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AN EVALUATION OF THE UNIVERSITY OF MARYLAND READING AND STUDY SKILLS SATELLITE PROGRAM.

BY- MAXWELL, MARTHA J. ROSS, MAMIE H.

MARYLAND UNIV., COLLEGE PARK

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AT THE UNIVERSITY OF MARYLAND A SATELLITE PROGRAM OF THE READING AND STUDY SKILLS LABORATORY WAS CONDUCTED AT THE DELTA PHI EPSILON SORORITY HOUSE. AT THE SORORITY'S REQUEST, SPECIAL EQUIPMENT INCLUDING A CONTROLLED READER, A TACHISTOSCOPE, A TAPE RECORDER WITH TAPES ON ALL PHASES OF THE READING PROGRAM, AND THE POWER AND RATE BUILDERS UNIT OF THE SCIENCE RESEARCH ASSOCIATES READING KIT WAS PLACED IN A SPECIAL STUDY ROOM. THE FLEDGE TRAINER AND SCHOLARSHIP CHAIRMAN WERE TO WORK WITH THE READING COUNSELOR AND WERE TO GIVE INSTRUCTIONS TO THE GIRLS FOR USING THE EQUIPMENT AND FOR SETTING UP INDIVIDUAL STUDY PROGRAMS. MEETINGS WERE HELD TO EXPLAIN THE ADVANTAGES OF USING THE LABORATORY. VARIOUS TESTS INCLUDING THE WRENN STUDY HABITS INVENTORY AND THE NELSON-DENNY READING COMPREHENSION WERE ADMINISTERED, AND THE SCORES WERE EXPLAINED. THE COUNSELOR WAS PRESENT FOR SCHEDULED WORK SESSIONS, BUT ONLY THREE OR FOUR GIRLS ATTENDED EACH TIME. AFTER 10 WEEKS THE EQUIPMENT WAS REMOVED TO THE PARENT LABORATORY, AND A QUESTIONNAIRE ON THE USE MADE OF THE LABORATORY AND THE ATTITUDES OF THE GIRLS TOWARDS THE PROGRAM WAS ADMINISTERED. QUESTIONNAIRE ANSWERS WERE TABULATED. AN ACCOUNT OF THE COUNSELOR'S EXPERIENCES WITH THE SATELLITE LABORATORY IS APPENDED. REFERENCES ARE INCLUDED.
(RH)

COUNSELING CENTER

Office of Executive Dean for Student Life

UNIVERSITY OF MARYLAND

College Park, Maryland

RE 000 365



An Evaluation of the
University of Maryland
Reading and Study Skills Satellite Program

Martha J. Maxwell
Mamie H. Ross

A Reading and Study Skills Laboratory Research Report # 6502

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AN EVALUATION OF THE UNIVERSITY OF MARYLAND READING AND STUDY SKILLS
LABORATORY SATELLITE PROGRAM AT THE DELTA PHI EPSILON SORORITY HOUSE

Orientation. The untoward emphasis on college attendance and the pressure of academic demands have generated on the college campuses a marked increase in the number of students seeking educational skills improvement. The best methods for giving the aid sought by these students are being examined through research projects on many campuses. The effect of environmental press is recognized as a major factor for analysis, as well as the individuality of the learning process. The question, then, seems to be, how can these educational skills best be taught, individualized to the student's needs in the special environment in which his college has placed him.

Since about 1945 when the teaching of study skills first received marked attention, the traditional method has been to assign the low-achieving student to a class in which an instructor lectures from a text book, and the student does homework from certain prescribed pages. Such a program is described by Blake (1954) in reporting a compulsory study skills and reading training program for all students on probation at the University of Maryland. (Students admitted without the certification average were put on probation for a year). "Lectures and laboratory sessions comprise the first semester study skills course; combined lecture and laboratory experiences are used in the reading improvement course given the second semester. Tutoring in English, mathematics, social studies, and physical sciences is available upon request of the students. Remedial reading instruction and counseling interviews complete the program services, all of which are offered primarily to help students learn to work up to their capacities and to effect a good adjustment in college and throughout their lives."

The program was evaluated to determine whether probationary college freshmen do benefit from the compulsory study skills and reading improvement training. Blake states, "It seems evident that the students who were assigned to a probationary status and were required to participate in the University of Maryland study skills program were benefited academically. Also the great majority recognized and stated the benefits they felt they received. It appears that the compulsory training given students does help many achieve their immediate goals despite the stigmatization suffered in varying degrees by students when first placed on probation."

