

SPECIAL CONTRIBUTION

A Baker's Dozen of Influential and Exemplar Pre-2000 Publications for the College Reading and Study Strategies Field

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ABSTRACT

Throughout the 20th century, a limited number of scholarly oriented books and monographs were issued that should have had great influence on later theory, research, and praxis associated with the college reading and study strategies field. Yet, these works have been, at least to some extent, lost to the winds of time. The lessons that can be learned from each text are important as we move through the reform era of the first three decades of the 21st century. This manuscript is intended to provide a review of selected foundational works of the 20th century of which early-career and established scholars in the field of college reading and learning strategies should have a working knowledge.

Keywords: college reading, developmental education, study strategies

Every field has a corpus of texts that can be considered classic in serving as the foundation for the theory, research, or praxis that delineates the pedagogical culture and practice for any particular era. This is no less true of the fields in and around developmental education. In fact, over the years, several key lists of influential texts have been published in covering different aspects of the field.

For one, the editors of the *Journal of Developmental Education* (1985), provided its readership with an annotated bibliography comprised of 13 classic books and monographs from the 1960s, 1970s, and early 1980s, that to this day serve as the touchstone for understanding the evolution of the field of developmental education as it reformed the culture and practices of higher education in the second half of the 20th century. Noted authors included future Council of Learning Assistance and Developmental Education Associations (CLADEA) Fellows K. Patricia Cross, John Roueche, and Martha Maxwell (see CLADEA, n.d.; also see Cross 1971, 1976; Roueche, 1968; Roueche & Kirk, 1974; Roueche & Snow, 1977; Maxwell, 1979).

While this selection of 13 texts served to describe higher education's then curricular and instructional reactions to students at-risk and remedial education as well as to propose reforms that define the developmental education field, it provided only limited focus on college reading and learning (Maxwell, 1979; Trillan & Associates, 1980).

There have been similar lists specific to college reading and learning, however. First, scholarship

analyzing the instructional materials (e.g., books and worktexts) from across the 20th century and first decade of the 21st century have appeared in the field's publications. For instance, Stahl et al. (1990) examined instructional texts through a review of 50 years of content analysis research from the perspective of theory, research, and praxis. Also in 1990, Stahl et al. released a list of over 400 instructional texts (including multiple editions) spanning the 20th century that were targeted at the broadly considered college reading and study skills market. The article explained how these sources might be used in the historical study of the field, but it did not actually provide any analysis of the corpus. Then a decade later Shen (2002) undertook a dissertation project where instructional texts from across the decades were analyzed and trends were highlighted. Unfortunately, as with so many dissertations in the field, the work did not receive wide readership.

In addition, two annotated bibliographies appeared in print for the field of college reading and learning covering theory, research, and instructional practice (Kerstiens, 1971; Saxon et al., 2000) yet neither had a strong historical perspective. Finally, Stahl (2014) released a reference list with a macrostructure focused on the decades across the 20th century listing foundational works of theory, research, and praxis in the field. These sources are

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most likely to be of primary interest to those individuals desiring to undertake historical research on the materials forming the curriculum and instruction for the field or for that matter those seeking to discover sources that might be integrated in a related literature section of a research paper or dissertation (For current content analysis research on a corpus of texts see Armstrong et al. (2019).

Across the 20th century, scholarly texts were authored for the field that did or should have had influence upon later works in subsequent eras of that century and also the current era. Yet, it may be proposed that the one resource that has not been available as of this date for the graduate student as well as the established scholar in the college reading and study strategies field is an annotated resource highlighting foundational books and monographs from across the decades of the 20th century covering the state of the art of the theory, research, and practice for each decade. The following paper covers a sample of texts that were selected in part because they are likely to be unknown to the emerging scholar, but they are also foundational to the field and its scholarship. Most are historically important for the field, and yet, several are more than likely lost to the winds of time. However, the lessons that can be learned from each are important for the field as we move through a reform era in the first decades of the 21st century.

