A READING PROGRAM FOR THE ATLANTIC
JUNIOR HIGH SCHOOL

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by
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A READING PROGRAM FOR THE ATLANTIC
JUNIOR HIGH SCHOOL

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In the schools of the United States today, more than fifty million children and adolescents are being taught by nearly two million teachers in 125,000 schools. At no time in history have so many in this country been educated so well. This has not come about by chance; rather it is the result of a never-ending search for new approaches, a movement spurred onward by a desire for a constant upgrading of the educational system. It is frightening, then, to learn that of the more than 550,000,000 children in the world, some 250,000,000, approximately forty-five per cent, have never been enrolled in any school, public or private. More frightening, perhaps, is the knowledge that this fact can and will have a real impact on the American way of life.

America today is involved in a comprehensive evaluation of its educational effort. Sweeping technological changes in the past three decades have forced upon educators and laymen alike a new awareness of the importance of education at all levels for all people, not only those in the United States but those throughout the world.

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Society today is regarding its schools with a new respect. More is expected from them. A world beset by social ills looks to the schools for a solution to its many problems. Education is essential, not only to the individual citizen but to the nation. In fact, if the world is to survive, rapidly increasing numbers of people must absorb vastly greater quantities of information than ever before. Obviously this will call for profound changes in educational practices which will tax the understanding of all its citizens. That the problem of educating the masses is increasing rather than becoming of lesser importance was pointed out by Jalmquist:

In spite of the fact that there has been during the last ten years an immense expansion of education for children, there has also been an estimated increase yearly of twenty to twenty-five million adult illiterates resulting from a more rapid population growth than educational progress.¹

Rene Maheu, Director-General of UNESCO, in a 1964 report, estimated the number of illiterates in certain African, Asian, and Latin American countries as seventy to ninety per cent of the total population, including, in many cases an almost total illiteracy among the females. As many as ten European countries report a ten to sixty-five per

About fifty per cent of the world's population cannot read at all; an estimated sixty-five per cent falls below the level of functional literacy, considered to be fourth grade reading ability. The struggle against illiteracy is one of the most important, gigantic, and demanding of the world's tasks today.

I. THE PROBLEM

Statement of the problem. In this study the problem was to describe an ideal program for a junior high school on the basis of recommendations of reading authorities; to describe the reading program which was in operation in the junior high school of the Atlantic Community Schools, Atlantic, Iowa; to evaluate the program using criteria formulated from the writings of reading experts; and to propose possible revisions in the program where a need for improvement was indicated.

Purpose of the study. The purpose of this study was (1) to ascertain if accepted teaching principles were being violated in instructional techniques or in the materials.

1Ibid., p. 23.
used; (2) to learn by a thorough study of the philosophies of reading authorities, ways by which the needs of junior high students might better be met in reading classes; (3) to increase teacher knowledge of recent studies and modern trends related to the improvement of reading instruction; (4) to suggest changes which might improve the junior high school reading program in the Atlantic schools.

Scope of the study. This study included a critical analysis of the corrective procedures as well as the developmental structure in the Atlantic Community Schools junior high school reading program, to determine if needed skills were being taught, if necessary teaching aids were in use, and if materials for various levels of instruction were available. Methods of grouping for instruction were probed and techniques for encouraging personal reading and improving reading habits were considered.

Limitations of the study. In the junior high school under analysis, English and spelling instruction were not formally related to the reading classes; therefore, this study concentrated on the reading area rather than on language arts. Included in this study was the reading instruction for approximately two-hundred seventh-grade students and two-hundred eighth-grade students with emphasis on the 1966-67 school year. The seventh-grade students were
enrolled in reading classes for both semesters of the school term; the eighth-grade students for one semester.

The study was limited to reading instruction in the Atlantic Junior High School.

**Justification of the study.** A report of the proceedings of a reading conference listed as recent important developments in reading: the concern with the role of reading in education; reading in the content area; corrective and remedial reading; greater stress on experimental and novel approaches to the teaching of reading; new materials; and the development of criteria for selecting and utilizing new materials. ¹

In addition, in viewing the tremendous technological gains, even the uninitiated become aware that the functionally literate, those who read just well enough to get along, can not cope with the demands placed upon them even in the less highly industrialized nations. While all experts do not agree, it is generally accepted that the functional literacy level will need to be raised to a ninth-grade reading level, and that increasing technological gains in highly industrialized nations, within a decade or two, will require

a reading ability at the level of today's seniors in high school, if instructions are to be efficiently interpreted and blueprints are to be effectively read.

Parents, realizing this, are clamoring for a higher caliber of instruction. The United States, long a world leader in education of the masses, is increasing available funds in heretofore undreamed of amounts, while many other countries are making comparable changes.