Feinberg, Long, and Rosenheck (1960) report the investigation of a required non-credit study course at the City College of New York. The course was initiated because the faculty recognized 1) the inability of many students to read with understanding; 2) their inability to communicate ideas; and 3) their lack of understanding of the factors involved in the learning process. A faculty member in the Department of Psychology conducted the weekly one-hour Study Lectures. The freshman class met together for the Study Lecture. A part-time assistant conducted the Study Laboratory and was available six hours a week for individual counseling on study problems. For the Study Laboratory the class was subdivided into four sections, ranging from 14 to 17 students each. Each laboratory section met once a week for one hour of training. As an evaluation method several tests were given to the students at the beginning and at the end of the semester, the SAT, Brown-Holtzman, and Appel Personality Inventory. On the basis of the scores made by the students on these tests, it was concluded that the Study Course did not significantly change the students' performance. The experimental results raised several questions: 1) To what extent were the results affected by the students' attitude

of hostility toward a required non-credit course? 2) To what extent were the results of the program determined by the lecture, to what extent by the laboratory? 3) Would upperclassmen feel more, the same, or less need for study training as freshmen? 4) Would upperclassmen derive more, the same, or less value from training as freshmen? Further study of the course is planned. The Study Lecture will continue as a required, non-credit course for all entering freshmen. The Study Laboratory will be a voluntary, non-credit course, open to upperclassmen as well as freshmen.

Moving from the traditional methods of instructor-centered study skills courses into a transitional phase, Ofman (1964) reports the establishment at the University of California of a seminar rather than a class or lecture based on the belief that change in study behavior is to a large degree a function of a change in attitude, feelings, and self-perception on the part of the student. Behavior change is facilitated in a situation where fear is diminished, where acceptance is experienced, and where participation and involvement is maximized. The seminar consisted of a series of two groups every semester conducted by the Counseling Center at the University. Each of five sections met for one hour twice weekly for six weeks. The goals were: 1) To provide the student with opportunity for learning about study methods designed to deal with higher level work demands, 2) To provide an experience that will allow the student to inspect his relationship with the current task, his university education, and 3) To structure the experience in such a way that a change in attitude and study behavior is facilitated. The achievement of these goals, it is believed, will give to the students tools with which they may be better able to meet their immediate needs, as well as something they can take away with them and utilize during the remainder of their scholastic experience.

Continuing the review of literature concerning the teaching of study skills, we find a new type of program emerging. From Southwest Texas State College, Brown (1962) reports a study in which college students were used as academic adjustment counselors. The problem was to develop and evaluate a counseling program employing peer-group discussion procedures for transmitting standardized test results, analyzing deficient study skills, and initiating appropriate study habits improvement. The investigation was accomplished through a two-stage research design. During the developmental phase, requisite guidance materials were constructed, appropriate peer-group counseling procedures were formulated, and selected upperclassmen were trained as counselors. During the experimental phase, the program's productivity and acceptability were evaluated. Counselee reaction to all evaluated aspects of the program was decisively positive, with the student-to-student approach receiving the most favorable rating of all. In the conclusion the student-to-student counseling is called "an economical, practical procedure for improving the academic adjustment of college freshmen."

In the Fall of 1962, Bott initiated a study at the University of Maryland with a three-fold purpose: 1) To survey student perceptions of study problems, 2) To compare the climate for study in the residential units, and 3) To assess student readiness for training as residential study skills consultants. The sample was composed of scholarship chairmen, those students elected in the living units to promote scholarship among the members. The residential units were used because they furnish the setting for the greatest frequency of student-to-student contacts and because the research of social scientists has emphasized the impact of peer-groups on student behavior, particularly as related to attitude formation. A questionnaire dealing with three main categories brought these results: Observed Study Problems - female students verbalize such problems once to several times a

day while the males discuss study problems only several times a week. The problems discussed relate to grades and academic requirements, excessive dating, parental pressure for achievement, and for the males, problems of motivation. There was more than 80% agreement that other students are the primary source of help for these problems. Instructors were viewed as helpers by 19% of the sample, laboratory assistants, by 9%, resident advisers, by 4%, and the Counseling Center, by 1%. It appears that students do not necessarily seek help from the traditional sources planned by University faculty and personnel specialists. Facilities for Study - the dormitory groups were surpassed by the Greeks in providing study aids, reference materials and tutorial services. Attitude of Scholarship Chairmen Toward Reading and Study Skills Assistance - the RSSL was better known among males than females. Fraternities were the best acquainted with the facilities and sororities least so. Women dormitory residents were the most responsive to receiving training as study consultants within their group. The Greeks responded that they would welcome help for their pledge classes.