This listing of influential texts contains a baker's dozen of 20th century works of which, we argue, both established scholars and graduate students in the field of college reading and learning strategies should have a working knowledge. The selection of texts is essentially a purposeful sample that evolved from the authors' combined 80 plus years of conducting research and providing instruction in the field. It is acknowledged from the onset that other individuals might include different texts in their respective lists. In representing this descriptive analysis of texts, the authors employ a macrostructure that uses the following headings: Author, Date, Title, Publisher, Purpose, Contents, Worthy of Note, and Memorable Quotation(s).

Author: J. B. Kerfoot

Date: 1916

Title: *How to Read*

Publisher: Houghton Mifflin Company

Purpose: Kerfoot points out that at the time of authorship there were multiple sources that

proposed what books readers should read, but these sources neglected to provide guidance in how to read and how to evaluate critically the content of a book. Throughout his text, Kerfoot builds upon a philosophical perspective that reading is a form of living.

Contents: *How to Read* is comprised of nine chapters that examine a range of topics focusing on processes that should form the basis of mature reading undertaken by adults and college students. The author makes recurring use of era appropriate metaphor to convey the principles he believes to be important for the individual striving to be a competent reader. Chapter titles include 1. Learning to read, 2. Muckraking the dictionary, 3. Watching the wheels go round, 4. What's the use?, 5. A sense of direction, 6. The world outside us and the world within, 7. Intellectual digestion, 8. How to read a novel, and 9. The cosmos A'La Carte.

Worthy of Note: Leedy (1958), in his foundational dissertation on the history of reading in postsecondary education, suggests that Kerfoot's text might be considered the first book for the college reading audience. Furthermore, it can be proposed that Kerfoot was ahead of his time in that he proposed that reading was far more than simply a receptive act. Rather, he saw it as a creative process drawing both from the artistic and the biologic senses. Kerfoot felt that reading is an active, largely automatic, purely personal, constructive function. As such his underlying philosophy was that reading is a form of living. Given its place in the hierarchy of texts released for the field, it might be assumed that it served not only as a text targeted at a student population, but it also—if only by default—served as a source of profes-

sional development for individuals teaching in or writing for the emerging field.

Memorable Quotation: In analyzing the responses of a group of dinner guests who were asked when did they learn to read, the author shared the following statement:

It almost sounded as though, in dealing with the primary-school meaning of 'learning to read,' they felt that they had dealt with the whole meaning of that expression....no single member of that largely literary and more or less intellectual company had ever thought of the expression 'learning to read' as having any other meaning than the technical, pri-

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mary-school meaning; that, namely, of learning the alphabet, learning to recognize words made out of the alphabet, learning the dictionary meaning of more, and more, and still more words, and thus learning to receive messages sent by print or handwriting. (p. 2)

Author: William F. Book

Date: 1927

Title: *How to Succeed in College*

Publisher: Warwick & York, Inc.

Purpose: The text is the culmination of four years of research/study into students' methods of work associated with academic and personal success in college and also those factors that lead to success. Furthermore, the author's endeavors sought to assist students to improve their work method as well as their attitudes and points of view. Book believed that college students need to be trained in how to work on college demands in a manner that is more effective than what is brought with them to higher education. The text also covers the success the institution had with its How to Study course (considered to be remedial instruction).

Contents: Chapters present research associated with students' use of time, their energy and health, mental equipment or strength, reading ability, work skills, ideals/forces that dominate life, work methods, load, remedial instruction to improve study and efficiency in work, and a report on the course on how to study at Indiana University.

Worthy of Note: This work might be considered the first methods book for college reading/study strategy personnel. Other influential and related works by the author include Book (1910, 1926, 1927).