In this pattern of events the reading teacher emerges with an even greater responsibility, but with more popular and professional support than ever before. In the minds of the world, good reading ability has an important role in the attempt to achieve cooperation in the world of tomorrow.

Changes in emphasis in the curriculum make it necessary to re-examine the reading program. First, a general, almost overwhelming, stress on science and mathematics demands that schools teach pupils to read these materials with greater attention to detail and comprehension than was exacted in the past. Second, changes in emphasis in the curriculum brought about by the Space Age have resulted in a rapid development of a new vocabulary, which has very quickly into everyday use. Third, a change in emphasis in the curriculum deals with the recognition of the need for development of the experiential background of the junior high school readers in the Space Age. Checking on the
experiential background of class members in relation to the reading material at hand should be a part of every lesson involving the introduction of new concepts.¹

General investigations in the reading area emphasize a need for improved and expanded reading instruction in the secondary schools. Increased emphasis is being placed upon prevention of reading problems and on the provisions for individual problems. Much has been written on the need for varied approaches. Through their journals, organizations such as the National Council of Teachers of English and the International Reading Association are making available up-to-date information to aid in the solution of reading problems, and many volumes containing suggestions for modernizing reading programs have been published.

In the light of this, it appeared wise to determine if the junior high school in this study had investigated the values of the changing emphases and if the reading program was meeting the changing needs. This is a dynamic program which will require year-to-year examination and evaluation as the new trends prove to have great potential, small potential, or no potential at all.

Statement of the procedures. The following procedures were used:

1. Gates Level of Comprehension Test, Form 1 was administered to all reading classes near the beginning of the first semester. Form 2 of this test was administered at the close of the semester to these classes and at the beginning of the second semester to those eighth grade classes beginning reading then. Form 3 was used at the close of the second semester. Results of these tests were compared as one basis for determining student growth in reading comprehension.¹

2. Results of the Iowa Tests of Basic Skills, administered to all students during February of each year, were examined to determine their indication of growth in areas of comprehension and vocabulary.

3. Informal questioning of students was carried out in an attempt to discover the attitudes of students toward various phases of reading instruction including materials and methods used, grouping, and personal reading.

4. Leisure-time reading and personal reading habits of the students were investigated to ascertain the

¹See Appendix.
scope and amount of reading carried on outside the regular periods of reading instruction. This was accomplished through a system of recording the title, author, category, number of pages, and date for each selection read. The records were cumulative for each individual and were easily evaluated by the teacher.

5. Literature, in the form of books, journals, educational bulletins, and magazines was surveyed to provide an awareness of the different opinions and philosophies of authorities in the field of reading.

6. Generally accepted teaching principles were used as criteria for evaluating the various phases of the program.

7. Materials used in the reading program were critically evaluated (1) through consideration of opinions expressed in literature concerning the materials, the basic principles underlying their structure, results of available studies, and suggested advantages and disadvantages in their use, and (2) by careful appraisal of results achieved through the use of these materials in the reading program of the Atlantic Junior High School.

8. Recommendations were made for strengthening the
Atlantic Junior High School reading program in areas of weakness.

II. DEFINITIONS OF TERMS

Junior high school. This includes seventh and eighth grades.

Reading. Reading indicates a class scheduled regularly for forty-five minutes daily, five days a week.

Developmental reading. A term used to describe reading instruction which has as its purpose the reinforcement and improvement of reading skills of all pupils.

Corrective reading. Classes which meet the training needs of pupils who, while not severely retarded, are distinctly handicapped in general or specific reading skills.

Remedial reading. Classes which serve that portion of students whose reading abilities are so low that normal participation in secondary education is virtually impossible.¹

The chapters which follow describe the procedures as they were carried out. The organization of the reading program as it was functioning at the beginning of this

analysis was compared with recommended practices suggested in literature. When authorities were not in agreement, procedures were used which seemed to adapt themselves most readily to this particular school situation.

Teaching principles as stated by Heilman and others were carefully considered. These principles were then equated with methods used in the reading classrooms in an effort to determine if these principles were being violated to the detriment of the social and psychological well-being of the students.

The advantages and disadvantages of various kinds of groups were considered.

In the field of reading instruction, approaches to teaching in the areas of developmental, corrective, and remedial reading were discussed. The importance of evaluation of new materials and trends was considered, and criteria for evaluation were developed.

Since recent studies have revealed that reading for enjoyment is limited to the extent that it is a cause of great concern to educators, suggestions for improving personal reading habits were incorporated.

An effort was made to reveal the increasing importance of reading in the space . . . existence.

