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DOCUMENT RESUME

ED 079 232

SP 006 611

TITLE A Reading and Study Skills Institute for Junior  
College Teachers. Director's Report.  
INSTITUTION Kentucky Univ., Lexington. Coll. of Education.  
PUB DATE [71]  
NOTE 57p.  
EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS \*Community Colleges; \*Junior Colleges; Methods  
Courses; Program Evaluation; \*Reading Programs; Study  
Skills; \*Teacher Education; \*Teacher Programs

ABSTRACT

This document is a director's evaluation report for a teacher education project at the University of Kentucky. Among the program objectives listed are the following: a) to provide an understanding of the historical background of the junior college and of the major characteristics of the community college (including purposes of the private junior college, its philosophy and objectives); b) to stimulate concern for and understanding of the culturally deprived junior college student; c) to teach techniques for the diagnosis of reading and study skills problems; and d) to increase proficiency in the utilization of teaching strategies, methods, and materials to modify the reading and study skills behavior of junior college students. The report includes an evaluation of the program's strengths and weaknesses. Included as appendixes are syllabi, brochures, form letters, and scales for various evaluations. (JA)

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University of Kentucky  
July 22, 1971

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## DIRECTOR'S EVALUATION REPORT

FOR

GRANT NUMBER 41-NIH-58-4223

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### I. Basic Information

- A. University of Kentucky, Lexington, Kentucky 40506
- B. A Reading and Study Skills Institute for Junior College Teachers  
(41-NIH-58-4223)
- C. Dr. Earl F. Rankin, Director  
Department of Curriculum and Instruction, Phone (606) 257-2895  
  
Dr. Collins W. Burnett, Assistant Director  
Department of Higher and Adult Education, Phone (606) 258-2626
- D. May 31 to June 25, 1971

### II. Program Focus

- A. General program objectives
  - 1. To provide an understanding of the historical background of the junior college, including the socio-economic factors that contributed to the development of the first public junior college at Joliet, Illinois, in 1902, and later the community college movement.
  - 2. To enable participants to understand the major characteristics of the community college, the purposes of the private junior college and the implications for philosophy, objectives, and program and evaluation.

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3. To stimulate concern for and understanding of the culturally deprived junior college student.
4. To provide organizational and technical "know-how" for establishing and maintaining a reading and study skills laboratory.
5. To teach techniques for the diagnosis of reading and study skills problems.
6. To provide a basic foundation in the psychology of learning as applied to teaching reading and study skills.
7. To increase proficiency in the utilization of teaching strategies, methods, and materials to modify the reading and study skills behavior of junior college students.

An urgent need exists to provide remedial assistance to students with reading and study skills deficiencies in community and junior colleges in the Commonwealth of Kentucky. Many of these institutions are located in culturally deprived areas of Appalachia. They maintain an open admissions policy despite the below average reading skills of their entering freshmen. Most of these institutions either do not have reading and study skills laboratories or attempt to staff their laboratory with instructors who are not specifically trained for this work.

The major emphasis of the training was in terms of the following ranked according to their significance in relationship to specific program objectives.

B. Specific program objectives

1. Knowledge of the junior college

- a. Present status in higher education
- b. Historical backgrounds
- c. Philosophy and concepts
- d. Characteristics of the junior college student
- e. Junior college faculty
- f. The curriculum
- g. Instructional gestalt
- h. Articulation
- i. Organization and administration

2. Knowledge of materials

- a. Knowledge of materials for developing any and all of the reading and study skills mentioned below.
- b. Diagnosis and evaluation
  - (1) Knowledge of group intelligence tests
  - (2) Knowledge of individual intelligence tests
  - (3) Knowledge of reading survey tests
  - (4) Knowledge of diagnostic tests

3. Skills

- a. Reading skills
  - (1) Word attack
  - (2) Vocabulary
  - (3) Literal comprehension
  - (4) Interpretation

- (5) Rate
    - (a) Skimming
    - (b) Scanning
  - (6) Comprehension
    - (a) Main ideas
    - (b) Recall details
  - (7) Critical evaluation
- b. Study skills and reading in content areas
- (1) Surveying
  - (2) Reading for specific purposes
  - (3) Organizing information
  - (4) Summarizing
  - (5) Improving retention
  - (6) Improving concentration
  - (7) Ways of studying
    - (a) Social studies
    - (b) English literature
    - (c) Math
    - (d) Sciences
- c. Diagnosis and evaluation
- (1) Survey level diagnosis
  - (2) Specific level diagnosis
  - (3) Use of test norms
  - (4) Statistical methods for measuring gain

- (5) Formulation and use of behavioral objectives
- (6) Utilization of criteria reference items
- (7) Interpretation of reliability coefficient
- (8) Interpretation of validity coefficient
- (9) Estimation of reading potential

### III. Program Operation

#### A. Participants

The initial applicant response was disappointing in terms of extent of interest, particularly within Kentucky. Originally we thought that nearly all of the 27 participants would come from Kentucky, but we found it necessary to include applicants from other states. We accepted 24, but after the Institute began there were two cancellations from Mississippi, leaving us with 22 qualified participants.

In terms of participant qualifications, we were well satisfied. Interest, favorable attitude, hard work, and desire to improve reading and study skills teaching and laboratory facilities at home institutions were at a high level.

If we were to repeat this kind of institute another time, we would start considering applicants immediately who were qualified from other states.

1. In terms of selection criteria, we required strong recommendations from the president or director of the junior college. We asked the recommending official to state whether or not the applicant was involved in reading and study skills work or whether

he would be during the 1971-72 academic year. We preferred those applicants who had the Master's degree but not the doctorate and who indicated on the application a strong, definite reason for wanting to participate in the Institute. We did not utilize test scores, academic attainment, age, interview, race, sex, or geographic limitations (except as noted earlier).

Another time we would open selection at the beginning to qualified teachers in any state. Perhaps we were lucky but our group met all of our expectations.

2. There were 22 participants and two full time instructors for a ratio of eleven to one.

#### B. Staff

This was a team teaching arrangement for Dr. Burnett and Dr. Rankin, representing Higher Education and Curriculum and Instruction. Each has a background in psychology and combined experience and research in reading and study skills and the junior college. Part of the success of the Institute was due to the fact that we had a strong personal relationship and a respect for each other. Participants commented that this friendly relationship was projected and helped create a positive learning climate.

Due to the nature of the Institute, cooperation, adjustment, and support were necessary from Dean Denmark, College of Education, University of Kentucky, the chairmen of the two departments (Higher and Adult Education and Curriculum and Instruction), Dr. Roscoe Kelley, Director of Somerset Community College and his administrative



staff. Although there was a problem of distance from the University campus (Somerset is 80 miles south of Lexington), the fact that the Institute was conducted in a community college was a strong asset. One evidence of this is that in our supervised teaching practicum each participant was able to work with a community college student in the reading skills laboratory. The student not only received an hourly rate but also benefitted from the instruction.

There were two categories of consultants who were invited to contribute to the Institute program; both groups were excellent. First, we invited selected consultants who had special expertise in reading or study skill teaching, research, or development. In this category were Dr. Dale Brethower, University of Michigan; Dr. Alton Raygor, University of Minnesota; Mrs. Hyla Cartwright, Kentucky State College; Mrs. Betsy Overholser, Tarrant County Junior College, Fort Worth, Texas; and Mrs. Margaret Wares, Nashville State Technical Institute, Nashville, Tennessee. In the second category were subject matter specialists from the University of Kentucky who discussed study techniques from the standpoint of their disciplines, e. g., Dr. Michael Adelstein, Department of English, and Mr. Carlton Williams, Graduate Fellow, Department of History. Dr. Kenneth Wright, School of Music, played tape recordings and discussed folk music of people living in the Appalachian Mountains.

### C. Activities

The total evaluation input indicates that the objectives were met rather successfully. (The pre and post-test evaluation scales which

present evidence in this regard are in the Appendix and will be referred to in III D.) The participants were very positive about the success of the Institute. For the most part, both instructors were pleased. Miss Harriet Bramble, Education Program Specialist, Division of College Support, U. S. Office of Education, who made a site visit on June 17 was positive in her assessment.

A variety of activities which were carefully planned contributed to the success of the program. Some were more effective than others. Included in activities were classroom teaching, independent study, seminar, laboratory procedures, supervised practicum, consultants, two rap sessions with students, field trip, examination and use of a large resource of textbooks, laboratory manuals, tests, sets of basic skills materials, and cassettes, dealing with reading and study skills.