Memorable Quotation:

The fundamental aim of all this work has been to offset as far as possible some of the evil effects arising from the increasing enrollments and to improve the students' methods of work. To this end the attempt has been made to render a more effective personal service to every student; (1) by attempting to select only the students who can profit by the instruction offered; (2) by giving those who are admitted a more efficient and personal type of vocational and educational guidance; (3) by adjusting the curriculum and work of the institution more specifically to their individual needs; and lastly (4) by helping each student to adjust himself better to his tasks and to the traditions and procedure of the institution by means of instruction

given in a special Orientation or "How to Study" course. (p. 19) [Also see Crawford, 1929]

Authors: Pressey, S. L., Pressey, L. C., Worcester, D. A., Chambers, O. R., Ferguson, J., Arnold, H. J., Seaton, J. A., & Martin, H. C.

Date: 1927

Title: *Research Adventures in University Teaching: Eighteen Investigations of College and University Problems*

Publisher: Public School Publishing Co.

Purpose: The volume reports on the results of a research program from across four years covering definite, practical problems found in higher education that were associated with both instructional and administrative matters as well as subjects of instruction. Solutions to the identified issues were proposed by authors.

Contents: Research Adventures in University Teaching is comprised of 18 rather brief chapters organized into five sections: 1. Problems of study, 2. Certain problems of curricular adjustment, 3. Problems of emotional and characterological development, 4. Problems of previous preparation, and 5. Problems of teaching.

Worthy of Note: The specific focus on and yet breath of topics covered in this text are such that virtually any individual undertaking a dissertation on postsecondary developmental education, learning assistance, or student success programming in the third decade of the 21st century can find a foundation for defining a research question or for reviewing the related literature in this work from the third decade of the previous century. The Ohio State University (OSU) of the 1920s was undertaking foundational work for the era in educational psychology particularly as related to postsecondary education. Interestingly, both OSU faculty and students collaborated on the undertaking of the research and then the writing of the content of this volume.

Memorable Quotation:

College and university problems are not usually thought of as matter for student investigation. But after all it would seem desirable that students as well as faculty should study these questions. ... A large proportion of the graduate students in our universities, probably a majority of the candidates for the doctorate, will teach in institutions of higher education. Nevertheless, not one in a hundred such students is given any training whatsoever dealing directly with the tremendously complex problems of instructional method, administrative procedure, larger educational policy,

with which he must soon struggle. ... College teachers should have as much of a professional and research attitude toward their teaching as toward the subject matter of their specialty. (p. iii–iv)

Authors: Ruth Strang with the assistance of Florence C. Rose

Date: 1938 & 1940 (revised)

Title: *Problems in the Improvement of Reading in High School and College*

Publisher: Science Press

Purpose: Both editions of the text are focused on preparing every teacher at the secondary and postsecondary levels as every teacher, a reading teacher who views reading as a developmental problem, assesses the reading competency of students enrolled in their classes, and utilizes both methods and materials to assist students and groups to be more efficient readers. Strang believed that the secondary school program and the college program shared enough in common to offer coverage of 130 shared topics in a single book.

Contents: The text provides ten chapters on a wide range of topics pertaining to reading: 1. Recognition of the reading problem, 2. Reading abilities, 3. Problems of vocabulary, 4. The school-wide developmental reading program, 5. Remedial reading programs, 6. Appraisal of reading ability, 7. Case studies of reading difficulties, 8. Reading materials, 9. Reading tests, and 10. How to improve comprehension. An extensive discussion of assessment devices from the era is found in an appendix. Chapters include questions for review as well as practical problems for analysis.

Worthy of Note: Given the wide range of topics covered in this text, the student of the history of either secondary or postsecondary literacy theory, research, and praxis would find the content to be particularly useful in its presentation of the state of the art for the era as well as serving as a source that leads researchers to foundational sources associated with the myriad of topics.