As a follow-up to the interest expressed by the students in Bott's (1962) study, a satellite Reading and Study Skills Laboratory was actually set up in the fall of 1963 at Annapolis Hall, a men's dormitory on the University of Maryland campus. This plan was a further innovation of the student-to-student approach to scholastic aid in furnishing the living areas with the needed equipment. The Resident Assistants in the dormitory were to monitor the Laboratory four nights a week with the aid of one counselor from the parent Lab. one night each week. The Lab. was used regularly by several students, but the enthusiasm shown was not adequate enough to warrant its continuation. Shortly after the Spring semester opened, the equipment was moved to the Kappa Alpha Theta sorority house where a similar Lab. was kept in operation until the semester ended in June. Other resident unit groups perceived the value of having this kind of academic help within their building and made requests to the Director of the parent Lab.

Procedure. Because the members of Delta Phi Epsilon expressed an interest in raising the academic rating of their sorority, a satellite of the Reading and Study Skills Laboratory was put into operation in their house in October, 1964. At this time the sorority was composed of twenty-eight active members (girls enrolled in the sophomore, junior, and senior classes at the University of Maryland) and sixteen pledges (girls who had entered the University as freshmen in September). The sorority embraces members of the Jewish Faith.

The urgency which generated the request for the satellite Laboratory was precipitated by the financial difficulty incurred in the building of a massive new house for the sorority located just off the main campus of the University. As their budget is met in large part by the payment of dues by the members, the initiating of new members is extremely important. It is possible to lose potential members or pledges because of their low grades at the end of the Fall semester. The perception of the Pledge Trainer in recognizing the Reading and Study Skills Laboratory as a potential aid to the scholastic needs of the sorority should be acknowledged. She made the original contacts with the Director of the Lab, convinced the President of the sorority and the Scholarship Chairman of the value of having a satellite Lab. in their house, and spent much of the summer in the parent Lab. becoming familiar with the details of programming for the students and with using the equipment. Thus, through her strong motivation the girls saw the Reading and Study Skills Laboratory as a way to assure that their pledges attained the

required scholastic average as well as a way to maintain this standard for the active members. For the year 1963-64 the Delta Phi Epsilon ranked eighth of the seventeen sororities on campus with an over-all grade point average of 2.586 for all members. The freshmen average was 2.276 which placed them eighth of sixteen pledge groups. The required point average set by the University for Sorority initiation is 2.2.

Special equipment from the parent Lab., including a Controlled Reader, a T-Scope, a Tape Recorder with tapes on all phases of the reading program, and the Power and Rate Builders unit of the Science Research Associates Reading Kit, were placed in a special room set aside by the girls as a desirable place for study. The Pledge Trainer aided the counselor from the KSSL in giving the Scholarship Chairman detailed instructions on the functions of each machine. It was planned that these two girls would instruct the others in the use of the equipment and, with the counselor, would set up the individual programs as they were needed. Meetings were held with the pledges as well as with the active members to encourage them to use the Lab. At these meetings emphasis was placed on the practicality of increasing their reading comprehension and reading speed, of improving their study habits with the use of special techniques and with better time scheduling, and of improving exam grades by a concentrated effort to focus attention on the particular kind of test being taken. Thus, it was pointed out that taking an essay exam, would require points of concentration different from those used in taking an objective test.

A battery of tests including the Wrenn Study Habits Inventory and the Nelson-Denny Reading Comprehension and Vocabulary Tests was administered to the total pledge group and to several actives who desired to take it. These results were interpreted to the girls, and those whose scores were especially low were urged to begin counseling immediately on an individualized program in the Lab. (Note: A detailed description of experiences in initial phases of the program is included in Appendix A).

The materials were available to the girls over a period of ten weeks. During this time the counselor from RSSL had scheduled meetings at the sorority house to encourage the girls in the use of the materials and to assist in programming to aid the girls in overcoming specific difficulties. These meetings were at first planned as a two hour session each Sunday afternoon during the months of October and November. Because of the small number of girls who attended on three consecutive Sundays and the many activities which were either taking place on the campus or were in the planning stage, specifically, Home-Coming Weekend and the All Sorority Sing, Sunday was determined to be a bad choice of days. The dates were changed to Wednesday evenings.

