the program is built is continuously needed; and (3) there is a need to know that practices being used are sound so that the staff will have confidence in what they are doing (135, p. 291).

Some very suggestive and useful material is presented by Robinson on how to avoid the pitfalls which so many investigators have fallen into in the past in searching for evidence concerning the good and poor features of their guidance programs. He suggests the need for fitting the experimental design to the situation under investigation, and then weighing the evidence rationally and accurately rather than resorting to extrapolations when reporting findings (32, pp. 20-25).

What little evidence there is available about the effectiveness of study skills programs as a guidance technique is encouraging, because that which has been reported indicates that some workers have been meeting with success. Statistical comparisons as measured by diagnostic devices comprise the bulk of the evidence now available. A brief review of the significant studies made of study skills programs seems appropriate at this point.

The following studies, done at Ohio State University, dealt with progress resulting from study skills instruction:

Ferguson reported in 1928 that remedial training for probation students actually raised grade-point averages for the probation students tested after the training was administered. A control group was used, and the probation group fared better than the non-probationary control group (32):

	Before training	1st quarter	2nd quarter
Control (untrained)	.77	1.04	1.43
Probationers (trained)	.77	1.79	1.77

Pressey did a follow-up study, also reported in 1928, and stated that 58% of her trained group of probationary students had maintained a passing average or graduated 3½ years after training, while only 18%

of the matched control group achieved as well. A total of 20% of the trained group graduated -- none of the control group did (306).

Shorbourne reported in 1938 that students taking a how-to-study course improved significantly in such areas as English, spelling, reading rate, reading comprehension, vocabulary, and outlining, while a control group improved comparatively little (32).

The study Wollhaupter did at Arizona University, reported in 1950, indicates that the program there was successful, as evaluated in terms of realization of objectives; training, efficiency and status of office personnel; utility of office equipment and procedures; reliability, availability, and adaptability of services offered; coordination of program personnel with other departments on campus; leadership of staff in community life and projects; statistical data from reports; student reaction to courses; opinions of students obtained through questionnaires; and time-tested indications of student growth in skills and accepting social responsibility (312).

Bamman reported in 1952 that the Stanford University program definitely reached its objectives of aiding the students to improve reading and study skills. This conclusion was reached after an evaluation of the program was undertaken which included the work of two years in the program, based upon data from these sources:

1. Test-retest results on 102 students who participated in the program, as compared with the control group of 60 students.

2. An analysis of the grade-point averages of participants over a period of four academic quarters.

One of the reasons the study skills program at the University of Maryland is being evaluated is to determine whether the program has

been serving the needs of the students enrolled in the program. The remainder of Chapter III will be devoted to the presentation of evidence which is available pertaining to the effectiveness of the program. The various kinds of evidence are organized under appropriate headings and in a logical sequence.

A comparison of 128 probationary students and 122 regular university freshmen with reference to improvement of reading ability and course grades. In 1948 a study was undertaken to determine if the study skills program was changing students' academic achievements, as measured by a reading test (247) and course grades (294). One hundred and twenty-eight probationary students in the College of Special and Continuation Studies were compared with 122 regular university students.* The study included the subjecting of raw scores from the American Council on Education Psychological Examination to statistical treatment to determine similarity or dissimilarity of the group at the start of the experiment; the subjecting of raw scores earned on diagnostic reading tests (247) to statistical treatment to determine what progress, if any, the students made in reading ability; and the subjecting of final course grades earned in Sociology I (Sociology of American Life) to statistical treatment to determine what difference,

*The data from the American Council on Education Psychological Examination are on record both in the Registrar's office and in the Psychology Department of the University of Maryland. The Sociology course grades of the probationary students are on record in the office of the On-Campus Division of the College of Special and Continuation Studies and in the Sociology Department office; those of the regular university students are in the Sociology Department office.

if any, existed between the two groups in this academic area at the close of the 1948 fall semester.

The mean average (182),[1] the standard deviation (180),[2] the standard error of difference (179),[3] and the critical ratio (180)[4] were computed for each set of test results and the Sociology scores. The improvements shown by the two groups in the reading test were tested for significance by calculating the t and determining the p value from Fisher's table (180, p. 306).[5]

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[1]The arithmetical mean was computed in each tabulation with the use of this formula: $M = \frac{\Sigma fx}{N}$, where M equals the mean, Σ equals the sum, f equals the frequency, x equals the frequency times the midpoint, and N equals the number of cases.

[2]The standard deviation, or sigma, was computed in each tabulation with the use of this formula: $\sigma = i\sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2}$ where σ equals sigma, Σ equals the sum, f equals the frequency, d equals the deviation from the mean, and N equals the number of cases.

[3]The standard error of difference, or significance ratio, was computed for each tabulation with the use of these formulae: $\sigma_M = \frac{\sigma_{sample}}{\sqrt{N-1}}$ and $\sigma_{M_1 - M_2} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2 - 2r\sigma_1\sigma_2}$ where M equals the mean, and σ equals the sigma. These formulae were used to determine whether there was a statistically significant difference in the composition of the two groups being tested, and were used in all instances where comparisons between the means and the standard deviations in each group were made. An obtained difference is statistically significant when the odds are great that the true difference is greater than zero.

[4]The critical ratio was computed for each tabulation with the use of this formula: $CR = \frac{M_1 - M_2}{\sigma_{difference}}$ where M equals the mean, and σ equals sigma. The critical ratio indicates a statistically significant difference at the .01 level of confidence (2.56), that similarity is suspect at the .02 level of confidence (2.33), and indicates that the groups tested are similar statistically at and beyond the five per cent level of confidence (1.96).

[5]The t was computed for the reading test totals of Forms A and B for both testing groups, with the use of this formula: $t = \frac{M_D}{\sigma_{M_D}}$ where M_D equals deviation from the mean, and σ equals sigma. The t score indicates a statistically significant difference at the .01 level of confidence (2.56), that similarity is suspect at the .02 level of confidence (2.33), and indicates that the groups tested are similar statistically at and beyond the .05 level of confidence (1.96).

The results of the study are as follows:

TABLE 1. A Comparison of the Probationary Group and the Control Group on the A.C.E. Psychological Examination

	Probationary Group		Control Group
Mean	103.48		108.53
Sigma	20.00		22.56
Sigma (mean)	2.00		2.25
Critical Ratio		1.67	
P		.05	

The examinations were administered during the first week of the fall semester to incoming freshmen. Since not all freshmen took the tests, scores were unavailable for some members of both the groups used in this study. One hundred and one of the 128 probationary students, and 101 of the control group took the tests. Table 1 summarizes the data. The critical ratio of 1.67 was significant at greater than the .05 level of confidence. This means that the difference between the two groups, as measured by this examination, was not statistically significant.

Form A of the Reading Test was administered to both groups during the week of September 27, 1948. Form B was administered to both groups the week of January 10, 1949. Table 2 is presented to give an overall picture of the reading test results.

The value of *t* was computed to determine what improvement, if any, had taken place in the groups tested between the administration of Forms A and B of the reading test. The means of the total scores for both testing groups were used to compute the *t*. The *t* score for the

TABLE 2. A Comparison of the Probationary Group and the Control Group on each part of the Reading Test.

	Probationary Group Mean	Sigma	Control Group Mean	Sigma	Standard Error	Critical Ratio	P
Form A							
General Reading	15.4	2.44	15.5	3.06	1.120	0.088	>.99
Vocabulary	41.9	8.22	45.8	11.88	1.050	3.710	<.01
Comprehension	15.6	2.78	15.2	2.84	0.356	1.123	>.20
Reading Rate	61.1	10.90	71.2	13.30	1.540	6.560	<.01
Total	71.0	11.90	75.8	12.40	1.530	3.130	<.01
Form B							
General Reading	18.4	2.40	17.7	2.66	0.324	2.180	<.05>.02
Vocabulary	40.8	7.86	44.0	13.08	1.360	2.350	<.02>.01
Comprehension	13.4	2.66	14.2	2.64	0.340	2.350	<.02>.01
Reading Rate	70.5	16.80	73.0	16.60	2.000	1.250	>.20
Total	72.6	8.23	75.4	10.40	1.200	2.370	<.02>.01

control group was .529, significant at less than the .50 level of confidence, indicating no significant improvement in reading. The value of t for the probationary group was 2.8, significant at less than the .01 level of confidence, indicating a significant improvement in reading.

The foregoing indicates that no significant improvement occurred in the control group between testing periods, and that significant improvement did occur in the probationary group between testing periods.

Recorded in Table 3 is a summary of the degree of success the probationary group and the control group attained in one subject-matter area during the fall semester of 1948-1949.

It should be noted that the Sociology course text was used in the laboratory classes of the study skills course taken by the probationary students. A study method was practiced by the probationary group, and the sociology course text was the medium used for the practice.

TABLE 3. A Comparison of the Final Sociology Grades of the Probationary Group and the Control Group for the Fall Semester, 1948-1949.*

	Probationary Group		Control Group
Mean	70.470		75.600
Sigma	2.840		3.800
Sigma (mean)	.798		.822
Critical Ratio		4.56	
P		.01	

There is a 5.13 mean difference between average grades of the groups, yet it will be observed that both groups earned a "C" average for the semester. Since the probationary students must attain a 2.0, or "C", average for two semesters before transferring to a degree-granting college, the probationary group seemed to be well on its way toward transfer, collectively, as measured by the Sociology course grades earned.

There is a statistically significant difference between the two groups. Study skills training, and other factors not investigated in this study, brought the probationary group up to a 2.0 or "C" average, as measured by the Sociology grades earned. The 2.0, or "C", average is the grade average required for graduation at the University of Maryland, and its attainment by the probationary group over one semester after the exposure to a study skills program is indicative that the study skills program is one of the contributors toward the improvement of the group.

*In computing grades a mark of "A" was given a score of 90-100; "B" was given a score of 80-89; "C" was given a score of 70-79; "D" was given a score of 60-69; and "F" was given any score below 60.

The findings presented justify the following conclusions:

1. There was no significant difference between the probationary group and the control group when the study was begun, as measured by the A.C.E. Psychological Examination.

2. There was a statistically significant difference between the probationary group and the control group, in terms of reading ability, when the 1948-1949 fall semester began; but there was no statistically significant difference between the probationary group and the control group when the 1948-1949 fall semester ended, as measured by Forms A and B of the reading test used.

3. The mean difference between the probationary group and the control group sociology course grades was in favor of the control group, although both groups earned a 2.0, or "C", average or above; and the difference between the groups was statistically significant, as measured by the sociology course grades.

A follow-up study of 128 freshmen probationary students and 122 regular university freshmen to determine academic achievement after $4\frac{1}{2}$ years (318). Using the same groups as were used in a comparative study made in 1948 (294), a departmental follow-up study was made in 1953 to see how each group fared academically over the intervening $4\frac{1}{2}$-year period.

TABLE 4. Academic Attainment of Probationary Group and Control Group After 4½ Years.

College Graduated from	Probationary Group (128 Students)	Control Group (122 Students)
AG	2	1
BPA	7	4
A&S	11	12
H.EC	0	4
M.S.	0	0
P.E.	3	2
ED	6	4
ENGR	0	1
Total	29 (22.6%)	28 (22.9%)

Both groups were admitted in the fall semester of 1948; and the information in Table 4 was compiled using data available up through February, 1953. It is interesting to note that the probationary group was limited to 16 academic credits a semester while on probation for the freshman year, whereas the control group could carry from 18 to 20 academic credits during the freshman year. Sixteen (or 12.5%) of the probationary students graduated in four years, but 24 (19.7%) of the control group accomplished this in the same period.

In summary:

1. Of the original 128 probationary-group students admitted in the Fall of 1948, 29 (22.6%) graduated by February, 1953.

2. Of the original 122 control-group students admitted in the Fall of 1948, 28 (22.9%) graduated.

A follow-up study of 128 probationary freshmen students to determine academic achievement after 5½ years (319). One criterion which is useful in determining the effectiveness of a study skills program

is the number of students who achieve academic success after they have been exposed to a study skills program experience. The following data are the result of a departmental follow-up study of probationary freshmen students who enrolled in the study skills program in September, 1947.

Of the original 128 students, 26 (or 20.3%) graduated. None of the 128 students admitted in 1947 qualified, academically, to be admitted into any degree-granting college at the University of Maryland. The persual of study skills courses and other contributing factors made possible the academic success of 20.3% of the group admitted to the university as poor academic risks.

TABLE 5. A.C.E.* Test Rankings and Five-Year Progress of 100 Probationary Students.**

Percentile Rank on A.C.E.	Graduated		Withdrew		Dropped		Still in School		Total	
	N	%	N	%	N	%	N	%	N	%
80	2	28.6	5	71.4	0	0.0	0	0.0	7	100.0
60	2	40.0	1	20.0	2	40.0	0	0.0	5	100.0
40	6	27.3	3	13.6	10	45.4	3	13.6	22	100.0
20	8	33.3	4	16.7	10	41.7	2	8.3	24	100.0
0	3	7.1	15	35.7	21	50.0	3	7.1	42	100.0
Total	21	21.0	28	28.0	43	43.0	8	8.0	100	100.0

The data shown in Table 5 indicate the academic achievement of 100 students who were a part of the original 128 admitted in 1947, using the A.C.E. scores they earned as a basis for comparison.

*American Council on Education Psychological Examination.

**Only 100 of the 128 enrolled took the A.C.E. test.

Further study of the data in Table 5 is recommended in order to determine the factors operating in the academic success attained by the lowest ranking members of this group, as measured by the A.C.E. test. A study on a similar group admitted in 1948 indicates that although there is no statistically significant difference between transfer and non-transfer students as measured by tests of academic aptitude and achievement, differentiation can be made on the bases of motivational factors, viz: (1) decision ability, (2) adaptiveness, and (3) goal orientation (321).

TABLE 6. Academic Attainment of Transferees from the College of Special and Continuation Studies, by Colleges.

	A&S	BPA	AGR	ENGR	H.EC	P.ED	ED	NS	TOTAL	%
Graduated	8	7	3	2	1	1	3	1	26	47.3
Still in School	2	3	2	0	0	0	0	1	8	14.5
Withdrew	5	0	2	1	4	1	0	0	13	23.7
Dropped	3	2	1	2	0	0	0	0	8	14.5
Total	18	12	8	5	5	2	3	2	55	100.0

The students included in Table 6 represent those who attained the needed 2.0 or "C" average while on probation and then transferred to degree-granting colleges at the University of Maryland. This group of 55 students represents 42.9% of the total of the original 128 students enrolled in 1947. Of the group transferred, 26 (or 47.3%) have graduated, and 8 (or 14.5%) are still in school.

In summary:

1. Of the original total of 128 probationary students studied, 26 (or 20.3%) graduated.

2. Of the original 128 probationary students studied, 55 (or 42.9%) were transferred to degree-granting colleges. Twenty-six (or 47.3%) of these students have graduated.

A study of 139 probationary freshmen students to determine whether reading skills improved as a result of the reading improvement course (320). At the beginning of the spring semester in 1952, the records of 139 probationary students who were enrolled in the Improvement of Reading course (College Aims II) were examined to see whether the reading instruction and practice had actually brought about any statistically significant improvement, as measured by a diagnostic reading test (247) administered at the beginning and at the end of the semester.

This group of 139 students represents every student enrolled in the reading course who took both forms of the reading test. Different forms of the same test were administered at the beginning and end of the semester. Development of speed and comprehension were emphasized, and other important reading-skill areas were taken up during the course. (See Appendix B for CA 2 lesson plans for the Spring, 1952, semester for a complete outline of plans and procedures.) The classes met once a week, for 50 minutes, for the semester. The January and February, 1952, issues of the Reader's Digest (258), a novel selected by individual students, and exercises from the Improve Your Reading booklet (114) were used by the students in learning to read faster and better.

TABLE 7. Reading Improvement of 139 Probationary Students Before and After One Semester of Reading Instruction and Practice, Spring Semester, 1952.*

	First Form Mean	First Form Sigma	Second Form Mean	Second Form Sigma	Standard Error	Critical Ratio	P
Part Ia (Speed)	60.95	12.10	84.80	19.95	2.104	11.356	.01
Part Ib (General Reading)	14.60	3.99	13.40	3.66	1.456	0.824	.99
Part II (Vocabulary)	41.70	8.60	39.65	9.80	1.053	1.946	.20
Part III (Comprehension)	27.70	6.28	28.50	5.75	0.022	0.030	.99
Total	67.80	13.50	67.70	10.50	2.002	0.049	.99

The results on Part Ia (Speed) were the only ones where the differences between the means of the first form and the second form were statistically significant at the .01 level of confidence. The change in percentile ranking of the group average was from the 44th percentile on the first form of the test, to the 95th percentile on the second form of the test. In terms of average gain in reading speed, the 44th percentile represents 247.3 words per minute, while the 95th percentile represents 406.0 words per minute. The group's average gain in speed, therefore, was 158.7 words per minute over the semester. Since the comprehension level remained practically stationary, it can be assumed that speed was increased significantly without a loss of comprehension, as measured by the reading tests.

The General Reading and Vocabulary categories indicate no statistically significant changes, and whatever mean differences are noted

*See page 65 for explanation of statistical treatment followed.

here may well be attributable to the slight differences in the forms of the reading test used.

In summary, the study skills program at the University of Maryland has helped students attain academic success as measured by the findings concerning various areas of the study skills program. A comparative study indicated that the laboratory experience helps students improve reading skills, as measured by the reading test used; that the probationary group earned a passing grade (2.0) in a course where grades were evaluated; that 21 (21%) of 100 probationary students (1947) graduated by February, 1953; that 22.6% of the 128 students in the probationary group (1948) graduated from the University by February, 1953; and that students in the improvement of reading course do improve their reading speed significantly without loss of comprehension, as measured by the reading test used.

A Tentative Student Evaluation of The Program

The client-opinion method of evaluating guidance programs has been used extensively. Love and McCabe used this technique at Ohio State University in evaluating the faculty advisory program in 1940 (202). Paterson and Clark used this method in evaluating the work of faculty counselors at the University of Minnesota in 1940, 1941, and 1942 (207). Three other workers have attempted to determine the kinds of problems students have and the kind of help they thought they needed most: The studies of Wrenn and Bell (51) and Walters (47) are examples of this type. Bamman (293) used an evaluation form to determine what students thought of the program at Stanford University during 1951,

and the concensus, as recorded by student-clients anonymously, was that they found considerable personal satisfaction in the program.

It will be recalled by the reader that all the students in the University of Maryland study skills program are probationary students. There can be little doubt that most of the students assigned to the program would have preferred to enter the college of their choice directly without being assigned to the College of Special and Continuation Studies. It should, however, be noted here that the rapid growth of the program, and the ever-increasing recognition it has been given by both the university officials and the students has tended to lessen the stigma attached to a student's being assigned to the program. Yet it is probably a valid assumption that a student's reaction to being assigned to the program is largely one of disappointment at not having been assigned to the degree-granting college of his choice.

The literature reveals no program evaluation ever having been done by students assigned to such a program -- all other student evaluations done previous to this one have been done by students who are, for the most part, either availing themselves of the program services voluntarily, or are referred to the program by advisors and/or others on an optional basis. The students' evaluations were made at the close of the semester's work in each case: The study skills laboratory evaluation (College Aims I) was made during the last laboratory period of the semester; the reading improvement course evaluation (College Aims II) was made just prior to the administration of a final examination in the course; and the lecture evaluation (College Aims I) was done during the period when the final examination for the course was given. In all cases the evaluation forms were filled out anonymously

by the students, with no assistance or verbal directions given by the staff member in charge of each group.

Tables will be presented for the purpose of comparing responses to the items of the evaluation forms.

College Aims I Lecture Evaluation. The evaluation form was designed to elicit information from students as to how they felt about the College Aims I course lectures. The 72 students comprising the spring, 1952, class were given the evaluation during the last class meeting of the spring semester. The questions and the tabulated responses to the questions are listed below:

1. Please give your frank and honest opinion of the CA I lectures. The comments concerned the lecturer, topics covered, and conditions under which lectures were given, and may be summarized as follows:

Type of Response	Times Mentioned
Complimentary	54
Critical	17
Indicating mild interest	5
Total responses	76

2. How do you think lectures could be improved?

Type of Response	Number
Suggested improvement	30
Felt no improvement was needed	12
Noncommittal response	8
Total responses	50

3. In what ways (if any) were lectures helpful to you?

Type of Response	Number
Wrote down ways lectures were helpful	67
Wrote down ways lectures could be more helpful	8
Total responses	75

4. Lecture topics most applicable to you.

Topic	Number
SQ3R and study improvement	28
How to take exams	13
Motivation	7
Reading	5
Time Place	4
Counseling and vocation	3
Concentration, learning retention	3
Classroom conduct	2
Notetaking	2
Library (not given in lecture)	2
All were	2
Trouble students have	2
Parental troubles	2
Don't know, or don't remember	2
Regulations	1
English	1
Mental types	1
Text cues	1
Figuring averages	1
Ones at beginning of year	1
Total responses	83

Summary: The data presented indicates that a great majority of the respondents (54 of 72) were favorably disposed to the lectures; 50 of the students were interested to the extent that they volunteered suggestions for improvement of the lecture course; many students could remember, and did write down the ways the lectures helped them; and many students could remember, and did write down the subject areas dealt with which seemed applicable to them.

College Aims I Laboratory Evaluation. The evaluation form was designed to elicit information from students as to how they felt about the College Aims I laboratory in terms of (1) the way the course was organized, and (2) the benefits they derived from taking the course.

Three academic semesters are represented by these evaluations: fall 1951-52, spring 1951-52, and fall 1952-53; and a total of 344

students participated. The following is a facsimile of the evaluation form which was used:

College Aims I Laboratory Course Evaluation

The information you volunteer will be treated as confidential. Do not sign your name to this evaluation. Be accurate and frank, because your responses to these items will help to determine future plans for the College Aims course.

Part I - Directions: Encircle the number of the item which seems most appropriate, in your opinion:

1. How much help did the CA I laboratory provide you in learning useful study skills?
   1. great help
   2. considerable help
   3. some help
   4. little help
   5. no help
2. Outside preparation was kept to a minimum. What is your reaction to this procedure?
   1. More outside assignments were needed.
   2. The procedure used was satisfactory.
   3. Less outside preparation should have been required.
3. Did you have enough time to finish the work assigned in class?
   1. Had plenty of time
   2. Did not have enough time
   3. Often had time left over.
   4. Always had time left over
4. Did the laboratory stimulate you toward further investigation and solution of your study problems?
   1. Stimulated
   2. Not stimulated
5. How would you rate the text used (Robinson - Effective Study)?
   1. Excellent
   2. Good
   3. Fair
   4. Poor

Part II - Directions: Fill in answers to these items according to your personal knowledge and opinion:

1. Which laboratory period helped you most?_____

   Why was it helpful?_____

2. Which laboratory period helped you least?_____

   Why wasn't it helpful?_____

3. Was there some study area not dealt with in the laboratory which you hoped you would get some help in? (Yes) (No). If you answered "Yes" to the last item, name the study area, or areas, you would have liked to have had help in._____

We would appreciate any additional comments you care to make about the CA course. We naturally would appreciate most comments which you feel would help us to improve the course. We would also like to have any "pet or personal gripes."

TABLE 8. The Degree of Assistance Students Felt They Received in CA I Laboratory.

