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Status study of reading in the elementary schools of a community suburban to Boston.

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

STATUS STUDY OF READING IN THE ELEMENTARY SCHOOLS
OF A COMMUNITY SUBURBAN TO BOSTON

Submitted by

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(Ph.B., Boston College, 1932)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1953

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CHAPTER I

THE PURPOSE OF THIS STUDY

The purpose of this study is to obtain an evaluation of the reading program in the elementary schools of an industrial suburb of Boston. It is an attempt to interpret each area of reading as it is practiced in relation to the total reading program, to present data which has implications in these areas, and to include material which may be of value in improving the reading program for boys and girls.

Justification.- - This status study is concerned primarily with the critical analysis of the reading program in the elementary schools of this community. It is concerned with the extent and degree the elementary schools are achieving the objectives of a good reading program, contributing to the whole educational growth, meeting the reading needs, interests, and capacities of every child.

Scope.- - This study is a survey of reading in the elementary schools in an industrial city north of Boston with a population of 45,982.

A questionnaire was devised and sent to 128 teachers seeking information regarding the reading program. Facts were obtained on professional background, pupil load, and years of experience. Further information was obtained on reading goals, methods of teaching,

characteristics of a reading program, instructional sources, and growth and welfare of the teachers.

The results of the Durrell-Sullivan Reading Achievement and Reading Capacity Tests given in the school years 1950-51, 1951-52, by the Remedial Reading Department were tabulated and are included in this study.

Delimitation. - - For the purposes of this study the term reading program is interpreted to mean the program as in operation in grades one through six in this school system. Excluded from this study are the ungraded and special classes.

Grade Six Durrell-Sullivan Reading Achievement and Capacity Tests results were selected to provide objective information for this study.

Of primary importance in this study is what the schools are doing in light of what is practical and possible for the children of this industrial city to achieve in reading.

Procedures. - - In considering the over-all picture of reading in this city there seemed to be areas in which research needed to be done. Certain major topics deemed important were, the characteristics of an adequate list of objectives for reading, characteristics of a good reading program, teaching methods, community aspects in instructional sources, stimulation of learning in reading, reading resources, and opportunities for teacher growth.

Building the Questionnaire. - - It was decided to construct a questionnaire and distribute it to the elementary and remedial reading teachers to gather necessary information. Little research in this city had been accomplished in the surveying of the reading program.

Respondents were asked to indicate their choice in each question by encircling yes or no.

The questionnaire had a section concerning teachers which included requests for class load, years of experience, teacher training, and degree held. Under the first major topic dealing with reading ten questions concerned with characteristics of an adequate list of objectives for reading were presented. The second section, characteristics of a good reading program listed twenty-four questions commonly mentioned in the literature in the field of reading. Section three was concerned with methods of teaching. In this section questions were asked on the following; provisions for individual differences, teacher-pupil cooperative planning, gathering of data and research, evaluating procedures and drill. Section four, instructional resources, had three sub-sections. Questions asked included (a) community aspects, (b) utilization of the principles of Edgar Dale's Cone of Experience^{1/} to stimulate learning in reading, (c) reading resources, the textbook. The last section containing ten questions considered the growth and welfare of the faculty. They included questions on opportunity for self-improvement, cultural advancement, created development, travel, in-service courses, and questions on supplies, physical facilities and services available for teachers.

The classroom teachers were generally most cooperative. Of the 128 questionnaires distributed 100 replied. This represents a return of 78%. Since the average return on questionnaires is in the

^{1/} Edgar Dale, Audio-Visual Methods in Teaching, Dryden Press, New York, 1946, p. 39

neighborhood of 50%, the high percentage of responses would seem to indicate a great interest in the problem presented.

Handling of the Results. - - Two methods were used in handling the results. First, the replies on the questionnaires were recorded and tabulated. Second, certain comparison and percentage tables were set up to show significant relationships between items. Chapter III will comment on these tables. After this had been completed, a summary of the significant facts were made and certain conclusions drawn.

Analysis of Replies. - - Two studies were made to determine the reliability of the replies received on the questionnaires. First, a split-half reliability check was made, and second, the percent replies to each question were calculated.

Reliability of the Instrument. - - The objectiveness of replies would indicate that the instrument should be reliable if the questions were well-worded. In order to check the reliability of the questionnaire a split-half reliability was done on Section I, Question I; Section I, Question 9, and Section II, Question 6, with all 100 cooperating respondents. Replies were numbered in the order received, then split into odds and evens.

TABLE I

SPLIT-HALF RELIABILITY ON SECTION I, QUESTION I

Reply	Odds	Evens
Yes	43	50
No	5	0
No Reply	2	0
Totals	50	50

TABLE II

SPLIT-HALF RELIABILITY ON SECTION I, QUESTION 9

Reply	Odds	Evens
Yes	41	50
No	5	0
No Reply	4	0
Totals	50	50

TABLE III

SPLIT-HALF RELIABILITY ON SECTION II, QUESTION 6

Reply	Odds	Evens
Yes	50	47
No	0	0
No Reply	0	3
Totals	50	50

Tables I, II, III, show a reasonable reliability. In fact it provides more positive evidence of reliability than chance could possibly indicate.

Percent of Replies to Each Question. -- If a large number of respondents fail to answer a question the tabulation may not indicate a true picture of the situation. So a study made of the percent of the respondents who answered each question provided a check on the reliability of the study. It was found on one question there was 100% response and on twenty-three others the response was 95% or higher. According to Table IV the poorest response was 78% on Section 5, Question 4. 22% of the respondents failed to answer this question for reasons unknown because the general knowledge among teachers that there is no opportunity for travel was responsible for its omission. The second lowest with 79% response was Section 4C, Question 5, Do you choose your books on a cooperative basis? It is possible the same reason may be advanced as in Section 5, Question 4.

TABLE IV

PERCENT OF REPLIES TO EACH QUESTION

Question	Per Cent
<u>SECTION I</u>	
1	98
2	94
3	96
4	95
5	96
6	100
7	98
8	95
9	96
10	93

TABLE IV
(CONT.)PERCENT OF REPLIES TO EACH QUESTION

Question Per Cent

Section II

1	86
2	99
3	99
4	96
5	95
6	97
7	89
8	87
9	98
10	97
11	94
12	94
13	88
14	91
15	85
16	94
17	95
18	97
19	84
20	87
21	93
22	93
23	94
24	94

Section IIIA

1	95
2	94
3	93
4	97
5	87
6	91
7	95
8	86
9	81
10	94
11	90
12	97

TABLE IV
(CONT.)PERCENT OF REPLIES TO EACH QUESTION

<u>Question</u>	<u>Per Cent</u>
<u>Section IVA</u>	
1	88
2	85
3	85
4	80
<u>Section IVB</u>	
1	92
2	95
3	93
4	89
5	88
6	86
7	84
8	92
9	80
10	89
<u>Section IVC</u>	
1	92
2	88
3	87
4	92
5	79
6	95
7	94
8	89
9	95

TABLE IV
(CONT.)

PERCENT OF REPLIES TO EACH QUESTION

Question Per Cent

Section V

1	91
2	84
3	83
4	78
5	90
6	88
7	88
8	84
9	89
10	84

Gathering of Test Data. - - The measurement program which is carried on in the schools was outlined to help the writer to interpret what the children can be expected to do in reading and what they were actually doing in relation to this expectancy. Data on the Durrell-Sullivan Reading Capacity and Reading Achievement Tests was obtained from the Superintendent of Schools and the Director of Remedial Reading. These tests were administered by the remedial reading department to the 932 pupils of Grade VI in six elementary schools for the school years 1950-51; 1951-52.

Grade VI reading test results were selected on an arbitrary basis believing that a fairly complete picture of how the children were achieving in reading in relation to their capacities could be obtained at this grade level. Two years of testing data were obtained for comparative purposes to note unusual variations in achievement. There was none to record.

The policy of the Remedial Reading Department consisted in administering the Otis Alpha A test to Grades 1 and 2. The Durrell-Sullivan Reading Capacity Test was given in Grades 3, 4, 5, and 6, to those recommended by the classroom teacher.

Those five months or more below capacity in Grades 2, 3, and 4, are considered remedial reading cases. In Grades 5 and 6, those 10 months or more below capacity are considered remedial reading cases. Less than 10 months below capacity are recognized as slow learners. Those children with low scores and doing satisfactory work were not given capacity tests.

The data gathered is presented in twelve tables. These tables show a distribution of the reading cases in the following categories; normal, average or high capacity, average or high achievement, low achievement not given capacity tests, remedial reading-average or high capacity and low achievement, slow learners, low capacity and low achievement, not accepted for remedial reading, average or high capacity and achievement, slow learners, low capacity and low achievement. The master table constructed deals with summaries of the twelve tables.

Other Data. - - Data available for the study investigated located in school files by the writer and presented include; basic reading books, time schedule, administrative set-up, guidance department and remedial reading department policies.

CHAPTER II

REVIEW OF RESEARCH

Considerable attention is focused on reading by the educational writers in their publications.

The references made in this chapter will be on the more recent trends in reading. Few references are made to status studies in particular subjects in the literature. The emphasis seems to be on surveys that cover the entire curriculum of public schools.

As stated by Barr, Burton and Brueckner ^{1/} in their publication:

"Almost everyone is familiar with the so called school survey. The school survey is usually a systematic evaluation attempted by some one not a part of the service being appraised. Although surveys are ordinarily made by persons not a part of the service being evaluated, they can be undertaken by the staff responsible for the service as an act of self-examination. Self surveys provide a practical and readily available means of improving educational leadership."