Probably the classroom teaching was the most effective. The effective use of consultants was also a strength. Perhaps the practicum could have been structured better, but on the whole it was effective. More effective use could have been made of the seminar time. On some days, this time was used by a consultant which extended the morning session into the lunch period. Perhaps the participants needed more time to interact with the instructors and each other in direct but informal discussions.

Both rap sessions with students at Somerset Community College were very worthwhile in terms of participant response. In the first session, June 9, four students focused on reasons for selecting a

community college, whether or not it met their expectations, degree of academic success, and future plans. The second session held with four students on June 11 dealt with their statements of how they read and studied textbooks, organized for examinations, scheduled their study time, and participated in class discussions.

1. Among the new techniques, materials, or equipment used were micro teaching presentations in which participants were paired so that each could teach the other a concept or procedure and benefit from the other's criticism; utilization of teacher aides; the application of behavioral modification techniques; the use of the new Westinghouse set of cassettes to teach phonics, spelling, and word analysis; and a presentation to explain the use of the computer in planning an individualized remedial program each two weeks for each student in the laboratory.
2. The beginning and ending dates of the Institute seemed to be all right. Some who said they could not attend mentioned the dates as one point, but usually there were other considerations, also. The Institute was long enough to enable us to relate to the learners and accomplish the objectives. A longer period might have caused the program to "drag." A shorter period than four weeks would have been a handicap in accomplishing our objectives.
3. On the whole this distribution of staff and participant time was satisfactory. As we indicated earlier, perhaps the seminar time should have been used more often for guided interaction and discussion.

4. Most of the planning was completed before the Institute began which was necessary in order to know what materials to purchase and which consultants to invite and when to relate them most effectively to the schedule. However, on the basis of information which the participants provided on the Personal Data Sheets the first day, we did try to emphasize and give special attention to particular requests and needs. We made ourselves available on several days of each week following formal class periods to discuss specific topics, e. g., plans for graduate work, writing proposals for grants, career plans, requests for the instructors to visit the various junior colleges this summer and fall to reinforce developmental programs in reading and study skills.

D. Evaluation

First, we used three pre and post test scales for evaluating (a) knowledge and understanding about the junior college, (b) knowledge of materials, and (c) evaluating techniques. Copies are enclosed, showing the two sets of means in the Appendix. All three indicate substantial gains from the beginning to the end of the Institute. Since most of the participants had little formal training in reading skills and study skills, strong, positive gains would be expected. Since only two of the group had studied the two-year institution and knew very little about historical development, philosophy, program, student and faculty characteristics, very substantial gains were anticipated on this scale.

Second, we devised a scale, Evaluation of General Purposes, which the group completed at the end of the Institute. We wanted their appraisal of objectives, strengths, and weaknesses. The general outcome was strongly positive. (See Appendix.)

Third, we used the Participant Evaluation scale prepared by the U. S. Office of Education which showed a high degree of consistency or reliability with the other evaluation forms. (See Appendix B for these 22 evaluation forms.)

Definite plans have been made for follow-up visits to all of the junior colleges in Kentucky represented in the Institute and perhaps to Vincennes Community College, Vincennes, Indiana.

Near the conclusion of the Institute, we asked the participants to indicate whether or not they wanted us to visit their institutions, specific needs, and approximate dates. All but one institution in another state requested one or more visits. Dr. Peo in the U. S. Office of Education and the University have approved Dr. Rankin and I for these trips. Our first trip was July 22, 1971, to Lees Junior College at Jackson, Kentucky, to help write a proposal to develop a total program, including remediation, for working with disadvantaged mountain students. We have also scheduled trips to Ashland Community College, Ashland, Kentucky; St. Catharine's Junior College, St. Catharine, Kentucky; and Southeast Community College, Cumberland, Kentucky. We plan to make all of these trips during the 1971-72 academic year.

Since these consulting visits will be additional input for evaluation, we will make a supplementary report next year.

No significant problems were encountered in developing administrative arrangements within Part E guidelines.

#### IV. Conclusions

In terms of impact, both Dr. Rankin and I gained insight and understanding of the philosophy, role and functions, and professional program efforts of the community college and independent junior college. We think both of us as a result of this experience can relate more effectively than before to junior college faculty.

Both of us plan to make revisions in our teaching programs as a result of this experience, for example, the syllabus for College and Adult Reading will be revised. The course, College Teaching and Learning, will be revised to include a unit on study skills.

Also, we hope to develop a degree program for the preparation of reading and study skills specialists for junior college programs.

Another important outcome was the fact that nearly all of the institutions represented in the Institute requested visits to help implement plans for effective study skills and reading skills laboratories or development of such facilities.

As for major weaknesses, we can mention the following:

1. Included too much content which did not permit sufficient interaction.
2. Did not do enough detailed planning for the practicum.

As for major strengths, we can mention:

1. The training and experience of both instructors enabled them to develop an integrated program with a variety of relevant learning experiences for the participants.
2. The careful selection of consultants not only implemented the objectives but added a dimension of innovations and ideas which are not yet in the literature.
3. The compatibility of the instructors added a psychological dimension which is necessary for a team teaching approach.

## APPENDIX A

1. Scale for Evaluating Knowledge and Understanding About the Junior College
2. Scale for Evaluating Knowledge of Materials
3. Scale for Evaluating Techniques
4. Evaluation of General Purposes
5. Participants
6. Syllabus
7. Brochure
8. Form Letters
9. News story, June 1, 1971, "The Commonwealth-Journal"
10. News story and picture, June 2, 1971, "The Commonwealth-Journal"
11. Personal Data Sheet
12. Reading and Study Skills, Materials, Sources, and Prices
13. Certificate Statement

## APPENDIX B

Participant Evaluation Forms (U. S. Office of Education)



SCALE FOR EVALUATING KNOWLEDGE AND UNDERSTANDING  
ABOUT THE JUNIOR COLLEGE

Reading and Study Skills Institute  
June 1-25, 1971

This evaluation instrument is designed to measure your knowledge of the junior college. This test will be administered now and at the end of the institute. The results will not only help you to measure your learning but will help indicate the overall effectiveness of the institute.

Please respond by circling the appropriate number on the 1 to 5 scale (1 = no knowledge of; 5 = completely familiar with) as you perceive yourself in terms of knowledge of the junior college in the area of:

	Pre-test Mean	Post-test Mean
its present status in higher education	2.86	4.63
its historical backgrounds	2.05	4.32
its philosophy and concepts	3.10	4.56
characteristics of the junior college student	3.19	4.58
junior college faculty	2.71	4.42
the curriculum	2.81	4.21
instructional gestalt	1.62	3.89
articulation	2.33	4.42
organization and administration	2.10	4.32

## SCALE FOR EVALUATING KNOWLEDGE OF MATERIALS

Reading and Study Skills Institute  
June 1-25, 1971

This evaluation instrument is designed to measure your knowledge of the materials available in the area of reading and study skills. This test will be administered now and at the end of the institute. The results will not only help you to measure your learning but will help indicate the overall effectiveness of the institute.

Please respond, by circling the appropriate number, on the 1 to 5 scale (1 = no knowledge of; 5 = completely familiar with) as you perceive yourself in terms of knowledge of materials related to:

	<u>Pre-test Mean</u>	<u>Post-test Mean</u>
word attack	1.55	4.26
vocabulary	2.00	4.58
literal comprehension	1.86	4.32
interpretation	1.79	4.21
rate of skimming	1.64	4.58
rate of scanning	1.68	4.47
comprehension of main ideas	1.95	4.58
ability to recall details	1.68	4.16
critical evaluation	1.64	3.95
surveying	1.68	4.47
reading for specific purposes	1.82	4.53
organizing information	1.60	4.32
summarizing	1.73	4.26
improving retention	1.50	4.21
improving concentration	1.55	4.26
ways of studying social studies	1.45	4.00
ways of studying English literature	1.68	4.16

SCALE FOR EVALUATING KNOWLEDGE OF MATERIALS

Page 2

	<u>Pre-test Mean</u>	<u>Post-test Mean</u>
ways of studying math	1.00	3.11
ways of studying sciences	1.09	3.21
group intelligence tests	1.64	4.58
individual intelligence tests	1.59	4.53
reading survey tests	1.64	4.74
diagnostic tests	1.68	4.63

## SCALE FOR EVALUATING TECHNIQUES

Reading and Study Skills Institute  
June 1-25, 1971

This evaluation instrument is designed to measure your confidence in your ability to effectively teach reading and study skills. This test will be administered now and at the end of the institute. The results will not only help you to measure your learning but will help indicate the overall effectiveness of the institute.