Degree of Assistance	Fall 1951-52 No.	%	Spring 1951-52 No.	%	Fall 1952-53 No.	%	Totals No.	%
Great help	17	9.2	3	5.1	5	5.1	25	7.3
Considerable help	78	41.9	31	52.5	37	37.4	146	42.4
Some help	71	38.2	19	32.2	53	53.5	143	41.6
Little help	11	5.9	5	8.5	3	3.0	19	5.5
No help	0	0.0	1	1.7	0	0.0	1	0.3
No response	9	4.8	0	0.0	1	1.0	10	2.9
Totals	186	100.0	59	100.0	99	100.0	344	100.0

Three facts are suggested by the data in Table 8: (1) Only 20 (less than 6%) of the students felt that they received little or no help in the CA I laboratory; (2) 171 students (almost 50%) indicated that the assistance they received was either "considerable" or "great;" and (3) only one of the 344 students felt that no help whatsoever had been received.

TABLE 9. The Reaction of Students to the Policy of Keeping Preparation Outside the Laboratory to a Minimum.

Student Response	Fall 1951-52 No.	%	Spring 1951-52 No.	%	Fall 1952-53 No.	%	Totals No.	%
More outside assignments needed	17	9.2	3	5.1	8	8.1	28	8.1
Procedure used was satisfactory	168	90.3	52	88.1	87	87.9	307	89.3
Less outside preparation should be required	1	0.5	4	6.8	4	4.0	9	2.6
Totals	186	100.0	59	100.0	99	100.0	344	100.0

Since 97.4% of the students felt that the procedure used was satisfactory, it would seem that students appreciated not being expected to do work outside the laboratory, and that they thought no outside work was really needed to accomplish their aims in the laboratory course.

TABLE 10. The Reaction of Students to the Amount of Time Allotted to Laboratory Assignments.

Student Response	Fall 1951-52		Spring 1951-52		Fall 1952-53		Totals	
	No.	%	No.	%	No.	%	No.	%
Had plenty of time	103	55.4	30	50.8	50	50.5	183	53.2
Did not have time enough	11	5.9	3	5.1	8	8.1	22	6.4
Often had time left over	45	24.2	19	32.2	31	31.3	95	27.6
Always had time left over	19	10.2	6	10.2	10	10.1	35	10.2
No response	8	4.3	1	1.7	0	0.0	9	2.6
Totals	186	100.0	59	100.0	99	100.0	344	100.0

One indication of these findings is that the laboratory is geared to the slowest learners, since only 22 (6.4%) of the total of the 344 (100%) students felt that the activities of the laboratory were too difficult to be done in the allotted time. Three hundred and thirteen (93.6%) of those who responded either had enough or more than enough time to do the work. It should be noted here that the students who finished the laboratory work before the end of the laboratory session were at liberty to use the remaining time in studying anything which needed doing for any other course they were taking -- this became a standard procedure adopted early in each semester by the more apt study skills students.

TABLE 11. The Reaction of Students as to the Stimulating Effect of the Laboratory Periods with Regard to Inducing Them to Further Investigate and Attempt to Solve Their Study Problems.

Student Response	Fall 1951-52		Spring 1951-52		Fall 1952-53		Totals	
	No.	%	No.	%	No.	%	No.	%
Stimulated	135	72.6	37	62.7	64	64.7	236	68.6
Not stimulated	35	18.8	20	33.9	33	33.3	88	25.6
No response	16	8.6	2	3.4	2	2.0	20	5.8
Totals	186	100.0	59	100.0	99	100.0	344	100.0

As was pointed out earlier, no directions were given students other than those written on the evaluation form itself. It is difficult to determine whether this item meant what it was intended to mean to the students, and apparently at least 20 (5.8%) elected to bypass this item probably because they did not understand its meaning. It probably can be assumed that the 236 (68.6%) who felt "stimulated" were introduced to certain skills and methods in the laboratory which were meaningful to them and perhaps adopted by them. Conversely, those 88 (25.6%) students who were "not stimulated" probably did not adopt the skills and methods they were exposed to in the laboratory.

TABLE 12. The Ratings the Students Gave the CA I Course Textbook.*

Student Response	Fall 1951-52		Spring 1951-52		Fall 1952-53		Totals	
	No.	%	No.	%	No.	%	No.	%
Excellent	44	23.7	9	15.2	17	17.2	70	20.4
Good	88	47.3	28	41.5	54	54.5	170	49.4
Fair	35	18.8	13	22.0	27	27.3	75	21.8
Poor	6	3.2	3	5.1	1	1.0	10	2.9
No response	13	7.0	6	10.2	0	0.0	19	5.5
Totals	186	100.0	59	100.0	99	100.0	344	100.0

No other text or reference was used in the laboratory besides the Robinson text. Without comparison with other study skills texts, no basis of comparison could be established, of course. But each student had used the course text extensively in the laboratory (and also in connection with lecture periods of the CA I course), and was in a good position to evaluate the text subjectively. The results of this student evaluation would seem to bear out the judgment of the director of the program in selecting the Robinson text, since 91.6% felt it was either "fair," "good," or "excellent."

In summary, Part I of the CA I laboratory course evaluation results indicate that the students were (1) satisfied with the way the laboratory was organized, and (2) they felt that valuable assistance had been offered them, through the course, in helping them succeed in their college careers.

The second part of the evaluation form was designed to elicit information from students as to how they felt about the College Aims I

*Robinson, Effective Study (167).

laboratory in terms of the usefulness of the specified subject matter dealt with in laboratory sessions.

TABLE 13. Laboratory Periods Ranked in Order of Helpfulness to Students.

Lab Period Subject which helped most	No. of Students	Lab Period Subject which helped least	No. of Students
Textbook study method	141	Library orientation	28
Notetaking & notekeeping	48	Writing skills	26
Writing skills	16	Vocational orientation	20
Library orientation	16	Textbook study method	19
Time, place, habit	15	Time, place, habit	15
Examination skills	12	Notetaking & notekeeping	12
Vocational orientation	4	Examination skills	4
General orientation	1	General orientation	4
Reading skills evaluation	1	Reading skills evaluation	2
Social adjustment	1	Social adjustment	1
No response	89	No response	213
Total	344	Total	344

It will be remembered that no listing of subject areas taken up in the laboratory appears on the evaluation form. The staff members felt that an evaluation on the basis of unaided recall of subject areas would be more meaningful as compared with one where the subject areas would be listed to assist students in recalling the areas covered. The large totals of 89 and 213 students who did not respond at all is probably due to the lack of any structured listing available to the students when they were completing the form. Two other conclusions seem warranted by the information in Table 13: (1) little doubt seems to exist in the minds of a significantly large number of students that their learning to use a textbook to their advantage in college is the most helpful study skills area which can be dealt with; and (2) the fact

that relatively few respondents designated "least" valuable study skills areas (only 131 out of the total of 344) probably indicates that the great majority of the students felt that the areas dealt with in the laboratory were useful to them. An important factor to keep in mind in reaching conclusions about these data is that the students were invited to help select the study skills areas dealt with in the laboratory -- student participation in the planning phase of the course would tend to minimize dissatisfaction with the subject matter.

TABLE 14. Study Areas Not Dealt With in the CA I Laboratory in Which Students Had Hoped to Receive Help.

Study Area	No. of Students
Mathematics	6
Basic Air Force R.O.T.C.	3
*Vocations	3
Political geography	2
English composition	1
*Social problems	1
Science courses	1
*"Mental laziness"	1
Theme writing	1
*Aptitudes	1
Foreign languages	1
*Understanding curriculum	1
More "SQ3R" study method	1
Engineering	1
*Personal problems	1
*Motivation	1
*Self-evaluation	1
No response	317**
Total	344

*College Aims I lecture subjects.

**In addition to the 27 responses, 10 students stated a desire to learn to read better, 3 felt help was needed in vocabulary. Since the College Aims II course deals with these subjects, these responses were not listed in the table.

The significant thing about the results of this part of the course evaluation is that very few students felt that their study skills needs were not met adequately in the College Aims I laboratory. Each of the areas listed by the students are "specialized" areas in that all students do not take them: some of the colleges on campus do not require mathematics (a science is acceptable instead); only men take the Air Force R.O.T.C. courses (the College Aims I laboratory is coed); vocations were not dealt with in detail in the vocational orientation classes for obvious reasons; and political geography is a course required only of majors in a specialized curriculum area.

Table 15 includes comments students made in addition to the responses made on the structured parts of the evaluation. Since any effort to categorize the comments rigidly would tend to obscure the spontaneous nature of these voluntary appraisals, two rulles of procedure were followed in the composing of this table: (1) comments were divided into the three classes "favorable," "unfavorable," and "suggestive;" and (2) only those which were obviously identical to other students' comments were totalled together in one category.

TABLE 15. Additional Comments of Students About the College Aims I Laboratory, Classified as Favorable, Unfavorable, or Suggestive.

Comment	Number
A. Favorable	
Helped in personal problems	2
"Good opportunity to fill in background"	1
"No gripe"	1
Helpful	1
"I did not take advantage of lab work"	1
"Every lab extremely helpful to me"	1
"Course was good"	1
"Labs cleared up lecture topics"	1
"CA course a good one. . . ."	1
". . . .useful in helping new students adjust to college life"	1
"Fine course -- helpful to everyone in any college"	1
"All freshmen should take this course"	1
"Very good course, no gripes"	1
"Course helpful to sincere student -- wasteful to others"	1
Total	15
B. Unfavorable	
Too early in morning (8 a.m.)	8
Too long for work accomplished	3
Too many SQ3R sessions	2
"Not enough vocational guidance"	1
"More checking on student's work in lab"	1
"Lab assistant"	1
"Lax discipline	1
"Labs were dull"	1
"Seemed to be drawn out"	1
"Individual had little to say"	1
"More could be accomplished in lab"	1
"Labs are taught in juvenile manner"	1
Total	22
C. Suggestive	
"SQ3R should be given earlier in course"	2
"Send students on field trips in vocational orientation. . . ."	1
"Review for tests earlier"	1
"Tutoring in labs"	1
"More exams to work on in laboratory"	1
"More help in study habits"	1
"More work on taking exams"	1
"Self-improvement approach to literature needed"	1
"Give a little time off when you finish at end of period"	1

TABLE 15. Additional Comments of Students About the College Aims I Laboratory, Classified as Favorable, Unfavorable, or Suggestive (Cont.).

Comment	Number
C. Suggestive (Cont.)	
"Change lab to afternoon"	1
"Notetaking and exam projects should precede all others in sequence in labs"	1
"One hour lab"	1
"Dismiss those who 'do not care' for good of whole group"	1
"More class discussion"	1
Student should be able to omit lab subject he is good at and go on to an area more helpful to him	1
"More usage of skills in class"	1
"One hour of lab should be used by student to study course he is having difficulty with"	1
Have two one-hour labs instead of one two-hour lab	1
Tests should be harder	1
"More help needed for bad spellers"	1
Total	22

It will be recalled that the wording of the last item on the evaluation form was as follows: "We would appreciate any additional comments you care to make about the CA course. We naturally would appreciate most comments which you feel would help us improve the course. We would also like to have any 'pet or personal gripes'."

The overall tenure of the comments would seem to bear out what the results of Parts I and II of the form indicated: most students feel that the experience they had in the College Aims I laboratory was useful and self-satisfying to them. Although the opportunity to be abusive was open to all students, through the medium of an anonymously-written evaluation, no abusive comments were written. Conversely, where no actual benefit could accrue to the student academically as a

result of favorable criticisms they wrote, fifteen students volunteered such comments. Also, constructive suggestions were offered voluntarily.

In summary, the CA I laboratory evaluations for the Fall semester, 1951-52; spring semester, 1951-52; and the fall semester of 1952-53 indicated the following attitudes of 344 students who took the courses: According to the student reports, the courses helped 97.0% of the students, the procedures in making course assignments were satisfactory to 97.4%, the time allotted to do the course work was adequate for 93.6%, 68.6% were "stimulated" to take an interest in improving their study skills, and the text used in the course met with the approval of 91.6% of the students. Students also indicated that they recognized some study skills areas as being more important to them than others, and that those areas taken up in the course were useful to learn about. Lastly, voluntary comments were made in addition to those volunteered on the structured part of the evaluation form, and these, too, indicated that most students felt the laboratory experience had been useful and self-satisfying to them.

College Aims II course evaluation. The CA II evaluation form was designed to elicit information from students as to how they felt about the College Aims II course in terms of (1) the usefulness of the course to them, and (2) the benefits they derived from taking the course.

Two academic semesters are represented by these evaluations: spring, 1951-52; and fall 1952-53. One hundred and eighty-seven students participated in these evaluations. The following is a facsimile of the evaluation form which was used:

College Aims II Improvement of Reading Course Evaluation

The information you give will be treated as confidential. Do not sign your name to this paper. Be as accurate as possible, and be frank, because your responses to these items will help to determine future plans for the course you have just completed.

Part I - Directions: Encircle the number of the item which seems most appropriate, in your opinion:

1. How much help did the CA 2 course provide you in learning better reading habits?
   1. Great help
   2. Considerable help
   3. Some help
   4. Little help
   5. No help

2. Were the assignments in Triggs' Improve Your Reading text helpful to you in your efforts to improve your reading ability?
   1. Great help
   2. Considerable help
   3. Some help
   4. Little help
   5. No help

3. Did the CA 2 course stimulate you toward endeavoring to improve your reading ability?
   1. Stimulated
   2. Not stimulated

Part II - Directions: Fill in answers to these items according to your personal knowledge and opinion:

1. How fast were you reading (in words-per-minute) when you began the CA 2 course?_____

2. How fast were you reading (in words-per-minute) when the CA 2 course ended?_____

3. Using the comprehension checkups done in class as your reference, did your comprehension (understanding) of the readings done in class improve? (Yes) or (No)

4. Have you noticed any carry-over of reading improvement into your university courses as a result of your CA 2 training and practice? (Yes) or (No)

5. Do you feel that you would have been benefitted from more instruction and practices in reading skills than one class meeting a week allowed? (Yes) or (No)

Please use the rest of the space on this paper to make any additional comments about the CA 2 course you want to write:

TABLE 16. The Degree of Assistance Students Felt They Received in the College Aims II Course.

Degree of Assistance	Spring 1951-52		Fall 1952-53		Total	
	No.	%	No.	%	No.	%
Great help	25	16.1	3	9.4	28	15.0
Considerable help	76	49.0	8	25.0	84	44.9
Some help	48	31.0	18	56.2	66	35.3
Little help	6	3.9	3	9.4	9	4.8
No help	0	0.0	0	0.0	0	0.0
Totals	155	100.0	32	100.0	187	100.0

Two significant facts seem to be indicated by the data in Table 16: (1) well over half of the students (59.9%) felt that they had received "considerable" or "great" help from their having taken the course; and (2) not one student thought he had received no help at all.

TABLE 17. The Degree of Assistance Afforded Students by Text Assignments Used in the College Aims II Course.*

Degree of Assistance	Spring 1951-52		Fall 1952-53		Total	
	No.	%	No.	%	No.	%
Great help	9	5.8	1	3.1	10	5.4
Considerable help	43	27.7	4	12.5	47	25.1
Some help	73	47.1	17	53.1	90	48.1
Little help	21	13.6	10	31.3	31	16.6
No help	7	4.5	0	0.0	7	3.7
No response	2	1.3	0	0.0	2	1.1
Totals	155	100.0	32	100.0	187	100.0

The findings recorded in Table 17 indicate that (1) the type of assignments found in the text (114) were adjudged useful by all but

*Triggs, Improve Your Reading (114).

seven (96.3%) students, and (2) 57 (30.5%) of the students admitted to being assisted considerably or greatly by the text.

TABLE 18. The Reaction of the Students as to the Stimulating Effect of the College Aims II Course with Regard to Inducing Them to Further investigate and Improve Their Reading Ability.

Student Response	Spring 1951-52		Fall 1952-53		Total	
	No.	%	No.	%	No.	%
Stimulated	131	84.5	27	84.4	158	84.5
Not stimulated	16	10.3	5	15.6	21	11.2
No response	8	5.2	0	0.0	8	4.3
Totals	155	100.0	32	100.0	187	100.0

There is a possibility of misinterpreting the results of this evaluation item, since no explanation was offered the students regarding just what was meant by "stimulated" and "not stimulated" except what explanation is contained in the question itself. However, the results for both sections tested seem to be consistent with each other. "Stimulation" is probably synonymous with "interest" in an item of this type, and it appears that 158 (84.5%) of the students became interested in improving their reading skills as a result of the taking of the course, while only 21 (11.2%) were not interested.

The second part of the evaluation form was designed to elicit information from students about specific reading skills improvements brought about partly as a result of taking an improvement of reading course.

A meaningful way to present the information in the answers students gave to questions one and two is to combine these data for

comparison purposes. This has been done for both groups of students concerned. It should be noted that Table 19 contains information which students supplied from written records kept week by week and periodically checked by the reading instructor.

TABLE 19. Words-per-Minute Speed Gained by College Aims II Students Over a Semester After Training in Reading Skills.

	Spring 1951-52	Fall 1952-53	Total Words Gained
Mean	191.9	159.3	185.2
Sigma	129.0	94.7	119.0

The information in Table 19 indicates that marked improvement in reading skill was recorded by the students during the time they were receiving reading-skills training. (As indicated on page 74, the average gain in speed computed statistically for the same student group was figured to be 158.7 words per minute. The test-retest result, using the reading test, seems likely to be the more accurate measure of the two used.)

One week before the spring semester, 1951-52, ended, the students in the College Aims II classes were asked to do assignment 25 in their textbooks (114) on an optional basis. One hundred and six students handed in that assignment, 76 of whom filled out the answer to part of question 2, which reads as follows: "Look over your timed reading chart and graph. Do they show a reasonable steady climb upward?. . . . By how many words per minute has your rate of reading improved?" The mean average of these responses was 217.1 words per minute, the sigma

being 192.0. As the assignment was optional, and since the questions quoted above were (as were three other questions in the assignment) directed at having students appraise their work in the course, probably the majority of the 76 who turned in the assignments were students who had achieved better-than-average progress in the course up to that point. The mean of the group on the course evaluation was 191.9; the mean of the group on this optional assignment was 217.1, representing a difference of 25.2 words per minute. Despite this understandable discrepancy, there can be little doubt that significant improvement was realized by the group, as indicated by the data recorded here.

TABLE 20. Improvement of Comprehension of College Aims II Students, as Measured by Comprehension Checkups.

Student Response	Spring 1951-52		Fall 1952-53		Total	
	No.	%	No.	%	No.	%
Improvement noted	127	81.9	30	93.8	157	84.0
No improvement noted	7	4.5	2	6.2	9	4.8
No response	21	13.6	0	0.0	21	11.2
Totals	155	100.0	32	100.0	187	100.0

The comprehension checkups used in the course were mimeographed or dittoed sets of 10 to 15 questions taken from ideas contained in articles read during the speed exercises at each class meeting. Each exercise was evaluated by the reading instructor in terms of what good and poor comprehension was, i.e., getting nine out of ten of the questions on the checkup correct would, in general, indicate good comprehension, and the missing of more than seven generally indicated a relatively lower rate of comprehension for that particular reading. Comprehension

checkups were kept by students after scoring. In the process of writing out the answers to the evaluation form, students used these comprehension checkups as a basis for appraising whatever improvement they had made. Since only 9 (or 4.8%) of the total who reported on this item saw no improvement, and 157 (or 84.0%) noted improvement, it seems probable that most of the students recognized that the reading-practice sessions did improve their reading comprehension. The data on Table 7 (page 74) shows no statistically significant amount of improvement in comprehension when the group was measured by the test-retest method (a .80 difference existed between the means). However, since reading rate improvement was significant at the .01 level of confidence and the fact that measured comprehension showed any increase at all indicates that speed was not attained at the cost of comprehension.

TABLE 21. Improvement of Reading in Other University Courses Noted by College Aims II Students.

Student Response	Spring 1951-52		Fall 1952-53		Total	
	No.	%	No.	%	No.	%
Improvement noted	112	72.3	26	81.2	138	73.8
No improvement noted	26	16.8	6	18.8	32	17.1
No response	17	10.9	0	0.0	17	9.1
Totals	155	100.0	32	100.0	187	100.0

The data on this table has at least one important implication: nearly three-fourths of the students (138, or 73.8%) reported that the reading improvement course benefitted them in their work at the university. It would be difficult, if not impossible, to determine if the reading-course training actually "carried over" into other academic

areas; but it seems logical that if the students indicated that they "noticed" improvement as a result of the training, there is reason to believe that the course had an important motivational influence quite aside from other considerations.

TABLE 22. Student Opinion Regarding Benefits Possible From Additional Reading Instruction.

Student Response	Spring 1951-52		Fall 1952-53		Total	
	No.	%	No.	%	No.	%
More reading instruction desirable	72	46.5	19	59.4	91	48.7
No more reading instruction needed	63	40.6	12	37.5	75	40.1
No response	20	12.9	1	3.1	21	11.2
Totals	155	100.0	32	100.0	187	100.0

Almost half (91, or 48.7%) of the students felt that more reading instruction would have benefitted them. Further analysis of these evaluation results is difficult since it cannot be determined from the data on hand whether the students who felt that no more instruction would benefit them (75, or 40.1%) responded that way because (1) the course covered the techniques of reading adequately in the one-period-a-week meetings, and/or (2) because the students felt the course was not organized in a way that would make further training beneficial.

TABLE 23. Additional Comments of Students About the College Aims II Reading Course, Classified as Favorable, Unfavorable, or Suggestive.

Comment	Number
A. Favorable	
Course very good	6
Did a great deal to help comprehension	3
"Great help"	3
Course helpful in many ways	2
Improved speed	2
Carried over into other courses very well	2
Should be given "more extensively"	1
Students "get out of it what they put into it"	1
Helped in showing students skills of reading	1
"Reading in class helped me"	1
Meeting once a week "kept interest in the course. . . ."	1
Class work and lectures were "the most help"	1
"Helpful and educational"	1
More "helpful than. . . .library science"	1
"Glad I took the course"	1
". . . .little room for improving the course of study"	1
"Noticeable improvement in other courses has been made"	1
Reading instruction "rendered best results"	1
". . . .useful course"	1
". . . .helped very much. Thank you!"	1
Cannot see room for "much improvement."	1
"Valuable course"	1
Instructor ". . . .handled course very well"	1
"Course helped me 100 per cent!"	1
Total	39
B. Unfavorable	
Text not helpful	2
Some exercises were "too childish & silly"	1
"Course of little value due to its simplicity	1
Assignments were of no "value"	1
Assignments "too long"	1
"Not long and hard enough"	1
"Helped me out some, not much"	1
"Speed did not carry over into text reading. . . ."	1
Once a week not enough	1
Not "intensive" enough	1
Vocabulary in text "too hard"	1
Text "not college level"	1
Instructor not "strict" enough about vocabulary card use	1
Total	14

TABLE 23. Additional Comments of Students About the College Aims II Reading Course, Classified as Favorable, Unfavorable, or Suggestive (Cont.).

Comment	Number
C. Suggestive	
More reading of books desirable	5
Two periods a week needed	4
Meet more times	4
More emphasis on vocabulary	3
More "reading for college courses" desirable	2
"More students should take this course"	2
More emphasis should be put on assignments	1
Should be offered to students outside of CSCS, too	1
"Too tired to read after lunch" -- move class time to a.m.	1
More emphasis on "eye use" needed	1
"More practice-speed reading -- most interesting part of the course"	1
More "reading in Digest"	1
"Should be required of all freshmen"	1
More "testing for grades" in course	1
Emphasis needed on "speed in text material"	1
Should be "elective course for any college student"	1
Diagnosis of "types of reading" skills of students would help	1
". . . .better text needed"	1
Comprehension checkups should be "collected" by instructor	1
"Advanced course" beyond CA II would be useful	1
Have diagnostic exam -- exclude all "good readers" from course	1
Make assignments "more distinct from day to day"	1
No assignments needed	1
"Comprehension checkups after each reading"	1
Total	40

It will be recalled that the wording of the last item on the evaluation form was as follows: "Please use the rest of the space on this paper to make any additional comments about the CA II course you want to write."