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^{1/} A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision, D. Appleton-Century Company, Inc., New York, 1947, p. 756

^{2/} W. C. Reavis, Self-Survey as a Method of Evaluating Administrative and Supervisory Services, Proceedings of the Ninth Annual Conference for Administrative Officers of Public and Private Schools, University of Chicago Press, Chicago, Ill., 1940 pp. 131-141

Goals. -- Objectives are formulated by a consideration of the child and society. Lee and Lee ^{1/} state:

"The formulation of objectives for the elementary school requires a careful scrutiny of our democratic society to determine what are the outstanding values held. With millions of children entering school rooms every day and the pressure of this group for attention, the school in the past turned in too much upon itself."

Any undertaking of the research in reading should naturally be studied with full view to the modern philosophy of the elementary schools. A study of Chapman^{2/} of the philosophy of education underlying elementary courses of study shows that in only a few cases do courses actually state a philosophy of education. In bulletins issued by seventy-five cities and states a philosophy was only directly stated in nine cases. In many other cases it was implied. This is a striking neglect in courses of study bulletins.

It is also noted by Lee and Lee^{3/} that the concern of the teacher who has the children during the year is with the selection of experiences that will contribute to additional growth in the general objectives. Take such a common skill as reading as an illustration. The elementary school does not develop fully the child's ability to read. It makes many essential contributions to this developing ability, but

^{1/} J. Murray and Doris May Lee, The Child and His Curriculum, Appleton-Century-Crofts, Co., Inc., New York 1950, p. 5

^{2/} Alvin L. Chapman, A Study of the Philosophy of Education Underlying Elementary School Courses of Study, Unpublished Dissertation, University of Texas Library, Austin, Texas, 1939

^{3/} Op. cit., p. 11

at no level has the child reached complete mastery of reading. In fact when growth in reading ceases for most individuals, there is still much potential improvement that is never made. Not only do skills develop gradually, but understandings, appreciations, and attitudes follow the same pattern.

A survey conducted by Billett, Blair, Sullivan and Yeo^{1/} state in their educational objectives:

"That because education, like medicine, is a constantly growing science, basing its changes and treatments on modern scientific evidence and research, the goals in the elementary school today are naturally wider and clearer than the ones which were set up as criteria for parents and teachers when even some of the younger parents among you were in school. All reasonable philosophies today believe, that while as an end result we know and want the children to have real competence in the so-called basic skills of reading, writing, spelling, and arithmetic, the old bare method of pure unmotivated drill (with emphasis on the so-called three R's) would be a barren and heartless school program to offer our children in grades one to six today in the light of all that science has taught us."

Research evidence of the value of adequate goals in reading is conclusive. It is recognized that there must be general agreement in a good reading program in scope, goals, philosophies and policies.

Characteristics of a Good Reading Program. - - Many gains have been achieved, (1) activities for passiveness in the teaching of reading, (2) attitudes toward reading have changed, (3) the scope of reading has broadened to include social behavior, (4) the teaching of reading has improved, (5) the school and community have been utilized,

^{1/} Roy O. Billett, Herbert Blair, Helen B. Sullivan and J. Wendell Yeo, A Survey of the Public Schools of Harford County, Maryland, Harford County Board of Education, Bel Air, Maryland, p. 12

(6) an increase in research in primary grade children has been noticed, in particular, in the reading readiness stage, (7) increased emphasis on study skills.

Whipple^{1/} reports in her description of an adequate program in reading that it is consciously directed toward specific, valid ends which have been agreed upon by the entire school staff. Widely accepted ends are rich and varied experiences through reading, broadening interests and improved tastes in reading, enjoyment through reading, increased personal and social adjustment, curiosity concerning the ideas given in the reading material, resourcefulness in using reading to satisfy one's purpose, and growth in the fundamental reading abilities, such as the ability to recognize the words, to understand the meaning of words, to comprehend and interpret what is read, to locate references bearing on a problem, and to recognize ideas gathered from different sources.

Some of the more significant trends in the teaching of reading as stated by Hildreth^{2/} are as follows:

"Reading has come to be more a functional skill rather than a formal school exercise. Learning to read is no longer just for the sake of being able to read the school reader. Children now read with an ulterior purpose. They read to get information, to find answers to their questions, to enjoy a story. This is true all through the grades. No longer is the child's only purpose in oral reading to read to the teacher so that she can see how well she knows the words in that story. She reads aloud now so that other children's questions may be answered, so that other

^{1/} Gertrude Whipple, Characteristics of a Sound Reading Program, Forty-eighth Yearbook, Part II, National Society for the Study of Education, University of Chicago Press, Chicago, Ill., Chapter III, 1949

^{2/} Gertrude Hildreth, Learning the Three R's, Educational Publishers, Minneapolis, Minn., Chapter IV, 1936

children may enjoy what she has enjoyed, so that she may pass on information she has found, so that she may prove her point in a discussion. Silently, she reads to find solutions to problems she has helped ask, or just to enjoy the story of the material itself."

Writers are fairly well agreed that reading experiences should be selected so as to result in a well adjusted child both socially and emotionally. Lee and Lee ^{1/} writes that:

"Social adjustment is receiving more attention than ever before. Techniques for diagnosing the adjustment of the individual to the group are being developed and utilized. It is more important for the isolate to find acceptance in the group than it is that his or her reading level be increased by half a grade. If the school is to develop well adjusted boys and girls it must have respect for the personality of each individual, provide opportunities for cooperative endeavor and develop methods of control that are inherent in the learning situation."

Caswell ^{2/} in his publication comments that insistence on consideration of the capacities, abilities, needs, and interests of the child has shown that education in the elementary school, to be adequate, must consist of a great deal more than the development of ability to read, write, and use numbers. As a result there has been a tendency to consider that the function of the elementary school includes the development of social understanding as one additional area of direct responsibility.

Study Skills. - - Children in the primary grades are taught some of the basic and simple study skills in reading. In grades four through six the study skills are broadened. Development of abilities according to Betts ^{3/} may be developed through extensive and intensive reading in ^{1/} Op. cit., p. 198

^{2/} Hollis L. Caswell, Education in the Elementary School, American Book Company, Boston, 1950, p. 128

^{3/} Emmett A. Betts, Foundations of Reading Instruction, American Book Company, Boston, 1950, p. 557

purposeful situations. On the one hand, the meeting of a personal need may be met by the skimming or rapid reading of a number of references. On the other hand, a personal need may be satisfied only by a study of details that require extensive reading. In either instance, the purpose of the reading dictates the kind of reading behavior that is called into service.

Basic skills, abilities, attitudes, and information required for effective reading are organized by Betts ^{1/} under these headings, (1) Knowledge when to read, (2) Location of information, (3) Selection and evaluation, (4) Comprehension and retention.

Reading Readiness: References to the reading readiness program are plentiful. This is due to an increase in the research of child development. As Russell ^{2/} suggested:

"The modern concept of readiness is that it is based on a combination of physical, mental, social, and psychological factors. General and specific maturation are important, but so are information, attitudes, and abilities gained through experiences. The teacher cannot just wait for readiness to be achieved. General maturation is important, but the teacher must also do something; she must provide experiences which contribute to the growth of reading readiness."

Reading readiness means somewhat different things to different people. Some regard it only as an expression of interest or purpose.

^{1/} Op. cit., p. 87

^{2/} David H. Russell, Children Learn to Read, Ginn & Co., Boston, 1949, p. 121

Methods of Teaching. - - In the classroom every action and policy of the teacher is based on what results she will get for the child's education. Every method of teaching employed has this philosophy that every last child should get the best education possible for them.

The philosophy of elementary education is further based on individual differences that each child is deserving of the best education the teacher can offer.

Olsen 1/ states:

"Underlying all modern programs of education is one fundamental principle; the child is a whole being who is educated by a total environment."

Intelligent teaching is achieved in a school that has given freedom to teachers to direct their work with children. If individual schools are to act as units it is necessary they be granted a considerable degree of freedom, this should be used wisely.

To accomplish this purpose Lee and Lee 2/ states:

"A unit of work is a phrase which is used to refer to the most popular method of organizing learning experiences."

1/ Edward G. Olsen, School and Community, Prentice Hall, Inc.

New York, 1945, p. 386

2/ Op. cit., p. 222

According to the Harford 1/ survey:

"The duties of a teacher who conscientiously tries to carry out well all the recommended educational suggestions in a classroom are appallingly many. She must have not only a knowledge of educational philosophies and procedures acceptable to her level of teaching, but she must also be teacher, psychologist, psychiatrist, nurse and social worker as well. She must be aware of all the physical emotional, mental, and social needs of her group."

In summarizing this section of methods of teaching, Russell 2/ suggests:

"That in the modern program there is no one best method of teaching reading. Despite a great number of research studies and descriptions of procedures filling many volumes, no one has yet discovered an infallible method by which every child learns to read well."

Instructional Resources. - - Material like methods should be used to attain specific goals. Instructional resources are vital to learning experiences. Dale 3/ in his publication states:

"No course or book on audio-visual teaching materials will help a teacher to teach well if her fundamental ideas about teaching are wrong. She will merely learn to do more efficiently what she ought not to be doing at all. But if a teacher has a sound understanding of good teaching she will recognize and use all teaching materials as media, as agencies which help transmit understandings. She will realize that audio-visual materials are usually means and not ends."

1/ Op. cit. p. 17

2/ Op. cit., P. 124

3/ Op. cit., p. 37

All activities as listed in Dale's ^{1/} Cone of Experience, (see appendix) should not be marked equally. He writes:

"The Cone of Experience is not offered as a perfect or mechanically flawless picture to be taken with absolute literalness in its simplified form. It is merely a visual aid to explain the inter-relationships of the various types of audio-visual materials, as well as their individual positions in the learning process."

Dale^{2/} states further:

"The teacher who understands the ongoing life of his community, its mores and customs, factions and cleavages, needs and values, will be strategically able to make intelligent professional adjustments. It is well to know community "causes" and their leaders, the important political and business figures, the occupations and prejudices of school board members, causes of previous friction between town and school, the community blocs which support purposes of the school, and the like. Know your community."