The first Wednesday session was cancelled because of the intense pressure from the imminent approach of "hourlies". On the following Wednesday four girls were present, three to have programs set-up for them and one suffering great anxiety over the grade she presumed she had made on that day's test and seeking help for passing the test scheduled for the next day. She and the counselor covered in detail the SQ3R Method of Study and the handouts on taking exams, including "How to Study for an Essay Exam" and "How to Take an Objective Test".

The next weekly meeting was cancelled because of the Thanksgiving holiday. One meeting was held in December, but the interest seemed completely forced with only three girls attending and those showing no apparent problems with grades nor desire to continue a program. It was decided to return the equipment to the parent

Lab. and give the culminating exercise consisting of a questionnaire on the use made of the Lab and the attitudes felt by the girls about its presence in their sorority house. Permission was asked by the counselor to give the questionnaire to all of the girls, the actives as well as the pledges. The planned date was the time of a regular sorority meeting. The request was granted, but when the time arrived there seemed to be some reluctance on the part of the active members to have a part in responding to the questionnaire. When it was explained that their assistance would be helpful in the successful operation of a similar project at a later time and that it would take only a small amount of their time, they agreed to comply and contributed meaningful responses.

Of the sixteen pledges responding to the questionnaire, four indicated that they had desired to use the facilities, while nine checked "undecided" and noted no use of the Lab. to this time. When asked to check the most important reason why they did not use the Lab., eight pledges stated they felt it would not help them. One girl indicated that she had had all of this before, and one stated that she had made the improvement she wanted. Of the actives, thirteen checked a desire to use the Lab., but only five of them actually did. Twenty-eight actives responded to the questionnaire. Twelve actives felt they couldn't spare the time from their studies to use the Lab. and four felt that the Lab. work was too easy. Three actives thought it would not help. Two gave "Student Teaching" as the reason for not using the facilities. (The figures in Table I do not add up to 100% because each girl did not respond to each item).

Table I

#5. If you did not work in the Reading and Study Skills Lab., what was the most important reason why you did not?

Responses		Questions
Actives	Pledges	
11%	25%	Didn't feel it would help me.
0	0	Lab work too difficult.
14%	0	Lab work too easy.
4%	6%	Have had all of this before.
43%	50%	Didn't feel I could spare the time from my studies.
4%	0	Didn't feel I was making progress.
4%	6%	Felt I had made the improvement I wanted.
8%	0	Other*

*These responses concerned student teaching.

When asked to describe their attitude toward grades, six of the pledges indicated they were reasonably sure of doing all right. Four felt they were about average, while three thought that they worry a bit more than most students, and two worry much more than most students. Of the actives, eight felt reasonably sure of doing all right; seven indicated that they worry a bit more than most students,

and seven felt about average in worrying over grades. Only four of the actives seem to worry much more than most students, while two felt confident of success. It is noted that none of the pledges checked this item of confidence. The percent of agreement between actives and pledges in each item in Table II is striking.

Table II

#6. How would you describe your attitude toward grades?

Responses		Questions
Actives	Pledges	
14%	13%	Worry much more than most students.
25%	19%	Worry a bit more than most students.
25%	25%	About average.
29%	37%	Reasonably sure I'll do all right.
8%	0	Very confident I'll succeed.

To the question "If your grades are good this semester, to which of the following would you attribute this?", four freshmen responded with the choice of good study habits; four checked strong high school background, and four others indicated that interest in courses was most important. Seven of the actives felt that interest in courses was most important to the making of good grades. Four others thought that a strong high school background was most important, while three each checked good instructors, help and encouragement from sorority sisters, and native intelligence.

Table III

#10. If your grades are good this semester, to which of the following would you attribute this?

Responses		Questions
Actives	Pledges	
7%	25%	Good study habits.
14%	25%	Strong high school background.
7%	0	Adequate facilities for study.
25%	25%	Interest in courses.
10%	6%	Good instructors.
10%	13%	Help and encouragement from sorority sisters.
10%	0	Other (Native Intelligence)

The question "If your grades don't turn out as well as you expect, to which of the following reasons would you attribute this?" elicited the response of poor study skills from four of the pledges. Lack of self-control, inability to study, too many other activities, and lack of interest in courses were considered by the pledges to be reasons for their low grades; responses of three each were given to these items. Noise in the dorm was entered as an explanation under "Other". One freshman checked poor high school background, but no upper classman checked this item. Seven actives listed lack of self-control, inability to study as their main reason for poor grades, while six each thought that too many other activities and lack of interest in courses were the reasons. One girl stated that freezing on finals caused her to make low grades.