The results of this part of the evaluation would seem to be similar to those of the CA I course evaluation; i.e., many of the

students took an interest in the course to the point of offering comments and criticisms of a constructive nature. The general tone of the whole series of evaluation comments indicates that the majority of student-respondents felt they benefitted from taking the course.

In summary, the CA II reading course evaluations for the spring semester, 1951-52, and the fall semester, 1952-53, indicated the following attitudes of 187 students who took the course: 95.2% of the students reported that the course helped them, the text used met with the approval of 96.3% of the respondents, and 84.5% of the students were "stimulated" to take an interest in improving their reading skills. Students also indicated that they improved their speed of reading at a rate of 185.2 words per minute since they began the course; 84.0% noted improvement in comprehension; 73.8% noted that their improved reading carried over into other courses; and 48.7% felt that additional reading instruction would benefit them.

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CHAPTER IV

STUDY SKILLS PROGRAMS IN INSTITUTIONS OF HIGHER LEARNING IN THE UNITED STATES AND POSSESSIONS

Very little information has been available to workers regarding what needs to be done and what is done relative to study skills programs. Chapter III has been presented as a description and evaluation of the program at the University of Maryland. It now seems useful and appropriate to present the available information about other programs in the United States and possessions in order (1) to make comparisons possible with a view to improving the University of Maryland program, and (2) to make information available in the future to all workers in programs of this nature. The main purpose of this chapter, therefore, is to present information which has been gathered about existing study skills programs in the United States and possessions.

As a result of a series of planning meetings with an advisory committee, certain plans and procedures relative to conducting a survey were formulated and put into operation. The plans and procedures will be described in some detail in order to make clear the way the survey was conducted and to present the reasons for taking each of the steps.

Of initial importance was the matter of the information which ought to be compiled in the survey. It was decided that eight main areas needed to be covered, and two supplementary ones would probably be useful as well. The eight main areas dealt with goals, techniques and procedures, admissions policy, credit-granting policy, testing and

diagnostic procedures, course materials, qualifications of program workers, and research needed in the study skills area. The supplementary items thought useful were to give each respondent an opportunity (1) to volunteer the names of other institutions having study skills programs, and (2) to add any items of interest and importance to the survey information already offered in the answers to other items.

It was also deemed advisable to avoid having the survey become a mere repository for objective facts; and to insure its being meaningful as well as factual, a three-directional approach was devised, i.e., information was to be sought about the interest-areas from three different standpoints: (1) what is thought to be best, (2) what is used, and (3) the reasons giving rise to whatever is used in the program. For example, with regard to goals, it was felt that the respondents' views on what the program goals ought to be, a statement of what the goals actually are, and what needs gave rise to the adopting of the goals would all be important to know. The question of what sort of survey form to use to insure getting the needed information then demanded the attention of the advisory committee.

Two trial survey forms were composed and mimeographed, one of the objective type and one of the essay type. Both trial forms were shown to persons familiar with survey procedures and survey problems for their appraisal and opinion as to which of the forms suited the purposes best. The following persons, other than advisory committee members, were consulted: Dr. Ellis Weitzman (Professory of Psychology, American University), Dr. Doris Hunt (Professor of Psychology, George Washington University), Miss Sadie Higgins (Counselor at Montgomery Junior College), Dr. John Gustad (Director of Counseling Center,

University of Maryland), and Mrs. Martha Maxwell (Assistant to the Director, On-Campus Division, University of Maryland). The concensus was that an essay-type survey form would best suit the purposes of the survey, and the essay form was adopted. The choice now having been made, it remained to be seen whether the essay-type form would elicit the responses needed.

In order to determine whether or not the form agreed upon would do the job intended for it, a preliminary survey was made. Nine institutions known to operate study skills programs were sent the form, plus the following materials: a covering letter (individually typed), a guide form (filled out with information concerning the University of Maryland program), samples of materials used in the University of Maryland program, and the abstracts of two theses done relating to the University of Maryland program. (See Appendices A and C for samples of all materials sent.) The materials were sent on November 24, 1952; by December 27, 1952, six had responded. Since six respondents out of nine (or 66.6%) had answered the survey clearly and fully, the form was adopted for use in the survey.

No listing of colleges and universities having programs of this nature existed when this study was begun, so a method for determining where contacts should be made had to be devised. Contacts were made using (1) the literature, to determine where programs exist, and (2) a spot-survey of at least one of the following types of institutions in each state or territory to see if study skills programs were offered: state university, state college, private college or university, junior college, and teachers college. All institutions communicated with

were asked to indicate institutions other than their own which offer a study skills program in that state or territory.

There were two phases in conducting the survey: (1) The director of each program (whether previously known or recommended by respondents) was communicated with, and (2) a follow-up was made to each program director not heard from two months after the first contact had been made. In the first phase the communicants were sent an individually-typed letter, a survey form requesting information needed for the survey, a survey form filled out for the University of Maryland program (for information purposes, and as a guide for making out the answers to the survey form), samples of materials used in the University of Maryland program, a stamped, self-addressed envelope in which respondents could return completed survey form and materials used in their own programs, and a self-addressed post card to be returned indicating either (1) there was no study skills program at that institutions, or (2) a program was being planned for the future. Respondents were asked to list on the postcard the names of institutions where study skills programs were known to exist in his own state or territory. Any institutions recommended as having programs by any respondent was contacted in the manner described earlier. When follow-up contacts were made, communicants were sent an individually-typed letter, a survey form to be filled out, and a survey form filled out about the University of Maryland program. (See Appendix C for samples of materials used in the survey.)

Since the respondents were asked to supply essay-type answers to the survey questions, the responses were processed twice for purposes of accurate categorization, then summarized and evaluated. (A key to

the method of categorization, including samples of typical responses in each category, is in Appendix D.) The remainder of Chapter IV will be devoted to presenting the results of the survey. The findings for each item on the survey form will be presented in the same sequence as the items appear on survey form A (Appendix C). Also, information relative to the University of Maryland program for each survey item is included for purposes of comparison.

Two hundred and nine contacts were made. One hundred and twenty-nine (or 61.7%) responded. Of the 129 respondents, 50 stated that no program was in operation. Twenty-four stated that a program was being planned for their institutions: two "this year," three in 1954, 15 at an unspecified time, and four were uncertain about the plans being made. Six respondents had programs, but the workers contacted refused to answer the survey form. Four sent information about reading programs as distinct from study skills programs. (These are not used in the summary anywhere.) Thirty-seven answered the survey completely, and their responses are included in the information in this chapter. Eight other respondents volunteered useful information about their programs in letter form instead of following the survey form; and the information included in these constitute a part of the information presented, but are identified separately from the other responses.

Goals

The survey of what goals ought to be, what goals are being pursued, and what gave rise to the adopting of the goals being pursued provided the following information:

TABLE 24. What The Goals of a Study Skills Program Ought to Be.

Goal	Response		
	Form A	Letter	Total
1. Help the student work to capacity	38	1	39
2. Help the student understand his capacities	33	1	34
3. Teach students subject matter	13	1	14
4. No response	5	5	10

The need to help students develop and use their own resources summarizes the viewpoints of the respondents. Helping students work to capacity involves assisting students to understand both their capacities and limitations as human beings. Closely related to working to capacity is the second item, since helping the student understand himself implies helping him train himself to reach his potential in the things he does. The teaching of subject matter meant to the respondents the providing of opportunities to acquire the fundamental skills, i.e., reading, spelling, arithmetic and other related skills.

These goals are recommended by the University of Maryland workers:

1. To help students work up to their capacities.

2. To show students how to achieve the most with the least effort.

3. To assist students in learning how to apply acquired knowledge not only in the academic situation but also in later life (i.e., vocation, avocation, and leisure time activities).

The similarity between items 1 and 2 in Table 24 and items 1 and 2 in the listing of the University of Maryland workers' recommendations are very apparent. Item 3 on Table 24 is not quite the same as the University of Maryland's third item. The teaching of study skills is seen as fundamental in both cases, but the difference seems to be that the respondents do not indicate that they regard this goal on a long-term basis, i.e., skills being taught and developed for use in the whole lifetime of students being trained.

The respondents stated the goals of their programs were what they should be, i.e., the same as stated in Table 24. The workers at the University of Maryland concur in this with regard to their program goals. There seems to be little reason to doubt that program workers everywhere know what they intend to do. Three respondents misinterpreted the question and therefore their answers cannot be included in this summary.

The factors which gave rise to the goals used will be investigated next.

TABLE 25. The Factors Which Gave Rise to the Adoption of Program Goals.

Factor	Response Form A	Letter	Total
1. Faculty and administration decision	25	2	27
2. Testing results and academic performance of students	14	1	15
3. Student desires	8	0	8
4. No response	10	5	15

The responses in Table 25 are indicative of a strong tendency to adopt goals which conform to faculty-seen needs rather than student-seen needs. It is interesting to note that each time item 3 appeared it was accompanied by either items 1 or 2, but items 1 and 2 often appeared both separately and together without item 3. Only four respondents use written student evaluations in their programs indicating very little effort is being made to solicit formally student opinions about this matter of program goals.

The workers in the University of Maryland program adopted their goals originally as a result of faculty-seen needs resulting largely from the university admissions policy, but more and more attention has been paid to student-seen needs as a result of useful student opinions volunteered by means of student course evaluations.

In summary, the goals mentioned by respondents most often were to help the student work to capacity, to help the student ascertain his capacities, and to teach the student subject matter, in that order; and the respondents seemed to feel that they aspire to the goals best suited to study skills programs. The needs which gave rise to adopting program goals were stated as faculty and administration decision,

testing results and academic performances of students, and student desires, in that order.

The goals of the University of Maryland program are quite similar to those which other program workers aspire to, and the workers at the University of Maryland feel they aspire to the goals best suited to a study skills program, as do the respondents. The needs which gave rise to adopting the goals stemmed from the university admission policy which necessitated students achieving better academically than in high school, plus the need to teach how to apply knowledge as well as acquire it.

Techniques

The survey of the techniques recommended, in use, and reasons for using the techniques yielded the information which follows:

The fact which stand out most prominently with regard to the techniques being used in study skills programs is the wide variety recommended and in use. Few institutions recommend or use the same techniques. Fifteen different techniques were recommended, and 14 were reported in actual use. Most respondents were quite explicit about the matter of techniques and volunteered much useful information. For purposes of clarity the information will be presented in two different ways: (1) tabulations will be made showing techniques recommended and in use, ranked according to frequency of mention; and (2) techniques recommended and in use will be organized in groups according to frequency of mention.

TABLE 26. Techniques Recommended and Used in Study Skills Programs.

Technique	Recommended			In Use		
	Form A	Letter	Total	Form A	Letter	Total
1. Class meetings	23	6	29	29	5	34
2. Periodic counseling	21	1	22	31	2	33
3. Laboratory meetings	14	0	14	14	0	14
4. Visual aids	6	1	7	10	0	10
5. Supervised practice	5	0	5	4	0	4
6. Reading course	4	1	5	3	1	4
7. Periodic progress evaluation	4	1	5	4	1	5
8. Tutoring service	3	1	4	2	3	5
9. No response	7	7	14	1	1	2

Several observations can be made about the information in Table 26. With only a few exceptions, the techniques recommended are the techniques in actual use. Only two respondents failed to state what techniques they use, but 14 respondents did not state what techniques ought to be used. Many respondents apparently do not feel able to make recommendations in this important area.

The University of Maryland program uses the following techniques: lectures, laboratory sessions, a reading course, tutoring, and counseling service. These techniques are recommended and used in other programs, and rank no lower than eighth in terms of elicited responses in Table 26.

All but 15 of the respondents offered information about the study skills areas dealt with in their programs. Item two on the survey form did not request this information, so respondents apparently attach some significance to this area if so many voluntary responses concerning it is any indication. The findings are presented in Table 27.

TABLE 27. Study Skills Areas Dealt With in Study Skills Programs.

Skill Area	Response Form A	Response Letter	Total
1. Reading	16	4	20
2. Study techniques	11	5	16
3. Notetaking and notekeeping	8	1	9
4. Time budgeting	8	1	9
5. Library use	5	3	8
6. Vocabulary	7	0	7
7. Examination techniques	6	1	7
8. Orientation to college	4	2	6
9. Demonstration of study techniques	4	1	5
10. Social adjustment	4	1	5
11. Writing techniques	3	2	5
12. Vocational orientation	4	0	4
13. Motivation	3	1	4
14. Research skills	3	0	3
15. Health	2	1	3
16. Concentration	2	1	3
17. Arithmetic	2	0	2
18. Diagnosing material content	2	0	2
19. Classroom skills	1	0	1
20. No response	14	1	15

The only items in Table 27 not specifically dealt with in either the study skills or the reading course at the University of Maryland are writing techniques, health, and arithmetic. Therefore, the University of Maryland program seems to deal with the areas which program workers feel are the important areas in study skills and related subjects.

Since techniques are used in combinations, information on what combinations are recommended and in use will be presented at this point. Table 28 contains the combinations of techniques recommended by respondents. Table 29 contains the combinations of techniques in use as stated by respondents.

TABLE 28. Combinations of Study Skills Techniques Which Are Recommended for Use in Study Skills Programs.

Combination of Technique	Response Form A	Response Letter	Total
1. Periodic counseling Class meetings	20	1	21
2. Diagnosis Class meetings	13	0	13
3. Diagnosis Class meetings Periodic counseling	11	0	11
4. Class meetings Laboratory meetings Periodic counseling	10	0	10
5. Diagnosis Class meetings Laboratory meetings	8	0	8
6. Diagnosis Class meetings Laboratory meetings Periodic counseling	6	0	6

TABLE 29. Combinations of Study Skills Techniques Used in Study Skills Programs.

Combination of Techniques	Response Form A	Response Letter	Total
1. Periodic counseling Class meetings	27	1	28
2. Diagnosis Class meetings	10	2	12
3. Class meetings Laboratory meetings Periodic counseling	9	0	9
4. Class meetings Visual aids	9	0	9
5. Diagnosis Class meetings Laboratory meetings	8	1	8
6. Diagnosis Class meetings Laboratory meetings	4	0	4

Tables 28 and 29 reveal that at least one interesting difference exists between what is thought best to do and what is done with regard to techniques, i.e., visual aids appear to figure importantly in combination number 4 (in Table 29); but do not even appear in the recommended combinations in Table 28. However, the tables indicate that respondents do by and large what they feel they ought to be doing. An expected result of this part of the survey failed to materialize, namely, that recommended combinations of techniques would indicate that a wide variety of techniques are thought to produce best results; yet respondents seem to feel that minimal use of techniques will accomplish the goals of a program.

As has been pointed out, the University of Maryland program utilizes class meetings, laboratory meetings, a reading course, tutoring services, and counseling services. Periodic counseling is lacking in the program, since large student enrollment necessitates a heavy stress on student self-evaluation. The importance of periodic counseling is recognized by the University of Maryland workers as valuable in diagnosing and remedying individual difficulties and practicing correct principles of study. The Director of the University of Maryland program feels that counseling should be voluntary, i.e., for those who want it. Diagnosis is also recognized as being vital to a good program, but lack of personnel and facilities limit workers to counseling only those who initiate it themselves.

The needs which gave rise to the adoption of the techniques being used will be presented at this point.

TABLE 30. The Needs Which Gave Rise to the Adoption and Use of Certain Techniques in Study Skills Programs.

Needs	Response		
	Form A	Letter	Total
1. Faculty opinion	20	1	21
2. Expediency	8	0	8
3. Student opinion	4	0	4
4. No response	11	7	18

At first inspection of Table 30 it might be logical to deduce that "expediency" tempered "faculty opinion;" but none of the respondents who gave "expediency" as the need or reason which gave rise to their adopting certain techniques gave "faculty opinion" as an additional

need or reason. It is true, also, that "student opinion" was not given as a need or reason concurrently with either "faculty opinion" or "expediency" -- all three needs were needs in and of themselves.

The techniques used in the University of Maryland program are the result of faculty opinion, tempered by expediency, and student opinion. Time limitations, lack of equipment, and shortage of personnel are the reasons necessitating expediency. Student suggestions are responsible for the adoption of the laboratory classes as a program technique.

In summary, the techniques recommended by respondents are largely the techniques already in use. The notable exception is reading courses, since 20 use these while only five recommend them. The most frequently mentioned techniques recommended are class meetings, laboratory meetings, periodic counseling and visual aids; and those used most extensively are the same as those recommended with the exception of reading courses.

The most frequently mentioned combinations of techniques recommended are generally also those in use, indicating that respondents do use the techniques they feel they ought to use. An exception is the use of visual aids in combination with class meetings. Respondents feel that minimal numbers of techniques accomplish the goals, and that a wide variety of techniques does not necessarily insure achieving the goals in greater degree.

Faculty opinion, expediency, and student opinion are the needs which gave rise to respondents' adopting the techniques in use.

The University of Maryland program recommends techniques which rank high on the listing of techniques recommended by other workers. The same techniques are used as are recommended, with the exception of

the 1-10 to 1-20 teacher-student ratio due to a student enrollment too large to make the recommended ratio practical. The two techniques deemed valuable by respondents and not used in the program are diagnosis and periodic counseling. The techniques used in the University of Maryland program are the result of faculty opinion, tempered by expediency, and student opinion.

Admissions Policy

The survey of admissions policies recommended, in use, and reasons for adopting the policies are reviewed in this section.

Students are admitted into study skills programs in several ways. Many descriptive phrases were used by respondents to illustrate the procedures followed in admitting students, such as: "required of all freshmen," "voluntary for all students," "poor students urged," "deficient students required," "referrals," "on basis of student desire and ability to profit from program," "probationers required," "all students urged," and many combinations of the foregoing, plus still others not in this sampling.

Since respondents' recommendations and actual operating policies of admissions are quite similar, both recommended and operating policy will be included in Table 31 for clarity.

TABLE 31. Admissions Policies of Study Skills Programs, Recommended and Operating.

Policy	Recommended Policy				Operating Policy			
	Form A No.	Letter No.	Total No.	%	Form A No.	Letter No.	Total No.	%
1. Both required & voluntary*	14	0	14	31.1	18	1	19	42.2
2. Voluntary	14	2	16	35.6	13	5	18	40.0
3. Required of freshmen	3	1	4	8.9	4	1	5	11.1
4. No response	6	5	11	24.4	2	1	3	6.7
Totals	37	8	45	100.0	37	8	45	100.0

The needs which gave rise to adopting the various admissions policies used by the respondents explain the recommended and existing policies as presented in Table 31, and will be reviewed here.

Respondents associated with "both required and voluntary" programs gave reasons which can be classified as follows:

1. Administration policy, 7.
2. Demonstrated needs of students, 4.
3. Other, 2.

Respondents in classes "1" and "2" indicated that testing invariably indicates a certain segment of the student population (especially freshmen) need training in study skills and/or reading if they are to succeed in college, the implication being that some, if not all students ought to have study skills training if testing results are a

*It should be noted that the category, "both required and voluntary," denotes programs which require some element in the school population to enter the program and allows others to enter voluntarily, i.e., probationary and low-ranking students on entrance exams are mentioned most often as the "required" element, and referrals and students who "see the need" are those categorized as "voluntary."

reliable criterion. All respondents in these classes indicated that any policy which failed to compel probationers and other deficient students to learn to do college work at their maximum levels of efficiency, and which does not allow other students to enter the program who feel the need to do so is not adequately serving the institution it is designed to serve.

Respondents associated with "voluntary" programs gave reasons which can be classified as follows:

1. Need for student initiative, 8 (6 forms, 2 letters).
2. To satisfy felt needs of students, 7.
3. Personnel and facility limitations, 4.
4. Other reasons, 6.

The respondents whose answers were classified in "3" all felt that a program should not be limited to those wanting and needing assistance in the lower academic brackets only, as measured by tests; but should be open to all who felt the need -- they belong with the "2" class in sentiment, are in the "3" class by circumstance, in effect. The "other" class includes answers ranging from philosophy of the institution to lack of cooperation of department heads. The overall feeling of this "voluntary" group seems to be that no restrictions are desirable, and no restrictions are needed in study skills programs.

The respondents representing "voluntary" programs differ from those representing "both required and voluntary" programs mainly in the matter of "felt" need as against "obvious" need -- the former group feels that no student should be compelled to enter a study skills program under any circumstances, while the latter group feels that some

academically-weak students must enter a study skills program even though the need is not obvious to the students themselves.

The five respondents who are associated with compulsory programs for freshmen gave different reasons for the adoption of a compulsory program; but all their responses can be classified simply as "school policy."

Twenty-two (16 forms, 6 letters) respondents did not volunteer information about the needs which gave rise to their programs.

Workers in the University of Maryland program feel that most freshmen could profit from a study skills course, and all probational students should be required to take such a course. Also, any interested student on campus, at any academic level, should be allowed to take the course if the student feels he could benefit from taking it. The admissions policy of the University of Maryland program is not quite like any of the programs surveyed in that a student is admitted to the program only if he fits into one of these two categories: (1) a high school record of poor quality, or (2) has done inadequate work in other colleges on campus (and wishes to continue to try to earn a degree). Facilities and personnel are not adequate to allow other students who might like to enroll to do so. University policy gave rise to the adoption of the policy now in operation when the extension of state university facilities were extended to students below certification average. The workers in the program feel that the program should be available to all freshmen (giving them the option of continuing or dropping the course), all probational students, and any student interested (at any academic level) in improving his reading and study skills.

In summary, the admissions policy recommended by most respondents is the policy they now use. Only five respondents (11.1%) represent schools which compel all freshmen to enter the study skills programs, while respondents reporting voluntary (40.0%) and both voluntary-and-required (42.2%) program policies are very evenly divided. The reasons given for the adoption of admissions policies, ranked in the order listed here, are as follows: for "both required and voluntary" programs, administrative policy and demonstrated needs of students; for "voluntary" programs, the need for student initiative, to satisfy felt needs of students, and personnel and facility limitations; and for those requiring freshmen to enroll, school policy was given as the reason.

The admissions policy recommended by the University of Maryland workers is not the one in use. The recommendations are: all freshmen should take the study skills course, all probational students should be required to take the course, and any interested student at any academic level should be allowed to take the course if he could benefit from taking it. The policy now is to admit students with inadequate high school records of poor quality, and students having done inadequate work in other colleges on campus. University policy gave rise to the policy now in use.

Academic Credit

The survey of accreditation policies recommended, used, and the reasons for using certain policies produced the information which is presented below.

The matter of whether or not to grant academic credit to students enrolled in study skills programs is an issue which faces workers in

all such programs. The responses to this question are recorded in Table 32.

TABLE 32. Credit-Granting Policies of Study Skills Programs, Recommended and Operating.

Policy	Recommended Policy				Operating Policy			
	Form A	Letter	Total		Form A	Letter	Total	
	No.	No.	No.	%	No.	No.	No.	%
1. No	16	1	17	37.8	20	3	23	51.1
2. Yes	11	0	11	24.4	12	0	12	26.7
3. Some courses "yes," some "no"	8	1	9	20.0	4	1	5	11.1
4. No response	2	6	8	17.8	1	4	5	11.1
Totals	37	8	45	100.0	37	8	45	100.0

All but one respondent in the "yes" category appear to be satisfied with the policy now in effect; but six (13.3%, 3 forms, 3 letters) who do not grant credit in their programs feel they should change their policies so as to allow some credit. Also, while only five (11.1%, 4 forms, 1 letter) grant credit as circumstances warrant, nine (20.0%, 8 forms, 1 letter) feel this type of policy to be best. The University of Maryland recommends granting credit, and it grants credit for the study skills courses offered.