Memorable Quotation:

In view of the overlapping in ability and achievement found between high schools and colleges and the wide range of reading ability even within single classes, it seemed wise to consider reading problems of both high-school and college stu-

dents in the same volume. The same major problems are common to both groups and one educational level is understood more fully by a knowledge of the other. (1940, p. 3) [Also see Henry (1948) as a border-crossing text and Cole (1940)]

Author: Frances O. Triggs

Date: 1943

Title: *Remedial Reading: The Diagnosis and Correction of Reading Difficulties at the College Level*

Publisher: The University of Minnesota Press.

Purpose: This is perhaps the first true methods book for training reading instructors serving at the postsecondary level. As Triggs notes in the Fore-

word: At the present time educational institutions that want to develop remedial reading services are not able to do so because of the lack of trained personnel, and this in turn has resulted in a dearth of remedial materials. The primary means by which these two needs can be met is a source to which interested persons may go for definition and clarification of the situation, as well as for a discussion of practical, usable remedial techniques. This book has been written largely to meet this need. (p. v)

The book was authored for use in classes that trained specialists in remedial reading, serve as a guide for the development of reading programs in postsecondary institutions, and act as a challenge to administrators in institutions that are not meeting the reading problems of the students.

Contents: The author covers problems that are encountered when programs are created as well as the

day-to-day issues of established programs. The process of evaluating programs is covered. Finally, the author covers the development of remedial materials.

Worthy of Note: This is the companion book to Triggs (1942a) *Improve Your Reading: A Manual of Remedial Reading Exercises*. Both texts were the outgrowth from data collected in Trigg's (1942b) normative survey investigation for the University of Minnesota Press.

Memorable Quotations: "At the present time educational institutions that want to develop remedial reading services are not able to do so because of the lack of trained personnel, and this in turn has resulted in a dearth of remedial materials" (p. v). In addition Triggs proposed:

Development in reading should be a

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part of the instructional program in every content field. It is to be hoped that the time will come when college instructors in economics, sociology, zoology, psychology, and other fields will recognize it as part of their job to acquaint incoming students with the particular reading and study techniques required in their fields. But until then where such training is necessary for the individual's success in college, it must be provided as a supplementary program and largely by a specially trained personnel. (p. 6)

Author: Francis P. Robinson

Date: 1946

Title: *Effective Study*

Publisher: Harper & Brothers Publishers. (Revised greatly from Robinson, 1941)

Purpose: Earlier how-to-study books tended to be based on reports of how stronger students work, and as such these texts attempted to lead poorly performing students to adopt the same behaviors. Robinson's research with an accelerated program during WWII suggested that even good students had bad habits and were relatively inefficient in study. He felt that texts should be based on a study approach with higher levels of efficiency leading to greater depth of knowledge and speed of learning. One's own best method was not necessarily the most effective work method.

Programs found around the nation were focused on saving the students who were not achieving. At the OSU, the program was based on the assumption that all students could benefit and that the program aimed at all students could remove the stigma associated with remediation and probation. The philosophy underlying the program was that instruction should begin with higher-level work skills and then after success with such move on to remedial work.

Contents: Content from the earlier book (Robinson, 1941) included the sections on diagnosis and remediation of skill disabilities and the handling of problem areas. This new text featured higher-level work skills which included the following:

- Higher-level work skills: Survey Q3R, examination preparation, attack and concentration in study, preparation of reports, and classroom skills;
- Educational deficiencies affecting schoolwork pertaining to reading skills, writing skills, and mathematics; and
- Problem areas indirectly affecting effective study such as health/health habits, vocational orientation, social adjustment, personal problems, and looking ahead.

The appendix for the text includes assessments devices, which should be reviewed by individuals looking for models for alternatives to standardized tests.

Worthy of Note: The book/program was individualized for students' needs with the understanding that each student is different (multiple variables). Still given the richness of the research driven content and the depth of references in Robinson (1946), it may be assumed that the text served in a professional development role for faculty in the early days of the GI Bill era. The following beliefs provide a foundation for instruction:

- Students need to know their actual level of skill and the specific nature of their respective difficulties through self-evaluation tests.
- Training should be through supervised practice until the best skill level is obtained and fixed...not just delivery through reading and lecture.
- Training should be allied to the students' actual courses so as to build motivation and promote transfer.
- Practice should be done with course materials and not in the class text for the how to study course.
- The student must realize the importance of and expend the effort for improvement.
- The instructor should be a counselor not a taskmaster.
- The student should be able free to select the section of the book most useful at the time.

