

## **Reading Improvement in an Army Service School**

by C. L. John Legere and William R. Tracey

<http://www.jstor.org/stable/40009219>

*"Reading improvement programs are not new to the Armed Forces. For many years the Army, Navy, and Air Force have conducted programs designed to improve the reading speed and comprehension of officer and enlisted students in their service schools. In fact, many of the pioneer programs in adult reading improvement were sponsored by the military, and several pieces of equipment now commonly used in speed reading courses were developed by service schools for other purposes and later adapted to the requirements of reading instruction."*

*"The interest of the Armed Services in reading programs is not difficult to explain. The military is undergoing a period of rapid change due to scientific and technological advances. Like any modern executive in business or industry the career officer or enlisted man must keep abreast of new developments in his profession."*

## **Research on Some Aspects of Comprehension: Rate, Flexibility, and Study Skills**

by Albert J. Harris

[https://www.jstor.org/stable/40016565?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/40016565?seq=1#page_scan_tab_contents)

*"Since World War II there has been a tendency in the United States to place a great deal of stress on training to increase rate of reading in reading improvement programs at the secondary school and college levels and in reading programs for adults, such as those sponsored by industrial concerns and the armed services."*

## **Faster reading—one hundred years after Javal**

by RAY WILLIAMS

<http://online.library.wiley.com/doi/10.1111/j.1467-9345.1979.tb00245.x/abstract>

*"Under the influence of eye-movement photography, American research into possible ways of improving reading speed increased between the wars and speed reading courses became widely available. But it was World War II that gave the concept momentum, when reading efficiency courses were seen as one means of accelerating military communication. Additionally, tachistoscopic experimentation was encouraged, and tachistoscopes were used to train pilots and other key personnel in developing their perceptual faculties- principally the recognition of enemy aircraft and warships."*

## **Rapid Reading: Uses and Abuses**

by Arthur Heilman

[https://www.jstor.org/stable/40013822?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/40013822?seq=1#page_scan_tab_contents)

(emphasis mine)

*"An extremely slow rate of reading is one of the problems found most frequently among inadequate readers. Much of the same pattern is found both in industry and the **MILITARY**, where reading improvement courses have been added to established training programs. Improving the reading rate is a prominent feature of these programs"*

[https://www.jstor.org/stable/40013822?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/40013822?seq=1#page_scan_tab_contents)

## **Is This a Breakthrough in Reading?**

by George D. Spache

<https://www.jstor.org>

*"The picture of reading at 10 times today's speeds with better comprehension was painted by Mrs. Evelyn Neilson Wood, a reading specialist working on half a dozen U. S. campuses weekly as well as for the Air Force Academy."*

## **This World of English**

by Anthony Tovatt and Ted DeVries

<https://www.jstor.org>

*"An experimental reading improvement program (Perceptual Development Laboratories' Advanced Reading Program) used with Air Force personnel showed a statistically significant gain in speed reading for participants without a significant loss of comprehension."*

## **Impact of a Reading Improvement Program**

Burl J. Brim

[https://www.jstor.org/stable/27532178?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/27532178?seq=1#page_scan_tab_contents)

*"This report summarizes the experimental evaluation of one reading improvement program (Perceptual Development Laboratories' "Advanced Reading Program") used in an Air Force population."*

*"In an extensive review of the literature, Stand lee and Hooprich (9) concluded that (a) significant gains in the speed of reading frequently are achieved and tend to be retained..."*

Regarding the use of the tachistoscope and other similiar devices in the military:

1.

### **Are Machines Needed To Increase Reading Rate ?**

Allen Berger

[https://www.jstor.org/stable/44417319?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/44417319?seq=1#page_scan_tab_contents)

*"Tachisto-scopes were used widely during World War II to train servicemen to recognize airplane silhouettes more rapidly."*

2.