The needs which gave rise to adopting the various credit-granting and non-credit-granting policies used by respondents explain the recommended and existing policies as presented in Table 32, and will now be reviewed.

Respondents representing non-credit programs gave reasons which can be classified as follows:

1. Not considered college-level course, 13.

2. Motivation must be student initiated, 9 (8 forms, 1 letter).

3. Administrative decision, 6.

It is interesting to note that the respondents in classes "1" and "2" are in exact opposition to those in classes "2" and "3" associated with credit-granting programs. (See below.) The feeling of those in class "1" in the non-credit granting group is that the program was really doing a job in the province of high schools. Those in class "2" seem to feel that motivation should be intrinsic, and therefore could not be engendered by merely granting credit.

Respondents associated with programs which grant academic credit gave reasons which can be classified as follows:

1. Administrative decision, 9.

2. College level course, 6.

3. Credit motivates, 4.

Respondents in class "1" indicated the choice was not theirs to make. The feeling of the respondents in class "2" seems to be exemplified with this comment of a respondent: "If a formal course is to be given, he (the student) should be given credit for the time spent." Closely related to the class "2" responses are those in class "3"; since respondents here indicated that granting of credit will serve as an incentive, which will be obviously lacking if credit is not granted for work done.

Respondents who represented programs which granted credit for some phases of their offerings but not for all phases can all be classified under the heading of "administrative decision." In each case, it is a matter of school policy to grant credit for "higher level" courses

in the program, but not to grant credit for those which the administration feels are high school rather than college level courses.

The University of Maryland program grants credit for participation in the program, and the workers feel that credit should be given for such a program since course requirements are such as to warrant credit being given, both from the standpoint of time and effort involved on the part of the student. University policy gave rise to the policy now pursued.

In summary, although more programs do not grant academic credit (51.1%) than do (26.7%), six respondents representing the non-credit-granting group feel they should change their policies so as to allow credit. Five programs (11.1%) grant credit for some courses, none for other courses; and nine (20.0%) feel this policy should be adopted, although only five (11.1%) use it now. Respondents associated with programs which do not grant academic credit gave their reasons, ranked in the order listed here, as follows: not considered college level course, motivation must be student-initiated, and administrative decision; respondents associated with credit-granting programs gave their reasons as administrative decision, college-level course, and credit motivates; and respondents representing programs granting credit for some courses and no credit for others gave administrative decision as their reason.

The University of Maryland workers recommend credit be granted for study skills courses, and credit is given. It is felt that the student's time and effort devoted to such courses warrants giving credit.

Tests and Diagnostic Devices

The information secured about devices recommended, used, and the reasons for adopting and using certain devices is presented in this section. With the wide variety of testing and diagnostic devices available to workers, it is a problem to choose such devices in a manner which guarantees the using of the best materials available for the purpose to be served. The recommendations and actual practices of other workers concerning this important area were found to be very revealing and useful.

The responses to the question of which devices should be and are being used are recorded in Table 33.

TABLE 33. Tests and Diagnostic Devices, Recommended and In Use in Study Skills Programs.

Device	Recommended			In Use		
	Form A	Letter	Total	Form A	Letter	Total
1. Reading tests	30	2	32	26	0	26
2. Subject area tests	24	0	24	26	3	29
3. Study habits questionnaire	19	0	19	21	1	22
4. Intelligence tests	17	0	17	18	0	18
5. Adjustment inventories	14	0	14	14	0	14
6. Mechanical devices	5	0	5	10	0	10
7. Other*	17	0	17	15	1	16
8. No response	1	7	8	0	4	4

Even though all the respondents are not willing to recommend devices now used, it is obvious that the respondents, by and large,

*Other includes such items as time diaries, speech survey, etc.

feel they now use the devices which suit their purposes best. Eight (7 forms, 1 letter) of the respondents who use intelligence tests do not recommend their use, which seems to indicate these respondents agree with others in counseling work who believe the intelligence testing can easily be overdone. Mechanical devices are used by ten respondents, but recommended by only five, thus indicating much the same attitude on the part of respondents with regard to such devices as was shown earlier (see Table 26) with regard to the use of "visual aids" as a technique in study skills programs.

The University of Maryland program recommends the following tests and diagnostic devices: study skills inventory, scholastic aptitude test, reading test, diagnostic tests in problem areas, time schedule inventory, and an English usage test. All the devices recommended are in use except the diagnostic tests in problem areas. The University of Maryland program uses the devices recommended and used extensively in other programs except adjustment inventories, subject area tests, and mechanical devices.

Respondents' reports varied widely in the matter of number and kinds of testing and diagnostic devices recommended and in use. Table 34 is presented to indicate which specific kinds of tests are most used by study skills workers.

TABLE 34. Names of Tests and Diagnostic Devices Used in Study Skills Programs.

Device in Use	Programs Using Device		
	Form A	Letter	Total
1. Reading tests	33	2	35
Iowa Silent	7	0	7
Committee on Diagnostic Reading Tests	4	0	4
Cooperative C-2	3	0	3
Others	4	1	5
Unspecified	15	1	16
2. Subject area tests	26	3	29
Cooperative English test	7	0	7
Iowa High School Content	2	0	2
Others	7	1	8
Unspecified	10	2	12
3. Study habits questionnaires	21	1	22
Wrenn, Study Habits Inventory	5	0	5
Tyler, Kimber Study Skills Tests	2	0	2
Others	3	0	3
Unspecified	11	1	12
4. Intelligence tests	24	1	25
A.C.E. Psychological Tests	5	0	5
Weschler-Bellavue Adult Intelligence Test	4	0	4
Ohio State University Intelligence Test	3	0	3
Others	3	0	3
Unspecified	9	1	10
5. Adjustment inventories	19	0	19
Kuder Preference Record	4	0	4
Mooney Problems Check List	3	0	3
Others	3	0	3
Unspecified	9	0	9
6. Mechanical devices	10	0	10
Tachistoscope	5	0	5
Reading Rate Accelerator	4	0	4
Telebinocular	3	0	3
Tape Recorder	2	0	2
Audiometer	2	0	2
Others	8	0	8
7. Others	15	1	16
8. No response	0	4	4

Since testing and diagnostic devices are often used in combinations, information as to what combinations are recommended and in use will be presented at this point.

TABLE 35. Combinations of Tests and Diagnostic Devices Which Are Recommended for Use in Study Skills Programs.

Combination of Devices	Response Form A	Letter	Total
1. Study habits questionnaire Reading test	20	0	20
2. Subject area tests Reading test	17	0	17
3. Intelligence test Reading test	15	0	15
4. Study habits questionnaire Subject area tests	14	0	14
5. Adjustment inventory Reading test	12	0	12
6. Adjustment inventory Subject area tests	11	0	11

TABLE 36. Combinations of Tests and Diagnostic Devices Used in Study Skills Programs.

Combination of Devices	Response Form A	Response Letter	Total
1. Subject area tests Reading test	13	0	13
2. Study habits questionnaire Reading test	11	0	11
3. Study habits questionnaire Subject area tests	10	1	11
4. Intelligence test Reading test	10	0	10
5. Adjustment inventory Study habits questionnaire	9	0	9
6. Adjustment inventory Reading test	9	0	9

There is a slight shift of several combinations in the scale rankings when comparisons are made between what is recommended and what is done, but no important discrepancy exists. It should be noted here that the combinations tabulated in both Table 35 and Table 36 were often used in conjunction with other devices. However, the wide variety of these complete program combinations made the tabulation of the complete combinations meaningless for purposes of this study.

The needs giving rise to the adoption and use of the devices are summarized in Table 37.

TABLE 37. Needs Giving Rise to the Adoption and Use of Tests and Diagnostic Devices.

Need	Response		
	Form A	Letter	Total
1. Assist students to formulate and attain goals	21	0	21
2. Need for complete data about students	19	0	19
3. Expediency	9	0	9
4. No response	11	8	19

Items "1" and "2" indicate a felt need on the part of program workers to secure information through the use of the devices used for the purpose of enabling both the workers and the students to establish feasible goals, and then reach the goals once the best course of action has been established. Expediency is interchangeable with availability as used in this table, since workers indicated that they could not always use the devices they preferred for reasons ranging from lack of time through inaccessability of needed devices.

The University of Maryland program workers adopted the devices used in the program to help students recognize their faults, and therefore be able to remedy them, and according to availability rather than departmental planning and procurement. These reasons are closely related to all the items in Table 37.

In summary, respondents use in their programs what they recommend, showing preference for the use of reading tests, subject area tests, study habits questionnaires, intelligence tests, adjustment inventories,

and mechanical devices. Certain tests and diagnostic devices are used in greater numbers than others, and the pattern of preference is noted in Table 34. Since tests and diagnostic devices are used in combinations, Tables 35 and 36 were presented to indicate the combinations recommended and in use, and it was found that no important discrepancy exists. The needs which gave rise to adopting and using certain tests and diagnostic devices were found to be to assist students to formulate and attain goals, the need for complete data about students, and expediency.

The University of Maryland program recommends the use of a study skills inventory, scholastic aptitude test, a reading test, a time-schedule inventory, diagnostic tests of problem areas, and an English usage test, and uses all except the diagnostic tests in problem areas. Devices recommended and used extensively in other programs but not used in the Maryland program are subject area tests, adjustment inventories, and mechanical devices. The needs which gave rise to adopting and using the devices are availability, and the need to help students recognize and remedy shortcomings.

Materials

Information was obtained regarding materials recommended, materials in use, and why certain materials are used which will be reviewed here.

Respondents volunteered much information about study skills materials, and sent many samples of materials used in the various programs, which were very helpful in compiling the information in this part of

the study. The materials both recommended and used by respondents are recorded in Table 38.

TABLE 38. Materials, Recommended and In Use, in Study Skills Programs.

Item	Recommended			In Use		
	Form A	Letter	Total	Form A	Letter	Total
1. Practice materials	20	2	22	19	2	21
2. Textbooks	21	0	21	24	3	27
3. Visual & audio aids	18	0	18	11	0	11
4. Student notebook	12	0	12	10	0	10
5. Data sheets	6	0	6	6	0	6
6. Samples of good form	8	0	8	2	0	2
7. Student-selected materials	7	0	7	4	0	4
8. Student reports	6	0	6	0	0	0
9. Course outlines	5	1	6	5	0	5
10. Progress profiles	6	0	6	5	0	5
11. No response	3	5	8	2	5	7

It will be noted that respondents feel that considerably more use should be made of visual and audio aids, samples of good form, student-selected materials, and student reports than is being made of these now.

The University of Maryland workers use practice materials, textbooks, student notebook, data sheets, samples of good form, student-selected materials, course outlines, and progress profiles. The program does not use visual and audio aids or student reports, however.

A further breakdown of the "textbook" category is useful in providing a concensus of which texts workers make use of in their programs. Table 39 is presented in order to evaluate the popularity of the various texts now in use by at least two respondents.

TABLE 39. Textbooks Used in Study Skills Programs.

Text	Response		
	Form A	Letter	Total
Robinson, Effective Study	10	1	11
Frederick, Kitchen, McElwee, A Guide to College Study	3	0	3
Lewis, How to Read Better and Faster	3	0	3
SRA Reading Books	3	0	3
Stroud and Ammons	3	0	3
Bird & Bird, Learning More By Effective Study	2	0	2
Brown, Efficient Reading	2	0	2
Crawley, Studying Efficiently	2	0	2
Jones, Improvement of Study Habits	2	0	2
Reader's Digest	2	0	2
Staton, How To Study	2	0	2
Strang, Study Type of Reading Exercises	2	0	2
Triggs, Improve Your Reading	2	0	2
Other	20	0	20

The University of Maryland program uses Robinson's Effective Study in the study skills course, and uses Triggs Improve Your Reading and the Reader's Digest (college edition) in the reading course.

Since study skills programs utilize combinations of materials, the information concerning basic combinations* of materials recommended and the ways materials are used in combination is presented in Tables 40 and 41.

TABLE 40. Basic Combinations of Materials Recommended for Study Skills Programs.

Combination of Materials	Response Form A	Response Letter	Total
1. Textbook Practice materials	13	0	13
2. Textbook Visual aids	13	0	13
3. Practice materials Visual aids	12	0	12
4. Textbook Practice materials Visual aids	10	0	10
5. Student notebook Visual aids	10	0	10
6. Practice materials Student notebook	9	0	9
7. Textbook Practice materials Visual aids Student notebook	7	0	7
8. Textbook Practice materials Student notebook	5	0	5

*"Basic combinations" denotes that some respondents used more materials but never less than shown in Tables 40 and 41.

TABLE 41. Basic Combinations of Materials Used in Study Skills Programs.

Combination of Materials	Response Form A	Response Letter	Total
1. Textbook Practice materials	12	0	12
2. Practice materials Visual aids	9	0	9
3. Students notebook Practice materials	9	0	9
4. Textbook Practice materials Student notebook	8	0	8
5. Practice materials Student notebooks	8	0	8
6. Textbook Visual aids	8	0	8
7. Textbook Practice materials Visual aids	6	0	6
8. Student notebooks Visual aids	5	0	5

When the items in Table 40 are matched with those in Table 41, the following pattern emerges:

Table 40 Item	Table 41 Item
1	1
2	6
3	2
4	7
5	8
6	5
7	no comparable combination
8	4

The foregoing pairings indicate that the respondents would prefer using different basic combinations of materials from what they actually use in some instances; but the same basic combinations are not used as are recommended in all instances.

The needs which gave rise to the adopting of the above materials used in study skills programs are noted in Table 42.

TABLE 42. The Needs Which Gave Rise to Adopting Materials For Use in Study Skills Programs.

Need	Response		
	Form A	Letter	Total
1. Needs of students	19	0	19
2. Expediency	3	0	3
3. No response	17	8	25

The "needs of students" item should be clarified since there were four types of responses in this category: as seen by faculty (11), as seen by faculty and students (3), as seen by students (3), and unspecified (2); the total being nineteen.

The adoption of materials used in the University of Maryland program came as a result of student suggestions and staff conferences, which would be classified as "needs of students" in Table 42 when compared with responses of other workers.

In summary, the materials recommended most often were practice materials, textbooks, visual and audio aids, student notebooks, data sheets, samples of good form, student-selected materials, student reports, course outlines and progress profiles. Respondents use all the foregoing in their programs, but indicate that more use should be made

of certain items than is being made of them at present, these items being visual and audio aids, samples of good form, student-selected materials, and student reports. The textbook most widely used is Robinson's Effective Study.

A comparison of the basic combinations of materials used and recommended shows that respondents would prefer using different combinations of materials from what is actually in use in some cases, with regard to rankings; but the same basic combinations are not used as are recommended.

The needs which gave rise to the adoption and use of materials were needs of students and expediency.

The University of Maryland program uses eight of the ten materials respondents use, the exceptions being visual and audio aids and student reports. The program uses Robinson's Effective Study, Triggs' Improve Your Reading, and the Reader's Digest (college edition), which are used by two or more respondents in each instance. Visual aids are basic in combination with other materials as recommended and used by other respondents, and the University of Maryland program does not use any visual aids. The needs which gave rise to the adoption and use of the materials in the program were student suggestions and staff conferences.

Workers' Qualifications

Information was obtained concerning qualifications of workers in study skills programs from the standpoint of what workers thought the qualifications ought to be, and concerning the qualifications which workers actually possess.

The information presented in Table 43 represents what workers visualize as desirable general qualifications for persons working in study skills programs.

TABLE 43. General Qualifications Recommended as Desirable for Study Skills Program Workers by Workers in Study Skills Programs.

Qualification	Response		
	Form A	Letter	Total
1. Counseling knowledge and experience	19	0	19
2. Genuine interest in people	18	0	18
3. Training in psychology	18	0	18
4. Reading knowledge and experience	15	0	15
5. Training in education	10	0	10
6. Testing knowledge and experience	9	0	9
7. Study skills knowledge and experience	6	0	6
8. Familiarity with student curriculums	5	0	5
9. Other	8	0	8
10. No response	1	7	8

There was general agreement that special qualifications would necessarily differ in different programs. Most respondents explained what they considered general qualifications as apart from special ones, and then proceeded to list the general qualifications which are in Table 43. There appears to be no doubt that certain general qualifications are desirable for workers in study skills programs as apart from

qualifications of "majors" in various academic fields, such as education and psychology.

Several categories in Table 43 need some explanation. "Reading knowledge and experience" to most respondents did not imply that every worker needed to be a reading specialist; but six respondents stated that a reading specialist was desirable as such. "Testing knowledge and experience" ordinarily might be categorized with "counseling knowledge and experience," but each of the nine respondents listed the items separately. "Familiarity with student curriculums" meant familiarity to the extent of being able to advise students on curriculum choices. The "other" category contains items such as "high school experience," "special qualifications will vary," and did not belong in any of the other categories.

The respondents' opinions regarding the relative values of psychological vs. education academic background for study skills workers are very clearly defined in the written responses as noted in Table 43, with this exception: four respondents recommended academic training in both education and psychology for aspirants to positions in study skills programs.

Many combinations-of-qualification patterns were recommended but there were not enough of these combinations to warrant separate presentation in this study in a meaningful way.

The workers in the University of Maryland program feel that the special qualifications will vary with any given program; but that certain general qualifications are desirable: psychology or education background, with a counseling specialty; and an interest in developing

"raw human material." At least one remedial reading specialist should be included in the program, also.

The opinions of workers as to whether or not they and other members of their programs possess the qualifications deemed desirable are now presented in Table 44.

TABLE 44. Program Workers' Opinions as to Their Qualifications as Workers in Study Skills Programs.

Qualification	Response		
	Form A	Letter	Total
1. Have qualifications thought necessary	20	1	21
2. Lack some qualifications thought necessary	8	0	8
3. Not specific	9	3	12
4. No response	0	4	4

The eight respondents who felt their program workers were not fully qualified indicated that the reason for this was the type or types of service the program was attempting to offer, i.e., a remedial reading course without a trained remedial reading teacher to teach it. It was clear in all but two responses that the respondents meant to indicate that the workers possessed the necessary general qualifications, but not certain special qualifications being required of them on the job. There is evidence in only one program (Stanford University) that a training program is operating to train workers to do the kind of work required in the study skills area. Training of workers seems to be left in the hands of the faculties of other colleges and departments in most of the institutions surveyed. (See Table 47.)

Table 45 presents some information regarding the size of study skills program staffs which is of interest and importance at this point.

TABLE 45. Number of Workers Employed in Study Skills Programs.*

No. of Workers	Schools Reporting		
	Full-time	Part-time	Half-time
1	4	0	1
2	3, 2**	1	0
3	10, 1**	1	0
4	2, 1**	0	0
5	1	0	0
6	0	0	0
7	2	1	0
8	2	0	0
9	2	0	0

The median for the number of full-time workers is three per program. The above data would be more meaningful were the student-teacher ratio available for each program; but very few (9 forms, 2 letters) volunteered this information as it was not requested on survey form A specifically. However, the extremes were as follows: lowest student-teacher ratio: 1-10, with 75-125 students; highest student-teacher ratio: 40-1, with 1200 students. The median student-instructor ratio of those reporting was 1-20.

The University of Maryland program has qualified personnel, but not enough of them. The program serves over 700 students with two

*Twenty-one (17 forms, 4 letters) schools did not report on this item.

**Indicate letter responses.

full-time and four part-time workers (exclusive of clerical personnel). Interestingly enough, this particular situation of having too few workers for the size of the program was not mentioned by any respondents, and this despite several programs enrolling over 1,000 students.

A summarization of information reported regarding academic degrees held by staff members is presented in Table 46.

TABLE 46. Academic Degrees Held by Workers in Study Skills Programs.

Degree	Number of Workers		
	Form A	Letter	Total
1. M.A.	23	0	23
2. Ph.D.	22	1	23
3. Ph.D. candidate	12	0	12
4. D.Ed. candidate	12	0	12
5. D.Ed.	10	0	10
6. M.S.	5	0	5
7. M.E.	3	0	3
8. M.A. candidate	1	0	1
9. Unspecified	5	0	5

Further information regarding the personnel working in study skills programs is available in Table 47, with reference to academic majors pursued by the workers.

TABLE 47. Academic Majors Reported Pursued by Workers in Study Skills Programs.

Academic Major	Number of Workers		
	Form A	Letter	Total
1. Education	37	1	38
2. Psychology	19	1	20
3. Personnel and Guidance	15	1	16
4. English	7	0	7
5. Speech	4	1	5
6. Other	20	3	23
7. No response	12	4	16

It should be noted that workers' own designations were used to identify their departmental affiliations, i.e., those who stated that they were members of a "personnel and guidance" division, or department, were so categorized.

The University of Maryland program has six workers: a director (Ph.D. in psychology), an instructor and tutor (D.Ed. candidate), a reading specialist and assistant to director (M.A. in psychology), a laboratory assistant and mathematics tutor (M.A. candidate in psychology), a laboratory assistant (M.A. candidate in psychology), and an English tutor (Ph.D. candidate in English). On-Campus Division is the name of the study skills program, which in turn is at present under the jurisdiction of the College of Special and Continuation Studies. No facilities exist to train workers for study skills program demands on the campus or elsewhere on the East Coast.

In summary, the general qualifications which respondents recommended most often as desirable in study skills program workers were counseling knowledge and experience, genuine interest in people, training in psychology, reading knowledge and experience, training in education, testing knowledge and experience, study skills knowledge and experience, and familiarity with student curriculums, in that order. Respondents also acknowledged that special qualifications necessarily differ from one program to another. Twenty-one (20 forms, 1 letter) respondents think the workers in the programs they represent have the qualifications thought necessary, while eight felt that some qualifications were lacking in some workers; and 12 (9 forms, 3 letters) were not specific on this point. Only one program reports a training program for study skills program workers. The median number of workers per program is three, and the median student-teacher ratio is 1-20 at the schools reporting on this item. The greatest number of workers hold and/or pursue M. A. degrees, followed in order by Ph.D., Ph.D. candidate, D.Ed. candidates, D.Ed., and M.S. degrees. The largest number of workers are majors in Education, followed in order by those majoring in Psychology, Personnel and Guidance, English, and Speech.

The University of Maryland program workers recommend general qualifications including training in psychology, or education, with a counseling specialty; an interest in developing "raw human material;" and a remedial reading specialist on the staff, recognizing also that special qualifications will vary with each program. It is felt that the program workers meet the general qualifications deemed desirable. No facilities exist on the campus, or elsewhere on the East Coast, to train workers for study skills program demands. There are six workers

in the program, the student-teacher ratio is as high as 1-200 in lectures, and 1-50 in laboratories. Degrees held and/or pursued by program workers are a Ph.D. in psychology (counseling), a D.Ed. candidate in education (counseling), a M.A. in psychology (counseling), two M.S. candidates in psychology (counseling, and industrial psychology, respectively), and a Ph.D. candidate in English.

Research

Information about research was volunteered by respondents with respect to what sort of research is needed, what sort of research they are doing, and the needs which gave rise to inaugurating the research being done. Table 48 includes information concerning the types of research needed in the study skills programs.

TABLE 48. The Kinds of Research Respondents Feel are Needed in the Study Skills Field.