In using instructional resources implementation of the following check list is essential in the evaluation of the instructional resources. (1) purpose, (2) variety, (3) maturity level, (4) actual content, (5) teaching aids, (6) time, (7) effort, ease and convenience, (8) expense.

Growth and Welfare of the Faculty. - - Richey^{3/} lists the following in IN-SERVICE Professional Growth, (1) Supervision, (2) reading, (3) teacher education, (4) conferences and workshops, (5) professional organizations and other sources of growth, as (1) participation in

^{1/} Op., cit. 37

^{2/} Ibid., 394

^{3/} Robert W. Richey, Planning for Teaching, McGraw Hill Book Co., Inc. New York, 1952, p. 96

community affairs, (2) travel, (3) exchange teacher positions, (4) self-analysis and planning, (5) certification requirements.

Time Allotment. - - Time schedules will not allow teachers to teach some things in a time space. Flexibility is the keynote in the time schedule of the reading period. Subject division, clocks and bells, and time schedules are artificial barriers to education.

Monroe 1/ states in her publication:

"Schedules should be consistent, but flexible. Schedules should always be flexible enough, too, so that the teacher can continue a few minutes beyond an allotted period to round out or clinch a point. On the other hand, if a pre-reading activity goes well, and correct conclusions are quickly drawn it is wise to stop while the children are still clamoring for more."

Textbook. - - Many writers recognize the handicap under which teachers operate in reading from one book. The modern program consists of the use of basic series which are commonly used in most schools.

Lane 2/ writes that:

"In most school systems one or more basic series in reading are accompanied by, (a) readers selected from basic readers in other series and used in a supplementary capacity, and (b) by books which are not basic readers but which contain content enriching and extending the experiences provided in the official basic series."

Russell 3/ in his publication advances four main principles on which basic reading series are constructed:

1/ Marion Monroe, Growing Into Reading, Scott Foresman Co., New York, 1951, p. 244

2/ Robert Hill Lane, The Principal in the Modern Elementary School, Houghton Mifflin Co., Boston, 1944, p. 59

3/ Op. cit., p. 105

"(1) It provides continuity of growth in reading skills, habits, and attitudes by means of a carefully graded series of reading materials. (2) It provides for a wide variety of reading activities. (3) It provides a complete organization of reading experiences. (4) It provides for a worth-while content of ideas."

In regards to the basal program, Gates ^{1/} has this to say:

"The purpose of the basal program is to pave the way and provide the foundation and incentive for much wider, more enjoyable reading than would otherwise have to do, so that she can give more attention to the proper selection of other reading materials and the proper guidance of children in the total reading program."

In selecting textbooks educators are in accord with the idea that they should be chosen only if they are in line with the philosophy of the schools. They should be selected as a cooperative enterprise by school personnel.

Use of Tests in Reading. - - The use of tests and other techniques in evaluating reading are all part of a modern reading program. In modern practices evaluation is important because it is concerned with appraisal of school instruction. It attempts to find out what objectives have been achieved.

Recent writings on testing programs in reading range from informal tests to a comprehensive program of evaluation. On informal tests Durrell^{2/} relates:

"Informal tests based upon the reading materials used in the classroom and charts of faulty habits and difficulties observed when the child is reading provide the

^{1/} Arthur I. Gates, The Place of Basal Books in a Reading Program, Teachers Service Bulletin in Reading, Vol. I, No. 6, February, 1940 The Macmillan Co., New York

^{2/} Donald D. Durrell, Improvement of Basic Reading Abilities, World Book Co., Yonkers on Hudson, New York, 1940, p. 18

best basis for planning effective instruction."

Russell^{1/} states:

"The causes of poor reading lie in the child himself, in his environment, and in the school program. The skillful remedial teacher uses informal observation and standardized educational and physical tests to diagnose difficulties in each of these areas."

Test data to be of any value must be used. Marion Monroe^{2/}

asserts:

"Test results should not be filed in the teacher's desk or principal's office until the teacher has gained the information from them that will help her understand and adjust to the individual differences they reveal."

Of great concern to the writer has been the program of remedial reading instruction and the nature of the testing program as an important factor in the program. Robinson^{3/} in her research recounts:

"There is a positive relationship between intelligence test scores, and reading test scores, although the relationship is not perfect, nor is the extent of it known.

Severely retarded readers seem to range in mental ages and I.Q.'s about the same as unselected cases within a public school, where the low grade feebleminded are eliminated. The majority have I.Q.'s between 90 and 110.

^{1/} David H. Russell and Etta E. Karp, Reading Aids Through the Grades, Bureau of Publications, Teachers College, Columbia University, New York, p. 6

^{3/} Helen Mansfield Robinson, Why Pupils Fail in Reading, University of Chicago Press, Chicago, Illinois, p. 73

^{2/} Op., cit., p. 232

The Binet Intelligence Test, supplemented by a performance and a non-verbal test, seems to give the best estimate of reading expectancy. The mental age seems more significant than the I.Q., but the basal age on the Binet and the scatter should be considered.

Most writers agree that mental age of more than six years is desirable for learning to read successfully. In fact, confusions and reversals sometimes result from insufficient ability at the initial reading levels."

A continuous plan of evaluation is a most useful means of raising the general level of reading in the school system. Active participation in an evaluation program can do much to realize the goals of reading. Improvement in the teaching of reading is a reality in elementary education.

Betts^{1/} presents this statement as a final consideration:

"There is concrete evidence that reading is better taught today than it was a generation ago. More attention is being given to differences in capacities and abilities existing at any one grade or age level, to the broader goals of reading instruction, to readiness for learning at all school levels, to the selection of readable and attractive materials, to the preparation of teachers, to instructional procedures, and to a large number of kindred problems. Both educators and publishers have contributed to the improvement of the total program."

By reading the research evidence the writer has made these observations; there are specific gains made in the teaching of reading, in the expansion of teacher methods to include audio-visual materials in the teaching of the study skills, and in the substitution of active learning in reading for passive acceptance. There are many promising practices in reading which will require further investigation, but

^{1/} Emmett Albert Betts, Op. cit., p. 556

the unsolved problems in reading have given many educators a wholesome attitude of not being satisfied until they are solved.

CHAPTER III

RESULTS OF THE QUESTIONNAIRE

Report of the information obtained from the questionnaire will be divided into three frequency tables stating yes, no and no reply, as made by the respondents.

The first part will be concerned with the percent yes was chosen with an analysis of questions or sections which received positive replies. It was interesting to note that 100% of the teachers replying list reading goals within the interest range of the learner in their reading program as noted on the questionnaire, Exhibit A in Appendix. All ten questions in the section on characteristics of an adequate list of objectives for reading were chosen by 90% to 98% of the respondents. This seems to indicate that a high percentage of the teachers are employing an adequate list of objectives in reading.

In Section II of the questionnaire, characteristics of a good reading program, the following characteristics were selected in the affirmative by 95% or over by the respondents as shown in Table V. That their pupils obtain enjoyment through reading, that their pupils grow in their ability to recognize words and understand the meanings, that their reading program is part of a larger reading program extending through the grades, that the child's reading development is associated with his development in the language arts, and that the reading program broadens interests and improves tastes in reading.

Further study of Table V reveals that the questions whether the reading program has been formulated and agreed upon by the entire school staff received 14% negative and 38% no replies. This item ranked lowest in frequency that yes was chosen. It would be a good supposition that cooperative planning by the entire school staff in formulating the reading program is not a reality.

There is sufficient evidence available to warrant drawing the conclusion that most of the characteristics of a good reading program are evident in the elementary schools of this industrial city.

Methods of Teaching. - - It is significant to note in Table V that teacher directed and supervised reading is utilized by 97% of the respondents as a method of teaching, 93% make use of pupil interest, 91% employed drill as a method of teaching reading. Further study of the table shows that the modern methods of teaching ranked low in choice as evidenced by the number of negative replies recorded. A careful analysis in the area of methods would seem to indicate that the traditional methods of teaching reading are being used and that more serious consideration should be given to modern practices.

A summary of data gathered from the questionnaire related to study skills ranked low by the respondents which would seem to indicate that reading skills are not being developed to a high degree.

Instructional Sources. - - Community Aspects:

In Table V the nature of the replies gave the impression that the wide variety of resources and media available to elementary school teachers are not being incorporated in the reading program.

It seems obvious that much greater use should be made of community resources.

Visual symbols under Section 4B II were used by ninety-one percent of the teachers in their classrooms to stimulate learning in reading.

To stimulate learning in reading, visual symbols, verbal symbols, and still pictures are used by the majority of the teachers in the classroom. In providing actual reading experiences meaningfully to the child only seventy-six percent of the teachers were recorded in the affirmative, motion pictures, exhibits, field trips, demonstrations, dramatic participation, and contrived participation, are used by less than seventy percent of the teachers.

There seems to be a lack of alertness on the part of the teachers to provide learning experiences that are realistic and direct.

Reading Resources. - - In Section 4C, table V, the textbook used as a guide in enriching the reading program, is used by ninety percent of the teachers, with eighty-nine percent having four to five different sets of textbooks available for their reading program. The classroom library which is essential to a good reading program is located in eighty-one percent of the rooms of the teachers responding. A survey of the evidence shows that the elementary schools have no centralized libraries so such library work cannot play an important part in the reading program.

Growth and Welfare of the Faculty. - - This section was included in the questionnaire as an attempt to determine what and how much was being done for the school personnel. The replies were more varied than any other section. In some cases a difference in nomenclature and understanding may be responsible for the apparent wide divergence of replies.

The public schools of this industrial city do not provide opportunity for travel, adequate physical facilities for classroom instruction and opportunities for cultural advancement and creative development.