Please respond, by circling the appropriate number, on the 1 to 5 scale (1 = no knowledge of; 5 = competent to teach) as you perceive yourself in terms of techniques for developing:

	<u>Pre-test Mean</u>	<u>Post-test Mean</u>
word attack	1.95	3.89
vocabulary	2.77	4.37
literal comprehension	2.85	4.16
interpretation	2.91	4.00
rate of skimming	1.95	3.89
rate of scanning	1.86	3.79
comprehension of main ideas	3.05	4.32
ability to recall details	2.45	3.89
critical evaluation	2.45	4.05
surveying	2.43	4.74
reading for specific purposes	2.55	4.17
organizing information	2.86	4.26
summarizing	2.95	4.16
improving retention	1.95	3.95
improving concentration	2.15	4.16
ways of studying social studies	2.00	4.11
ways of studying English literature	2.38	4.00

## SCALE FOR EVALUATING TECHNIQUES

	<u>Pre-test Mean</u>	<u>Page 2 Post-test Mean</u>
ways of studying math	1.00	2.89
ways of studying sciences	1.32	3.21
survey level diagnosis	1.64	4.32
specific level diagnosis	1.55	4.16
use of test norms	1.77	4.00
statistical methods for measuring gain	1.64	3.42
formulation and use of behavioral objectives	1.86	4.42
utilization of criteria reference items	1.68	3.89
interpretation of reliability coefficients	1.27	3.26
interpretation of validity coefficients	1.27	3.26
estimation of reading potential	1.82	4.11
appreciation development	2.32	4.16

## EVALUATION OF GENERAL PURPOSES

Reading and Study Skills Institute  
June 1-25, 1971

1. From your perception, what were the major objectives of this institute?
  
2. In what specific ways has the institute been effective in meeting these objectives?
  
3. In what specific ways hasn't the institute been effective in meeting these objectives?
  
4. How would you improve an institute of this type in terms of:
  - a. Objectives
  
  - b. Structure, i.e., courses, consultants, films, labs, scheduling
  
  - c. Arrangements, i.e., time, housing, meals
  
  - d. Information, i.e., bulletin, publicity
  
5. Should this type of institute be offered again?

## PARTICIPANTS

### READING and STUDY SKILLS INSTITUTE

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Lindsey Wilson College

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Sue Bennett College

**READING and STUDY SKILLS**  
**INSTITUTE for JUNIOR COLLEGE FACULTY**

**May 31 - June 25, 1971**

**THE UNIVERSITY of KENTUCKY**  
**HOST INSTITUTION - SOMERSET COMMUNITY COLLEGE**  
**SOMERSET, KENTUCKY**

**Director and Instructor:**

**Dr. Earl F. Rankin, Jr., Professor**  
**Dept. of Curriculum & Instruction**

**Assistant Director and Instructor:**

**Dr. Collins W. Burnett, Professor**  
**Dept. of Higher and Adult Education**

**Sponsored by a grant from the U. S. Office of Education, Department of Health, Education, and Welfare, under Title V-E, Education Professions Development Act, P. L. 90-35**



READING and STUDY SKILLS INSTITUTE

May 31 - June 25, 1971

SEQUENCE

- First Week (June 1 - 4)  
Orientation and Theories of Instruction
- Second Week (June 7 - 11)  
Materials and Techniques
- Third Week (June 14 - 18) -  
Laboratory Participation
- Fourth Week (June 21 - 25)  
Practicum

SCHEDULE

First two weeks - Room M-13 Meece Hall

- 9:00 - 10:00 The Junior College - Instructor: Burnett  
10:00 - 11:00 Diagnosis and Evaluation - Instructor: Rankin  
11:00 - 12:00 Independent Study  
1:00 - 2:00 Laboratory Procedures - Instructors: Rankin & Burnett  
2:00 - 3:00 Seminar - Instructors: Burnett & Rankin

Third week

Section A

Section B

- |               |                      |                    |
|---------------|----------------------|--------------------|
| 9:00 - 10:00  | M-13                 | Reading Laboratory |
| 10:00 - 11:00 | Reading Laboratory   | M-13               |
| 11:00 - 12:00 | Independent Study    |                    |
| 1:00 - 3:00   | Seminar in Room M-13 |                    |

Fourth week

- 9:00 - 11:00 Planning Sessions  
11:00 - 12:00 Independent Study  
1:00 - 3:00 Tutorial Work

## OBJECTIVES

The Institute is designed to (a) upgrade the quality of instruction offered in previously established laboratories on the community and junior college level, and (b) to facilitate the establishment of reading and study skills laboratories. The objectives to attain these goals are as follows:

1. To provide an understanding of the historical background of the junior college, including the socio-economic factors that contributed to the development of the first public junior college at Joliet, Illinois, in 1902, and later the community college movement.
2. To enable participants to understand the major characteristics of the community college, the purposes of the private junior college and the implications for philosophy, objectives, and program and evaluation.
3. To stimulate concern for and understanding of the culturally deprived junior college student.
4. To provide organizational and technical "know-how" for establishing and maintaining a reading and study skills laboratory.
5. To teach techniques for the diagnosis of reading and study skills problems.
6. To provide a basic foundation in the psychology of learning as applied to teaching reading and study skills.

7. To increase proficiency in the utilization of teaching strategies, methods, and materials to modify the reading and study skills behavior of junior college students.

With these objectives in mind specific behavioral objectives in the areas of reading skills, study skills, and the junior college can be delineated as:

1. Techniques for developing:

- A. Reading skills.

1. Word attack
    2. Vocabulary
    3. Literal comprehension
    4. Interpretation
    5. Rate
      - a. Skimming
      - b. Scanning
    6. Comprehension
      - a. Main ideas
      - b. Recall details
    7. Critical evaluation

- B. Study skills and reading in content areas.

1. Surveying
    2. Reading for specific purposes
    3. Organizing information
    4. Summarizing
    5. Improving retention
    6. Improving concentration
    7. Ways of studying
      - a. Social studies
      - b. English literature
      - c. Math
      - d. Sciences

- C. Diagnosis and evaluation.

1. Survey level diagnosis
    2. Specific level diagnosis
    3. Use of test norms
    4. Statistical methods for measuring gain

5. Formulation and use of behavioral objectives
6. Utilization of criteria reference items
7. Interpretation of reliability coefficient
8. Interpretation of validity coefficient
9. Estimation of reading potential

D. Appreciation development.

II. Knowledge of materials

A. Knowledge of materials for developing any and all of the previous mentioned reading and study skills.

B. Diagnosis and evaluation.

1. Knowledge of group intelligence tests
2. Knowledge of individual intelligence tests
3. Knowledge of reading survey tests
4. Knowledge of diagnostic tests

III. Knowledge of the junior college.

1. Present status in higher education
2. Historical backgrounds
3. Philosophy and concepts
4. Characteristics of the junior college student
5. Junior college faculty
6. The curriculum
7. Instructional gestalt
8. Articulation
9. Organization and administration

**THE JUNIOR COLLEGE**

( June 1-11, 9-10 a.m. )

**June 1 (Tuesday)**

**Present status of the junior college in American higher education**

**June 2 (Wednesday)**

**Historical backgrounds**

**June 3 (Thursday)**

**Philosophy and concepts**

**June 4 (Friday)**

**Characteristics of the junior college student**

**June 7 (Monday)**

**Junior college faculty**

**June 8 (Tuesday)**

**The curriculum**

**June 9 (Wednesday)**

**Instructional gestalt**

**June 10 (Thursday)**

**Articulation**

**June 11 (Friday)**

**Organization and Administration**

**DIAGNOSIS and EVALUATION**

( June 1-11, 10-11 a.m. )

**June 1 (Tuesday)**

**Orientation**

**June 2 (Wednesday)**

**Diagnosis - Survey Level**

**June 3 (Thursday)**

**Diagnosis - Specific Level**

**June 4 (Friday)**

**Diagnosis - Intensive Level**

**June 7 (Monday)**

**Testing - Reliability and validity**

**June 8 (Tuesday)**

**Testing - Norms and Criterion Reference Items**

**June 9 (Wednesday)**

**Gain Measurements**

**June 10 (Thursday)**

**Cloze Testing**

**June 11 (Friday)**

**Readability**

**INDEPENDENT STUDY**

**( June 1-11, 11-12 a.m. )**

**June 1 (Tuesday)**

**Coffee Hour**

**June 2 (Wednesday)**

**Observation - Reading Laboratory**

**June 3 (Thursday)**

**Tests**

**June 4 (Friday)**

**Tests**

**June 7 (Monday)**

**Study Skills Materials**

**June 8 (Tuesday)**

**Study Skills Materials**

**June 9 (Wednesday)**

**Miscellaneous Activities**

**June 10 (Thursday)**

**Vocabulary Materials**

**June 11 (Friday)**

**Comprehension Materials**

**LABORATORY PROCEDURES**

(June 1-11, 1-2 p. m.)