Research Needed	Response Form A	Response Letter	Total
1. Evaluate training techniques	20	0	20
2. Determine ways to improve the program	15	0	15
3. Validate diagnostic instruments	5	0	5
4. Other	5	0	5
5. No response	11	8	19

"Training techniques" are thought of by respondents as lectures, laboratories, tutoring and so forth. "Ways to improve the program," while closely related to training techniques, meant to respondents the short and long term analysis of the overall program to discover ways of improving the whole program. "Diagnostic instruments" meant tests

and test batteries, largely, plus machines like the tachistoscope and the reading rate accelerator.

The information in Table 49 has to do with the kinds of research which has been done by workers in study skills programs.

TABLE 49. The Kinds of Research Respondents and Their Colleagues Have Done in the Study Skills Field.

Research Done	Response		
	Form A	Letter	Total
1. Evaluate training techniques	26	1	27
2. Determine ways to improve the program	17	0	17
3. None	21	1	22
4. No response	5	7	12

A comparison of the data in Tables 48 and 49 reveals that the two areas for research recommended most often are those areas in which most of the research is being done. Noticeably absent from the being-done listings is the item "validate diagnostic instruments." A sampling of some specific kinds of research which respondents are carrying on are studies on academic grade-point gains, student reaction to the program, physiological factors and relationships to college study, and effective means of carrying on class discussions.

Information about the needs which gave rise to inaugurating the research which has been done will now be presented in Table 50.

TABLE 50. The Needs Which Gave Rise to the Kinds of Research Respondents and Their Colleagues Have Done in the Study Skills Field.

Need	Response		
	Form A	Letter	Total
1. Evaluate what is being done	6	0	6
2. Evaluate what needs to be done	5	0	5
3. Other	3	0	3
4. No response	26	8	34

The fact that relatively few respondents have undertaken research (as indicated in Tables 49 and 50) is very apparent when the literature is reviewed, for very little is found relating to study skills programs. Some of the respondents gave reasons for not having done research in their programs; and some who have done research sent copies of their projects and other information which were most helpful in compiling the data used in this section on research in the study. Some of the information not included in Tables 49 and 50 is pertinent to this study and will be presented now.

Research has revealed statistically significant gains in grade-point average in each of the six (5 forms, 1 letter) schools where such studies have been undertaken. Research revealed that reading rate improved significantly (as high as 300% for one semester in one school reporting) in five (4 forms, 1 letter) schools. Two respondents report that ways to improve their programs were revealed through research, in

addition to nine schools who intimated that research helped them but were not specific as to how or why this was so.

As noted in Table 49, 22 respondents reported that no research has been done in their programs. Five of those respondents gave as their reason the newness of their programs -- there has been no time to inaugurate research as yet. One respondent voiced a reason for not conducting research which might well include many of the others who failed to respond to this item, namely, the workers spend their time giving service.

The University of Maryland workers feel that research needs to be done in the area of evaluation of training techniques in use. An example of the sort of research pattern envisioned is the studying of the number of probational students graduating with study skills training as compared with students without study skills background. A continuous program evaluation should be carried on, also, with the continual improving of all aspects of the program as the objective.

Two research projects have been completed on the University of Maryland program (see pages 64-69 in Chapter III for complete resume' of one project) and two are in progress.

A comparative study revealed that probationary students improved in reading and study skills partially as a result of study skills training. A study of motivational factors involved in the success and failure of a group of probationary students resulted in the identification of certain factors which play a part in the success or failure of college freshmen.

One of the two studies now in progress deals with relative improvement due to study skills as a determiner of academic success, and is a

departmental project. The other study underway at the time of this writing is this survey and evaluation of study skills programs in the United States and its possessions.

The completed research was initiated to fulfill a two-fold need: to secure information about specific areas of the program, and to satisfy academic requirements for two staff members earning advanced degrees.

In summary, the kinds of research respondents feel is needed in the study skills area are those kinds which evaluate training techniques, determine ways to improve programs, and validate diagnostic instruments. The research which has been done has been in two main areas: the evaluation of training techniques, and the determining of ways to improve programs. The needs which gave rise to inaugurating research were the need to evaluate what was being done, and the need to evaluate what needs to be done. Relatively few workers have undertaken research on their programs, but significant grade-point gains and improvement in reading skills have been reported in each program where such research was done.

The University of Maryland program workers feel that research needs to be done on evaluating training techniques and that evaluation of study skills programs should be a continuous process. Four research projects are completed or underway on the program to fulfill two main needs: to secure specific information about specific areas of the program, and to satisfy requirements for advanced degrees for two staff members.

Addendum

No items of significance to this study were forthcoming from respondents when asked to write any items of significance and interest which could not be included under the other headings on survey form A; but items of interest were volunteered by 19 (18 forms, 1 letter) respondents. Seven respondents clarified the administrative arrangement of their programs; and all but one program came under the jurisdiction of a college, or department, established on campus for purposes other than administering a study skills program. Five respondents (4 forms, 1 letter) wrote out the number of enrollees in the programs, and the numbers enrolled ranged from 7 to 1200 students per semester. Training is offered at off-campus centers as well as on campus in two institutions. One respondent stated that the integration of the speech and reading clinics in the program had been a most satisfactory merger. One respondent stated that the problems of home and living-group are of equal importance to on-campus problems dealt with in the program. The lack of a "system of compulsion" in his program is of concern to one respondent. Finally, one respondent places great stress on using the term "improvement" as against use of the word "remedial" in connection with study skills programs in general.

The University of Maryland program now enrolls over 700 students. Referrals are made to an on-campus counseling center when necessary; but the program is independent of the counseling center and the psychology department. The program is a part of the College of Special and Continuation Studies which carries on a statewide, off-campus program and a program for the armed forces in parts of Africa and Europe.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purposes of this study are to trace the history of study skills programs in the United States so as to determine the historical, sociological, and educational forces which created such programs; to summarize and evaluate what has been accomplished in the study skills program at the University of Maryland; and to survey what is being done in other study skills programs in the United States and possessions in order to supply needed information to other workers, and to improve the program at the University of Maryland.

Findings About the History of Study Skills Programs in the United States

The methods of study in the 18th and 19th centuries varied little and were relatively uncomplicated. An authoritarian pattern of classroom procedure made a choice of study methods impossible, since conformity to the instructor's patterns of study and learning was mandatory. Teacher emulation, rote memorization and oral drills were the bases of formal learning. Individual talents and propensities could be utilized so long as they did not involve the questioning of, and interference with authoritarian-type class procedures. The coming of the guidance movement and later developments in vocational guidance paved the way for the beginning of higher-level study skills programs in colleges and universities. Study skills programs were eventually designed to help

individuals achieve academic success, and to enable them to achieve social success in later life.

The relatively new philosophy of higher education, which places the development and use of human resources above the values of the older "laissez faire" educational atmosphere, has created much activity in a new area in the educational field called the study skills programs.

Findings About the Study Skills Program at the University of Maryland

When the facilities of the state university were extended to all prospective students below certification average in 1947, university policy dictated that students admitted without the certification average be put on probation for a year and given study skills training. Both a study skills and a reading course have been developed, utilizing lectures and laboratory sessions. Also, counseling, tutorial and remedial reading services are available to students needing such services.

Faculty and student evaluations presented in this study indicate that the program is achieving its basic goal of aiding the students to improve study and reading skills, as indicated by the following findings:

A test-retest comparative study of 128 probationary and 122 control-group students was made in 1948-1949, using as criterion the A.C.E. Psychological Examination, two forms of a standardized reading test, and sociology grades for one semester. Findings were as follows: There was no significant difference between the probationary group and the control group when the study was begun, as measured by the A.C.E. Psychological Examination. There was a statistically significant

difference between the probationary group and the control group, in terms of reading ability, when the 1948-1949 fall semester began; but there was no statistically significant difference between the experimental group and the control group when the 1948-1949 fall semester ended, as measured by Forms A and B of the reading test. The mean difference between the probationary group and the control group sociology course grades was in favor of the control group, although both groups earned a 2.0 or "C" average or above; and the difference between the grades earned by both groups was statistically significant.

A follow-up study of 128 probationary students and 122 control-group students to determine academic achievement after 4½ years revealed that 29 (22.6%) of the probationary students and 28 (22.9%) of the control group students graduated during the period between the Fall of 1948, and February, 1953.

A second follow-up study of another group of 128 probationary freshmen students to determine academic achievement after 5½ years revealed that 26 (20.3%) graduated.

A study of 139 probationary students to determine whether reading skills improved as a result of the reading improvement course revealed that the group realized a statistically significant improvement of 158.7 words per minute in speed over the semester with no loss in comprehension.

Student evaluations of both the lecture and laboratory parts of the study skills course, and of the reading course, indicated that most students felt the courses had been beneficial and satisfying to them.

Findings About the Survey of Study Skills Programs in the United States and Possessions

The survey of study skills programs in universities, colleges, and junior colleges in the United States and possessions was undertaken to secure information about goals, techniques and procedures, admissions policies, credit-granting policies, testing and diagnostic procedures, course materials, qualifications of workers, and research. Respondents were asked to state what they recommend, what they actually do, and the needs giving rise to what they do with regard to the foregoing items. Two hundred and nine contacts were made, and 129 (61.7%) institutions responded, resulting in the securing of the information which follows.

Twenty-four respondents reported that no program is offered at the present time, but that programs are being planned for the future. The goals recommended are: help the student ascertain his capacities, help the student work to capacity, and teach him subject matter. Respondents stated they aspire to these goals. The needs which gave rise to the adoption of the goals were: faculty and administrative decisions (based upon the desire to help students develop and use their abilities to the maximum), testing results, academic performance of the students, and student desires.

The techniques used most are: class meetings, laboratory meetings, periodic counseling, and visual aids. The techniques recommended are the ones used most extensively. Respondents also use the same combinations of techniques they recommend, and indicate that a minimal use of techniques accomplishes the program goals. Faculty opinion,

expediency, and student opinion are the needs which gave rise to the techniques, and combination of techniques in use.

Admissions policies were found to be of three types: both required and voluntary (42.2%), voluntary (40.0%), and required of freshmen (11.1%). The schools using policies other than the aforementioned ones are equally divided in number; and the respondents use the policy recommended in most cases. The needs which gave rise to the adopting of the policy used differed according to the type of admissions policy. Workers in "both required and voluntary" programs cite administrative policy and student needs as the reasons giving rise to the policy in operation; for "voluntary" programs, the need for student initiative, to satisfy felt needs of students, and personnel and facility limitations were the reasons; and for those requiring freshmen enrollment, faculty policy was stated as the reason.

No credit is granted for study skills by 51.1% of the respondents while 26.7% do grant credit. Some respondents (11.1%) give credit for certain courses, none for others. Most respondents use the policy they recommend. The reasons given for the policy of not granting academic credit are: not considered college-level course, motivation must be student-initiated, and administrative decision. For credit-giving programs, administrative decision, college-level course, and credit motivates are the reasons stated for giving credit. For programs granting credit for some courses and none for others, administrative decision is given as the reason.

The tests and diagnostic devices recommended and in use are reading tests, subject area tests, study habits questionnaires, intelligence tests, adjustment inventories, and mechanical devices. Respondents use

essentially the same combinations of devices as they recommend. The stated reasons which gave rise to the using of the devices and the combinations of devices are: the need to help students recognize and remedy shortcomings, and expediency.

The materials in use are not the same in many cases as those recommended. The materials used most are practice materials, textbooks, visual and audio aids, student notebooks, data sheets, samples of good form, student selected materials, student reports, course outlines and progress profiles; but more extensive use of visual and audio aids, samples of good form, student selected materials, and student reports is recommended. The same combinations of materials are not in use as are recommended in all instances. The reasons given for adopting and using the materials were student needs and expediency.

The general qualifications for study skills program workers were stated most often as counseling knowledge and experience, genuine interest in people, training in psychology, reading skill training, study skills training and experience, and familiarity with student curriculum requirements. Respondents also recognized that special qualifications necessarily differ from one program to another. Most respondents felt that the program workers in their programs had the necessary general qualifications. The median number of workers per program is three; and the median student-teacher ratio is 1-20. The greatest number of workers hold and/or pursue M.A. degrees, followed by Ph.D.'s, Ph.D. candidates, D.Ed. candidates, D.Ed.'s and M.S.'s. The largest number of workers are education majors, followed by psychology, personnel and guidance, English, and speech majors, in that order.

Research is recommended in the areas of evaluating training techniques, determining ways to improve programs, and validating diagnostic instruments. Research is being done in the areas of evaluating training techniques and determining of ways to improve programs. The reasons giving rise to the research are the need to evaluate what is being done, and to evaluate what needs to be done in the future. Relatively few programs report research being done, but significant grade point gains and improvement in reading skills have been reported where research has been done.

The request made of respondents to inform the University of Maryland workers where other programs were operating elicited much information, and many useful contacts were made as a result.

The following items of interest were revealed by the addenda respondents gave: Most study skills programs are under the jurisdiction of a department or college established on campus for purposes other than to administer a study skills program. Programs enroll from seven to 1,200 students; and training is offered off campus as well as on campus at two of the schools reporting.

Conclusions

1. Most programs offer services to a limited segment of the school population, i.e., those who ask for help, some probationers, etc. Since it is known that about one-half of the college freshmen students fail to earn degrees (120, p. 3), it would seem that a much higher proportion of the college student population needs more and better assistance than they now receive. A good guidance program at the high school level will involve every student in the school to

guarantee the success of as many as can be assisted in any way; and a college-level study skills program, in the broad sense, should also do just that. An effective study skills program is an integral part of the college guidance program; but very few of the program workers attempt to operate a program of the quality and scope necessary to do the job needing to be done at the college level. There are too few campuses where any student at any grade-level can get needed assistance either voluntarily or upon faculty recommendation. This is because the programs are too small (too few staff members to do the job necessary), too limited in scope (offer a minimal number of services), and serve only certain segments of the school population (probationers, etc.). Ideally, a study skills program is a college guidance service, but few programs today are offering a campus-wide college guidance service.

2. The "remedial" policy plagues study skills programs. The remedial phases of most programs seem to take precedence over the preventative phases of the programs, with the result that few schools make provisions for helping any students other than those who must be helped to get through, or those who enroll voluntarily. The "average" student must struggle along without assistance until he, or some faculty member, notices that he is about to fail out of college, at which time remedial measures may be taken (if it is not already too late). The policy of providing students with assistance before trouble develops (without the "remedial stigma") is characteristic of too few of the institutions surveyed.

3. Very little program-planning with students is done in study skills programs. This important element of student participation is conspicuously lacking in many of the programs surveyed. Small staffs

and insufficient operating funds usually account for this; but the absence of student-faculty program planning is a serious shortcoming, nonetheless, in programs of this type.

4. Over half (51.1%) of the study skills programs surveyed do not give academic credit for participation in their programs. Credit is "expected" by college students for work done in college, and failure to compensate students for work done successfully is bound to minimize the usefulness of the program. Good or bad, it is nonetheless true that college credit is a motivating factor with college students. It is also true that student initiative is very important to any student's success or failure in meeting and solving his problems; therefore, it seems important to make the process of problem-solving as profitable as possible to students in order to nurture initiative. College-level study skills programs must conform to basic college-level practices, in general; and certainly the granting of academic credit is an essential ingredient of any college-level program or course, especially where required, at the present time. The granting of credit probably would cause more students to expose themselves to study skills courses, which in turn might well be the academic salvation of many students.

5. Research is being done neither in the minimal quantity necessary, nor in the areas where it is most needed. The quantity of research needed will necessarily be governed by needs of the individual programs; but every program needs research of the kind which will indicate (1) whether the program is achieving set goals, and (2) what needs to be done to improve the program.

6. Study skills programs select their workers on the bases of general qualifications, but not necessarily those related to the

qualifications most needed in workers. Workers having majored in areas such as education and psychology could only have some of the general qualifications needed; and could have special qualifications needed only by chance. Some of the needed qualifications are not dealt with in college courses of any kind, i.e., an education major will not have an adequate background in abnormal psychology and other vital psychological areas, and a psychology major is not given practice teaching, curriculum planning, and other essential teaching knowledge. Many having studied the conventional college curricula and working in the study skills areas obviously would lack training in many of the essentials.

Special qualifications in workers will vary from program to program, of course; but there is no way to insure that workers having such qualifications will be available in the right numbers and at the right times. Only one institution surveyed offers training in study skills training areas *per se*; and this in spite of the fact that at least 24 college-level institutions will offer such programs in the future in addition to the programs already in operation. (See conclusion 8.)

7. Study skills programs are usually not publicized -- indeed, some are practically kept on a "confidential" basis among staff members. This does a disservice to the student body needing the services, and prevents the program from operating as it should. Evidence points to the lack of publicity in many schools as being caused by their being financed in a frugal fashion by the administrators. Hiring an adequately trained staff in sufficient numbers to perform the services when and where such services are needed is not often done. However, it would seem that a service designed to help students cannot be kept

"secret" from students and yet serve student needs, no matter what the circumstances surrounding the program happen to be.

8. The study skills program movement continues to grow. Some programs cannot expand fast enough to serve the students requesting the services; and a significant number (24) of college-level institutions report that they are planning to offer study skills programs in the future.

General Recommendations

1. Program services ought to be made available to all segments of the school population. Problems arise at every academic level in college, and study skills programs need to offer the services needed by all students at all levels in order to attain the goals of such programs (i.e., help students ascertain their capacities, help students work to capacity, and teach students subject matter).* Programs need to have adequate numbers of program workers, need to offer all the services students require, and need to serve all students and the faculty, with no exceptions. Actually, following this recommendation would involve nothing less than a complete reorientation of most study skills programs, i.e., the making of a real guidance service, encompassing all the services now split up between counseling centers, admissions offices, etc. Except for the assigning of all freshmen to the program, no other group should be assigned to, or coerced into the program. Students will apply, unhesitatingly, for services when they

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*Goals are reviewed in detail beginning on page 105.

really see the need (and if they will not suffer a form of social ostracism as a result of availing themselves of program services).

2. Emphasize the "preventative" rather than the "remedial" in planning and operating study skills programs. Programs which serve only those segments of the school population which are deficient in some aspect will stigmatize the program in the eyes of other segments of the student body who might need and/or want the services. One way to help prevent academic failures and overcome stigmatization is to offer an orientation course to all freshmen (with supplemental services available at other levels to meet specific needs), thus placing all beginning students in the program in a way that would not stigmatize any one group in the freshman class.

3. The types and extent of services offered should be a result of student-faculty planning, initially; and subsequent changes ought to be made as a result of student-faculty planning, based upon research findings. One way to insure student participation in the program is to incorporate student-faculty planning as a part of the program procedure. Written student evaluations, student suggestions, interviews with students, and regularly scheduled student-faculty meetings are useful methods. Student acceptance is an essential if the program is to reach those who need help and if it actually is going to help them. Faculty-seen needs are not always student-seen needs, as the University of Maryland program workers learned (see page 44). Once students see that the services offered do meet their needs, acceptance of the program should follow. It is recognized that a well-trained faculty might know more about what students need than the students themselves, yet this obviously does not guarantee student acceptance. Student-faculty

planning might well be termed a "calculated risk" in the study skills area; but it seems no less essential than in any other situation where democratic procedures seem likely to produce the best results.

4. Credit should be granted for work accomplished in a study skills program. While it is true that some of the services rendered, and some of the course materials used are not "college level" in terms of the conventional course offerings of higher-level academic institutions, it is equally true that the college system has bred in its students the desire to earn credit for all work done. Studying for the material rewards offered is not necessarily the same as studying to become educated; but it must be admitted that the present-day college system is geared more to the former than to the latter of these two approaches to "education." It is therefore necessary to reward students with credits to help insure their interest -- credits do not guarantee interest, but merely make interest more possible. Failure to grant credit might doom the program to disuse, however useful it may be potentially. Therefore, however unpalatable it may seem to college faculty members, credit for participation in study skills programs is an essential part of the program if the program is to reach the students who want and need it.

5. Research is a necessity in study skills programs. There is no way to determine what is being accomplished or what improvements are needed in the program unless records are kept and evaluations are made on the basis of the records. Both short term and long term goals need to be set, then efforts to determine how well the program is achieving its goals must be made, if the program workers are to know what they have accomplished and what needs to be done to accomplish more. The

matter of the morale of the program workers is a related factor to be considered -- there can be little incentive to workers to carry on the exacting and demanding work of a program when there is no assurance that their endeavors accomplish anything worthwhile. While it is true that program workers spend most of their time giving service (as do most people in the various branches of the teaching profession), it is equally true that a part of every worker's time needs to be devoted to research in the program if the program is to be successful, and if the workers are to have confidence in the program. Research is particularly needed in these areas: program evaluation, program improvement, and validation of diagnostic instruments.

6. Facilities are needed to train study skills workers. At present study skills program workers are the products of training programs which have trained them to be educators, psychologists, and other kinds of specialists not necessarily trained for work in a study skills program. Some of the offerings of several special training programs (i.e., education, psychology, etc.) might well be incorporated in special courses to train workers for study skills programs, since it is an educational area demanding certain of the general and special knowledge and skills now taught in some colleges. While training for participation in different study skills programs will vary in length and nature, all program workers would benefit from training in certain areas now offered in scattered curricula and colleges, but which could be combined in one curriculum designed to train study skills workers for their special work.

7. Study skills programs need to be known, and need to be available to students if they are to accomplish their goals. The publicity

of such a service need not be of the conventional advertising variety, but nevertheless should be made known to the entire student body. The students and faculty members who have learned about and used the services will "advertise" the program, of course. But until the program is well established and has built a good reputation on campus, written notices concerning services, hours, etc., should be available on campus, plus notices in the regular campus literature which will reach, and can be read by both students and faculty.

Specific Recommendations for the University of Maryland Program

1. The worker-student ratio in classroom situations should not exceed 1-20, and will be more effective in proportion by the reduction of this ratio (see pages 114-115). While the expense of maintaining such a ratio will be relatively high, the good accruing from it would justify the expense.

2. Add audio-visual aids and student reports to materials already in use in the program. Audio-visual aids are used more widely than recommended (see Table 38, page 130), but seem to have a place in study skills programs where used judiciously. While research evidence indicates that audio-visual aids are not essential to the success of a program, it is recognized that the motivational value is an important factor which make their use desirable. Student reports are also recommended by program workers (see Table 38), and could be used more extensively in the Maryland program.

3. Periodic counseling ought to be incorporated as a technique in the program (see Tables 28 and 29, pages 111 and 112). While the

number and duration of counseling interviews would necessarily vary with the student need and faculty availability, it is recommended that some pattern of counseling bet set up in conformance with the recommendations and practices of other college-level study skills programs. (An extensive preliminary interview schedule was set up for new students at one time, but insufficient personnel made the continuance of the service impossible.)

4. The admissions policy should be modified to the extent that the program be required for students needing it, and voluntary for those wishing to avail themselves of it. The most numerous type of programs now operating, and recommended by many workers, is the "both required and voluntary" type (see Table 31, page 116). The University of Maryland workers recommend that their program be both required and voluntary, i.e., required of all freshmen (with option to continue or drop), and available for any student at any academic level interested in improving reading and study skills.

5. The study skills program ought to be made an integral part of the guidance services of the University (see pages 33-36). The University Counseling Center, the Admissions Office, and the Study Skills Program now are separate university administrative entities, but might well render better service to the student body if they were integrated, simply because the work of each agency is related to the others. Referrals from other colleges on campus could be expedited once the integration of all counseling services becomes a reality.

6. Add subject area tests and adjustment inventories to the tests and diagnostic devices now in use in the program. These devices are recommended and widely used elsewhere (see Table 33, page 123), and are

valuable if used on a research basis to ascertain factors associated with academic success.

7. More research is needed for program evaluation and improvement, to be done according to stated aims, and following a planned pattern. Research applicable to all study skills programs is possible and desirable. A specific example of research needed is to study further the data in Table 5 to determine the factors which allowed the lowest-ranking A.C.E. testing group to gain college success.