A study of Tables V, VI and VII reveals a number of significant facts. Twenty-two percent of the teachers recorded that no opportunity for travel was provided for teachers in this system. Forty-eight percent of the teachers made no reply. It is noted that thirty percent ascertained that opportunity for travel is available. Upon investigation it was interesting to note that no policy had been established by the school authorities of this community granting remuneration or encouragement for traveling experiences. It would appear that the teachers replying in the affirmative had insufficient evidence for their answers.

TABLE V
 FREQUENCY TABLE FROM QUESTIONNAIRE
Percent Choosing Yes for Answer

<u>Rank Order</u>	<u>Number of Item</u>	<u>Yes</u>
1	Section I, Number 6	100
2	" II, " 4	98
3	" II, " 6	97
4	" II, " 9	97
5	" III, " 4	97
6	" I, " 3	96
7	" II, " 2	95
8	" II, " 17	95
9	" II, " 5	94
10	" II, " 10	94
11	" I, " 1	93
12	" I, " 5	93
13	" IVB, " 4	93
14	" III, " 2	93
15	" III, " 12	93
16	" I, " 4	92
17	" I, " 7	92
18	" I, " 2	91
19	" I, " 9	91
20	" II, " 18	91
21	" II, " 21	91
22	" II, " 24	91
23	" III, " 1	91
24	" IVB, " 2	91
25	" V, " 1	91
26	" I, " 10	90
27	" II, " 16	90
28	" II, " 22	90
29	" III, " 3	90
30	" III, " 7	90
31	" V, " 5	90
32	" IVG, " 4	90
33	" II, " 2	89
34	" II, " 23	89
35	" III, " 10	89
36	" IVG, " 6	89
37	" II, " 7	88
38	" II, " 12	88

39	Section I, Number 8	87
40	" IVB, "	87
41	" II, "	86
42	" IVB, "	84
43	" IVC, "	81
44	" V, "	81
45	" V, "	79
46	" II, "	77
47	" IVC, "	77
48	" IVB, "	76
49	" IVC, "	75
50	" II, "	70
51	" IVB, "	70
52	" IVC, "	69
53	" IVB, "	68
54	" V, "	68
55	" III, "	64
56	" V, "	64
57	" II, "	62
58	" III, "	60
59	" V, "	59
60	" V, "	58
61	" IVA, "	56
62	" V, "	56
63	" IVB, "	55
64	" II, "	53
65	" III, "	52
66	" IVB, "	52
67	" IVA, "	51
68	" II, "	49
69	" III, "	49
70	" II, "	48
71	" III, "	48
72	" IVB, "	47
73	" IVA, "	45
74	" IVC, "	42
75	" IVA, "	35
76	" V, "	30
77	" IVC, "	26
78	" IVB, "	20
79	" IVC, "	20

TABLE VI
 FREQUENCY TABLE FROM QUESTIONNAIRE
Percent Choosing No for Answer

<u>Rank Order</u>	<u>Number of Item</u>	<u>No</u>
1	Section V, Number 4	22
2	" IVC, " 5	21
3	" IVA, " 4	20
4	" IVB, " 9	20
5	" III, " 9	19
6	" V, " 3	17
7	" V, " 2	16
8	" V, " 10	16
9	" IVB, " 7	16
10	" V, " 6	16
11	" II, " 19	16
12	" IVA, " 2	15
13	" II, " 15	15
14	" IVA, " 3	15
15	" IVC, " 2	14
16	" II, " 1	14
17	" III, " 8	14
18	" IVB, " 6	14
19	" II, " 8	13
20	" II, " 20	13
21	" III, " 5	13
22	" IVC, " 3	13
23	" V, " 6	12
24	" IVB, " 5	12
25	" V, " 7	12
26	" IVA, " 1	12
27	" II, " 13	12
28	" II, " 7	11
29	" IVB, " 10	11
30	" V, " 9	11
31	" IVB, " 4	11
32	" IVC, " 8	11
33	" V, " 5	10
34	" III, " 2	10

35 to 79 less than 10%

TABLE VII
 FREQUENCY TABLE FROM QUESTIONNAIRE
Percent Choosing No Reply for Answer

<u>Rank Order</u>	<u>Number of Item</u>	<u>No Reply</u>
1	Section IVC, Number 8	69
2	" IVB, " 6	66
3	" IVC, " 3	61
4	" IVA, " 3	50
5	" V, " 4	48
6	" IVB, " 4	42
7	" III, " 5	38
8	" II, " 1	38
9	" III, " 8	38
10	" IVC, " 5	37
11	" II, " 15	36
12	" IVA, " 4	35
13	" II, " 13	35
14	" IVA, " 2	34
15	" IVA, " 1	32
16	" III, " 6	31
17	" V, " 9	30
18	" IVB, " 7	29
19	" III, " 9	29
20	" V, " 10	28
21	" IVB, " 9	28
22	" IVC, " 9	26
23	" III, " 2	26
24	" II, " 20	25
25	" V, " 3	25
26	" IVB, " 8	24
27	" V, " 7	20
28	" V, " 2	20
29	" IVB, " 5	18
30	" II, " 8	17
31	" IVC, " 1	15
32	" IVC, " 7	13
33	" IVB, " 10	10
34	" IVC, " 2	11
35	" IVB, " 3	9

36 to 79 less than 9%

CHAPTER IV

TEST RESULTS

The testing program which was carried on in the schools in reading was one means used in evaluating the attainment of reading objectives.

Evaluation of the reading program was necessary to interpret the effectiveness of the instruction in the reading program in order to determine what was happening to children as a result of reading experiences received during the school years 1950-51; 1951-52.

Tables VIII through XIX inclusive attempt to give as complete a picture as possible of the grade equivalent obtained through the capacity tests and the range of reading achievement of the various schools as obtained through tests. These tables are arranged to give a picture of each school tested for the entire population in grade six for the years 1950-51; 1951-52. They show further the type of individual reading cases according to capacity and achievement; the enrolment; the number of cases in each type, the range of reading capacity and achievement, and the percent of grade in each type.

The range in grade equivalent shown in black in both capacity and achievement. Cases in black with average or high capacity and low achievement were in remedial reading classes. There were some cases not accepted for remedial reading because the teachers felt they would achieve successfully in a regular classroom.

Individuals with low achievement not given capacity tests are shown in red in a normal classroom situation. They were administered achievement tests in June and the results recorded in the column under reading achievement tests. The reason they were not admitted to remedial reading classes for additional assistance in reading was the lack of facilities to accommodate large numbers.

Those individuals with low capacity and low achievement and interpreted as slow learners shown in red under the heading Remedial Reading, were given additional help by the remedial reading department because they were ten months below grade capacity. The teachers of the remedial reading department felt that special instruction would aid the children in working up to capacity. Slow learners were not accepted for remedial reading who were achieving up to capacity in the regular classroom.

Table XX indicates a normal achievement in reading with few discrepancies in school district. These range from median grade equivalent of 6.6 to 7.3 in 1951 and 6.7 to 7.2 in 1952.

TABLE VIII

Year - 1950-51

STATUS OF READING IN GRADE SIX

School - A

INDUSTRIAL CITY SUBURBAN TO BOSTON

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal		4			9.2-8.8	
a. Average or High Capacity		4			8.7-8.3	
Average or High Achievement		4			8.2-7.8	
		11			7.7-7.3	
		11			7.2-6.8	
		8			6.7-6.3	
	44	2			6.2-5.8	59.72
b. Low Achievement not Given Capacity Test		2			5.7-5.3	
		1			5.2-4.8	
		0			4.7-4.3	
	4	1			4.2-3.8	6.95
2. Remedial Reading						
a. Average or High Capacity		1	7.8	4.5	6.0	
Low Achievement		1	7.6	5.0	6.5	
		1	7.5	5.3	6.1	
		1	6.5	4.9	6.4	
		1	6.4	5.3	6.4	
		1	6.4	4.4	5.4	
		1	6.9	4.5	6.1	
		1	6.3	4.3	5.2	
		1	6.3	4.9	6.6	
		1	6.2	4.6	6.1	
		1	6.0	5.2	6.0	
	12	1	6.0	5.1	6.5	16.67
b. Slow Learners		1	5.8	4.3	5.6	
Low Capacity-Low Achievement	2	1	5.3	4.0	6.6	2.77

TABLE VIII
(Cont.)

Year - 1950-51

STATUS OF READING IN GRADE SIX

School - A

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
3. Not accepted for Remedial Reading		1	7.5	6.4	8.5	
a. Average or High Capacity and Achievement	2	1	6.0	5.4	6.5	2.78
b. Slow Learners, Low Capacity and Achievement		1	5.7	5.3	5.2	
		1	5.7	5.4	6.5	
		1	5.5	5.1	6.1	
		1	5.1	4.8	5.6	
		1	4.8	4.1	5.2	
		1	4.8	5.3	5.7	
	8	1	4.4	4.6	5.0	
		1	4.3	4.3	5.2	11.11
Total	72					

TABLE IX

Year - 1950-51

STATUS OF READING IN GRADE SIX

School - B

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal		2			9.4-9.0	
a. Average or High Capacity Average or High Achievement		6			8.9-8.5	
		1			8.4-8.0	
		9			7.9-7.5	
		7			7.4-7.0	
		13			6.9-6.5	
	49	11			6.4-6.0	79.03
b. Low Achievement not Given Capacity Test	6	6			5.9-5.5	9.67
2. Remedial Reading						
a. Average or High Capacity Low Achievement	1	1	6.3	4.6	5.0	1.61
b. Slow Learners Low Capacity - Low Achievement		1	5.5	5.1	6.4	
		1	5.5	5.0	6.1	
	3	1	5.4	4.3	5.0	4.85
3. Not Accepted for Remedial Reading						
a. Average or High Capacity and Achievement	1	1	7.5	6.1	7.4	1.61
b. Slow Learners, Low Capacity and Achievement	2	1	5.0	5.3	5.9	3.23
		1	4.7	4.6	5.4	
Total	62					