**June 1 (Tuesday)**

**Orientation**

**June 2 (Wednesday)**

**The Developmental Reading Center  
Organizational Administration**

**June 3 (Thursday)**

**Reading Rate and Flexibility**

**June 4 (Friday)**

**Behavioral Objectives**

**June 7 (Monday)**

**Study Skills and Reading in the Content Areas**

**June 8 (Tuesday)**

**Study Skills - continued**

**June 9 (Wednesday)**

**Word Attack Skills**

**June 10 (Thursday)**

**Vocabulary**

**June 11 (Friday)**

**Comprehension**



**SEMINAR**

(June 1-11, 2-3 p. m.)

**June 1 (Tuesday)**

**Orientation - Behavioral Modification**

**June 2 (Wednesday)**

**Two - Skinner Films**

**June 3 (Thursday)**

**Two - Skinner Films**

**June 4 (Friday)**

**One - Behavioral Modification Film**

**June 7 (Monday)**

**Discussion**

**June 8 (Tuesday)**

**Discussion**

**June 9 (Wednesday)**

**Rap Sessions with Students**

**June 10 (Thursday)**

**Discussion**

**June 11 (Friday)**

**Rap Session with Students**

**LABORATORY PARTICIPATION**

( June 14-18)

	<b>A</b>	<b>B</b>
<b>9-10 a. m.</b>	<b>M-13</b>	<b>Reading Laboratory</b>
<b>10-11 a. m.</b>	<b>Reading Laboratory</b>	<b>M-13</b>
<b>11-12 a. m.</b>	<b>Independent Study</b>	
<b>1-3 p. m.</b>	<b>Seminar</b>	
	<b>Consultants</b>	
	<b>Publishers' Representatives</b>	

**INDEPENDENT STUDY**

(June 14-25, 11-12 a.m.)

**June 14 (Monday)**

**SRA Representative**

**June 15 (Tuesday)**

**Field Trip**

**June 16 (Wednesday)**

**Central School Supply**

**June 17 (Thursday)**

**Miscellaneous Activities**

**June 18 (Friday)**

**Consultant - Dr. Kenneth Wright, University of Kentucky**

**June 21 (Monday)**

**Consultant - Mr. Carlton Williams, University of Kentucky**

**June 22 (Tuesday)**

**Miscellaneous Activities**

**June 23 (Wednesday)**

**Consultant - Dr. Michael Adelstein, University of Kentucky**

**June 24 (Thursday)**

**Miscellaneous Activities**

**June 25 (Friday)**

**Miscellaneous Activities**

**SEMINAR**

( June 14-18, 1-3 p. m. )

**June 14 (Monday)**

**Consultant - Dr. Dale Brethower, The University of Michigan**

**June 15 (Tuesday) ( 10-12 a. m. )**

**Field Trip to Kentucky State College**

**June 16 (Wednesday)**

**Consultant - Dr. Alton Raygor, University of Minnesota**

**June 17 (Thursday)**

**Consultant - Mrs. Margaret Wares, Nashville State Technical  
Institute**

**June 18 (Friday)**

**Consultant - Mrs. Betsy Overholser, Tarrant County Junior  
College, Fort Worth, Texas**

**PRACTICUM**

**( June 21-25 )**

**9-11 a. m.**

**Planning Session**

**Each participant will plan changes in the reading and study skills program at his college.**

**1-3 p. m.**

**Tutorial Experience ( 10 hours )**

**Each participant works individually with one college student for 10 hours.**

**A READING AND STUDY SKILLS INSTITUTE  
FOR JUNIOR COLLEGE TEACHERS**

College of Education, University of Kentucky  
Lexington, Kentucky

**DATES**

May 31 - June 25

**PLACE**

Somerset Community College (host institution), Somerset, Kentucky.

This institute has been made possible by a grant from the U. S. Office of Education, EPDA Act of 1967 (P.L. 90-35).

**PURPOSES OF INSTITUTE**

Participants will be provided practical assistance in organizing and conducting reading and study skills laboratories in their respective institutions. Another purpose is to help participants improve the quality of instruction in such laboratory programs. A third purpose is to help participants understand the role and special functions of the junior college.

**ELIGIBLE PARTICIPANTS**

Priority will be given to those junior college faculty in Kentucky private junior and community colleges who are beginning to work in reading and study skills programs or who may be assigned such responsibilities and who have had little or no formal preparation for such programs.

**APPLICATION TO INSTITUTE**

April 15, 1971, is the deadline for returning completed the two sets of application forms to Dr. Earl F. Rankin, 317 Dickey Hall, College of Education, University of Kentucky, Lexington, Kentucky 40506, telephone 606-257-2895.

Application forms (two sets per person) are available in the office of the president or director of your institution; one application is for admission to the institute and the other is for the stipend. Each applicant must be recommended by letter by the chief administrative official in his college. The letter must be sent directly to Dr. Rankin from the president or director.

Final decisions will be made about the selected 27 participants by May 1 by a committee composed of:

Dr. Stanley Wall, Vice President of the University of Kentucky

Community College System

President Albert N. Cox, Midway Junior College

Dr. Earl F. Rankin

Dr. Collins W. Burnett

In selecting individuals for participation and otherwise in the administration of this program, the University of Kentucky will not discriminate on the ground of the race, creed, color, or national origin of any applicant or participant.

#### STIPENDS

Each participant who is selected for the institute will receive \$75 per week for the four weeks (May 31-June 25) plus a dependency allowance of \$15 per week up to a maximum of two dependents or \$30 per week. There is no reimbursement for travel.

#### HOUSING

Special rates have been arranged at two of the motels in Somerset. The Planet Court Motel, Highway 90, Burnside, Kentucky 42519, telephone 561-9486, and the Seven Gables Motel, Main Street, Burnside, Kentucky 42519, telephone 561-4126, are offering special rates to participants.

Each participant after he has been notified of his acceptance in the institute should make his own living arrangements directly with the motel. Anyone who lives close enough to commute daily to Somerset need not plan to stay in Somerset.

The Planet Court Motel has agreed to hold nine double rooms with an efficiency kitchen in each at \$10 per day for each room.

The Seven Gables Motel has agreed to hold 12 rooms (four singles at \$7 per day and eight doubles at \$10 for two people, \$12 for three, and \$13 for four people). Also, there is one large corner room with three beds for \$14 per day. Swimming pool and restaurant are available.

#### INSTITUTE PROGRAM (May 31-June 25)

First week	Orientation and Theories of Instruction and Learning
Second week	Materials and Techniques
Third week	Laboratory Participation
Fourth week	Practicum

#### STAFF

Dr. Earl F. Rankin, Professor of Education, College of Education, University of Kentucky, Director and Instructor. Dr. Rankin, Ph.D., Education, University of Michigan, has taught at Woodmere High School, Woodmere, Long Island; Louisiana State University; Olivet College, Olivet, Michigan; University of Michigan; University of Kansas City; and Texas Christian University. He has been Professor of Education and Coordinator of Reading Studies at the University of Kentucky since 1968. His specialty is research in reading. He has published more than 30 research papers dealing with educational psychology and reading.



Dr. Collins W. Burnett, Professor of Higher Education, College of Education, University of Kentucky, Assistant Director and Instructor. Dr. Burnett, Ph.D., Psychology, Ohio State University, has taught at Ball State University; Fresno State College, Fresno, California; and Ohio State. He has been Chairman and Professor of Higher and Adult Education at the University of Kentucky since 1968. He is a generalist in the study of Higher Education with a special interest in study skills and the junior college.

These members of the senior staff will be assisted by several out-of-state consultants who are specialists in reading skills and study skills and by subject matter specialists from the University of Kentucky.

A special feature of the institute will be the use of the reading and study skills laboratory as a supervised practicum. Each participant will work with one or more college students in the laboratory.

Weekend recreation facilities, fishing, boating, and swimming, are available at nearby Lake Cumberland.