Table IV

#11. If your grades don't turn out as well as you expect, to which of the following reasons would you attribute this?

Responses		Questions
Actives	Pledges	
	6%	Poor high school background.
25%	19%	Lack of self control - inability to study
14%	25%	Poor study skills.
21%	19%	Too many other activities.
21%	19%	Lack of interest in courses.
4%	6%	Enrolled in wrong major.
4%	6%	Other (freeze on finals) (noise in dorms)

An interesting item which seems to involve cultural patterns among Jewish girls was the emphatic agreement in the response to the question "When you have difficulty, to whom do you go for assistance?" Eleven of the pledges checked parents as the greatest source of help with personal problems. Two go to their "big sister" and two consult other students. Five pledges go to their "big sister" and five to parents with problems concerning studying, while one each checked pledge trainer, instructors, and other students. It was thought that this overwhelming reliance on parents would end with the progression into college life; rather, it was found to strengthen, as the responses of the older girls indicated. Twenty-one of the actives responded that with personal problems their first choice for assistance is parents; four go to sorority sisters, and one looks to other students for aid. This attitude seems to be an expression of an ethnic characteristic as it does not follow the usual pattern for college students. When questioned for clarification on this response, one girl replied, "We don't take our troubles outside the family".

Table V

#12. When you have difficulty to whom do you go for assistance?

Personal Problems Responses		Questions	Problems with Studying Responses	
Actives	Pledges		Actives	Pledges
0	0	Instructors	14%	6%
0	0	Housemother	0	0
0	0	Religious Pastor	0	0
0	0	Counseling Center	0	0
4%	13%	Other Students	4%	6%
14%	0	Sorority Sisters	21%	13%
75%	69%	Parents	39%	31%
0	0	Fledge Trainer	0	6%
0	0	Sorority President	0	0
0	13%	Big Sister	0	31%
0	0	Scholarship Chairman	0	0
0	0	Dean of Women	0	0

The most revealing phase of the questionnaire concerned the responses to "What suggestions can you make as to how a Lab. might operate in the future to serve better the needs of your group?" The girls indicated a strong desire for a highly structured program in making statements such as "Require everyone to use it once", "Group the problem areas together and set up a calendar for each", "Give more help from adult counselors", "Make it mandatory that all actives and pledges work with it at least once a week". The idea of a voluntary, individualized self-help study program did not seem to penetrate their thinking. The upper classmen also described an extremely structured program by suggesting that the pledges be required to come from the dormitories to use the Lab. and be supervised in their work.

Although the Reading and Study Skills Laboratory was found not to function effectively at the sorority house, at least the knowledge of the availability of materials and equipment was introduced to this particular group of students on the University campus. With this awareness, it is hoped that the girls will make use of the parent Lab. if they find that weaknesses exist for them in these areas.

Recommendations. As the pledges were not living in the sorority house, it was inconvenient to come to the Lab. on a regular basis. The group might work better together in a dormitory with more freshmen present. The Pledge Trainer with all of her enthusiasm did not have the time from her own schedule to give the required time to encouraging the other students. Some other person equally interested in the group's welfare might take on the leadership, such as the house-mother or an active alumna. The focus of attention must be such that the pledges are not involved in the many extra-curricular activities until their acceptable grade point average is assured.

APPENDIX A

EXPERIENCES WITH READING LAB AT DELTA PHI EPSILON HOUSE
MAMIE ROSS

When I first met the girls at the Delta Phi Epsilon sorority, I was impressed with their enthusiasm for their group and for any program that would enhance the sorority's standing on campus. The Satellite Reading Lab seemed to fit into this category. The first meeting took place early in October when I was invited to the house to inspect the available space for setting up the lab.

The following Sunday, October 18th, I returned to the sorority house to present the Wren Skills Inventory to as many girls as were interested and to test their reading comprehension and vocabulary using the Nelson-Denny Reading Test, form A, in preparation for setting up individual programs in the Reading Lab. Twelve girls, seven pledges and five actives, took the tests. A plan was made for the rest of the pledges to be tested later in the week.