### **Is the Tachistoscope a Worthwhile Teaching Tool?**

John R. Bormuth and Cleatus C. Aker

<https://www.jstor.org>

*"Tachistoscopic devices were first used as teaching aids during World War II, when the instrument was borrowed from the psychology laboratory to aid in training men for aircraft identification. The decrease in perception time for aircraft identification suggested that perhaps the visual perception required in reading might be improved by using the device."*

3.

### **Reading Project: A Collaborative Analysis of William Poundstone's Project for Tachistoscope (Bottomless Pit)**

by JESSICA PRESSMAN, MARK C. MARINO, JEREMY DOUGLASS

<https://www.jstor.org/stable/j.ctt20p598m>

*"One notable version of the tachistoscopic reading machine in American cultural history is the Renshaw Recognition System, developed by psychologist Samuel Renshaw for use by the United States Army and Navy. It was used to train pilots to quickly, even subliminally, discern and distinguish the signs identifying approaching planes as friend or foe (or IFF)."*

4.

### **Speedy Reading for Jet Age**

from The Science News-Letter

[https://www.jstor.org/stable/3943495?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/3943495?seq=1#page_scan_tab_contents)

*"Some reading improvement courses for high government officials use a tachistoscope, or "flash meter," to expose a number or four or five words for only one-hundredth of a second."*

*"Study of students at the Agriculture Department and military officials showed that at the start of the reading course, the slowest reader could read at 115 words per minute. The fastest read at 615 words per minute."*

5.

### **Acquisition and Retention of Reading Performance on Two Response Dimensions as Related to "Set" and Tachistoscopic Training**

John A. Marvel

[https://www.jstor.org/stable/27530212?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/27530212?seq=1#page_scan_tab_contents)

*"Among the more commonly used are the metronoscope, reading rate controller, reading accelerator, reading films, metronome, and the tachistoscope. From an examination of the literature concerning the use of these devices it appears that the tachistoscope has stimulated somewhat more conjecture than most other devices often found in reading improvement programs. During World War II this particular device received wide recognition when it was utilized in training programs of the military forces. Subsequent articles and reports of the potentialities of this device quickly attracted the attention of educators and its use in school and industry increased rapidly."*

### **Evaluation of Methods and Devices to Improve Reading Rate and Comprehension**

by Paul Witty

[https://www.jstor.org/stable/41384216?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/41384216?seq=1#metadata_info_tab_contents)

*"Since the tachistoscope has been one of the training devices used in the Reading Improvement course at the Marine Corps Supply Schools, this study was initiated in order to determine the effects of omitting tachistoscopic training from the course of instruction."*

*"The population to be studied was a group of Marine Corps officers under instruction at the Marine Corps Supply Schools. The group of 34 officers included 1 captain, 8 first lieutenants, 24 second lieutenants, and 1 commissioned warrant officer."*

*"The limits for competency were those adopted during the research phase of the reading program sponsored by the U.S. Navy Field Medical Research Laboratory."*

### **A Book-Centered Course Versus a Machine-Centered Course in Adult Reading Improvement**

by W. C. Thompson

[https://www.jstor.org/stable/30181775?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/30181775?seq=1#page_scan_tab_contents)

mentions an investigation- an experiment which included a pacer and the tachistoscopes- with 438 officers of the Air Command and Staff School of Air University, Maxwell Air Force Base, where the officers were placed into groups and made "significant gains in rate of reading."

### **Devices and Instruments for Use in High School Reading Instruction**

by Murray Lincoln Miller

[https://www.jstor.org/stable/40363544?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/40363544?seq=1#page_scan_tab_contents)

*"Developmental reading for high school, college, and adult levels with the use of instruments actually got under way in 1947 when Colonel Charles M. Young, Jr., Dr. Fred Couey, and the writer launched an experimental reading laboratory at the Air Command and Staff School, Maxwell Air Force Base, Alabama." "Some students reached an average paced speed of reading at 622 words per minute"*