#### CREDIT

There is no formal course credit for this institute.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND INSTRUCTION

AREA CODE: 606  
TEL.: 258-9000  
EXTENSION: 2771

MEMORANDUM

TO: Applicants for Reading and Study Skills Institute for Junior  
College Teachers at Somerset Community College

FROM: Earl F. Rankin, Director

RE: Changing of Statement Regarding Dependency Allowance in Brochure

DATE: April 14, 1971

In our brochure announcing the Institute, it was stated that a dependency allowance of \$15 per week would be granted "up to a maximum of two dependents or \$30 per week." We are now informed that there is no limit on the ~~number of dependents~~ provided that each dependent is permitted as an exemption under Federal income tax regulations and that the income of the spouse is less than \$600 per year.

EFR:sv

**UNIVERSITY OF KENTUCKY**

**LEXINGTON, KENTUCKY 40506**

**COLLEGE OF EDUCATION  
DEPARTMENT OF HIGHER AND ADULT EDUCATION**

**April 13, 1971**

**AREA CODE: 606  
TELEPHONE: 258-9000  
EXTENSION: 2771**

**Dear**

Recently we received your letter of inquiry concerning the Reading and Study Skills Institute for Junior College Teachers to be held at Somerset Community College in June under the auspices of the University of Kentucky. As you may remember, our original intent was to limit applicants to Kentucky junior college personnel. However, the number of applicants from this area has been insufficient to fill our quota. Therefore, we are now considering alternate applicants who are teaching in junior colleges outside of Kentucky.

If you are still interested in attending this Institute, please read the enclosed brochures carefully and return the application forms to me by May 1. Also, please ask the president of your junior college to send us a letter of recommendation. You will be notified of the decision on your application in the near future.

Thank you for your interest in the Institute.

Very truly yours,

**Dr. Earl Rankin,  
Program Director  
Reading and Study Skills  
Institute**

**ER/dr**

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION  
DEPARTMENT OF HIGHER AND ADULT EDUCATION

May 10, 1971

AREA CODE 606  
TELEPHONE 258-9000  
EXTENSION 2771

We are pleased to inform you that you have been selected as one of the 27 participants in the reading and study skills institute to be held at Somerset Community College, Somerset, Kentucky, May 31 to June 25, 1971.

You have also been approved for the stipend of \$75.00 per week.

We note that you have listed \_\_\_\_\_ dependents at \$15.00 per week each.

As indicated on pages 2-3 in the brochure, you should arrange for your housing immediately. Special rates have been arranged at two of the motels in Somerset. The Planet Court Motel, Highway 90, Burnside, Kentucky, 42519, telephone 561-9486, and the Seven Gables Motel, Main Street, Burnside, Kentucky, 42519, telephone 561-4126, are offering special rates to participants. Anyone who lives close enough to commute daily to Somerset need not plan to stay in Somerset.

The Planet Court Motel has agreed to hold nine double rooms with an efficiency kitchen in each at \$10 per day for each room.

May 10, 1971

Page 2

The Seven Gables Motel has agreed to hold 12 rooms (four singles at \$7 per day and eight doubles at \$10 for two people, \$12 for three, and \$13 for four people). Also, there is one large corner room with three beds for \$14 per day. Swimming pool and restaurant are available.

In the event you cannot arrange living accommodations, please call Mr. Kenneth Bean at Somerset Community College, whose phone number is 606/678-8174.

Please let us know immediately whether or not you can accept this appointment. We must have a "yes" or "no" response, which must be in writing, so we can make plans accordingly.

Since May 31 is a holiday (Memorial Day), we will meet at 9 a. m., Tuesday, June 1, in Meece Hall, Room 6, at Somerset Community College, which is south of the town of Somerset and a short distance east of Highway 27.

Cordially yours,



Earl F. Rankin, Director  
Reading & Study Skills Institute  
Home phone: 606/252-5473  
Office phone: 606/257-2895

EFR/dr

## Teacher's Institute Underway At SCC

Some 25 junior college educators from Kentucky and various Southern states are attending a four-week reading and study skills institute for junior college teachers. The session, conducted by the University of Kentucky College of Education, began Monday and continues through June 25.

The institute is being held at the UK Somerset Community College. It is being underwritten by a \$30,000 grant from the U.S. Office of Education.

Directors of the institute are

Dr. Collins Burnett, chairman of the Department of Higher and Adult Education, and Dr. Earl Rankin, professor of reading in the Department of Curriculum and Instruction, both in the UK College of Education.

The institute seeks to give participants organizational and technical "know-how" for setting up and operating a reading and study skills laboratory and to teach techniques for the diagnosis of reading and study skills problems.

An understanding of the historical background and the social-economic factors pertinent to junior colleges also will be an important part of the instruction, according to Dr. Burnett.

A special feature of the institute will be the use of the reading and study skills laboratory as a supervised practicum. Each participant will work with one or more college students in the laboratory.

The institute directors will be assisted by several out-of-state consultants who are specialists in reading and study skills and by subject matter specialists from UK.

They are Dr. Alton Raygor, University of Minnesota; Dr. Dale Brothower, University of Michigan; Mrs. Margaret Wares, Nashville (Tenn.) State Technical Institute, and Mrs. Betsy Overholser, Tarrant County Junior College, Fort Worth, Texas.

UK personnel are Dr. Kenneth Wright, Department of Music; Carlton Williams, Department of History, and Dr. Michael Adelstein, Department of English.

All the participants will make a field trip to Kentucky State College, Frankfort, on June 15.

## During Institute At SCC

# Students' Hostility Explained

BY BILL MARDIS

Ability to cope with college assignments may be the reason for the hostile attitudes of many students today, according to Dr. Collins W. Burnett, assistant director of a teachers' institute now underway at

Somerset Community College. The four-week reading and study skills institute for junior college teachers is underwritten by a \$90,000 grant from the U.S. Office of Education. Dr. Burnett, chairman of the Department of Higher and

Adult Education, and Dr. Earl Rankin, professor of reading in the Department of Curriculum and Instruction, both in the UK College of Education, are directing the institute.

Because of open admission policies, many colleges are going to have to emphasize remediation, Dr. Burnett observed. Many high school graduates are entering college with reading ability at only the fifth or sixth grade levels, he noted.

Because of poor reading ability and study skills, Dr. Burnett theorized that many college students feel that the curriculum is irrelevant. They become discouraged, then hostile ... taking a "which building to burn ..." attitude.

Dr. Burnett said. "We think remediation is important to help students have a decent chance to succeed," Dr. Burnett observed.

The institute at SCC seeks to give participants organizational and technical "know-how" for setting up and operating a reading and study skills laboratory and to teach techniques for the diagnosis of reading and study skills problems, he remarked.

Somerset Community College was chosen as a site for the teachers' institute because it contains a reading skills laboratory, Dr. Burnett said.

Participants in the reading and study skills institute are:

Ben H. Averitt, Lexington (KY) Technical Institute; Mrs. Shirley Barnes, Spitzerstein Christian College, Winchester; Miss Jewel Brown, Sue Bennett College, London, and Mrs. Marie J. Dillon, Utica Junior College, Utica, Miss.

Mrs. Helen Flatt, Lindsey Wilson College, Columbia, Miss. Helen Gregory, Southwest Mississippi Junior College, Summit, Miss.; Robert Hall, Alice Lloyd College, Pippy, Pa.; and Charles V. Hanes, Lees Junior College, Jackson.