TABLE X

Year - 1950-51

STATUS OF READING IN GRADE SIX

School - C

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal	92	9			9.1-8.7	81.20
a. Average or High Capacity Average or High Achievement		12			8.6-8.2	
		16			8.1-7.7	
		23			7.6-7.2	
		19			7.1-6.7	
		13			6.6-6.2	
b. Low Achievement not Given Capacity Test.	8	7			6.1-5.7	4.27
		0			5.6-5.2	
		1			5.1-4.7	
2. Remedial Reading	3	1	7.8	5.1	6.5	2.56
a. Average or High Capacity Low Achievement		1	6.5	5.0	5.8	
		1	6.0	5.3	6.1	
b. Slow Learners Low Capacity-Low Achievement	9	2	5.9	4.8	6.7	7.70
		1	5.8	5.1	6.2	
		1	5.8	4.4	4.8	
		1	5.7	5.0	6.3	
		1	5.7	5.0	6.2	
		1	5.5	4.7	5.9	
		1	5.5	4.5	5.5	
		1	5.1	4.8	5.3	
3. Not Accepted for Remedial Reading	5	1	5.5	5.5	7.4	4.27
a. Slow Learners, Low Capacity and Achievement		1	4.9	5.1	5.2	
		1	4.6	4.9	6.0	
		1	4.3	4.9	5.3	
		1	4.3	5.3	6.2	
Total	117					

TABLE XI

Year - 1950-51

STATUS OF READING IN GRADE SIX

School - D

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal	28	10			8.8-8.4	64.44
a. Average or High Capacity		2			8.3-7.9	
Average or High Achievement		7			7.8-7.4	
		8			7.3-6.9	
		1			6.8-6.4	
		2			6.3-5.9	
b, Low Achievement not Given Capacity Test	6	2			5.8-5.4	11.11
		1			5.3-4.9	
		0			4.8-4.4	
		1			4.3-3.9	
		1				
2. Remedial Reading	3	1	6.4	4.6	6.9	6.67
a. Average or High Capacity		1	6.2	4.1	5.8	
Low Achievement		1	6.1	4.5	5.3	
b. Slow Learners	1	1	5.3	4.2	5.7	2.22
3. Not Accepted for Remedial Reading	6	1	6.1	5.3	7.0	2.22
a. Average or High Capacity and Achievement						
b. Slow Learners, Low Capacity and Achievement						
	1	5.5	5.4	5.9		
	1	5.1	5.1	7.1		
	1	5.1	5.3	5.1		
	1	4.8	5.1	5.3		
	1	4.6	5.1	6.2		
	1	4.5	4.4	5.2		
Total	45					

TABLE XII

Year - 1950-51

STATUS OF READING IN GRADE SIX

School - E

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal	50	1			9.7-9.3	70.67
a. Average or High Capacity		1			9.2-8.8	
Average or High Achievement		5			8.7-8.3	
		5			8.2-7.8	
		14			7.7-7.3	
		11			7.2-6.8	
		13			6.7-6.3	
b. Low Achievement not Given Capacity Test		5			6.2-5.8	
		1			5.7-5.3	
		1			5.2-4.8	
		4			4.7-4.3	
		1			4.2-3.8	
2. Remedial Reading		3	1	7.1	5.0	
a. Average or High Capacity	1		6.7	4.5	4.9	
Low Achievement	1		6.7	4.3	3.9	
b. Slow Learners	1		5.6	5.2	5.3	
Low Capacity and Low Achievement	1		5.3	4.8	6.0	
	1		5.3	4.7	5.6	
	1		4.9	5.0	5.3	
	1		4.4	4.9	6.2	
	1		3.8	5.0	5.4	
	1		5.6	5.2	5.3	
3. Not Accepted for Remedial Reading	4	1	4.9	5.0	5.3	5.33
a. Slow Learners, Low Capacity and Achievement		1	4.6	3.9	4.0	
		1	4.4	4.9	6.2	
		1	4.4	4.9	6.2	
Total	75					

STATUS OF READING IN GRADE SIX

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal		1			9.4-9.0	
a. Average or High Capacity		7			8.9-8.5	
Average or High Achievement		5			8.4-8.0	
		15			7.9-7.5	
		9			7.4-7.0	
		14			6.9-6.5	
	72	21			6.4-6.0	72.73
b. Low Achievement not Given Capacity Test		6			5.9-5.5	
		1			5.4-5.0	
	8	1			4.9-4.5	8.08
2. Remedial Reading		1	7.5	5.4	6.9	
a. Average or High Capacity		1	6.7	5.3	6.5	
Low Achievement		1	6.5	4.9	5.8	
		1	6.4	5.3	6.3	
		1	6.4	5.7	5.5	
		1	6.3	5.2	5.5	
	7	1	6.1	5.0	6.0	7.07
b. Slow Learners		1	5.9	5.4	7.3	
Low Capacity and Low Achievement		1	5.8	4.6	6.3	
	3	1	5.3	4.3	4.5	3.03
3. Not Accepted for Remedial Reading.		1	5.8	5.8	6.9	
a. Slow Learners, Low Capacity and Achievement		1	5.5	5.4	5.6	
		1	5.3	5.5	6.5	
		1	5.3	5.0	5.2	
		1	5.1	5.3	5.8	
		1	4.9	5.3	5.4	
		1	4.9	5.0	5.4	
		1	4.9	5.2	6.0	
	9	1	4.8	5.1	6.9	9.09
Total	99					

TABLE XIV

Year - 1951-52

STATUS OF READING IN GRADE SIX

School - A

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal		1			9.1-8.7	
a. Average or High Capacity		5			8.6-8.2	
Average or High Achievement		2			8.1-7.7	
		15			7.6-7.2	
		15			7.1-6.7	
	51	13			6.6-6.2	63.75
2. Remedial Reading		1	6.6	3.8	5.3	
a. Average or High Capacity		1	6.5	4.1	5.2	
Low Achievement		1	6.5	5.1	6.4	
	4	1	6.4	4.4	5.5	5.00
b. Slow Learners		1	5.9	5.1	6.1	
Low Capacity-Low Achievement		1	5.8	5.1	6.4	
		1	5.8	4.7	6.1	
		1	4.7	4.9	5.9	
		1	5.7	3.9	4.7	
		1	5.7	4.0	5.2	
		1	5.4	5.1	6.5	
		1	5.3	4.6	5.4	
		1	5.3	4.7	7.4	
	10	1	5.0	4.6	5.8	12.50
3. Not Accepted for Remedial Reading		1	7.0	5.8	7.3	
a. Average or High Capacity		1	6.8	5.4	6.1	
and Achievement		1	6.4	5.4	6.5	
	4	1	6.0	5.4	6.8	5.00

Year - 1951-52

TABLE XIV
(CONT.)

School - A

STATUS OF READING IN GRADE SIX

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
b. Slow Learners, Low Capacity and Achievement		1	5.6	5.4	7.4	
		1	5.5	4.4	5.2	
		1	5.4	5.4	6.7	
		1	5.3	5.2	5.9	
		1	5.3	5.3	6.1	
		1	5.1	5.1	6.0	
		1	4.7	4.6	4.7	
		1	4.8	5.3	6.2	
		1	4.7	4.8	4.7	
		1	4.6	5.0	6.2	
	11	1	3.9	3.5	4.8	13.75
Total	80					

TABLE XV

Year - 1951-52

STATUS OF READING IN GRADE SIX

School - B

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal		8			9.3-8.9	
a. Average or High Capacity		2			8.8-8.4	
Average or High Achievement		7			8.3-7.9	
		8			7.8-7.4	
		5			7.3-6.9	
		8			6.8-6.4	
	40	2			6.3-5.9	71.43
b. Low Achievement not Given Capacity Test	2	2			5.8-5.4	3.57
2. Remedial Reading		1	6.8	5.4	6.5	
a. Average or High Capacity		1	6.1	4.9	6.3	
Low Achievement	3	1	6.0	4.8	5.7	5.37
b. Slow Learners		1	5.7	5.3	7.1	
Low Capacity-Low Achievement		1	5.7	4.6	6.7	
		1	5.6	4.1	6.3	
	4	1	5.6	4.1	5.9	7.13
3. Not Accepted for Remedial Reading						
a. Average or High Capacity and Achievement	1	1	7.1	5.5	5.5	1.78
b. Slow Learners, Low Capacity and Achievement		1	5.8	5.4	6.2	
		1	5.8	5.6	6.5	
		1	5.3	6.0	6.9	
		1	4.8	4.9	6.3	
		1	4.6	5.0	6.3	
	6	1	4.1	4.3	5.0	11.72
Total	56					

TABLE XVI

Year - 1951-52

STATUS OF READING IN GRADE SIX

School - C

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal	89	2			9.4-9.0	79.46
a. Average or High Capacity		10			8.9-8.5	
Average or High Achievement		1b			8.4-8.0	
		28			7.9-7.5	
		15			7.4-7.0	
		14			6.9-6.5	
		9			6.4-6.0	
b. Low Achievement not Given Capacity Test	5	3			5.9-5.5	4.47
		0			5.4-5.0	
		1			4.9-4.5	
		1			4.4-4.0	
2. Remedial Reading	8	1	7.5	5.4	6.1	7.14
a. Average or High Capacity		1	7.3	5.1	6.5	
Low Achievement		1	7.3	5.1	8.2	
		1	6.9	5.0	6.5	
		1	6.8	5.2	7.7	
		1	6.2	5.5	6.8	
		1	6.2	5.3	7.2	
		1	6.0	4.8	6.6	
		1	6.0	4.8	6.6	
3. Not Accepted for Remedial Reading	10	1	5.9	5.5	7.6	8.93
a. Slow Learners, Low Capacity and Achievement		1	5.9	5.3	6.4	
		1	5.7	4.7	6.3	
		1	5.3	4.7	6.4	
		1	5.1	5.3	5.4	
		1	5.1	4.7	5.8	
		1	5.0	4.6	6.1	
		1	5.0	5.4	5.7	
		1	5.0	6.3	6.5	
		1	4.5	5.1	5.9	
Total	112					