The OSU program offered both a How to Study class and a How to Study Clinic. See Robinson (1943) for an accelerated program designed for GIs and Robinson (1945) for further reading.

Memorable Quotation:

While it is not possible to make all individuals into equally good students, a training program can be set up to show each student how to work to his full capacity. The responsibility of the college must go beyond merely providing educational offerings; it must include showing the student how to take advantage of his opportunities. This, in turn, will more than pay for itself by reducing the number of repeaters and by providing for more efficient progress in the classroom. (p. vii)

Author: Paul D. Leedy

Date: 1958

Title: *A History of the Origin and Development of Instruction in Reading Improvement at the College Level*

Publisher: An unpublished dissertation, New York University, ProQuest Publication No. 5901016

Purpose: The purpose of Leedy's dissertation was to research the origins of reading practices and reading instruction in the colleges and universities of the nation, as well as to determine the varied factors that contributed to their development. The methodology guiding this work was the historiographic approach. A national level survey of programs was also a component of the dissertation.

Contents: The dissertation is comprised of six chapters each with numerous subcategories, an extensive bibliography, and appendices: 1. The problem and scope; 2. Influences affecting reading in college, 1636–1900; 3. The experimental influence on reading in college, 1826–1920; 4. The growth of the reading program in the American college: 1915–1950; 5. The reading improvement program in certain, selected American colleges and universities today; and 6. Summary and conclusions.

Worthy of Note: Clearly this dissertation must be considered a foundational work that should be a go to resource for all doctoral students and scholars in the fields of postsecondary reading and learning assistance. Leedy's review and analysis of 414 primary and secondary sources traced the contributions to theory, research, and praxis by college reading researchers and practitioners in postsecondary programs as well as for the broader fields of psychology and literacy.

Memorable Quotation:

Many who are engaged in reading improvement work in the American college envision a far greater mission for the reading program than it has up to this time been able to assume. It has frequently been stigmatized as a "remedial" procedure. Many see the aim of reading in the college and university to be the same as Thomas Carlyle conceived it, "If we think of it, all that a University or final highest School can do for us is still but what the first School began doing – teach us to read." (Leedy, 1958, p. 446)

Editor: Paul D. Leedy

Date: 1964

Title: *College-Adult Reading Instruction, Perspectives in Reading No. 1*

Publisher: International Reading Association (IRA)

Editor's Purpose: This monograph was the first IRA publication focused on college-adult reading programs and instruction from the era where the National Reading Conference, the College Reading Association, and the North Central Reading Association provided the primary service to individuals working in these fields. The text was designed to offer assistance for the members of the field(s) by covering multiple topics deemed to be of importance. Authors tended to have one foot in K-12 education and another in the college-adult specializations.

Contents: This edited work is comprised of ten chapters by highly respected authors of the era who addressed topics that focus on college programs, business/industry programs, and adult illiteracy programs. Chapter titles include 1. Humanistic aspects of college and adult reading, 2. Diversity in college reading programs, 3. Methods and materials in college and adult reading programs, 4. Who can profit most from developmental reading college-adult levels?, 5. Reading programs of the future, 6. Reading instruction for business and industry, 7. Teaching reading to illiterate adults, 8. Evaluating achievement in college and adult reading programs, 9. Summary and evaluation of pertinent research at college and adult level, and 10. Clinical work with college students. Chapter titles in the Contents do not parallel directly the titles of the chapters in the body of the work. The titles listed here correspond to those at the chapter level. Helpful bibliographies follow each chapter.