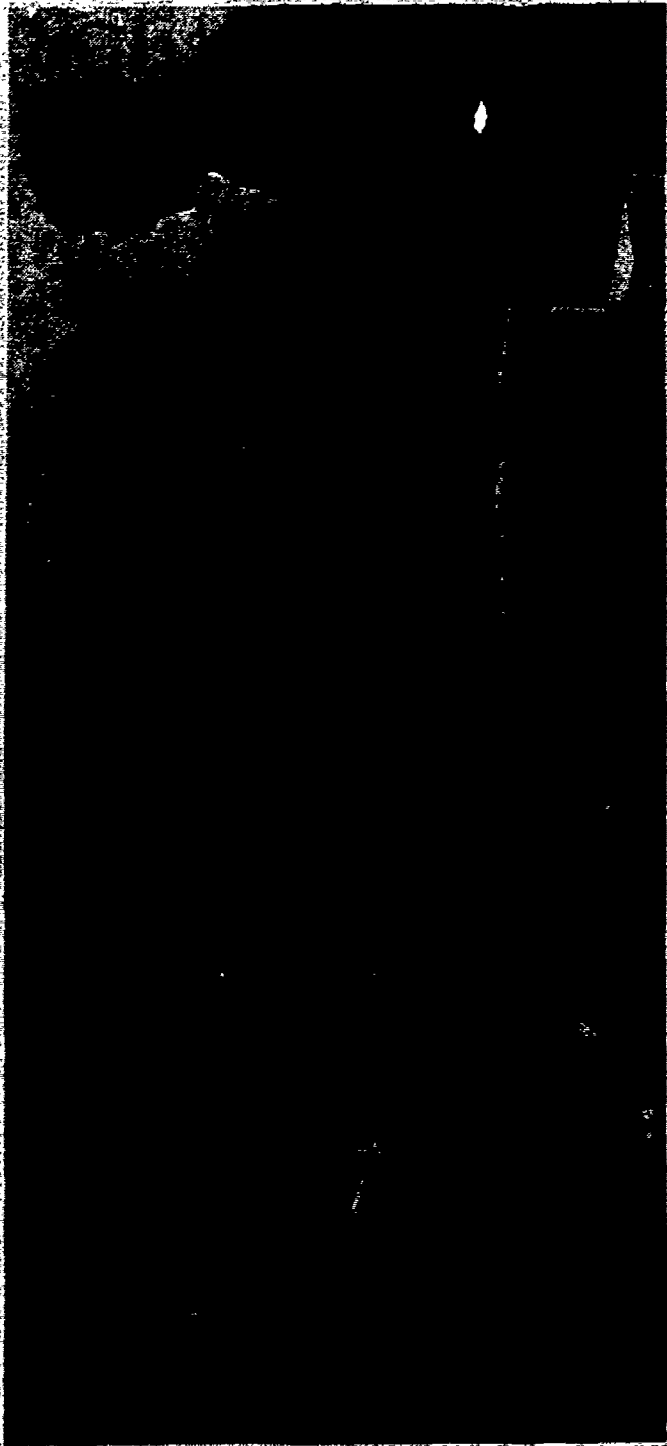
James Hillman, Southeast Community College, Cumberland; Mrs. Lucille Hillman, Southeast Community College, Cumberland; Mrs. Mary Hollingsworth, Stillman College, Turcaloosa, Ala., and Henry Hughes, Ashland Community College, Ashland. Mrs. Betty Z. Kalon, Prestonburg Community College, Prestonburg; Mrs. Joyce Kinnison, Lees Junior College, Jackson; Larry

Lehman, Vincennes University, Vincennes, Ind., and Mrs. Joyce Marshall, Laingside County Teachers College, Wisconsin.

Miss Marsha Newman, Henderson Community College, Henderson; Mrs. Jacqueline Trooper, Somerset Community College; Mrs. Edna VanBever, Somerset Area Vocational and Technical School, and Mrs. Edith Walker, Lindsey Wilson Junior College, Columbia.

Miss Dorothy Watson, Sue Bennett College, London; Sister Verona Weidig, St. Catherine's College, St. Catherine; Mrs. Betty Williams, Ashland Community College, Ashland, and Miss Jeanne Watringham, Sue Bennett College, London.

THE COMMONWEALTH - JOURNAL  
Somerset, Kentucky  
June 2, 1971



Looking over material in the reading skills laboratory at Somerset Community College are from left, Dr. Earl Rankin, professor of reading in the Department of Curriculum and Instruction, University of Kentucky; Dr. Collins W. Burnett, chairman of the Department of Higher and Adult Education, U of K; Mrs. J.D. Hillman, English Instructor at Southeast Community College; Mrs. Mary S. Hollingsworth, reading teacher at Stillman College, Tuscaloosa, Ala.; Larry J. Lehman, political science instructor at Vincennes University, Vincennes, Ind., and Kenneth Bean, coordinator of community services, Somerset Community College. Those shown above are part of a group participating in a reading and study skills institute now underway at Somerset Community College. (Cumberland Studio Photo)



Collins W. Burnett  
Department of Higher &  
Adult Education  
University of Kentucky

PERSONAL DATA SHEET

COURSE: \_\_\_\_\_

DATE: \_\_\_\_\_

Mrs.  
Miss

1. Mr. \_\_\_\_\_  
Last Name First Name Middle Name Lexington Phone

2. \_\_\_\_\_  
Street Address (Lexington) City State

3. \_\_\_\_\_  
Present position, e.g., Graduate Asst., Research Asst., --name of area

4. ( ) Graduate School Major Area: Adviser:  
\_\_\_\_\_  
Hours completed Name of University  
on Doctorate

( ) \_\_\_\_\_  
Name and location of undergraduate college if now starting Master's program

5. List courses in higher education you have completed. (Use title if away from University of Kentucky.)

6. List specific problems, projects, concerns you want discussed.

7. Research projects underway or contemplated.

8. Hobbies, special interests, recreation preferences.

9. Career plans.

**READING AND STUDY SKILLS  
MATERIALS, SOURCES, AND PRICES**  
June, 1971

<u>Source</u>	<u>Materials</u>	<u>Unit</u>	<u>Price</u>
Allyn & Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts	<u>Focus in Reading</u> by Krantz & Kimmelman Answer Booklets	Each	\$ 4.25 Free
American Institutes for Research 8555 16th Street Silver Springs, Maryland 20910	Carver, Darby, Chunked Reading Test: Specimen Set (includes the manual and a test answer sheet and scoring key for forms. Form A 50 Answer Sheets, Form A 25 Booklets Form A	Set Set Set	4.00 2.50 10.00
Ann Arbor Publishers 611 Church Street Ann Arbor, Michigan 48104	Visual Tracking: reusable Programmed Spelling Chem-rite pens	Each Each	2.00 2.00 Free
Appleton-Century-Crofts 440 Park Avenue South New York, New York 10016	Improving Reading Ability by Stroud et. al. Programmed Vocabulary by James Brown Toward Better Reading by Cosper & Griffin	Each Each Each	3.75 3.95 3.75
Barron's Educational Service, Inc. 113 Crossways Park Drive Woodbury, New York 11797	Barron's Vocabulary Builder by Bowsteiss	Each	1.50
Bureau of Publications 1234 Amsterdam Avenue Teachers College, Columbia Univ. New York, New York 10027	Phonics Knowledge Survey Package Item #5061 includes 25 response record sheets, 1 reusable content card and 1 manual Phonics Test for Teachers # 5067 includes 1 general description, 25 test booklets and 25 answer keys	Pkg. Pkg.	3.75 5.75

CTB/McGraw-Hill, Inc.  
 Del Monte Research Park  
 Monterey, California 93940

California Reading Test--Advanced  
 Tests (any form) (35 per pkg) Pkg \$ 5.50  
 Scoreze Answer Sheets (25 per pkg) Pkg 2.50  
 California Test of Mental Maturity--Advanced  
 CTMM Level 5 Test Booklets (35) 8.80  
 CTMM 5 Scores and Answer Sheets  
 #1230579 (Language) (50 per pkg) Pkg 5.00  
 #1230578 (Non-language) (50 per pkg) Pkg 5.00  
 Scoreze Answer Sheets (25 per pkg) Pkg 2.50

Central School Supply Company  
 Audio-Visual Electronics Division  
 315-317 West Main Street  
 Louisville, Kentucky 40202

Skimming & Scanning Text #1-524 by Berg Each 5.00  
 Skimming & Scanning Workbook #1-525 Each 2.50  
 EDL Word Clue Book  
 Grade 7 Level G #346007 Each 2.20  
 8 H #346008 Each 2.20  
 9 I #346009 Each 2.20  
 10 J #346010 Each 2.20  
 11 K #346011 Each 2.20  
 12 L #346012 Each 2.20  
 13 M #346013 Each 2.20

Chandler Publishing Company  
 Scranton, Pennsylvania 18515

Learning Words in Context by Brown Each 3.25

Cooperative Tests and Services  
 Educational Testing Service  
 Box 999  
 Princeton, New Jersey 08540

Cooperative English Test-Reading Comprehension  
 Test Booklets (College Level) 20 6.00  
 Answer Sheets IBM 805 100 4.00  
 Scoring Stencils for IBM 805 10 1.25  
 Manuals Each 2.00

Harcourt Brace Jovanovich, Inc.  
 7555 Caldwell Avenue  
 Chicago, Illinois 60648

Learning to Learn by Donald E.P. Smith Each 3.95  
 Vocabulary 1000 by Cronin Each 2.95  
 Word Attack by Roberts Each 1.80  
 Spelling 1500/Program by Hook Each 4.25  
 Developing College Reading by Jacobus Each 4.75  
 Improving College Reading by Jacobus Each 4.95