TABLE XVII

Year - 1951-52

STATUS OF READING IN GRADE SIX

School - D

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal		1			8.7-8.3	
a. Average or High Capacity		4			8.2-7.8	
Average or High Achievement		9			7.7-7.3	
	27	4			7.2-6.8	
		9			6.7-6.3	69.05
b. Low Achievement not Given Capacity Test		5			6.2-5.8	
		5			5.7-5.3	
		1			5.2-4.8	
	15	2			4.7-4.3	
		2			4.2-3.8	30.95
Total	42					

(No Remedial Reading Cases)

TABLE XVIII

Year - 1951-52

STATUS OF READING IN GRADE SIX

School - E

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal	46	5			9.1-8.7	69.44
a. Average or High Capacity		12			8.6-8.2	
Average or High Achievement		6			8.1-7.7	
		5			7.6-7.2	
		13			7.1-6.7	
		5			6.6-6.2	
b. Low Achievement not Given		8			6.1-5.7	
Capacity Test		7			5.6-5.2	
		2			5.1-4.7	
		1			4.6-4.7	
	19	1		4.1-3.7	20.84	
2. Remedial Reading	2	1	7.0	5.2	5.4	2.78
a. Average or High Capacity		1	6.5	3.8	4.5	
b. Slow Learners		1	5.8	4.5	5.3	
Low Capacity-Low Achievement		1	5.8	4.7	5.6	
		3	1	5.3	4.0	
3. Not Accepted for Remedial Reading	2	1	5.3	5.2	5.8	2.78
a. Slow Learners, Low Capacity and Achievement		1	4.4	4.8	5.3	
Total	72					

TABLE XIX

Year - 1951-52

STATUS OF READING IN GRADE SIX

School - F

Type	Enrolment	Number of Cases	Durrell-Sullivan Reading Capacity Test Grade Equivalent	Durrell-Sullivan Reading Achievement Test Grade Equivalent		Percent of Grade
				September	June	
1. Normal		3			9.5-9.1	
a. Average or High Capacity		2			9.0-8.6	
Average or High Achievement		9			8.5-8.1	
		10			8.0-7.6	
		15			7.5-7.1	
		16			7.0-6.6	
	79	24			6.5-6.1	82.00
b. Low Achievement not Given		8			6.0-5.6	
Capacity Test	13	5			5.5-5.1	10.00
2. Remedial Reading		1	6.7	4.8	5.1	
a. Average or High Capacity		1	6.3	5.1	6.7	
Low Achievement	3	1	6.1	5.4	5.8	3.00
b. Slow Learners		1	5.9	5.4	6.2	
Low Capacity-Low Achievement		1	5.7	5.3	5.2	
		1	5.0	5.0	5.3	
	4	1	4.8	5.1	6.2	4.00
3. Not Accepted for Remedial Reading						
a. Slow Learners, Low Capacity						
and Achievement	1	1	4.9	5.3	5.4	1.00
Total	100					

Table XX shows reading medians in Grade Six by schools.

TABLE XX

Grade Six Medians in Reading

<u>School</u>	<u>June, 1951</u>	<u>Median</u>
A		6.8
B		6.8
C		7.3
D		6.8
E		6.9
F		6.6
<hr/>		
<u>June, 1952</u>		
A		6.7
B		7.1
C		7.2
D		7.0
E		6.7
F		6.8

Table XXI presents the data for the entire six grades for two years for the elementary schools. It seemed better to combine the results into one table in order to present a composite picture of the status of reading.

TABLE XXI

SUMMARY OF READING ACHIEVEMENT TESTING IN GRADE SIX

School	Enrolment	Year	Percent Normal	Percent Remedial Reading Average or High Capacity - Low Achievement	Percent Remedial Reading Low Capacity Low Achievement	Percent Superior Not Accepted	Percent Slow Learners Not Accepted Low Ach. but up to Capacity	Percent Needing Remedial Reading
A	72	1950-51	59.72	16.67	2.77	2.78	11.11	6.95
B	62		79.03	1.61	4.85	1.61	3.23	9.67
C	117		81.20	2.56	7.70	----	4.27	4.27
D	45		64.44	6.67	2.22	2.22	13.34	11.11
E	75		70.67	4.00	8.00	----	5.33	12.00
F	99		72.73	7.07	3.03	----	9.09	8.08
A	80	1951-52	63.75	5.00	12.50	5.00	13.75	----
B	56		71.43	5.37	7.13	1.78	11.72	3.57
C	112		79.46	7.14	----	----	8.93	4.47
D	42		69.05	----	----	----	----	30.95
E	72		69.44	2.78	4.16	----	2.78	20.84
F	100		82.00	3.00	4.00	----	1.00	10.00

*These children need remedial reading but may not be able to have it as yet as there is no place for them in a group.

CHAPTER V

ADMINISTRATION OF THE ELEMENTARY SCHOOLS
IN RELATION TO THE READING PROGRAM

Professional Training of Teachers. - - The teachers in the elementary grades of this industrial city are adequately trained in the modern techniques of reading. 22.9 percent of the respondents have masters degrees; 50 percent have been granted bachelors degrees and 27.1 percent have nodegrees.

Many of the teachers are taking courses in the in-service training courses provided by the public schools and late afternoon, evening, and summer courses. The new salary schedule provides for remuneration for professional improvement which may be the reason for the increase in the number of teachers taking new courses.

It is noted in Table XXII which is placed to interpret teacher training that the comparatively new teacher of the system have the majority of the degrees which is due to a school committee rule that a teacher must hold a degree before she can teach in the school system.

TABLE XXII

PROFESSIONAL TRAINING OF TEACHERS

<u>Teachers and Grade</u>							<u>Degrees</u>						
I	II	III	IV	V	VI	REM.READ.	Years Experience	B.S.	A.B.	M.A.	EdM.	No Degree	Total Reporting
	1	1			1		46-49					3	3
			1				41-45					1	1
1	1			3			36-40					5	5
1	1		1	1			31-35					4	4
		1		1	1	1	26-30					4	4
2	3	1	1		1		21-25	1		1	2	4	8
4	1				2		16-20	3			2	2	7
1		1	1	1	1	1	11-15	2	3		1		6
3	1	3	5	4	3		6-10	5	7	1	5	1	19
8	8	6	7	7		3	1-5	14	13	2	8	2	39
20	16	13	16	17	9	5		25	23	4	18	26	96

Teacher Load. - - - There are fifteen elementary schools in operation at present in the school system of this city. A total of 128 teachers are employed in these schools. The total enrolment in the elementary schools during the year 1951-52 was 3681 pupils.

Table XXIII shows the distribution of class loads by grades. It would appear that the loads are not equitably placed in grade I and the intermediate grades. An equitable teaching load is twenty-five to thirty in a class. The number of class loads that are in excess in numbers are listed in red. It is good administration in the light of modern teaching to reduce grade I to classes of twenty-five with twenty-eight as a maximum. Middle grades should run about thirty with thirty-five as a maximum. Primary grade teachers with heavy enrolments cannot function with success.

Remedial Reading in the Elementary Schools. - - - Five special teachers are responsible for the functioning of the remedial reading program. The elementary schools are divided into five reading districts. One teacher is designated as the director of the department. They work directly with the principal and the teacher. These reading specialists conduct classes in their school districts on an average of twice a week working with a small group averaging six pupils. These pupils are taken at the reading level as they are in the regular classroom.

There is no supervisor of elementary education or supervisor of reading in the schools and there is no reading consultant although the remedial reading teachers have expressed a willingness and desire to assist in reading problems.

The remedial reading teachers administer reading achievement tests to all children in grades three through six. The capacity tests are given to pupils referred for help in reading by the classroom teacher from grades two to six.

For the most part teachers understand what constitutes and use an adequate reading readiness program. Most of the teachers are aware that readiness to read is developed at different stages for individuals.

The Remedial Reading Department has aided teachers in obtaining test results in Grade I which has made teachers conscious of the great difference in the rate of development in reading. Greater emphasis eventually must be placed on allowing the child to proceed as he is ready and in time changing wholly to a developmental reading program.

From the study of the research teachers are still setting up reading accomplishments for promotion at the end of the first grade. Although it is not a fixed policy each child by the end of the first grade has to be able to read through the primer or he is considered a failure.

TABLE XXIII
DISTRIBUTION OF CLASS LOADS BY GRADES

Number of Pupils in Class	Number of Classes						Total Reporting
	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	
10-15	0	1	0	0	0	0	1
15-20	0	0	0	0	0	0	1
20-25	4	5	4	4	6	0	23
25-30	3	3	5	7	1	1	20
30-35	10	4	4	4	8	8	38
35-40	3	0	0	0	2	0	5
Total	20	13	13	15	17	10	88

TABLE XXIV
PUPIL LOAD OF FIVE REMEDIAL READING TEACHERS
IN THIS COMMUNITY

<u>*Number of Teachers</u>	<u>**Number of Pupils</u>
1	60
1	74
1	64
1	70
1	64

*Each specialist teaches six periods a day.

**Each pupil receives one hour and a half instruction per week.

Textbooks. - - - There is a large variety of high quality books available in the public schools of this city. The basic text is the Curriculum Foundation Series published by Scott, Foresman Company. Other basal series are listed which are used in a supplementary capacity to augment the reading program.

In the matter of textbooks the program of this system has followed the modern trend as evidenced by the great number of books available to the classroom teacher. Children are not limited to one text in reading. It is believed that the large variety of books has furnished greater reading experiences to the children in the elementary schools of this community.