Worthy of Note: The papers that are found in this work were written for and delivered at a conference, so the opportunity was provided for other recognized members of the reading profession to serve as respondents so as to offer their thoughts on the topics and ideas presented on each respective paper. Responses are included for each of the papers (chapters) so as to promote divergent viewpoints. In reading this monograph, it is to be noted that the IRA integrated three separate specializations (college reading, adult reading, and adult basic literacy) as is often the case even today.

Memorable Quotation: In the introduction Nila Banton Smith proposed:

There is an urgent need of reading instruction at college-adult levels. Such instruction is urgent for students who enter college with poor reading skills and who must have help or drop out. It is urgent for many

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people in professional, business and industrial work who find themselves enmeshed in an inescapable web of printed material that must be covered and understood within restricted limits of time. A need that is even more urgent at the moment is that of the illiterates and functional illiterates who in this critical age of transition to automation, find themselves faced with the catastrophe of unemployment. (p. iv)

Author: Kenneth M. Ahrendt

Date: 1975

Title: *Community College Reading Programs*

Publisher: International Reading Association

Purpose: The primary purpose of the monograph was to consolidate and then describe the best thinking in the postsecondary literacy field about a variety of issues such as developing and administering reading programs and training future college reading instructors who were impacting the teaching of reading at the community/junior college level.

Contents: *Community College Reading Programs* is comprised of five chapters: 1. The Community college student; 2. The reading program; 3. Teaching personnel; 4. Diagnosis and testing; and 5. Materials and methods as well as three appendices focusing on standardized tests, reading improvement workbooks, and professional organizations.

Worthy of Note: The publication arm of the International Reading Association was never known for its production and dissemination of books and monographs for the field of college reading and study skills instruction. This monograph was the primary contribution for the decade of the 1970s. Ahrendt's coverage of the role of reading and study skills instruction in the midst of the community college revolution provides the foundational understanding for how developmental reading programs would serve the student clientele for the years remaining in the century. He drew from sources directly associated with postsecondary reading instruction as well as presenting appropriate documentation more generally disseminated for the precollege instructional levels.

Memorable Quotation:

It is difficult to discern programs that are well-planned and involve administration, faculty, and reading staff personnel in their planning. It can be concluded that no one program will fit the needs of any community college. Programs must meet the needs of the individual institution and its student body and

should be evaluated, modified, and reviewed as the needs of the students and institution change. (p. 11)

Author: Martha Maxwell

Date: 1979

Title: *Improving Student Learning Skills: A Comprehensive Guide to Successful Practices and Programs for Increasing the Performance of Underprepared Students*

Publisher: Jossey-Bass

Purpose: Maxwell stated that the focus of the text was on the varied problems students encountered in their adjustment to the academic demands of postsecondary education, the nature of the problems, the causes for them, approaches for identification, prevention, and treatment, and the programs that have been developed to promote student success in college.

Contents: *Improving Student Learning Skills* has a macrostructure of four major sections with a total of 12 chapters and eight practice-oriented appendices: Part 1. Recognizing the extent of the remediation problem, Part 2. Organizing successful programs, Part 3. Solving special skills problems, and Part 4. Resources.

Worthy of Note: *Improving Student Learning Skills* was released at a time when two trends impacted higher education: first the opening of the doors of college for individuals referred to as the new student (Cross, 1971) and secondly the desire to provide students with programming leading them to obtain the knowledge, competencies, and dispositions necessary for their retention and eventual graduation from postsecondary education degree or credential programs. Hence, this foundational volume served as a bridge between the eras before the 1970s when college reading and study skills programming along with counseling center offerings provided student support services to the emergence in the 1970s of the developmental education movement and the growth of the learning assistance center.

Memorable Quotation:

Faculty members espouse common, but erroneous, beliefs about "appropriate" college-level work, materials, and courses. ... Each college must decide on the essential skills required for its curriculum, and each must take a cold, hard look at the characteristics of the students it enrolls. (p. 4)

Author: Sheila Harri-Augstein, Michael Smith, & Laurie Thomas

Date: 1982

Title: *Reading to Learn*

Publisher: Methuen & Co.