Houghton Mifflin Company  
2 Park Street  
Boston, Massachusetts

The Improvement of College Reading by Glock  
A College Developmental Reading Manual--Webster  
Nelson-Denny Reading Tests (35 per package)  
Self Marking Answer Sheets (35 per package)

Each 4.95  
Each 5.50  
Pkg. 7.60  
Pkg. 6.40

International Reading Association  
Six Tyre Avenue  
Newark Delaware 19711

Junior Community College Reading and Study  
Skills Bibliography

Each .75

Jamestown Publishers Inc.  
P. O. Box 6743  
Providence, Rhode Island 02904

Selections from the Black  
The Olive Book  
The Brown Book  
The Purple Book  
Instructor's Manual  
The Now Student

Each 3.75  
Each 3.75  
Each 3.75  
Each free  
Each 3.75

Learn Incorporated  
21 East Euclid Avenue  
Haddonfield, New Jersey 08033

Student Pack: Rapid Comprehension Through  
Effective Reading  
Teachers Guide

Each 10.80  
Each free

J. B. Lippincott Company  
P. O. Box 7  
Philadelphia, Pennsylvania 19105

Developmental Reading by Guiler, Raeth, May

Each 3.25

McGraw-Hill Book Company  
Manchester Road  
Manchester, Missouri 63011

Vocabulary Improvement by Davis  
Reading Test  
051416X Form A (Manual & 25 tests)  
051417 Form B (Manual & 25 tests)  
051420 Scoreze Answer Sheets (25/pkg.)  
Writing Test  
051443 Form A  
051444 Form B  
051447 Scoreze Answer Sheets

Each 3.95  
Set 7.25  
Set 7.25  
Pkg. 3.00  
Pkg. 6.00  
Pkg. 6.00  
Pkg. 3.00

McGraw-Hill, cont'd.

Spelling Test

051434 Form A Pkg. 4.90  
 051435 Form B Pkg. 4.90  
 051438 Scoreze Answer Sheets Pkg. 3.00

Vocabulary Test

051425 Form A Pkg. 4.90  
 051426 Form B Pkg. 4.90  
 051429 Scoreze Answer Sheets Pkg. 3.00

Study Skills

051407 Form A Pkg. 9.00  
 051408 Form B Pkg. 9.00  
 051411 Scoreze Answer Sheets Pkg. 3.00

Mathematics

0514526 Form A Pkg. 6.00  
 0514534 Form B Pkg. 6.00  
 0514569 Scoreze Answer Sheets Pkg. 3.00  
 How To Take a Test by Pauk Each 2.45  
 Basic Skills System Set 250.00  
 Student Instruction Sheet (100/pkg.) Pkg.

Word Resources by Radke

Each 2.60

The Odyssey Press  
 4300 West 62nd Street  
 Indianapolis, Indiana 46268

Developing Efficient Reading by Braam & Sheldon

Each 2.75

Oxford University Press  
 1650 Pollitt Drive  
 Fair Lawn, New Jersey 07410

Be A Better Reader by Smith

Book 1 Each 2.80  
 Book 2 Each 2.80  
 Book 3 Each 2.80  
 Book 4 Each 2.92  
 Book 5 Each 2.92  
 Book 6 Each 3.08  
 Power & Speed in Reading by Gilbert Each 4.95  
 Breaking the Reading Barrier by Gilbert Each 4.95

Prentice-Hall, Inc.  
 Englewood Cliffs, New Jersey 07632

The Psychological Corporation  
304 East 45th Street  
New York, New York 10017

Davis Reading Test

- 7D027 Form 1A Test Booklets (25/pkg)
- 7D211 IBM 805 Answer Sheets (50/pkg.)
- 7D455 Form 1A, IBM 805, Scoring Keys
- 7D405 Manuals

Brown-Holtzman Study Skills Test

- 4G021 Form C Reusable Booklets (25/pkg.)
- 4G045 Form H Reusable Booklets (25/pkg.)
- 4G215 IBM 805 Answer Sheets (50/pkg.)
- 4G409 IBM 805 Scoring Stencils
- 4G801 Specimen Set

Psychological Test Specialists  
Box 1441  
Missoula, Montana 49801

Tester's Set, includes manual, 3 plates,  
100 record sheets

Manual  
Record Sheets (100/pkg.)

G. P. Putnam Company  
280 Madison Avenue  
New York, New York 10016

Advanced College Reader by Weeden  
College Reader by Weeden

Random House--Alfred A. Knopp  
501 Madison Avenue  
New York, New York 10022

College Reading Skills by Austin et. al.

Reader's Digest Services  
Educational Division  
Pleasantville, New York 10570

Advanced Reading Skill Builders Adult Level A

Science Research Association  
259 East Erie Street  
Chicago, Illinois 60611

Better Reading Book by Simpson

- 1 (3-1351)
- 2 (3-1361)
- 3 (3-1371)
- Manual (3-1367)
- Studying a Textbook by Christ

Pkg.	4.25
Pkg.	2.50
Set	.40
Each	.25
Pkg.	3.50
Pkg.	3.50
Pkg.	2.60
Set	1.00
Set	1.25
Set	8.00
Each	2.50
Pkg.	5.00
Each	2.95
Each	2.95
Each	4.25
Each	.60
Each	3.15
Each	3.15
Each	3.15
Each	.60
Each	1.23

Scott, Foresman, and Company  
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Glenview, Illinois 60025

RSVP--A Dynamic Approach to Study by Staton

Each

1.75

Self-Instructional Reading Service  
P. O. Box 1291  
Bloomington, Indiana 47401

Techniques of Memory Span by Nancy Davis

Cassettes M100C

Set

35.00

Answer Book M100W

Each

.40

Record Sheet M100R

Each

.02

Teacher's Suggestions M100M

Each

.40

Techniques of Reading by Nancy Davis

Set of Reels R100

Set

44.00

Workbooks R100W

Each

.55

Manual R100M

Each

3.00

Techniques of Speed Reading by Nancy Davis

Set of Reels SR100

Set

40.00

Practice Books SR100W

Each

2.00

Techniques of Study by Nancy Davis

Reels S100

Set

44.00

Workbooks S100W

Each

.55

Manual S100M

Each

3.00

The Macmillan Company  
866 Third Avenue  
New York, New York 10022

The Art of Efficient Reading by Spache & Berg

Each

3.95

CERTIFICATE STATEMENT

THIS STATEMENT CERTIFIES THAT \_\_\_\_\_ of \_\_\_\_\_ SUCCESSFULLY COMPLETED and MET ALL of the REQUIREMENTS of the READING and STUDY SKILLS INSTITUTE for JUNIOR COLLEGE TEACHERS WHICH WAS HELD at SOMERSET COMMUNITY COLLEGE, SOMERSET, KENTUCKY, from JUNE 1 to JUNE 25, 1971.

The INSTITUTE WAS SPONSORED by a GRANT from the U. S. OFFICE of EDUCATION, DEPARTMENT of HEALTH, EDUCATION, and WELFARE, UNDER TITLE V-E, EDUCATION PROFESSIONS DEVELOPMENT ACT, P. L. 90-35.

The COURSE of STUDY INCLUDED an ORIENTATION to the JUNIOR COLLEGE, an INTENSIVE DIAGNOSIS and EVALUATION in READING and STUDY SKILLS, a SEMINAR, and a SUPERVISED PRACTICUM with STUDENTS in the READING LABORATORY.

The INSTITUTE WAS PLANNED, ADMINISTERED and TAUGHT by DR. EARL RANKIN, PROFESSOR, DEPARTMENT of CURRICULUM and INSTRUCTION, and DR. COLLINS W. BURNETT, PROFESSOR of HIGHER and ADULT EDUCATION; BOTH are at the UNIVERSITY of KENTUCKY.

Dr. Earl F. Rankin

Dr. Collins W. Burnett



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

FORM APPROVED O.M.B. NO. S1-RO847
PROGRAM NO.
<b>OFFICE OF EDUCATION USE</b>
(1) <input type="checkbox"/> DEVELOPING INSTITUTION
(2) <input type="checkbox"/> PREDOMINANTLY BLACK

**PARTICIPANT EVALUATION**

Institutes, Short-term Training Programs and Special Projects  
under Part E of the Education Professions Development Act  
(P.L. 90-35) - 1970-71

**INSTRUCTIONS:** This form will be used by the Office of Education to evaluate the impact of the EPDA Part E Training Program in which you have participated. Please complete all items carefully. The completed form should be returned to the Director of your training program, he will forward it to the Office of Education.