SELECTED AND ANNOTATED BIBLIOGRAPHY

The bibliography has been divided into subject-sections as follows:

Books

College counseling
Group guidance
Past and present guidance trends
Reading skills
Social guidance
Study skills
Miscellaneous general

Articles, Monographs, Theses and Films

College counseling
Group guidance
Past and present guidance trends
Reading skills
Social guidance
Study skills
Miscellaneous general
Films
Departmental studies, University of Maryland

An asterisk has been placed alongside each item which was helpful in writing this dissertation.

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Comparative information on methods of study.

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An especially good study habits questionnaire included.

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309. Tresselt, M. E., et al, "Differential Prognosis in a College Study Methods Course," Journal of Psychology, 31:81-9, January, 1951.

310. Turrell, Archie Milton, Study Techniques and The Improvement of Scholarship. D.Ed. dissertation, School of Education, Stanford University, 1936. 406pp.

311. *Weitzman, Ellis, "Misconceptions of Entering College Freshmen," Journal of Educational Research, pp. 224-7, November, 1948.

312. *Wolhaupter, Hazel, A Reading and Study Skills Program as a Technique in College Guidance. Unpublished thesis, Stanford University, 1950.
A comprehensive study of the Reading and Study Skills Program in the University of Arizona.

313. Woodman, E. M., "Description of a Guidance Instrument Designed to Measure Attitudes Related to Academic Success in College," Educational and Psychological Monographs 12, 2:275-84, 1952.

Films (Sound)

314. Boy Scouts of America, Are You Popular? (For junior and senior high school, 16 mm.) 10 minutes.

315. Columbia University, New York, Guidance Problems for School and Home. (For junior and senior high school, 16 mm.) 17 min.

316. Coronet Instructional Films, Chicago. (For junior and senior high school, 16 mm.)

Aptitudes and Occupations	- 16 minutes
Building An Outline	- 10 "
Choosing Books to Read	- 10 "
Do Words Ever Fool You?	- 10 "
Find The Information	- 10 "
How To Judge Facts	- 10 "
How To Read a Book	- 10 "
How To Study	- 10 "
Improve Your Reading	- 10 "
Know Your Library	- 10 "
Shy Guy	- 10 "

317. Y.M.C.A. (Junior and senior high school, 16 mm.)

You and Your Family	- 10 minutes
You and Your Friends	- 10 "

Departmental Studies, University of Maryland

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319. *_____, A Follow-up Study of 128 Probationary Freshmen Students to Determine Academic Achievement After 5½ Years. 1953. (Unpublished)

320. *Maxwell, Martha, and Walter S. Blake, Jr., A Study of 139 Probationary Students to Determine Whether Reading Skills Improved as a Result of the Reading Improvement Course. 1953. (Unpublished)

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APPENDIX A

Samples of Class Materials

A. Equipment Needed
   1. Effective Study by F. P. Robinson (CA 1 textbook)
   2. The American Way of Life by Barnes and Ruedi (Sociology 1 textbook).
   3. One, three-ring notebook.

B. General Information About College Aims 1
   1. The College Aims 1 course is divided into two parts
      a. Two lecture periods weekly
      b. One laboratory period a week of two hours duration in T-208

C. Specific Information About the College Aims 1 Laboratory
   1. Reasons for having a laboratory
      a. Individual attention and assistance is given
      b. Opportunity is provided for practice and coaching in study skills
      c. The information offered in the lecture part of the course is given practical application through practice
   2. Reasons for using the same text uded for the Soc. course.
      a. Sociology of American Life is a course required of all freshmen at the University of Maryland and The American Way of Life is the test used in that course
      b. The sociology text provided material for practicing study methods and skills over assignments which are actually used in the sociology course.
   3. The grade you earn in the laboratory will be based on these criteria
      a. Attendance - mandatory - and absences cannot be excused except by written excuse from the University Infirmary, your personal physician, or authority in charge of University activity.
      b. Ability - as measured by laboratory exercises
      c. Initiative - as exhibited by a cooperative and interested attitude

D. General Instructions
   1. Bring equipment needed when attending laboratory periods
      a. Failure to bring needed equipment will result in your dismissal from the laboratory for the day and an unexcused absence noted on your attendance record. Equipment which will be needed for each laboratory meeting will be written on the blackboard a week ahead of when it will be used
   2. If, and when, you complete the laboratory assignment before the end of the class period, use the remaining time for study of your own choice.
   3. Use ink for all laboratory written work, unless notified otherwise
   4. Report excused absences to laboratory counselor the first time you return to class; unexcused absences become "F's" on your class record
   5. KEEP THIS PAGE IN YOUR CA 1 NOTEBOOK FOR REFERENCE.

Information About Your Universities

Procedure

COLLEGE AIMS I

1. Look over the college catalogue for the current year and list the events which will be of concern to you and which you should consider in making your plans for the semester or year. Write these in your date book.

2. Examine your college catalogue and list the student organizations and activities which interest you. Observe that these may be classified under the following headings: (a) General organizations, (b) departmental clubs, (c) special interest groups, (d) honorary societies, (e) social fraternities, and (f) religious organizations. Learn how you can become a member of the organizations in which you are interested.

3. Read carefully the descriptions of the different student awards and scholarships which are available and determine whether or not you can qualify for any of these.

4. Acquaint yourself with the many services provided by your college; i.e., the employment agency for students, health service, library, occupational counseling clinic, psychological clinic, speech clinic, student personnel and guidance services, reading laboratory, and veterans counseling services. If you can make a better college adjustment by consulting one or more of these services, do so for they are established for your benefit.

5. Look over your college catalogue, schedule of classes, instructions for registration and enrollment and obtain answers to the following questions.

   a. Is an identification photograph necessary? Yes No
   b. Is a college ability test required? Yes No
   c. What constitutes a class load?
   d. How can one enroll for extra hours?
   e. What steps must one take in order to withdraw from a course?
   f. What is the significance of course numbers?
   g. What marking system is used at your college?
   h. How is the scholarship index or point hour ratio determined?
   i. To whom would you go for help in solving a personal problem?
   j. With whom would you confer in regard to a student loan?
   k. What does low scholarship and probation mean at your school?
   l. What are the standards and requirements for graduation?
   m. What are the regulations relating to examinations?
   n. What are the rules concerning absences and cuts?

   You will find certain regulations and requirements which are as essential to the proper functioning of "your college" as the rules governing the games of chess, football, and bridge. College requirements are for your benefit. Be a good sport.

6. Read in the college catalogue the history of your college and underline the purposes for which it was established.

7. Make a list of its traditions, customs, and practices which may have affected its student body through the years.

8. Determine the outstanding characteristics of your school and list several of its distinguished alumni. The alumni magazine may help you.

9. Develop early a loyalty for "your school." It can become your Alma Mater and for you the finest college in all the world. Respect its faculty, honor its traditions, and do all in your power to make it an even better school than when you found it.

NAME: _____
SECTION: _____
COLLEGE MAJOR: _____
(if decided

1. Draw an outline of the reference room (on 3-ring notebook paper and locate the following:

1. Index cards for "D"
2. Index cards for "M"
3. Unabridged English dictionaries
4. General Encyclopedias
5. New York Times Index
6. Book review digest
7. Atlases
8. Time Magazine (bound)
9. School and Society magazine (bound)

2. On your outline, locate 4 of the following indexes to periodical literature; show A and plus any 2 others that relate to your interests in school and work

A. Readers' Guide to Periodicals
B. International Index
C. Agriculture Index
D. Engineering Index
E. Industrial Arts Index
F. Public Affairs Information Service
G. Poole's Index
H. Education Index
J. Art Index
K. Psychological Abstracts

Supply the answers for the following questions, writing the letter of the incorrect response on the line next to each question.

_____1. Library hours for the academic year are (a)Monday-Friday 7:30AM to 10 PM, (b)Saturday: 7:30 AM to 5 PM, (c)Sunday:3to 10PM, (d) holidays: 9AM to 12MN.
_____2. These items are kept in the Periodical Department on the first floor: (a) current, unbound periodicals, (b) daily newspapers, (c) bound periodicals (d) microfilm reader.
_____3. Services and materials available in the Reserve Book Section (Annex) include: (a) keeping of books for required reading, (b) indexes and catalogues are available, (c) an alphabetical file for both author and instructor is kept at the desk, (d) charging privileges are maintained.
_____4. Books may be checked out of the Reserved Book Section (Annex) (a) overnight, (b) 2 days, (c) 3 days, (d) 7 days.
_____5. The purpose of the Reference Department is to (a) locate books for students, (b) find information, (c) instruct in the use of indexes, (d) instruct in the use of catalogs and other library tools.
_____6. How much would it cost you to keep a 3-day book out for four (4) days?

7. What is the McBee Charge card used for?

Quiz on Project VIII Writing Skills Name:_____
Date:_____
Section: 203

COLLEGE ARTS I

Grammar: Make you answers to each line in one of the following ways: 1) When there is an error, write the correct form of the wrong word on the line at the left. 2) When there is no error, write an "o" to the left.

_____1. Me and my brother sat on the fifty-yard line.
_____2. We did climbed into a seat in the very first row.
_____3. I can see now much more easy than before.
_____4. Whom was that he
_____5. through the pass to?
_____6. Maryland and her opponent has played a very tight game.
_____7. John don't remember who intercepted that flat pass.
_____8, I believe it were either Cosgrove or Weidensaul.
_____9. It was a big movement for each of we Maryland rooters,
_____10. because the Terps soon went on to score as a result
_____11. of that good break. There was thousands of
_____12. people their to see Maryland's victory.

Capitalization and Punctuation: Write the letter or letters which should be capitalized on the line to the left. If no capitalization is needed, leave the space blank. Insert any punctuation marks that are needed. Circle all punctuations marks inserted.

_____1. Hey he shouted watch out
_____2. In the first place the communist party may be banned
_____3. Friday the thirteenth of december 1932 is my birthday
_____4. John foster dulles the government adviser resigned
_____5. Do you expect to visit the district of columbia or the university of maryland in college park maryland
_____6. Your subjects will include the following history english and french
_____7. Teaching sq3r is part of the curriculum of ca l in cscs
_____8. We saw the capitol in washington and then the driver took us home
_____9. That youngster said coach jones will be on the high school team next year
_____10. I like ike is a phrase used by many gop members

Sentence Structure: Write the letter of the statement which violates some rule of sentence structure, is poorly expressed, or is not clear, in the parenthesis.

( ) 1. (a) To get there quickly we took an airplane. (b) We took an airplane because it was the quickest way to travel. (c) Wanting to get there quickly, an airplane was taken.

( ) 2. (a) The reason I was absent was because Mother was ill. (b) Mother was ill. That was why I was Absent. (c) I was absent because mother was ill.

( ) 3. (a) The lesson, which was too long, should not have been assigned. (b) The lesson, which was too long and should not have been assigned. (c) The lesson was too lon, and should not have been assigned.

( ) 4. (a) I saw your uncle who lives in Baltimore. (b) I saw your uncle. The one from Frederick. (c) I saw your uncle who lives in Podunk.

( ) 5. (a) A long lesson was assigned before Easter, which made us angry. (b) A lon, lesson assigned before Easter made us angry. (c) A long lesson was assigned before Easter. This assignment made us angry.

College Aims 1 Laboratory Course evaluation

The information you volunteer will be treated as confidential. Do not sign your name to this evaluation. Be accurate and frank, because your responses to these items will help to determine future plans for the College Aims course.

Part I - Directions: Encircle the number of the item which seems most appropriate, in your opinion:

1. How much help did the CA 1 laboratory provide you in learning useful study skills?
   1. great help
   2. considerable help
   3. some help
   4. little help
   5. no help
2. Outside preparation was kept to a minimum. What is your reaction to this procedure:
   1. More outside assignments were needed.
   2. The procedure used was satisfactory.
   3. Less outside preparation should have been required.
3. Did you have enough time to finish the work assigned in class?
   1. Had plenty of time
   2. Did not have enough time
   3. Often had time left over
   4. Always had time left over
4. Did the laboratory stimulate you toward further investigation and solution of your study problems?
   1. Stimulated
   2. Not stimulated
5. How would you rate the text used (Robinson-Effective Study)?
   1. Excellent
   2. Good
   3. Fair
   4. Poor

Part II - Directions: Fill in answers to these items according to your personal knowledge and opinion:

1. Which laboratory period helped you most?_____

   Why was it helpful?_____

2. Which laboratory period helped you least?_____

   Why wasn't it helpful?_____

3. Was there some study area not dealt with in the laboratory which you hoped you would get some help in? (Yes) (No). If you answered "Yes" to the last item, name the study area, or areas, you would have liked to have had help in._____

_____

We would appreciate any additional comments you care to make about the CA course. We naturally would appreciate most comments which you feel would help us improve the course. We would also like to have any "pet or personal gripes."

CA II---Improvement of Reading

1. You will Need:
   a. A three-ring notebook
   b. A college dictionary
   c. A package of 3x5 index cards
   d. A novel
   e. The Readers Digest
   f. Two manuals:
      (1) "Improve Your Reading," by Frances O. Triggs
      (2) "Improve Your Spelling," by Frances O. Triggs
2. You can Learn:
   a. Much factual information about the science of reading
   b. How to improve your own reading ability through intelligent application of good reading procedures. More accurate, faster, and easier reading can only be realized through intensive practice.
3. You can benefit.
   a. Practice of the type you will have in CA II can result in better grades in other courses, plus the increased self-confidence which the ability to read well guarantees any student. Remember, the ability to read well is necessary for success in college.
   b. Improved reading ability often brings with it important corollaries--improved social adjustment and more forceful motivation.

Military Service and an Education Today" from The Notarian

Underline the word or phrase which makes each statement agree with the article.

The armed services (force, encourage) all service men to continue their schooling.

Approximately about (one eighth, seven eighths) of all servicemen are taking courses.

Most USAFI courses are given by (radio, correspondence).

Most servicemen (do, do not) find that USAFI courses help them to gain higher rank.

Some (state universities, the Pentagon) give college courses at large overseas bases.

The (universities who take courses offered by the University of Maryland at the Pentagon, Pentagon) (smaller, larger) group of students than the overseas groups in Europe.

Servicemen (can, cannot) earn college credits while on active duty.

The University of Maryland (is, is not) the only University offering courses to soldiers overseas.

Professors report that servicemen are generally (good, poor) students.

The main purpose of the armed forces educational program is to train men for (civilian jobs, the responsibilities of citizenship).

Through his courses, Master Sergeant Manning expects to become a (lieutenant, teacher).

Write a good summary sentence for this article.

The information you give will be treated as confidential. Do not sign your name to this paper. Be as accurate as possible, and be frank, because your responses to these items will help to determine future plans for the course you have just completed.

Part I - Directions: Encircle the number of the item which seems most appropriate, in your opinion:

1. How much help did the CA 2 course provide you in learning better reading habits?
   1. Great help
   2. Considerable help
   3. Some help
   4. Little help
   5. No help

2. Were the assignments in Triggs Improve Your Reading text helpful to you in your efforts to improve your reading ability?
   1. Great help
   2. Considerable help
   3. Some help
   4. Little help
   5. No help

3. Did the CA 2 course stimulate you toward endeavoring to improve your reading ability?
   1. Stimulated
   2. Not stimulated

Part II - Directions: Fill in answers to these items according to your personal knowledge and opinion:

1. How fast were you reading (in words-per-minute) when you began the CA 2 course?

2. How fast were you reading (in words-per-minute) when the CA 2 course ended?

3. Using the comprehension checkups done in class as your reference, did your comprehension (understanding) of the readings done in class improve? (yes) or (no)

4. Have you noticed any carry-over of reading improvement into your University courses as a result of your CA 2 training and practice? (Yes), or (No).

5. Do you feel that you would have been benefitted from more instruction and practices in reading skills than one class meeting a week allowed? (Yes). (No).

Please use the rest of the space on this paper to make any additional comments about the CA 2 course you want to write.

APPENDIX B

Lesson Plans

The lesson plans for the College Aims I and College Aims II courses which are presented here are merely representative of the kinds of procedures used in those courses. The order of presentation, the emphasis on subject-areas, etc., are changed each semester to fit needs. The following plans were used in the Spring of 1952, and are presented to give the reader a general idea of the course offerings in the study skills program at the University of Maryland.

Lesson plans for College Aims I Laboratory, Spring, 1952.* The College Aims I Laboratory deals primarily with improvement of study skills. Laboratories are attended once a week, for 150 minutes, including a 10-minute break, by each student enrolled in the College Aims I course. One credit is earned by students completing the course satisfactorily, one half of which includes attending two, 50-minute lectures per week. The following plans represent just one semester's laboratory offering. The course text is Robinson's Effective Study (167).

1. First Meeting - ORIENTATION

   Purpose: To acquaint students with the objectives and procedures of the course.

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*Samples of printed materials used in the course are in Appendix A.

Materials: (1) Mimeograph forms: "General Orientation for CA I Laboratory"

(2) "General Information" forms

(3) 3"x5" cards

(4) Schedule cards

Procedure:

a. Discussion of objectives and procedures of the course by laboratory counselor.

(1) Group discussion of objectives and procedures.

b. Students fill out several forms:

(1) "General Information" forms about student's social and academic background.

(2) 3"x5" cards, for lab counselor's use, which include: student's name, campus address, phone, home address, home phone and high school attended, and (on the back) tutoring desired, if any.

(3) Schedule cards, for office reference, showing time and place of each class student is taking.

2. Second Meeting - SKILLS IN ATTACK AND CONCENTRATION

Purpose: To acquaint students with efficient time-place-habit practices.

Materials: (1) Text (CA I)

(2) Ruler, pen and pencil

Procedure:

a. Project IV, Skills in Attack and Concentration, introduced and explained by laboratory counselor.

b. Students do specific parts of the project in their texts.

c. Students construct an activity schedule, utilizing knowledge gained from text and lab counselor, consulting with lab counselor when assistance is needed.

d. Completed activity schedules are handed in to lab counselor for evaluation.

3. Third Meeting - NOTEKEEPING TECHNIQUES

Purpose: To acquaint students with the techniques of effective notetaking and notekeeping.

Materials: (1) Mimeograph of "do's" and "don'ts" of notetaking and notekeeping.

(2) Mimeograph of a set of lecture notes.

Procedure:

a. Activity schedules done the previous meeting are returned and discussed.

b. Mimeograph on notetaking and notekeeping is distributed by laboratory counselor and discussed with the class.

c. A "mock lecture" is given by laboratory counselor while class takes notes.

(1) Mimeographs of the lecture notes are given to students to compare with their notes.

d. A second "mock lecture" is given by laboratory counselor while class takes notes.

e. Completed notes are handed in to laboratory counselor for evaluation.

4. Fourth Meeting - LIBRARY ORIENTATION

Purpose: To acquaint students with the facilities and resources of libraries, in general, and with the University of Maryland library, specifically.

Materials: (1) Text (CA I)

(2) Mimeograph of a library project

Procedure:

a. Notes done the previous meeting returned to students and discussed.

b. In the laboratory (50 minutes)

(1) Project V, Preparing Reports, in CA I Text is studied.

(a) Students do self-evaluations in the project.

c. In the library (50 minutes)

(1) The library is diagrammed, noting where key sources of information are located, following mimeographed directions.

d. Completed library diagrams are handed in to laboratory counselor for evaluating at the beginning of fifth meeting.

5. Fifth Meeting - A METHOD FOR STUDYING TEXTBOOKS

Purpose: To introduce a method for studying textbooks.

Materials: (1) Text (CA I)

(2) Text (Sociology I)

Procedure:

a. Library diagrams done the previous meeting are collected.

b. Discussion of study techniques is initiated by lab counselor.

(1) The good and bad methods of study are examined and evaluated.

c. Project II, SQ3R Method of Studying, introduced by laboratory counselor.

(1) Students practice SQ3R steps in Sociology Text, with counselor's assistance whenever requested.

6. Sixth Meeting - A METHOD FOR STUDYING TEXTBOOKS (Cont.)

Purpose: To indoctrinate students into an effective study method.

Materials: (1) Text (Sociology I)

Procedure:

a. Library diagrams turned in last meeting are returned and discussed.

b. SQ3R Method of Study reviewed by laboratory counselor.

c. Department tutors (4) give brief talks about text and course cues in their course-areas, followed by discussion period.

7. Seventh Meeting - A METHOD FOR STUDYING TEXTBOOKS (Cont.)

Purpose: To practice SQ3R Method of Study.

Materials: (1) Text (Sociology I)

(2) Mimeograph of working notes sample

Procedure:

a. Brief review of SQ3R Study Method by laboratory counselor.

b. Students do an assigned chapter of Sociology text, using SQ3R method of study, with assistance from laboratory counselor whenever requested.

(1) The steps of SQ3R method of study demonstrated step by step by laboratory counselor.

(2) Sample of working notes distributed to students after half of the meeting is completed.

c. Students' notes are handed in to laboratory counselor for evaluation.

8. Eighth Meeting - A METHOD FOR STUDYING TEXTBOOKS (Cont.)

Purpose: To continue practicing of SQ3R Method of Study.

Materials: (1) Text (Sociology I)

Procedure:

a. Working notes of previous meeting returned and discussed.

b. Students do a chapter of their choice in Sociology I text, using SQ3R Method of Study, with assistance from laboratory counselor, whenever requested.

c. Students' notes are handed in to laboratory counselor for evaluation.

9. Ninth Meeting - WRITING SKILLS

Purpose: To give students opportunity to evaluate their writing skills.

Materials: Text (CA I)

Procedure:

a. Working notes done the previous meeting returned and discussed.

b. Students take half-period, essay-type quiz on SQ3R Method of Study.

c. Project VIII, Writing Skills, in the CA I text is introduced and explained by laboratory counselor.

d. Students pursue first part of Project VIII (self-evaluation) with assistance from laboratory counselor whenever requested.

10. Tenth Meeting - WRITING SKILLS (Cont.)

Purpose: To give students the opportunity to improve their writing skills.

Materials: (1) Text (CA I)

(2) Student notebooks

Procedure:

a. Laboratory counselor reviews purposes and procedure relative to Project VIII, Writing Skills.

b. Students continue Project VIII, with assistance from laboratory counselor whenever requested.

c. Student notebooks evaluated by laboratory counselor.

11. Eleventh Meeting - SOCIAL SKILLS

Purpose: To study and discuss the important social skills.

Materials: (1) Text (CA I).

(2) Mimeographed exercise on social usage

Procedure:

a. Quiz on Project VIII administered by laboratory counselor.

b. Laboratory counselor introduced Project XII, Social Adjustment, and class reads the project through, doing the test (p. 171) and the questionnaire (p. 174) while pursuing the project.

c. Students write out and turn in any points they would like discussed in class.

d. Students and instructor participate in discussion of social skills (using student questions as basis for discussion).

12. Twelfth Meeting - VOCATIONAL ORIENTATION

Purpose: To study and discuss vocational information.

Materials: (1) Text (CA I).

(2) Mimeographed form to fill out

Procedure:

a. Laboratory counselor introduced the subject of vocational orientation.

b. Students read pages 157-160 in Project X, Vocational Orientation.

c. Laboratory counselor discusses vocational orientation with students, from the standpoints of:

(1) Things to look for on jobs.

(2) Sources of information about jobs.

(3) Methods of finding employment.

d. Laboratory counselor traces the steps taken in the process of acquiring a job for as many individual students who request this in the time remaining in the laboratory period.

e. Vocational information form distributed to students.