Table XXV shows that some of the best books produced are available in the schools of this city.

There is evidence that much money has been spent on textbooks but the books have not been well distributed in relation to children's needs and interests in the varied school districts.

TABLE XXV

BASIC READING SERIES

<u>Name of Series</u>	<u>Author</u>	<u>Publisher</u>
Alice and Jerry	O'Donnel, Carey	Row Peterson Co.
Child Development	Hahn	Houghton, Mifflin Co.
Childhood Readers	Grady, Klapper	Charles Scribners Co.
Curriculum Foundation	Arbuthnot, Gray	Scott, Foresman Co.
Dearborn Readers	Dearborn	Macmillan Co.
Easy Growth in Reading	Hildreth, Henderson, Felton, Meighen	John C. Winston Co.
Elson Basic Readers	Elson, Gray	Scott, Foresman Co.
Fact and Story Readers	Suzzalo, Freeland	American Book Co.
Friendly Hour	Cavell, Breckenridge	American Book Co.
Ginn Basic Readers	Russell, Wulfing, Ousley	Ginn and Co.
Guidance in Reading	Storm	Lyons and Carnahan Co.
New Work Play Books	Gates, Huber	Macmillan Co.
Quinlan Readers	Quinlan	Allyn Bacon Co.
Reading for Interest	Witty, Brumbaugh, Emerson	D. C. Heath Co.
Reading for Meaning	McKee, Harrison, McGowen, Lehr	Houghton, Mifflin Co.
Thought Study Readers	Spencer, Gans, Fritschler	Lyons, Carnahan Co.
Unit Activity Readers	Smith	Silver Burdett Co.

SOCIAL STUDIES

Curriculum Foundation	Gray & Gray	Scott, Foresman Co.
Social Studies, Inter. Grades	Bruner, Smith	Charles Merrill Co.

HISTORY

Building Our America	Moore, Painter, Carpenter, Lewis	Charles Scribners Co.
Historic Background of the U.S.	Woodburn, Hill	Longman Green Co.
Our America	Townsend	Allyn Bacon Co.

GEOGRAPHY

<u>Name of Series</u>	<u>Author</u>	<u>Publisher</u>
Geography of Lands Overseas	McConnell	Rand McNally Co.
Living in the Americas	McConnell	Rand McNally Co.
Our Neighbors Near and Far	Carpenter	American Book Co.

LANGUAGE

Language for Meaning	McKee, McGowen	Houghton, Mifflin Co.
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SPELLING

Correct Spelling Series	Boylan, Taylor, Gilmartin	Noble, Noble Co.
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Time Allotment. - - - The time schedule for grades one through six, one session plan, adopted September, 1942, showing the maximum length of periods for reading is utilized in the study as presented in Table XXVI.

TABLE XXVI

READING

TIME SCHEDULE FOR GRADES I THROUGH VI - ONE SESSION PLAN

Grades	I	II	III	IV	V	VI
Maximum length of Periods	20	20	20	25	30	30
* Reading - Integrated Program: see break-up below	850	675	560	375	300	250
*Integrated Reading Program						
1. Basic Reading Skills	700	500	380			
2. With History, Civics, etc.	50	25	30	60	75	75
3. With Hygiene, Science, etc.	40	50	50	30	30	30
4. With Language	60	100	100			
5. Basic Reading				235	145	95
6. Formal instruction: techniques in Reading				50	50	50

Administrative Personnel. - - - Of the fifteen elementary schools in this city five are directed by teaching principals and ten by supervising principals. The teaching principals are responsible for the education of the class. The classes suffer when these teachers are called upon to attend to administrative details. They cannot be of real help to improve the education of all the children in the schools when they are called upon to perform other duties. Fortunately, the majority of the schools profit by having supervising principals.

It was extremely difficult to ascertain those principals who are well trained in modern methods of education.

Guidance Department. - - - The Guidance Department through the assistant director helps teachers to analyze what exists in school and determines where the pupils are heading. He administers the intelligence and achievement tests to the children of Grades IV and VI annually. The test results are machine scored and then recorded on the Cumulative Record Cards. From the writer's observation and experience very little follow-up is done once the results are known. The records do help interpret the individual's progress through school. Results of reading achievement can be used to improve instruction.

The testing program in this city is continuous, and the evidence on individuals is being accumulated on the record card. The program of testing can be made more effective if all personnel cooperate in using measurements to receive information which can be used to improve the whole reading program.

Conservation of Hearing Department. - - - An audiometer test to measure the hearing of pupils in this public school system is utilized. The equipment is invaluable in a good reading program.

In addition each child is given the Massachusetts Vision Test by a competent person adequately trained for this type of work.

From the viewpoint of discovering physical deficiencies which could hinder the reading progress of each child this industrial city is fortunate in having such important equipment to test eyes and ears.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

This status study is directed toward furnishing assistance to the entire school staff in improving the program of reading in the elementary schools with emphasis on the child for whom new reading experiences must be provided. The section, results of the questionnaire, dealt with objectives for a good reading program, teaching procedures, methods and materials, reading activities in the community, and professional growth and welfare of teachers. Information on the teacher was presented separately from the questionnaire and included experience, professional training, teacher load, and grade.

From a study of the test data certain information was gathered that has most significance for the teacher of reading and in particular the remedial reading department.

The treatment of the various areas in reading in this status study was to present some of the better things being accomplished in the schools of this city, to interpret each area in relation to the entire reading program, to present significant facts having an impact on the program, and to show possibilities that are consistent with the literature and experience in the field of reading.

Conclusions

Goals. - - - The objectives in the elementary schools of this city require more careful scrutiny to determine what the outstanding objectives are in conjunction with a democratic society. Reading objectives should be arrived at cooperatively by the entire school staff. As each objective in reading is stated reading experiences must be provided for children and their needs which will result in the attainment of these objectives. The needs of children are of prime importance in formulating objectives in reading. Each teacher through a gradual development each year must attempt to discover ways for children to attain the reading objectives indicated.

A careful study is needed of ways and means that will contribute to a continuous analysis of techniques and materials in reading.

Characteristics of a good reading program. - - - The reading program has to be formulated and agreed upon by the entire school staff. It must be more of a functional skill than mere reading and writing.

Based on the responses of the questionnaire, it seems that in the elementary schools of this city, reading to select and evaluate material by the child must be developed to a higher degree. The ability to organize ideas gathered from different sources is of primary importance in understanding written communication. The children in a modern school must be able to locate materials, select and organize it so that it may be presented in various learning situations.

More emphasis should be placed by teachers on establishing techniques for efficient reading by children to satisfy their reading interests.

In the questionnaire, twenty-seven percent of the respondents failed to answer in the affirmative in regard to reading in the content field. This would seem to indicate that reading in this area needs some special consideration. It is essential that books in social studies, arithmetic, and health and science be furnished in accordance with the needs and abilities of the children who are to read them. In the opinion of the writer, many of the texts used in the content subjects are too difficult for meaningful reading.

Methods of Teaching. - - - Forty-nine percent of the teachers allow pupils to participate in the planning of the learning process. More teachers should encourage pupils to share in planning the work that is meaningful to them. A procedure should be developed by teachers which provides for an understanding of the individual differences of each child which can be followed by a period of remedial work. And with every child exploring his own reading interest coupled with constant evaluation as to what the class needs such an efficient procedure in the elementary schools of this city would lead to knowing what is being accomplished in the reading program.

The learning becomes lasting when the teacher makes it realistic and direct. In accordance with the answers tabulated in the questionnaire only sixty percent of the respondents utilized pupil activities in real life situations under teacher guidance.

Instructional Sources. - - - Community resources have not been used sufficiently by the teachers of the elementary schools as indicated by the negative replies recorded. Learning through the use of community resources should play an important part in the life of the elementary school child. The variety of audio-visual aids, creative activities, and resources of the community environment are not utilized to the fullest for direct learning in the elementary schools. In this industrial community there are a great many possibilities for the use of the resources to stimulate learning in reading. Learning through resources needs careful preparation and must meet the need for reading which is apparent and understood by the teacher and pupil.

The elementary school library is essential to the enrichment of the reading program. No elementary school in this system has a school library.

The textbooks are not selected on a cooperative basis in this school system. In the selection of texts on a cooperative basis one of the first steps would be to develop an evaluation technique.

Children should be given as nearly as possible the type of book he needs. This would necessitate a selection of books that should be adjusted to the needs of the learner. A large variety of books on various subjects and at different levels makes for wider interests in reading and broadens the reading experiences of the children. It is recommended by the writer that a larger variety of books in the content subjects should be made available.

It is the writer's belief that one specific series of readers be designated for use one year behind the grade level for which they are printed. These will be used for remedial situations and provides for new reading material before the child goes on to the basal. A minimum of five books per class would be sufficient. Some method has to be devised which will make for continuous growth in reading by using new reading material at all levels.

Growth and Welfare of the Faculty. - - - Policies and practices essential to the growth and welfare of the teachers should be developed democratically and cooperatively by the entire school staff. More opportunities should be provided for the teachers to grow professionally in this school system.

In the services provided the school teacher it would seem necessary to have a supervisor of elementary grades and/or a reading consultant.

The reading consultant should help the child and the classroom teacher in cases where special help is needed. The specialist furnishes suggestions and materials to the classroom teacher who in turn works with the child. The specialist can diagnose and plan for the individual child because of the nature of her training and the amount of time at her disposal to devote to these cases.

Time Allotment. - - - In the teaching of reading a time schedule as shown in Table XXVI is followed. With the new and informal methods of instructing in reading to adhere to a strict time schedule with any degree of accuracy and success is almost impossible. Reading

is used in many varied situations and it is more helpful to lay down general principles than to adhere to a fixed schedule.