**SECTION A. PARTICIPANT INFORMATION**

1. NAME (Last, first, middle initial)																				
2. NAME OF TRAINING PROGRAM																				
3. NAME OF INSTITUTION IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF TRAINING PROGRAM																				

4. IN THE SPACE BELOW, STATE BRIEFLY YOUR CAREER PLANS IN HIGHER EDUCATION. INDICATE ANY RECENT CHANGES IN THESE PLANS

5. INDICATE TYPE OF INSTITUTION, ORGANIZATION, OR AGENCY IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM (Trustees, regents, or board members of educational institutions should indicate type of educational institution with which they will be associated)

(1)  2-YEAR COLLEGE OR TECHNICAL INSTITUTE  
(2)  4-YEAR UNDERGRADUATE COLLEGE  
(3)  UNDERGRADUATE AND GRADUATE INSTITUTION  
(4)  ELEMENTARY OR SECONDARY SCHOOL  
(5)  OTHER EDUCATIONAL AGENCY OR ASSOCIATION (Specify) \_\_\_\_\_  
(6)  OTHER (Specify) \_\_\_\_\_

6. THE TYPE OF CONTROL OF THE INSTITUTION, ORGANIZATION, OR AGENCY IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM IS:

(1)  PUBLIC (2)  PRIVATE

7. INDICATE TYPE OF POSITION YOU EXPECT TO HOLD AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM (Check only your major occupation. Trustees, regents, or board members of educational institutions should indicate major position in the educational institution)

(1)  TEACHER  
(2)  ADMINISTRATOR  
(3)  STUDENT PERSONNEL SERVICES OFFICER  
(4)  OTHER EDUCATIONAL SPECIALIST (e.g., media specialist, librarian, etc., specify) \_\_\_\_\_  
(5)  GRADUATE STUDENT  
(6)  OTHER (Specify) \_\_\_\_\_

8. INDICATE THE AREAS OF SPECIALIZATION IN WHICH YOU WILL BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM (Check all that apply. Place a circle around the number which corresponds to your major area)

(1)  ADMISSIONS AND/OR REGISTRAR  
(2)  ADMINISTRATION -- GENERAL  
(3)  ADULT EDUCATION  
(4)  BUSINESS EDUCATION  
(5)  COLLEGE FINANCIAL MANAGEMENT  
(6)  DEVELOPMENT AND/OR FUND RAISING  
(7)  EDUCATIONAL MEDIA  
(8)  ENGINEERING  
(9)  HUMANITIES  
(10)  LIBRARY WORK  
(11)  NATURAL SCIENCES OR MATHEMATICS  
(12)  PROFESSIONAL EDUCATION (Law, Medicine, etc.)  
(13)  PROGRAMS FOR EDUCATIONALLY DISADVANTAGED STUDENTS  
(14)  SOCIAL SCIENCES  
(15)  STUDENT FINANCIAL AID  
(16)  STUDENT PERSONNEL SERVICES  
(17)  TRAINING OF ELEMENTARY OR SECONDARY SCHOOL TEACHERS  
(18)  VOCATIONAL EDUCATION  
(19)  OTHER (Specify) \_\_\_\_\_

9A. DO YOU PLAN TO WORK FOR A DEGREE?

(1)  YES (2)  NO



9B. IF "YES," WHICH OF THE FOLLOWING DEGREES WILL YOU WORK FOR?

- (1)  BACHELOR'S
- (2)  MASTER'S
- (3)  DEGREE BEYOND THE MASTER'S BUT LESS THAN THE DOCTORATE
- (4)  DOCTORATE
- (5)  OTHER (Specify) \_\_\_\_\_

10A. DO YOU PLAN TO UNDERTAKE GRADUATE STUDY IMMEDIATELY AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM?

- (1)  YES
- (2)  NO

10B. IF "YES," WILL YOUR GRADUATE STUDY BE

- (1)  FULL TIME
- (2)  PART TIME

**SECTION B. EVALUATION OF TRAINING PROGRAM**

11. RATE THE OVERALL QUALITY OF THE TRAINING PROGRAM:

- (1)  AN OUTSTANDING PROGRAM
- (2)  VERY GOOD
- (3)  GOOD
- (4)  ADEQUATE
- (5)  POOR

12. HOW USEFUL WILL THE TRAINING RECEIVED IN THIS PROGRAM BE TO YOU IN YOUR PROFESSIONAL WORK?

- (1)  VERY USEFUL
- (2)  FAIRLY USEFUL
- (3)  NOT AT ALL USEFUL
- (4)  DON'T KNOW

13. INDICATE WHICH AREA OF FOCUS IN THE TRAINING PROGRAM WAS OF PRIMARY VALUE TO YOU IN YOUR PROFESSIONAL DEVELOPMENT BY RANKING THE FOLLOWING (Place a "1" by the area of focus which was of most value to you; place a "2" by the second most valuable area, etc.; place NA by any area which is not applicable)

- (A) \_\_\_\_\_ CONTENT (Updating in field of specialization or discipline)
- (B) \_\_\_\_\_ ATTITUDE CHANGE (Social sensitivity, philosophy, etc.)
- (C) \_\_\_\_\_ METHODOLOGY (Including skills development)
- (D) \_\_\_\_\_ COMMUNICATION (Understanding and communicating more effectively with others)

14. THE LEVEL OF THE TRAINING PROGRAM IN TERMS OF BACKGROUND EXPERIENCE AND COMPETENCE

- (1)  WAS OVER MY HEAD
- (2)  INTEGRATED WITH MY PREVIOUS BACKGROUND AND EXPERIENCE
- (3)  COVERED INFORMATION WITH WHICH I WAS ALREADY FAMILIAR

15. RATE THE FOLLOWING CHARACTERISTICS OF THE TRAINING PROGRAM BY USING THE FOLLOWING RATING SCALE

- 1-- Outstanding
- 2-- Very good
- 3-- Good
- 4-- Adequate
- 5-- Poor

(Place the number which best fits your response by each characteristic. Place NA by any characteristic which is not applicable)

- (A) \_\_\_\_\_ QUALITY OF CURRICULUM
- (B) \_\_\_\_\_ QUALITY OF INTERNSHIP EXPERIENCE, PRACTICUM, OR FIELD WORK (If applicable)
- (C) \_\_\_\_\_ ADMINISTRATIVE ARRANGEMENTS - QUALITY OF LEARNING ATMOSPHERE CREATED
- (D) \_\_\_\_\_ ADMINISTRATIVE ARRANGEMENTS - EFFECTIVENESS OF TIME SCHEDULE OF ACTIVITIES
- (E) \_\_\_\_\_ QUALITY OF FULL-TIME TEACHING STAFF
- (F) \_\_\_\_\_ QUALITY OF PART-TIME TEACHING STAFF
- (G) \_\_\_\_\_ QUALITY OF CONSULTANTS
- (H) \_\_\_\_\_ USEFULNESS OF LABORATORY SESSIONS (If applicable)
- (I) \_\_\_\_\_ QUALITY OF INSTRUCTIONAL FACILITIES
- (J) \_\_\_\_\_ LIVING-DINING FACILITIES
- (K) \_\_\_\_\_ RAPPORT AMONG PARTICIPANTS
- (L) \_\_\_\_\_ ADMINISTRATION-FACULTY-PARTICIPANT RAPPORT
- (M) \_\_\_\_\_ CRITERIA FOR SELECTION OF PARTICIPANTS
- (N) \_\_\_\_\_ PROVISION FOR FOLLOW-UP ON PARTICIPANTS AFTER COMPLETION OF TRAINING PROGRAM
- (O) \_\_\_\_\_ OTHER (Specify) \_\_\_\_\_

16. THE LENGTH OF THE PROGRAM WAS

- (1)  TOO LONG
- (2)  TOO SHORT
- (3)  ABOUT THE RIGHT LENGTH

17. IDENTIFY SPECIFIC CHANGES YOU WOULD LIKE TO SEE IF THE PROGRAM WERE TO CONTINUE

**18. DISCUSS YOUR PERCEPTIONS OF THE MAJOR STRENGTHS AND WEAKNESSES OF THE TRAINING PROGRAM**

STRENGTHS	WEAKNESSES

**19. IF THIS PROGRAM ENHANCED YOUR CAREER DEVELOPMENT SUFFICIENTLY TO JUSTIFY THE TIME THAT YOU DEVOTED TO IT, EXPLAIN HOW**