The next Monday I was their guest for dinner on the night of their chapter meeting. I was asked to speak for a few minutes to their pledge group to explain the operation of the Reading Lab. I told them about the different programs that were available for them to use to strengthen their study habits, improve their reading comprehension and vocabulary and increase their reading speed. I demonstrated the T-scope and Reading Accelerator and explained the use of the S.R.A. Power and Rate Builders. I stressed the importance of time scheduling and its relationship to their having a better study plan as well as providing more free time. We talked about the SQ3R Method of Study as a valuable tool in all content areas. They expressed interest and some concern about their scores on the previous week's testing. A plan was made for me to return on the following Sunday to interpret their scores and to set up the program in the Reading Lab. for those who wanted to begin work immediately.

I then met for a few minutes with the actives to explain the benefits of having the Reading Lab. right in their house, and the opportunities afforded them to raise their scholarship rating by using the Lab themselves and encouraging the use of it by the pledges. I pointed out the possibilities of increasing their comprehension and reading speed in preparation for their upper division courses and graduate school. The girls were extremely polite in their attentiveness and knowledgeable questioning, showing interest in participating in the testing program.

On the following Sunday five girls were present for an interpretation of their test results. Two of them had scored above the 90th percentile in all areas. They both indicated that their grades had been quite good in high school. One of these girls stated that she would be interested in coming to the Lab. if her first hourly test grades were low, but the other pledge seemed rather belligerent toward the whole idea saying that she felt that standardized tests showed very little about her true ability and that she hardly thought it possible for her grades to drop in college.

The other three girls had received much lower test scores and seemed eager to follow a program in the Lab. which might help them to make passing grades. We set their highest priority in the reading comprehension area, to be followed closely with work in study skills. They were to begin with the Power Builders. Three hours a week in the Lab. was the suggested amount of time thought to be necessary for them to accomplish their purposes.

I am to return for an hour and a half to two hours every week as a consultant on programming and progress.

On Sunday afternoon, October 25th, two girls were present with the Pledge Trainer and Scholarship Chairman. They were interested in the operation of the T-scope and Controlled Reader. The films were set for them and the speed adjusted. After a few minutes they decided that since they knew now how to set the machines they could come back the next week, and they had better help with decorating the float for Home-coming that afternoon. They excused themselves leaving the Pledge Trainer to visit with me for consultation on how to arouse more interest among the pledges.

When I returned on November 1st, I found the house bustling with activities. Visitors from the fraternities were helping the girls with a skit they were to give the next week. Three girls went with me to the study room, but the singing and general excitement of the moment penetrated even there. Any idea of work was soon dismissed. It was suggested that Sunday was not the best day for my visits as the girls seemed not to be in a study mood. We set Wednesday evening as a time that might stimulate a larger attendance.

During the next week the Pledge Trainer called to ask me to skip the following Wednesday because the girls were so burdened with worry over the impending "hourlies" (mid-term tests) that they could not spare the time to come to the Lab.

On the following Wednesday evening four girls were present, three to have programs set up for them, and one suffering great anxiety over the grade she presumed she had made on that day's test and seeking help for passing the test scheduled for the next day. I gave her the details of the SQ3R method of Study and the handouts of suggestions for taking exams, including "How to Study for an Essay Exam" and "How to Take an Objective Test."

The next Wednesday's session was cancelled because of the Thanksgiving holiday.

At the next Wednesday, December 2nd, three girls were in attendance. They showed no desire to put the equipment into use but talked to me about their dating problems and general college matters.

Because of the few girls who were attending the Lab, it was decided that the equipment would be better used in the parent Lab and should now be returned. The handouts covering many phases of the Reading and Study Skills Program were left in the files at the sorority house in the hope that they would be used as the girls raised questions of problems in these areas.

The culminating activity was a questionnaire on the use of the Lab by the girls and their attitudes toward study in general. I asked to give this to the girls at their regular meeting time on Monday night. It was agreed upon. When I arrived the Pledge Trainer was ready for her pledges to respond to the questions, but the active members showed some resistance to being involved. When I explained that their opinions would be valuable to us in the use of the satellite Lab, next time, they agreed to comply and seemed interested in giving helpful responses.

My relationship with the girls was at all times pleasant. I would have felt better satisfied if the girls had showed more enthusiasm but many situations were apparently working against us during the semester. They are to call me at any time if they need help which I could give.

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