13. Thirteenth Meeting - EXAMINATION SKILLS

Purpose: To introduce students to effective skills used in taking college course examinations.

Materials: (1) CA I text

(2) All Sociology notes for whole semester

(3) Sociology textbook

Procedure:

a. Laboratory counselor discusses examination skills with students.

b. Students read pages 43-54 (Project III, Effective Skills in Examinations) in CA I text.

c. Students begin studying forfinal examination in Sociology by following the procedures discussed in class and outlined in the CA I text.

14. Fourteenth Meeting - COURSE REVIEW AND EVALUATION

Purpose: To review and evaluate the work of the laboratory for the semester from the students' standpoint.

Materials: (1) Evaluation form

(2) Diagnostic Reading Tests*

Procedure:

a. Laboratory counselor discusses the course with students, reviewing the projects attempted, and evaluating their usefulness.

b. Laboratory counselor discusses possible improvements of the course with students.

c. Students write out an evaluation of the laboratory on mimeographed form.

d. Diagnostic Reading Test administered to class.

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*Diagnostic Reading Tests, prepared by the Committee on Diagnostic Reading Tests, under the chairmanship of Francis Oralind Triggs. New York: Educational Records Bureau, 437 West 59th Street, New York.

15. Fifteenth Meeting - INDIVIDUAL COUNSELING WITH DEFICIENT STUDENTS

Purpose: To ascertain the causes for deficiency of students, and to help them remedy deficiencies wherever possible.

Materials: Appointment form

Procedure:

a. Each student earning an unsatisfactory grade in the laboratory is invited to see the lab counselor. (The students are given appointment during regularly scheduled class time.)

b. Laboratory counselor interviews each student.

c. Laboratory counselor takes notes on each interview (usually 10 minutes average duration) for office records.

Lesson plans for College Aims II, Spring, 1952.* The College Aims II course deals primarily with improvement of reading skills. Classes are attended once a week, for 50 minutes, by each student who has completed College Aims I successfully, and who has not attained at least a 2.5 grade average in all his courses. One credit is earned by students completing the course satisfactorily. It should be noted that class plans are altered to suit immediate class needs, and that the following plans represent just one semester's course offering. The course text is Triggs, Improve Your Reading (114), and the January and February, 1952, issues of the Reader's Digest (258) were used.

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*Samples of printed materials used in the course are in Appendix A.

1. First Meeting - ORIENTATION

Purpose: To acquaint students with the objectives and procedures of the course.

Materials: (1) Mimeograph form: "CA II - Improvement of Reading"
(2) 3"x5" cards
(3) Schedule cards

Procedure:

a. Presentation of possible objectives and procedures of the course by the instructor, followed by group discussion.

b. Students fill out cards:

(1) 3"x5" cards, for instructor's use, which include: student's name, campus address, phone, home address, home phone and high school attended, and (on the back) tutoring desired, if any.

(2) Schedule cards, for office reference, showing time and place of each class student is taking.

2. Second Meeting - FACTS ABOUT THE SCIENCE OF READING

Purpose: To acquaint students with the latest knowledge about the science of reading which is basic to improving reading skills.

Materials: Mimeograph form: "Facts About the Science of Reading"

Procedure:

a. Discussion of facts about reading by students and instructor, using the mimeograph, "Facts About the Science of Reading," as a basis for discussion.

3. Third Meeting - INTRODUCTION TO IMPROVING READING SKILLS

Purpose: To familiarize students with their own capacities and potentials in reading, and to orient student to procedures to be used in the course.

Materials: (1) Reading Test answer sheets for individual students
(2) CA II Text

Procedure:

a. Reading Test scores from preceding semester returned to students.

(1) Percentile rankings and other meaningful information about the tests reviewed by instructor. Questions from students invited and answered.

(2) Students asked to keep record of test results for further reference in course. (Test forms are collected after discussion of them.)

b. Course text explained by instructor.

(1) Class uses outlined (keeping reading records, etc.).

(2) Methods for doing exercises explained.

4. Fourth Meeting - READING IMPROVEMENT METHODS

Purpose: To acquaint students with techniques of keeping their reading records; and to learn basic reading skills through the use of the course text and reading exercises.

Materials: (1) Reader's Digest
(2) CA 2 Text
(3) Comprehension checkup (mimeograph)

Procedure:

a. Review use of course text, including demonstration of how to compute words read per minute.

b. Reading exercise (timed).

(1) Students are timed by stopwatch, with times noted at intervals on blackboard so that each student can compute his own time. Students compute speed according to directions on p. 61 of course text, and enter results on pp. 62 and 63 of text. Comprehension checkup* distributed while students read. Students complete checkup right after reading is completed. If foregoing steps are completed before class is ready to review comprehension checkup, individual students go on with the assignment in the text (which is always written on the blackboard).

Note: This procedure is followed rather closely for each speed reading exercise done in the course, therefore further detailed explanations of this class procedure will be omitted from subsequent lesson plans.

(2) Reading selection: P. 99 - "A Tombstone for Nora," 1330 words.

c. Assignment 1 given and explained. (Students omit #2 and #3, and omit pages 6 and 7.)

(1) Assigrments are turned in to the instructor the meeting after class has begun to do them. Assignments are not

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*Sample of comprehension checkup is found on page 206 of Appendix A.

graded, but are given a "complete" or "incomplete" marking in the class record book, for each student. Assignments are not returned to the class as a whole, but are returned to individuals whenever the instructor feels any useful purpose is served by so doing, or when students request certain ones be returned.

Note: This procedure is followed rather closely for each assignment done by the students, therefore further detailed explanations of this class procedure will be omitted from subsequent lesson plans.

5. Fifth Meeting - "STREAMLINING" READING

Purpose: To practice reading for speed and comprehension; and to learn the techniques of "streamlining" reading skills.

Materials: (1) Reader's Digest

(2) CA 2 Text

(3) Two comprehension checkups (mimeographs)

Procedure:

a. Reading exercises (timed).

(1) P. 76, "Old Boomer From Down Under," 1570 words.

(a) Comprehension checkup.

(2) P. 73, "Television In Overalls."

(a) Comprehension checkup.

b. Brief instruction given class on "streamlining" reading by instructor.

c. Assignment 2* assigned and explained. (Students omit No. 1)

6. Sixth Meeting - VOCABULARY IMPROVEMENT

Purpose: To practice reading for speed and comprehension; and to learn how to enlarge the vocabulary.

Materials: (1) Reader's Digest.

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

Procedure:

a. Reading exercise (timed).

(1) P. 90 - "The Mysterious Floating Islands of The Pacific," 1088 words.

(a) Comprehension checkup.

b. Brief instruction on how to enlarge vocabulary, using the "flash card" system, by instructor.

c. Assignment 3 assigned and explained. (Students do #1 and #2.)

7. Seventh Meeting - READING WITH UNDERSTANDING

Purpose: To practice reading for speed and comprehension; and to learn ways of improving comprehension.

Materials: (1) Reader's Digest

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

(4) Mimeograph, "Sample of Eye Movements of a Good Adult Reader."

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*All such assignments refer to those in the course textbook (114).

Procedure:

a. Mimeograph distributed which demonstrates eye movements of a good reader.

(1) Instructor explains processes and skills involved in "thought-sequence" reading, followed by class discussion on this topic.

b. Reading exercise (timed).

(1) P. 1, "Why Lincoln Grew a Beard," 1513 words.

c. Assignment 4 assigned and explained. (Students do #4, #5, #6, and #7 only.)

8. Eighth Meeting - POSITIVE READING TECHNIQUES

Purpose: To practice reading for speed and comprehension, and to acquaint students with the ways to read positively and critically.

Materials: (1) Reader's Digest

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

Procedure:

a. Reading exercises (timed).

(1) P. 139, "This Is Our Greatest Danger," 1550 words.

(a) No comprehension checkup.

(2) P. 123, "Down They Come," 1600 words.

(a) Comprehension checkup.

b. Brief instruction given on reading positively and critically, followed by class discussion.

c. Assignment 5 assigned and explained. (Students read Section E, then do 4, 5, and 6.)

9. Ninth Meeting - THE USE OF KEY WORDS

Purpose: To practice reading for speed and comprehension, and to stress the importance of building thought sequences around key words while reading.

Materials: (1) Reader's Digest

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

Procedure:

a. Reading exercises (timed).

(1) P. 5, "Your Day In Court -- Will It be Fair?" 2550 words.

(a) No comprehension checkup.

(2) P. 43, "Million Dollar Nose," 1710 words.

(a) Comprehension checkup.

b. Brief instruction given on the use of key words in efficient reading, followed by class discussion.

c. Assignment 7 assigned and explained. (Students do 3, 4, 5, 6, and 7.)

10. Tenth Meeting - MAKING WORDS WORK (Part I)

Purpose: To practice reading for speed and comprehension, to practice using synonyms, and to practice reading in thought sequences.

Materials: (1) Reader's Digest

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

Procedure:

a. Reading exercises (timed).

(1) P. 52, "The Other Abraham Lincoln," 1306 words.

(a) No comprehension checkup.

(2) P. 146, "An Unforgettable Character," 2680 words.

(a) Comprehension checkup.

b. Brief instruction given relative to synonym recognition and use, and reading in thought sequences, followed by class discussion.

c. Assignment 9 assigned and explained. (Students do 3, 4, 5, and 6.)

11. Eleventh Meeting - MAKING WORDS WORK (Part II)

Purpose: To practice reading for speed and comprehension, to practice using antonyms, and to practice forming mental pictures of material read.

Materials: (1) Reader's Digest

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

Procedure:

a. Reading exercises (timed).

(1) P. 69, "Top Secret," 1612 words.

(a) No comprehension checkup.

(2) P. 73, "Alchohol, Cats, and People," 730 words.

(a) Comprehension checkup.

b. Brief instruction given relative to antonym recognition and use, and reading to form mental pictures, followed by class discussion.

c. Main points taken up in course thus far reviewed by instructor and discussed by students, with emphasis on using what has been learned in CA 2 in other academic courses.

d. Assignment 10 assigned and explained. (Students do 3, 4, and 5.)

e. Assignment 11 assigned and explained. (Students do 5, 6, 7, 8, and 9.)

12. Twelfth Meeting - SKIMMING

Purpose: To practice reading for speed and comprehension, and to practice the skimming technique.

Materials: (1) Reader's Digest

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

Procedure:

a. Reading exercises (timed).

(1) P. 47, "Many Californias in One," 1980 words.

(a) No comprehension checkup.

(2) P. 125, "Military Service and Education Too," 1370 words.

(a) Comprehension checkup.

b. Brief instructions and directions on how to fulfill the Reading for Pleasure assignment in the text (Assignment 11), followed by class discussion of it for clarification purposes.

(1) Students are given demonstration by instructor on how to time and record their novel-reading sessions outside of class.

c. Brief instruction on skimming as a reading technique, followed by class discussion.

d. Assignment 12 assigned and explained. (Students do 5 and 6.)

e. Assignment 13 assigned and explained. (Students do 5 and 6.)

13. Thirteenth Meeting - READING ALERTNESS

Purpose: To practice reading for speed and comprehension, and to learn how to read alertly and intelligently.

Materials: (1) Reader's Digest

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

Procedure:

a. Reading exercises (timed).

(1) P. 75, "The Nurse Who Forgot Fear," 1580 words.

(a) No comprehension checkup.

(2) P. 21, "When You Dread Failure," 1460 words.

(a) Comprehension checkup.

(b) Students "polled" on speed improvement since the beginning of semester.

b. Brief instructions on how to read alertly and intelligently given, followed by class discussion.

c. Assignment 15 assigned and explained. (Students do #5.)

d. Assignment 18 assigned and explained. (Students do 3, 4, and 5.)

14. Fourteenth Meeting - COURSE REVIEW

Purpose: To practice reading for speed and comprehension, to determine the approximate degree of improvement brought about by course work, and to review course.

Materials: (1) Reader's Digest

(2) CA 2 text

(3) Comprehension checkup (mimeograph)

Procedure:

a. Reading exercise (timed).

(1) P. 103, "Atomic Calender Measures Time," 790 words.

(a) Comprehension checkup.

(b) Class polled on final speed-attainment results.

b. Course material reviewed by instructor and discussed by students, with special emphasis placed on how to apply reading knowledge to other university courses.

c. Assignment 25 assigned and explained. (Students do 2, 3, 4, and complete page 81 by next meeting.)

15. Fifteenth Meeting - DIAGNOSTIC READING TEST

Purpose: To measure reading improvement of CA 2 students.

Materials: Reading Tests (247), answer sheets, and electrographic pencils.

Procedure:

a. Reading test administered.

16. Sixteenth Meeting - COURSE EXAMINATION

Purpose: To help to assign a grade to each student for his work in the course, and to review course materials and information.

Materials: (1) Reader's Digest

(2) Mimeographed test

Procedure:

a. Two articles from Reader's Digest are assigned and timed, followed by written comprehension checkup.

b. Objective examination administered.

(1) Students invited to call for their examinations the next week, and to discuss weak points indicated by the examination with the instructor.

APPENDIX C

Samples of Letters and Forms Used in Survey

Covering letter

(date)

(address)

Dear Colleague:

If the school you represent does not offer a reading and study skills program, please check off the appropriate items on the attached self-addressed postal and put it in the return mail. If your school does have such a program, please finish this letter.

Since the study skills program is a relatively new guidance technique and since there are now a number of such programs in existence, this would seem to be an appropriate time for one of us in the study skills field to produce a useful, comprehensive summary and evaluation of the work being done. I plan to accomplish this by writing a doctoral dissertation on the study skills programs at the college freshman level in the United States.

One of the important means Dr. Richard Byrne (my advisor and co-worker) and myself have at our disposal for collecting information is the contacting of other workers for information about their study skills programs. The enclosed materials include a survey form designed to secure information we need about the program you represent. There is also a duplicate of this survey form, already completed, concerning the University of Maryland's study skills program. The other items are samples of instructional materials used in the program and abstracts of two studies, all of which you are welcome to keep and use if you like.

Thanks very much for your assistance and cooperation.

Very sincerely yours,

Postcard attached to covering letter

If there is no reading and study skills program in your school, please return this card by return mail after supplying the following information:

a. The school is planning to offer a reading and study skills program. ___Yes __No

b. Reading and study skills programs are offered in the following colleges and universities in this state:

1. 3. 5.

2. 4. 6.

Signed: _____

School: _____

Follow-up letter

(date)

(address)

Dear Colleague:

Mimeographed information about the University of Maryland study skills and reading program was sent (date), along with a survey form which I requested you to answer and return as soon as your time and duties permitted. If you have already answered my earlier communication please disregard this letter.

I have enclosed a copy of the survey form (Enclosure A), and a completed form on the University of Maryland program (Enclosure B), in case the other materials did not reach you. Since I am attempting to survey all the institutions of higher learning in the United States which have study skills and reading programs, and need to compile and evaluate the information before the end of this academic year, I am sure you understand how much I would appreciate your returning the information in answer to survey form A as soon as possible.

Most sincerely,

A SURVEY AND EVALUATION OF STUDY SKILLS PROGRAMS AT THE COLLEGE FRESHMAN LEVEL *

This form contains questions which we need information about. Please answer as many as your time and duties will allow.

1. A study skills program at the college freshman level is a guidance technique which helps students attain their maximum proficiency in academic and social skills.
   a. What do you think the goals ought to be?
   b. What are your goals?
   c. What needs gave rise to the adopting of the goals?

2. Various techniques and procedures are used to realize the goals of study skills programs.
   a. What do you think the techniques ought to be?
   b. What techniques do you use?
   c. What needs gave rise to your adoption and use of these techniques?

3. Students are admitted into study skills programs in several ways.
   a. What do you think the admissions policy ought to be?
   b. What is your policy?
   c. What needs gave rise to the adoption of the policy you now pursue?

4. Some study skills programs grant academic credit toward a degree to students participating in the program activities.
   a. Do you think that academic credit should be given?
   b. What is your policy?
   c. What needs gave rise to the adoption of the policy you now pursue?

5. Some study skills programs make use of testing and diagnostic devices.
   a. What do you think are some useful tests and diagnostic devices?
   b. What tests and diagnostic devices do you use?
   c. What needs gave rise to your adoption and use of these tests and diagnostic devices?

6. Materials other than tests and diagnostic devices are used in some study skills programs.
   a. What other materials do you feel are useful in a study skills program?
   b. What materials do you use?
   c. What needs gave rise to your adopting such materials for use?

   Note: Please send us samples of materials you use. (Samples of materials we use have been sent you along with this form for comparison purposes and use.)

*Respondents did not confine themselves to the freshman level in answering this form.

7. There are qualifications which workers in the study skills field might need in order to perform their duties.
   a. What qualifications do you think workers should have?
   b. What qualifications do you and your colleagues have?

8. There has been some formal research done on study skills programs for evaluation purposes.
   a. What sort of evaluative research do you feel is valuable in the study skills field?
   b. What research has been done by members of your program?
   c. What needs gave rise to inaugurating the research?

   Note: Please send us copies of evaluative research projects which have been done. (The abstracts of two theses done on our program have been sent you along with this form for informational purposes.)

9. We are attempting to ascertain all of the institutions which have study skills programs in the United States. Please name institutions in your vicinity other than your own which you know have such programs.

10. This form has been made as short and concise as possible. Perhaps there are other items of interest and importance concerning your program which cannot be included under the foregoing categories. Please note any such items separately and in as much detail as your time allows.

Enclosure B

A SURVEY AND EVALUATION OF STUDY SKILLS PROGRAMS AT THE COLLEGE FRESHMAN LEVEL

The following are answers to the items on Enclosure A which are appropriate to the study skills program at the University of Maryland.

1. a. The goals of the program ought to be:
   (1) To help students learn to work up to their capacities.
   (2) To show students how to achieve the most with the least effort.
   (3) To assist students in learning how to apply acquired knowledge not only in the academic situation but also in later life (i.e., vocation, avocation, and leisure time activities).
   b. The goals of the program are those listed in (a).
   c. The needs which gave rise to adopting the goals were: our students, admitted on probation, would have to achieve better than in high school. (See 1. a. (1) and (2).) In addition, it seemed logical that application as well as acquisition of knowledge should be taught.

2. a. The techniques of the program ought to be: lectures, laboratory sessions, a reading course, tutorial services, and counseling service, with emphasis on diagnosing and remedying individual difficulties and practicing correct principles of study. The classroom situations ought to have a teacher-student ratio of 1-10 to 1-20 to do the most effective job.
   b. The above techniques are employed, but with about 200 students per lecture, and about 30 for laboratories. Because of large student enrollment, self-evaluation on the part of the student is depended upon.
   c. Expediency gave rise to the adoption of the techniques, with the exception of the laboratories, which are the result of student suggestion.

3. a. The admissions policy should be as follows:
   (1) All freshmen should be given a study skills course, with option of continuing, or dropping the course.
   (2) All probational students should be required to take the study skills course.
   b. Students in three categories are admitted to the program:
   (1) Those with inadequate high school records who cannot be admitted to degree-granting colleges.
   (2) Those who have done inadequate work in other colleges on campus and who wish to continue to try to earn a degree.
   (3) Those who do poorly in university entrance examinations.
   c. When the state university facilities were extended to all students below certification average, university policy dictated inclusion of such a program as a part of university policy.

Enclosure B (Cont.)

4. a. Credit should be given for study skills program participation.
   b. Credit is given in our program.
   c. University policy gave rise to the adoption of our policy.

5. a. Some useful tests and diagnostic devices are:
      (1) Study skills inventory
      (2) Scholastic aptitude test
      (3) Reading test
      (4) Diagnostic tests in problem areas
      (5) Time-schedule inventory
      (6) English-usage test
   b. We use (1), (2), (3), (5), and (6) above.
   c. Availability; and belief that student must recognize faults before he can convert them gave rise to our use of the above devices.

6. a. Materials such as the following are useful:
      (1) Student notebook (checked at regular intervals).
      (2) Planned series of exercises.
      (3) Visual aids (movies of reading and study skills techniques, especially).
      (4) Textbooks on reading and study skills.
   b. We use (1), (2) and (4).
   c. Adoption of the materials came as a result of student suggestionsand staff conferences.
   Note: Samples of materials used in our program are included in Enclosure C.

7. a. Special qualifications will necessarily vary with each staff member's job; but each worker should have these qualifications, in general: a psychological background, with a definite leaning if not specialty in counseling, and an interest in developing "raw human material." At least one remedial reading specialist should be included in the program.
   b. The following is a breakdown of our personnel and their qualifications:
      (1) Director of program -- Ph.D. in psychology (counseling)
      (2) Study skills and reading instructor, and social studies tutor -- M.A. in education, candidate for D.Ed. in counseling.
      (3) Reading specialist and assistant to Director -- M.A. in psychology (counseling).
      (4) Lab assistant and math tutor -- candidate for M.A. in psychology (industrial or applied).
      (5) Lab assistant -- candidate for M.A. in psychology (counseling).
      (6) English tutor -- M.A. in English, all but dissertation for Ph.D. in English.

8. a. Research needs to be done on the effectiveness of teaching and learning techniques in use, checking against some tangible criterion (example: number of probational students graduating with study program background as opposed to students without study skills program background). Evaluation of the program should be a continuous process,

Enclosure B (Cont.)

8. a. (Cont.)
insofar as this is possible, with a view to initiating new and better techniques and methods for achieving the goals of the program.

b. Two research projects have been completed on the U. of Md. program, and two are in progress:
(1) "A Comparison of College of Special and Continuation Studies Freshmen and Regular University Freshmen with Reference to Academic Aptitude, Reading Ability, and Sociology Grades." A M.A. thesis by Walter S. Blake, Jr. 1949.
(2) "Motivational Factors Involved in the Success and Failure of a Group of Probationary Students." A. Ph.D. thesis by George R. J. Weigand, 1951.
Note: The abstracts of the foregoing comprise Enclosure D.
(3) Relative improvement due to study skills as a determiner of academic success -- a departmental project under way.
(4) "A Survey and Evaluation of Study Skills Programs at the College Freshman Level," by Walter S. Blake, Jr. A D.Ed. thesis in preparation.

c. The completed research was initiated to fulfill a two-fold need: to procure information about specific areas of our program, and to satisfy academic requirements for advanced degrees for two staff members.

9. American University and University of Baltimore.

10. Addenda: Our program now enrolls a total of 700 students. Referrals are made to the on-campus counseling center when necessary; but the program is independent of the psychology department. The program is administratively a part of the College of Special and Continuation Studies, which carries on a statewide, off-campus program, and a European program for the armed forces.

ABSTRACT

Walter T. Blake, Jr., Master of Arts, 1949
Title of Thesis: A Comparison of College of Special and Continuation Studies Freshmen and Regular University Freshmen with Reference to Academic Aptitude, Reading Ability, and Sociology Grades
Directed by Doctor Alvin F. Schindler
Major: Guidance and Counseling, College of Education
Pages in Thesis, 57. Words in Abstract, 357

In this study an attempt was made to compare the students assigned to the College of Special and Continuation Studies with certain other incoming freshmen at the University of Maryland with reference to academic aptitude, reading ability, and Sociology grades. The comparison was attempted as one way of discovering clues on how guidance of, and curriculum provisions for university freshmen might be improved. The information was compiled for this study during the first semester, and was analyzed during the second semester of 1948-1949.

The study utilized the American Council on Education Psychological Examination results for the first semester of 1948-1949, the results of a diagnostic reading test, and the final Sociology I grades earned by the 128 College Aims I and the 122 Sociology 1 students comprising the two testing groups. Form A of the reading test was administered at the beginning of the semester, and Form B was administered at the close of the semester. The mean, sigma, standard error of difference, and the critical ratio were computed to compare the abilities and the achievements of the two groups. Pertinent information regarding the organization of the College of Special and Continuation Studies was presented as a background for the study.