Purpose: The book is designed for individuals who have fundamental reading competency but who have to utilize it in ways and contexts that are new and require greater degrees of complexity. The book is designed as a tutorial, but there are exercises for pairs of learners. The text is based on a model that stresses the components of purpose, strategy, outcome, and review. Earlier work undertaken by these authors was reported in the early 1970s in the United Kingdom and at the World Congress for the International Reading Association.

Contents: The content as presented in chapter titles includes the following: 1. The approach: overview, 2. Reading tactics and reading strategies, 3. Reading purposes, 4. Reading for meaning, 5. Meaning and strategy, 6. Reading outcomes, and 7. Becoming a competent reader: Putting it together.

Worthy of Note: The authors were influenced by the theories advocated by Kenneth Goodman. Furthermore, this was one of the first, if not the first, text to use the concept of learning strategies and tactics as subsets. Hence the text either directly or indirectly influenced theory, research, and practice to this day. The writers present a model that focuses on the constructs of Purpose, Strategy, Outcome, and Review. The text taught the students to undertake metacognitive actions before the concept was found readily in college reading texts. Students are taught to track their reading processes through a marginal notation system and the use of early technology to track metacognition as associated with the study act. The fact that so few individuals in the U.S. are aware of the contributions by this group goes hand in hand with members of the field overlooking the work of others outside these borders (e.g., see works from Merton, Gibbs, Biggs, Entwistle, etc.) Research on the method with a developmental reading sample can be found in Brozo et al. (1996).

Memorable Quotation:

An experienced reader brings a great deal to the act of reading. Such a reader has, indeed, a considerable advantage over younger, less experienced readers, and an approach to reading which starts from that fact is likely to prove particularly fruitful for present purposes. (p. 3)

Author: David Bartholomae & Anthony Petrosky

Date: 1986

Title: *Facts, Artifacts, and Counterfacts: Theory and Method for a Reading and Writing Course*

Publisher: Boynton/Cook Publishers

Purpose: The text focuses on the ways reading, writing, and teaching are foundational acts of composition for the Basic Writing/Basic Reading course at the University of Pittsburgh. The book focuses on the issues faced by students who can read and write but fail to read and write in a manner that serves the ends or meet the requirements of the university education. The course was quite unique for the era as it was not viewed as developmental/remedial but rather as an honors seminar.

Contents: The text is comprised of three parts: 1. Introduction...overview of the course and “the versions of reading and writing that hold it together,” 2. Teaching reading and writing...course materials and description of how they are used in the course, and 3. Discerning principles...research and writing done with /in the course...issues in composition.

Worthy of Note: This is the text that started the integrated reading/writing movement at the postsecondary level in the country. The model featured naturalistic text philosophy, which had been influenced by the work of individuals such as Moffett, Fader, and Shaughnessy among others.

Memorable Quotation:

There was no good reason to take students who were not fluent readers and writers and consign them to trivial or mechanical work in the belief that it would somehow prepare them for a college education. It would make more sense, rather, to enroll these students in an exemplary course – a small seminar where students met to read, write and talk about a single problem or subject – and to provide the additional time and support they needed to work on reading and writing while they were, in fact, doing the kinds of reading and writing that characterize college study. (p. i-ii)

Editors: F. Flippo & David C. Caverly

Date: 2000

Title: *Handbook of College Reading and Study Strategy Research*

Publisher: Lawrence Erlbaum Associates

Purpose: This book came to be the most comprehensive and up-to-date source available for the college reading and study strategy practitioner. The editors desired to provide a thorough examination of theory, research, and practice, such that college

Every type of student stands to benefit because implicit learning can change perceptions drastically, allowing students to move forward more confidently in their academic careers.

reading teachers could make better instructional decisions, administrators might find justification for programmatic implementations, and professors would find in the Handbook both theory and practice to better prepare graduate students to understand the parameters and issues impacting the field.

