

# A REPORT ON THE NEW READING CL

by Jay Fox

After a full semester in a new reading facility, students and faculty members at CCH report a marked improvement in motivation to work in the College's developmental reading program. The reading clinic was previously housed in a women's dormitory far from the center of regular classroom activity and the hike to it dampened the interests of nearly everyone. Now the rooms are located at a prime location in the classroom area of campus and the services of the program have been brought back into the mainstream of academic activities.

Enrolled students are usually at or below the 40% on standardized tests, although occasionally more proficient students enroll to simply increase their reading speed. Classes are limited to less than twenty students.

The reading program has a wide variety of activities. The selection varies somewhat from semester to semester depending upon the needs of the students. After various diagnostic tests to determine the needs of the students, the instructor plans his course. We use materials from the Perceptual Development Laboratory Program, the Educational Developmental Program, Science Research Associates, the Craig Reading Program, plus a wide variety of other materials.\* The current text is *Improving Reading Ability, 3rd Edition* by Stroud, Anmons, Bainman.

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\*The program uses the Perceptual Development Laboratory reading program and films used in connection with the PDL Perceptoscope. Also used are pacers, Craig readers, and language master machines with accompanying audio-visual materials.

## Students work with individual pacers



# INIC AT CCH

The basic activity in the classroom is simply paced reading. The daily schedule of activities is usually something like this: 20 minutes doing exercises and short readings with comprehension tests from the text or from the daily newspaper, fifteen minutes reading longer printed materials with comprehension tests from the PDL or EDL. Interspaced are study skills, exercises on library, dictionary, bibliography, textbook reading, outlining, organization, thesis sentence, vocabulary and other language art skills. Outside the class, a student selects books from a prepared "high interest" reading list. He must read 1500 pages to pass the course with a "C" grade, 2500 pages for an "A". He may also read books not on the list if approved by the instructor. His outside reading is checked by a writing assignment and an oral interview with the instructor.

It is a policy in the program that students who do not achieve 70% comprehension at 250 words per minute on 10-12 grade material, receive an X for the course and must successfully repeat the course again in order to receive a regular grade.

Most students more than doubled their reading speed with marked improvement in comprehension. Statistics from last semester show that the average improvement in speed was 72% with 52% improvement in comprehension. An occasional student increased 300 to 400%.

Upper left: Individual work with the Craig Readers  
 Middle: Class exercises using the perceptoscope  
 Below and Lower left: In class timed recognition exercises