The data indicate that the two groups were similar with regard to abilities measured by the American Council on Education Psychological Examination at the beginning of the semester. The mean score of the experimental group on the Psychological Examination was lower than the mean score of the control group, but the difference did not prove to be statistically significant.

The two groups were not similar with regard to the abilities measured by Form A of the reading test, but were similar as measured by Form B of the reading test. The mean score of the experimental group on the reading test was lower than that of the control group on both parts of the reading test, but the difference was statistically significant only on Form A.

The two groups were not similar with regard to academic achievement as measured by the final grades earned in Sociology 1. The mean score of the experimental group on the final Sociology grades was lower than the mean score of the control group, and the difference proved to be statistically significant.

Enclosure D (Cont.)

ABSTRACT

George R. J. Weigand, Ph.D., 1951 (A.B., Johns Hopkins University)
Title of Thesis: Motivational Factors Associated with The Success and Failure of a group of Probational Students
Thesis directed by Dr. Denzel D. Smith
Major: Psychology, Department of Psychology
Minor: Personnel Management
Pages in thesis, 250. Words in abstract, 481.

The problem of this study was to determine whether or not one could differentiate ostwen successful and unsuccessful students on the basis of motivational factors identified from interview protocols. Eighty-one students who, because of low high school grades, were placed in the College of Special and Continuation Studies to remain there until they achieved a transferrable 2.0 HPR, were the subjects of this study. The members of the study population were different from other freshmen with whom they entered in the following two ways: (1) they were uniformly below the quality entrance requirements for admission to the University of Maryland; and (2) they were below the entering freshman class in measured scholastic aptitude and achievement. The members of the study population were alike in the following three ways: (1) there were no statistically significant differences in scores on tests of scholastic aptitude and achievement between the successful and unsuccessful students; (2) each student had had two semesters of a course in effective study techniques; and (3) the return of both successful and unsuccessful students to the University of Maryland for a second year was taken as an indication that both groups were equally interested in college. While the study population was relatively homogeneous in the ways listed above, its members demonstrated decided variability in college performance. Forty-one members met the criterion of transfer and forty did not.

It was impossible to differentiate between successful and unsuccessful students with the usual predictive devices, i.e., tests and high school grades. Utilizing the semi-structured interview technique, however, it was possible to obtain from interview protocols indices of motivational factors which differentiated between the groups. These interview protocols were comprised of the responses to eighty-one questions categorized according to ninety-seven items which investigated four main areas: School, Vocational, Extra-curricular and Home and Personal.

Thirty-three items differentiated between the successful and unsuccessful students at a statistically significant level of confidence and twelve items indicated divergent trends. Interrelationships among the various reports furnished the bases for positing three main factors as accounting for the basic motivational factors which differentiated between successful and unsuccessful students. The factors posited were: (1) an adaptive factor, (2) a goal-aspiration factor, and (3) a decision-ability factor.

Enclosure D (Cont.)

While these factors are important in differentiating between successful and unsuccessful students, it is possible to specify a more important finding. It appears that the patterns of behavior which differentiated between these groups are the result of differential background environments. The reports of these students suggest that a background of interest, encouragement, and democratic-positive supervision on the part of parents reinforces a generalized pattern of action which is highly adaptive both in academic situation and in the solution of personal and interpersonal problems. The successful students seem to have been taught to behave adaptively in most situations, and this adaptive behavior has been supported by parental attitudes and actions.

APPENDIX D

Survey Coding Key*

The categories in this key constitute the interpretations of the responses to questions on Survey Form A. At least two examples of the types of responses used in each category have been included in the key (together with their assigned numbers in parentheses) wherever such examples are useful. Whenever no categorization was necessary, the notation "self-explanatory" appears.

The assignment of responses to various categories was based upon the following code:

Respondents 1 to 199 answered survey form A, outlining their answers according to the sequence used on the form.

Examples: 1 - Dartmouth College
2 - Stanford University

Respondents 200 to 299 wrote answers to survey form A in letter form.

Examples: 200 - Iowa State University
201 - Harvard University

Respondents 300 to 399 returned postcards indicating plans to begin a study skills program.

Examples: 300 - Sinclair College
301 - Blackburn College

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*Used to survey study skills programs in the United States and possessions in the thesis entitled: "A Survey and Evaluation of Study Skills Programs at the College Level in the United States and Possessions.

Respondents 1a to 199a returned postcards indicating they were not planning to begin a program.

Examples: 1a - Atlanta Jr. College Div., University of Georgia
2a - Salve Regina College

Respondents a to z indicated they would not be able to answer survey form A for various reasons (i.e., lack of time, form too long, etc.).

Examples: a - Florida State University
b - Nebraska State Teachers College

Respondents aa to zz sent information about reading courses only.

Examples: aa - North Carolina University
bb - Wilson Teachers College

The assignment of responses to items on survey form A was done according to the following pattern:

1. A study skills program at the college freshman level is a guidance technique which helps students attain their maximum proficiency in academic and social skills.

a. What do you think the goals ought to be?

1. To help the student work to capacity.
(3) "To improve the student's ability to study effectively in accordance with his potential for learning."
(7) "To help the student learn what to do to improve his level of performance."

2. To help the student ascertain his capacities.
(3) "To give the student a realistic understanding of his own intellectual capacities and limitations."
(7) "To help the student. . . .gain insight into his actual and potential level of performance."

3. To teach the student subject matter.
(8) "To provide each student an opportunity to acquire fundamental skills in reading, spelling, arithmetic, and basic communication."
(12) "To demonstrate and practice such techniques as will assist individual growth in reading and study skills."

4. No response.

b. What are your goals?

1. Goals stated and in use coincide.
   (3) "Our goals are those listed above under A."
   (6) "See 1a."

2. Goals stated differ from those in use (only one respondent in this category).
   (9) "The goals of the program are those listed above under 1, 2, 4 and 5."

3. Other.
   (24), (27) and (29) misinterpreted the question.

4. No response.

c. What needs gave rise to the adopting of the goals?

1. Faculty and administration decision.
   (7) "These goals were adopted because we recognize that many students do not realize their potentialities. . . ."
   (9) ". . . .the faculty made regulations recommending. . . ."

2. Testing results and academic performance of students.
   (17) ". . . .to reduce failures and withdrawals. . . ."
   (21) "Placement tests indicated. . . ."

3. Student desires.
   (3) ". . . .arose from needs and desires that students expressed."
   (10) ". . . .communications improvement program. . . . requested by some students. . . ."

4. No response.

2. Various techniques and procedures are used to realize the goals of study skills programs.

a. What do you think the techniques ought to be?

Responses were tabulated in two ways: (1) according to frequency of mention and (2) according to combinations of techniques most frequently recommended (i.e., some respondents felt a combination of diagnosis, lecture, laboratory, and individual counseling constitute a good program, whereas others saw different techniques in other combinations as useful in attaining program goals).

b. What techniques do you use?

The method used to tabulate responses to 2a was used.

c. What needs gave rise to your adoption and use of these techniques?

1. Faculty opinion.
   (3) ". . . .needs expressed by. . . .members of the academic faculty. . . ."
   (17) "Desire on part of. . . .faculty to reduce failures and withdrawals. . . ."

2. Expediency.
   (7) ". . . .selected as most suitable in terms of our present facilities and staff. . . ."
   (23) "Expediency."

3. Student opinion.
   (26) "The students requested less lecture and more laboratory."
   (29) "Students needs and suggestions. . . ."

4. No response.

3. Students are admitted into study skills programs in several ways.

a. What do you think the admissions policy ought to be?

1. Both required and voluntary.
   (3) "There should be two types of study skills courses: (1) a required course. . . ., (2) a voluntary course. . . ."
   (12) "The. . . .program should be available to all students who are willing to approach the task of self-improvement. . . .The students in the lower third . . . .on measured skills in reading. . . .should be required to take the course for one full semester."

2. Voluntary for all students.
   (1) "Open to any student. . . ."
   (6) "Only students who enroll voluntarily should be admitted."

3. Required of all freshmen.
   (17) "All students are assigned to advisory groups."
   (28) "All should participate. . . ."

4. No response.

b. What is your policy?

1. Both required and voluntary.
   (20) "Students should be admitted to a study skills program on the basis of their individual needs. Those who need training in basic study skills are required to take appropriate courses."
   (23) "Voluntary, except in the most serious cases."

2. Voluntary for all students.
   (11) "Voluntary."
   (13) "Voluntary, and/or at the suggestion of advisors."

3. Required of all freshmen.
   (17) All students are assigned to advisory groups (see "a").
   (37) "All freshmen are required to take our study skills course."

4. No response.

c. What needs gave rise to the adoption of the policy you now pursue?

1. Both required and voluntary.
   (a) Administration policy.
      (31) "University policy dictated such a program. . . ."
      (36) "An admissions policy. . . ."
   (b) Demonstrated need.
      (25) "Students voluntarily seek help in reading but are reluctant to do so in other areas. By faculty vote, students are required to enroll in the other services if tests reveal a deficiency."
      (26) "The needs of students as demonstrated by entrance exams."
   (c) Other.
      (23) "The need for students who want to learn."
      (24) ". . . .older procedures were not adequate."

2. Voluntary for all students.
   (a) Need for student initiative.
      (6) ". . . .motivation on the part of the student is essential."
      (16) ". . . .the student must realize his needs and show initiative in satisfying them."
   (b) To satisfy felt needs of students.
      (3) ". . . .provide resources for those who felt the need."
      (21) ". . . .more effective remediation could be effected when the individual himself felt a need for improvement. . . ."

(c) Personnel and facility limitations.
(10) "Personnel and facility limitations have imposed these restrictions."
(22) "Limited staff. . . ."
(d) Other.
(1) "The philosophy. . . .rather than a particular need."
(11) "Can't get cooperation of department heads."

3. Required of all freshmen.
(a) Policy of school.
(17) "Evolved as a part of our guidance program."
(28) "We don't want any overlooked."

4. No response.

4. Some study skills programs grant academic credit toward a degree to students participating in the program activities.

a. Do you think academic credit should be given.

1. No (self-explanatory).

2. Yes (self-explanatory).

3. Depends upon circumstances.
(1) "Depends upon the institution and the nature of the course and the general philosophy of education. . . ."
(3) "Whether or not academic credit should be given depends on the nature of the study skills course and the philosophy and policy of the university."

4. No response.

b. What is your policy?

1. No (self-explanatory).

2. Yes (self-explanatory).

3. Some courses "yes," some "no."
(8) "Only courses which are not taught on a remedial level should grant baccalaureate credit."
(10) "Credit is granted for orientation and fundamentals courses. . . .Participation in clinic program does not earn credit for a student."

4. No response.

c. What needs gave rise to the adoption of the policy you now pursue?

1. No.
   (a) Not considered a college-level course.
      (11) "Don't believe we should give credit for getting students ready for college. That's preparatory school job."
      (19) "Ours is not an academic course with the usual privileges and demands. . . ."
   (b) Motivation must be student initiated.
      (17) "Motivation should be intrinsic."
      (24) "No credit is needed as motivation for study skills course. . . ."
   (c) Administrative decision.
      (13) "Administrative policy. . . ."
      (25) "This policy has been adopted by faculty action."

2. Yes.
   (a) Administrative decision.
      (8) "The accreditation policy of the University. . . ."
      (12) "University ruling gave rise to this practice. . . ."
   (b) College level course.
      (22) "If a formal course is to be given, he (the student) should be given credit for the time spent."
      (29) "Credit is based on participation in a regular 4 hour college course. . . ."
   (c) Credit motivates.
      (7) ". . . .it is assumed that increased motivation will accrue from a regularly scheduled credit course. . . ."
      (22) ". . . .he (student) should be given credit for the time spent. This also serves as one motivator. . . ."

3. Some courses "yes," some "no."
   (a) Administrative decision.
      (1) "Our philosophy."
      (10) "Credit arrangements at this time are consistent with division policy."

4. No response.

5. Some study skills programs make use of testing and diagnostic devices.

a. What do you think are some useful tests and diagnostic devices? (Self-explanatory)

b. What tests and diagnostic devices do you use? (Self-explanatory)

c. What needs gave rise to your adoption and use of these tests and diagnostic devices?

1. Assist students to formulate and attain goals.
(8) ". . . .for data which the student can use in formulating educational and vocational goals."
(12) "Need for objectivity on the part of students, and group leaders. . . ."

2. Need for complete data about students.
(8) "Need for objective data for use in exploring problem areas. . . ."
(17) "Advisors need data that are accurate and complete."

3. Expediency.
(10) "Availability of materials and personnel are limiting factors."
(15) "Availability. . . ."

4. No response.

6. Materials other than tests and diagnostic devices are used in some study skills programs.

a. What other materials do you feel are useful in a study skills program?
(Tabulated same as 2a.)

b. What materials do you use?
(Tabulated same as 2a.)

c. What needs gave rise to your adopting such materials for use?

1. Needs of students as recognized by
(a) Faculty.
(7) ". . . .as a result of staff planning and observation. . . ."
(24) "Needs, and level of reading maturity."
(b) Faculty and students.
(2) ". . . .materials are adopted to the needs as they arise."
(29) "Student suggestion and staff recommendations."

(c) Students.
(3) "The material has been developed according to the needs of students."
(29) "Student suggestion. . . ."
(d) Unspecified.
(6) "Student needs."
(12) "Wide variety in student needs gave rise to the accumulation of a variety of teaching materials. . . ."

2. Expediency.
(9) "Again it was a question of using what we had at hand."
(10) "Expediency has been a large factor in determining materials and procedures."

3. No response.

7. There are qualifications which workers in the study skills field might need in order to perform their duties.

a. What qualifications do you think workers should have? (Responses were tabulated according to frequency of mention.)

b. What qualifications do you and your colleagues have?

1. Have qualifications thought necessary.
(3) "See A above."
(14) "I should say that our own staff members do have most of the general qualifications I have outlined above."

2. Lack some qualifications thought necessary.
(7) "The School of Education. . . .provides services of a reading clinic. . . ."
(9) "We are not as well grounded in freshmen courses as I would prefer."

3. Not specific.
(15) "We used to have 5 or 6 assistants when course was large, lately only one assistant."
(18) "We have one staff member in charge of this laboratory which started this year."

4. No response.

8. There has been some formal research done on study skills programs for evaluation purposes.

a. What sort of evaluative research do you feel is valuable in the study skills field?

1. Evaluate training techniques.
   (3) ". . . .evaluate the effectiveness of specific training techniques."
   (7) ". . . .investigate the effectiveness of various instrumental techniques for this type of program. . . ."

2. Determine ways to improve the program.
   (14) "We feel that evaluation of a study skills program is a continuing process. . . ."
   (26) "Research is needed on a continuing basis. . . ."

3. Validate diagnostic instruments.
   (8) "Research as to effectiveness of diagnostic testing battery."
   (10) "Determination of effective and practical survey and diagnostic devices and techniques."

4. Other.
   (3) ". . . .to test the permanence of skills."
   (4) ". . . .(research) to involve observational and descriptive methods concerning the process of thought. . . ."

5. No response.

b. What research has been done by members of your program?

1. Evaluate training techniques.
   (14) ". . . .we make a quarterly study of the progress made by the students. . . ."
   (33) "We try to keep a record of academic achievement of our students during and after study skills program."

2. Determine ways to improve program.
   (4) "Evaluation of instruction. . . .has been used to revise the procedures of the course."
   (14) ". . . .the staff should be alert constantly to criticism and suggestions for improvement. . . ."

3. None.
   (6) "None."
   (10) "No formal research program is under way here in the study skills area."

4. No response.

c. What needs gave rise to inaugurating the research?

1. Evaluate what is being done.
   (20) "Research has been conducted with the design of evaluating the effectiveness of the work that is being accomplished."
   (21) ". . . .to determine if students felt that it was worthwhile."

2. Evaluate what needs to be done.
   (8) ". . . .in order to better adapt program to student needs."
   (27) "Program improvement."

3. Other.
   (9) "We had to hire an extra person and needed to justify the expense."
   (26) "No particular needs gave rise to the research. . . ."

4. No response.

9. We are attempting to ascertain all of the institutions which have study skills programs in the United States. Please name institutions in your vicinity other than your own which you know have such programs.

(Self-explanatory.)

10. This form has been made as short and concise as possible. Perhaps there are other items of interest or importance concerning your program which cannot be included under the foregoing categories. Please note any such items separately and in as much detail as your time allows.

a. The responses to this item contained items of interest from 19 respondents, but none could be classified as significant with regard to the factors considered in this study. The following are typical of the types of responses received:

   (8) "Our program now enrolls 1200 students. Referrals are made at initial program planning interviews. The program is a part of student personnel services."
   (26) "None, except that our course enrolls from 7-125 students per semester; it is a part of the departmental offerings."

APPENDIX E

Institutions Surveyed*

Alabama
- University of Alabama
- Alabama Polytechnic Institute
- **Southern Union College
- **State Teachers College, Florence

Alaska
- **University of Alaska

Arizona
- **University of Arizona
- Arizona State College
- Phoenix Junior College

Arkansas
- University of Arkansas
- **Arkansas State College
- Central College
- **Arkansas State Teachers College, Conway

California
- **University of California
- **Chico State College
- San Francisco State College
- San Jose State College
- ***Long Beach City College
- **San Francisco Junior College
- University of Southern California
- ***University of California at Los Angeles
- ***Stanford University
- Compton College
- Santa Monica Junior College

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*Institutions contacted for information needed in the survey summarized in Chapter IV. The following types of institutions were contacted in each state where such institutions existed: state university, state college, junior college, private institution, and state teachers college.

**Institutions which responded.

***Institutions which responded and were included in survey summary (Chapter IV).

California (Cont.)
Orange Coast Junior College
Santa Ana Junior College
Fullerton Junior College

Canal Zone
**Canal Zone Junior College

Colorado
**University of Colorado
**Colorado State College of Education
**Colorado College
Pueblo Junior College
**University of Denver

Connecticut
**University of Connecticut
**Torrington Junior College
***Yale University
**Teachers College of Connecticut, New Britain

Delaware
***University of Delaware
Wesley Junior College

District of Columbia
American University
**Wilson Teachers College

Florida
***University of Florida
**Florida State University
Riddle Inter-American College
Miami University

Georgia
***University of Georgia
**Junior College of Atlanta, University System of Georgia Center
**Georgia Teachers College, Collegeboro

Hawaii
***University of Hawaii

Idaho
**University of Idaho
**Idaho State College
Ricks College
Southern Idaho College of Education

Illinois
University of Illinois
***Blackburn College
**Chicago City Junior College
***University of Chicago
Illinois Institute of Technology
Illinois State Normal University

Indiana
***University of Indiana
**Butler University
**Vincennes University
***Ball State Teachers College
**Purdue University
DePaw University
***Indiana State Teachers College, Terre Haute
Evansville College
St. Joseph's Academy

Iowa
***State University of Iowa
***Iowa State College of Agriculture & Mechanic Arts
**Graceland College
Iowa State Teachers College

Kansas
University of Kansas
***Kansas State College of Agriculture & Applied Science
**Miltonvale College
Emporia Teachers College
Pittsburgh Teachers College
**Washburn Municipal University of Topeka

Kentucky
**University of Kentucky
Paducah Junior College
**Morehead State Teachers College

Louisiana
Louisiana State University & A. & M. College
**Northeast Center of Louisiana State University
Tulane University of Louisiana

Maine
**University of Maine
Portland Junior College
**Bates College
State Teachers College

Maryland
***Montgomery Junior College
***Maryland State Teachers College, Towson

Massachusetts

**University of Massachusetts
**Cambridge Junior College
***Harvard University
Boston University
**State Teachers College, Bridgewater

Michigan

***University of Michigan
***Michigan State College
Highland Park Junior College
***Central Michigan College of Education, Mt. Pleasant
**General Motors Institute of Technology
**University of Detroit
***Wayne University
**Michigan State Normal College, Ypsilanti

Minnesota

University of Minnesota
**Bethany Lutheran College
***State Teachers College, Bemidji

Mississippi

***University of Mississippi
Mississippi State College
**Clarke Memorial College
**Delta State Teachers College, Cleveland

Missouri

University of Missouri
**Hannibal-LaGrange College
Northeast Missouri State Teachers College, Kirksville

Montana

Montana State University
***Montana State College
Custer County Junior College
Montana State Normal College, Dillon

Nebraska

***University of Nebraska
**Luther College
**Nebraska State Teachers College, Chadron

Nevada

**University of Nevada

New Hampshire

University of New Hampshire
***Dartmouth College
Keene Teachers College

New Jersey
Rutgers University
**Jersey City Junior College
***New Jersey State Teachers College, Glassboro

New Mexico
***University of New Mexico
New Mexico College of Agriculture & Mechanic Arts
***New Mexico Military Institute
***Highlands University
**New Mexico State Teachers College, Silver City

New York
New York University
Cornell University
**Champlain University
***Columbia University
***Buffalo University
**State Teachers College, Oswego
Syracuse University

North Carolina
**University of North Carolina
North Carolina State
Asheville-Biltmore College
**Appalachian State Teachers College, Boone

North Dakota
**University of North Dakota
***North Dakota Agricultural College
Bismarck Junior College
State Normal & Industrial College

Ohio
Ohio University
**Ohio State University
**Dayton Y.M.C.A. College (Sinclair College)
**Antioch College
**Teachers College, Athenaeum of Ohio

Oklahoma
***University of Oklahoma
**Oklahoma Agricultural & Mechanical College
**Altus College
**Central State College

Oregon
**University of Oregon
Oregon State College
**Multnomah College
Oregon College of Education

Pennsylvania
- **University of Pennsylvania
- ***Pennsylvania State College
- **Wilkes College
- University of Pittsburgh
- **State Teachers College, Bloomsburg

Puerto Rico
- University of Puerto Rico

Rhode Island
- **Rhode Island State College
- **Salve Regina College
- **Rhode Island College of Education

South Carolina
- **University of South Carolina
- Clemson Agricultural College
- **Wesleyan Methodist College

South Dakota
- **University of South Dakota
- ***South Dakota State College of Agriculture & Mechanic Arts
- Wessington Springs College
- ***Black Hills Teachers College

Tennessee
- **University of Tennessee
- **David Lipscomb College
- East Tennessee State College

Texas
- ***University of Texas
- ***Agricultural & Mechanical College of Texas
- Cisco Junior College
- North Texas State College
- **East Texas State Teachers College
- Texas State College for Women
- Texas Christian University
- University of Houston

Utah
- ***University of Utah
- Utah State Agricultural College
- **Carbon College
- Brigham Young University

Vermont
- **University of Vermont
- Rutland Junior College
- State Normal School

Virginia
***University of Virginia
Bluefield College
**State Teachers College

Washington
***State University of Washington
**State College of Washington
Clark College
Whitworth College
**Western Washington College of Education

West Virginia
University of West Virginia
Beckley College
Fairmont State College

Wisconsin
University of Wisconsin
**St. Lawrence Junior College
**State Teachers College, Eau Claire

Wyoming
***University of Wyoming
**Casper Junior College

VITA

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George Washington University	1943-44		
University of Maryland	1946-48	B.A.	1948
University of Maryland	1948-49	M.A.	1949

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Advertising Clerk	Hochschild, Kohn & Co.,	Baltimore, Md.	1936-38
Instructor	Marine Corps Institute,	Washington, D.C.	1939-41
Sergeant	U. S. Marine Corps		1941-45
Graduate Assistant	University of Maryland		1948-50
Instructor	University of Maryland		1950-53