Contents: This edited text presents 14 chapters written by recognized scholars who cover the foundational theory and both the qualitative and quantitative research on the field along with discussions of the respective implications for future research and praxis pertaining to each chapter's content. The topics of the chapters include 1. A history of college reading; 2. Academic literacy and the new college learners; 3. Vocabulary development at the college level; 4. Comprehension strategies at the college level; 5. Textbook study reading; 6. Reading, writing, and the college developmental student; 7. Taking notes from lecture; 8. Factors that influence study; 9. Preparing for and taking tests; 10. Teaching English as a second language (ESL) students; 11. Technology and college reading; 12. College reading programs; 13. Evaluation of college reading and study strategy programs; and 14. Reading Tests.

Worthy of Note: The Handbook of College Reading and Study Strategy Research not only served as a scholarly source covering multiple topics of interest to postsecondary researchers and practitioners alike, but it also brought to the center stage of the literacy community the work of scholars who had on one hand been contributing impactful research and quality instructional programming to the profession but on the other hand had been a group who had been marginalized by the greater literacy community. The success of the work is noted in that revised editions of the Handbook appeared in 2009 (Flippo & Caverly) and in 2018 (Flippo & Bean). The work was preceded by two earlier edited texts (Flippo & Caverly, 1991a; Flippo & Caverly, 1991b) released by the IRA that together focused on the theory, research, and practices of the cognitive era of the 1970s and 1980s and the influences upon the college reading and learning field.

Memorable Quotation: As an edited text the quotation of note comes from the Foreword from Martha Maxwell as she notes the importance of such a work. She states:

Yet even today, hundreds of new, inexperienced, and minimally trained people accept college reading and study strategy positions each year. If they have taken any graduate courses in reading and study strategies, they have usually been trained to teach in the primary grades. Many are left to their own devices to learn about how to teach college students,

to select texts and appropriate materials, to develop teaching strategies, and to find ways to help individual students read their college textbooks and study their courses. Thus, underprepared teachers remain a problem for college reading and study strategy instruction as much as underprepared students do. (p. vii).

Conclusion

Having delimited the parameters of the selection process to sources focusing on the pre-21st century publication, it is important to note that across the two decades of the current century, the field has seen a burgeoning availability of professional texts that should be on the desk of all professionals serving the college reading and study strategies field, whether they be in the classroom or academic learning center. A selective list of sources would include from the research and theory perspective Flippo and Bean (2018) and Flippo and Caverly (2009); from the praxis perspective Armstrong et al. (2014); Cottrell (2001); Hodges et al. (2012); and Stahl and Boylan (2003); from the composition-focused perspective Carillo (2015); Horning et al. (2017); and Sullivan et al. (2017); and finally, from the multidisciplinary perspective, Manarin et al. (2015); Schoenbach et al. (2012); and Wilner (2020).

Nevertheless, it is important to note DeJulio et al.'s (2021) warning that the literacy profession has a dirty little secret. The history of the profession is regularly overlooked or even forgotten. All the while this begs the question: can a field rise to the level of a profession if the contributions of the past are lost to the times? The content of this paper attempts to correct this problem to at least some degree for the field of college reading and learning.

As such, this listing of purposely selected and in some cases exemplar texts focuses on the 20th century. This resource is designed to assist the postsecondary reading professional to grasp an idea of varied sources that have influenced the field or should have influenced the profession. It should be of particular use by individuals studying postsecondary reading theory, research, and praxis at the graduate level. Admittedly the texts presented do not comprise a complete corpus, but with all the references for books, articles, and technical reports contained within them, the content should provide a foundation for scholarly activities to be undertaken in libraries and archives (whether physical or digital). With knowledge of these sources, it is time to become a profession—one graduate student, one doctoral candidate, one scholar at a time.

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