Reading has been integrated with all other phases of the curriculum where reading is used. Opportunities for reading should be provided through a flexible program. However, it is the opinion of the writer that there is a danger that flexibility will cause an over-emphasis on those subjects an individual teacher likes best. A more modern concept is to teach reading in large blocks of time in which the teacher uses the time to the best of her ability.

Use of Test Information. - - It would seem that in terms of the evaluating program it would be difficult to estimate whether the pupils of the schools have attained the objectives of reading as evidenced by the data presented in this study.

The testing program in reading as followed in this industrial city is not sufficient to obtain evidence as to what is being achieved in the light of the reading goals. The program is limited in scope and constitutes a small segment of the evaluation criteria. It is recommended by the writer that the teachers in the elementary schools set up their own reading objectives, obtain materials and use new practices in instruction and measure the objectives with new testing devices. In such a program it would be well to follow the simple rule that every child should be reading at his own level up to his capacity.

In interpreting the group tests given to children in the program as outlined in this study, the teacher should realize that many variable factors may cause the test to be unreliable. In general, a

high score on any reading achievement test is an indication that a child is achieving up to his ability. Children with low scores should be retested.

In this school system there is a continuous plan of testing which is commendable. The difficulty noted is that the tests are administered, the results tabulated, and then very little is done in follow-up studies. Some of the results are not understood and very little follow-up work is done by the classroom teacher. The principals, teachers, assistant director of guidance, and the remedial reading department can avoid these pitfalls if they were to work on a cooperative basis. If this program is to be usable more research in this area is needed.

Standardized reading and intelligence tests used appropriately should furnish dependable facts for selection of pupils for remedial reading classes. Teachers judgment is not disregarded but in selection objective evidence is more dependable.

It was noted that the selection of children to be given capacity tests was more or less left to chance. It would seem more efficient to have all the children take the Durrell-Sullivan Capacity Test in diagnosing remedial reading cases, or in recording reading achievement and capacities. In making this recommendation, the pupil's achievement is carefully scrutinized, his I.Q. considered, observations recorded, pupil's case discussed with the remedial reading teacher, the assistant director of measurements, and the principal. One teacher cannot be proficient in all phases of pupil evaluation. The percent needing remedial reading

is high as noted in the table on the summary of reading achievement in grade six. Some provisions must be made to give additional help in reading to these children. Further study of tables points to a lack of teacher ability to diagnose reading difficulties. A number of children were not given capacity tests because the teacher felt they did not need such information. From the writer's experience, and observation, and study of the research evidence the teacher had recommended pupils by mere observation techniques only. These observations are apt to be faulty and difficult to verify.

The usual testing done in reading provides the median and range scores which do not go far enough. Teachers should know the individual pupil's reading ability by comparing the reading age with the mental age. When such information is available on each child, the teacher and the principal can determine with a reasonable degree of accuracy as to what child needs remedial reading help to improve his standard of reading and what child needs material on his reading level.

The percent remedial reading cases vary in school districts. The reading achievement also varies in school districts. This variance is believed to be due to the different economic and social backgrounds, and experiences of the children in the different school communities.

Comparisons based on test data are not sufficient in these school districts. The whole school staff should know how much the individual child has grown in reading and in what direction. It is the opinion of the author of this study that certain tests effective in one district may be ineffective in another. Most schools need to

develop a program that is useful and usable in their situation. Greater use can be made of the achievement tests and the intelligence tests administered by the Guidance Department under the leadership of the assistant director. The information received from the testing department can be of great aid to the teacher in understanding the child more efficiently.

It is the responsibility of the elementary school to develop the basic skills of reading in a sequential way because it is of utmost importance to everyone. Much in life depends upon the ability to read.

Further research needed. - - - Further research is necessary in the remedial reading department. Particular emphasis has to be stressed on revising the testing policies.

Revision of the reading program at all levels based on research to conform to local needs, purposes and modern trends is also of necessity in this industrial city.

APPENDIX

Evaluation of the Reading Program
Grades One Through Six
Everett Public Schools

The purpose of this questionnaire is to obtain an evaluation of the reading program in the elementary schools of the City of Everett.

This questionnaire is not to be construed as an instrument of measurement nor intended to be used for comparative purposes.

Circle Yes or No in making your response to each question.

John DiVenuti, Principal
Horace Mann - Webster Schools

1. School _____ Grade _____ No. of Pupils in Class _____
2. Years of Experience _____
3. Teacher Training: School _____
- Years Attended _____ Degrees _____

I. GOALS

Characteristics of an adequate list of objectives for reading.

- | | | |
|--|-----|----|
| 1. Are your reading goals clearly stated? | Yes | No |
| 2. Do the goals for reading provide for social adequacy? | Yes | No |
| 3. Do they conform to our democratic ideals? | Yes | No |
| 4. Are your reading goals consistent and non-contradictory? | Yes | No |
| 5. Are your reading goals reasonably complete? | Yes | No |
| 6. Are your reading goals within the interest range of the learner? | Yes | No |
| 7. Are your reading goals obtainable within the capacity of the learner? | Yes | No |
| 8. Are your reading goals obtainable with the resources available? | Yes | No |
| 9. Is there continuity in the statement of your goals? | Yes | No |
| 10. Can your goals be evaluated and changed readily with facility | Yes | No |

II. CHARACTERISTICS OF A GOOD READING PROGRAM

- | | | |
|--|-----|----|
| 1. Has your reading program been formulated and agreed upon by the entire school staff? | Yes | No |
| 2. Is your reading program part of a larger reading program extending through the elementary grades? | Yes | No |
| 3. Do you make adequate provision for the widely different needs of your pupils? | Yes | No |
| 4. Does your reading program provide for rich and varied reading experiences? | Yes | No |
| 5. Does your reading program broaden interests and improve tastes in reading? | Yes | No |
| 6. Do your pupils obtain enjoyment through reading? | Yes | No |
| 7. Do your pupils become better socially adjusted through reading? | Yes | No |
| 8. Do your pupils show resourcefulness in using reading to satisfy their reading purposes? | Yes | No |
| 9. Do your pupils grow in their ability to recognize words? | Yes | No |
| 10. Do your pupils grow in their ability to understand the meaning of words? | Yes | No |
| 11. Do your pupils comprehend what is read? | Yes | No |
| 12. Are your pupils able to interpret what is read? | Yes | No |
| 13. Are your pupils able to locate references bearing on a reading problem? | Yes | No |
| 14. Are your pupils afforded reading experiences guided by the teacher compatible with their maturity level? | Yes | No |

CHARACTERISTICS OF A GOOD READING PROGRAM (CONTINUED)

- | | | | |
|-----|--|-----|----|
| 15. | Are your pupils able to organize ideas gathered from different sources? | Yes | No |
| 16. | Do you coordinate your reading activity with child development? | Yes | No |
| 17. | Do you recognize that the child's reading development is associated with his development in language arts? | Yes | No |
| 18. | Do you give adequate basic instruction in reading? | Yes | No |
| 19. | Do you provide for reading in the content field? | Yes | No |
| 20. | Do you provide for reading in the field of literature? | Yes | No |
| 21. | Do you provide for free reading? | Yes | No |
| 22. | Do you make special provisions for remedial reading cases? | Yes | No |
| 23. | Do you evaluate the outcomes of your reading program? | Yes | No |
| 24. | Do you revise your reading program so as to strengthen any weaknesses discovered? | Yes | No |

III METHODS OF TEACHING

A. Do you utilize any of the following methods?:

- | | | |
|---|-----|----|
| 1. Individual study | Yes | No |
| 2. Pupil interest | Yes | No |
| 3. Definite goals | Yes | No |
| 4. Teacher directed and supervised reading | Yes | No |
| 5. Teacher-pupil cooperative planning | Yes | No |
| 6. Pupil activity in real life situations
under teacher guidance | Yes | No |
| 7. Reading discussion periods | Yes | No |
| 8. Gathering of data and research | Yes | No |
| 9. Reporting progress for appraisal | Yes | No |
| 10. Evaluating procedures (testing) | Yes | No |
| 11. Group sharing of results | Yes | No |
| 12. Drill | Yes | No |

IV INSTRUCTIONAL SOURCES

A. Community aspects

- | | | | |
|----|--|-----|----|
| 1. | Do you utilize the community activities in your reading program? | Yes | No |
| 2. | Does the reading activity acquaint the pupil with the resources of your own community? | Yes | No |
| 3. | Does the reading activity give the pupil opportunity to participate cooperatively in community programs? | Yes | No |
| 4. | Does the reading activity utilizing the community relate to a real goal? | Yes | No |

B. Do you use any of the following in your classroom to stimulate learning in reading?: (Edgar Dale's Cone of Experience)

- | | | | |
|-----|-------------------------|-----|----|
| 1. | Verbal symbols | Yes | No |
| 2. | Visual symbols | Yes | No |
| 3. | Still pictures | Yes | No |
| 4. | Motion pictures | Yes | No |
| 5. | Exhibits | Yes | No |
| 6. | Field trips | Yes | No |
| 7. | Demonstrations | Yes | No |
| 8. | Dramatic participation | Yes | No |
| 9. | Contrived participation | Yes | No |
| 10. | Actual experience | Yes | No |

IV INSTRUCTIONAL SOURCES (CONTINUED)C. Reading Resources: The textbook

1. Are the textbooks selected in line with the educational philosophy of the school system? Yes No
2. Do you select your books to suit your goals or purposes? Yes No
3. Do you have unrestricted choice in selecting your textbooks? Yes No
4. Do you use your books as a guide in enriching your reading program? Yes No
5. Do you choose your books on a cooperative basis? Yes No
6. Do you have available in your reading program four or five different sets of textbooks? Yes No
7. Do you have a room library? Yes No
8. Do you have an elementary school library in your building? Yes No
9. Do you subscribe to children's magazines to supplement your reading program? Yes No

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