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1Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill Books, Inc., 1961), pp. 3-12.
CHAPTER II

REVIEW OF THE LITERATURE

The decade of the sixties in this century has found the world crossing the threshold of the Space Age. In education, decisions have had to be made. Today's acceptable ideas of teacher load, class size, basal text books, instructional materials, rigid schedules, self-contained classrooms, and school design have been subjected to a closer scrutiny. Old, comfortable ideas have been discarded. New ideas, which may be painful and difficult to accept, have been introduced. There is no time to waste, perhaps not always time to consider wisely which ideas are worthy of the new age and which should be judged useless and relegated to the past.

Educators throughout the world are seeing visions and dreaming dreams of the "ideal" school of the future. Agreement is not general; controversies have not been resolved, but more buildings are being built, more educational materials are being produced, and more new approaches are being touted than ever before in educational history, while unprecedented sums of money are being spent to hasten the realization of this ideal.

No one is certain as to what will happen; the only certainty is that the changes will be so sweeping that the
schools of the year 2000 will bear little resemblance to the schools of today in physical plants, curriculum organization, and teaching methods.

In 1959, the National Committee of the NEA Project on Instruction was commissioned as a means of providing guidance for schools in this time of change. The reports of the committee were published under the following titles: *Schools for the Sixties*, *Education in a Changing Society*, *Deciding What to Teach*, and *Planning and Organizing for Teaching*. Trump and Baynham, appointed by the National Association of Secondary School Principals, a department of NEA, published a volume which, along with the Project on Instruction and other current books and articles, provides the reader with a view of the schools of the future as these experts see them.

Acceptance of views of the experts as related to their goals for the schools is not difficult. More difficult is the envisioning of methods for attaining these goals. Since the various facets of the educational system, building facilities, staff, and curriculum and its organization are so interdependent, one change cannot occur without other changes. Ideal classroom organization depends upon physical

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facilities; organization of the curriculum rests upon the staff organization; available materials control the extent to which technology can be utilized; and financial resources are a major consideration in each of the areas.

With this in mind, the writer attempted to determine the best possible methods for utilizing in the most efficient way, facilities and materials now available against a background of recommendations of reading experts.

I. NEW EMPHASES IN READING INSTRUCTION

Grouping

A review of literature reveals that there are many new views on methods of and purposes for grouping. The new look in the schools of the future will reflect these ideas.

Grouping is a complex problem for which almost continuous research for many years has failed to provide a definitive answer. While most agree that varying types of organization for instruction are necessary for an effective reading program, few agree as to how this organization should be accomplished. The socio-economic needs of each child require that he feels that he is a participating member of a group, thus these needs must be considered, as well as specific learning needs, when criteria for placement are reviewed.

In the not-too-distant past, grouping was commonly one of two kinds, either homogeneous or heterogeneous.
Today there is an unprecedented trend toward grouping for varied learning experiences, some of which involve large-group participation, others small-group interaction, and in others, provisions are made for learning activities on an individual basis.

Teachers have come to realize that, while children may be grouped on the basis of IQ, achievement, ability, mental age, interest, or chronological age, reading is such a complex process, that the only truly homogeneous grouping consists of but one child in a group.¹

In the report of the I.B.A Project on Instruction, the committee contended that one of the serious problems facing our schools today is the danger of anonymity of students who somehow get lost in the organizational machinery. They insisted that special classes should be formed for the slow, the gifted, and the culturally disadvantaged. The committee maintained that grouping by achievement or by ability does little to reduce the overall range of pupil variability, therefore that method of grouping was not recommended, though the suggestion was made that grouping and regrouping by achievement is sometimes useful, especially at a secondary level.²


The writer accepts the latter statement. The reading range of ability in the seventh and eighth grades may extend from a third-grade level through a twelfth-grade level, a span of nine grades. By grouping on the basis of general achievement among six groups in each grade, the span can be reduced to four grades or less within a group. This materially lessens the problem of providing materials suited to the group.

Another emphasis in grouping which has emerged and which enjoys widespread agreement among authorities is that grouping must be flexible. Constant evaluation should be an integral part of the reading program. When a child is no longer in the same skill level as his group, he should be moved to another group.

Since no single measure provides an adequate basis for grouping, sub-groups of various sizes and composition, which ensure the involvement of each individual in the different learning tasks, will emerge. These groups will change from time to time as the purposes of the groups are varied. Groups may be formed to solve a particular problem or to receive needed assistance. Occasionally, groups may be formed upon the basis of talent independence. Those who are able, will work in groups without supervision, while the less independent groups are provided needed assistance. Two or three students may be grouped in a one-to-one relationship with
one helping the other.

Other types of groups mentioned in the literature include the friendship group, formed solely by choice of its members, or the common interest group, which often evolves in the unit or project method of instruction or in the discussion of personal reading.

Chase suggested that learning will be enhanced by creating the kind of classroom environment that permits student selection among many alternatives rather than arbitrary assignments.  

Strang commended on some of the methods of grouping, as indicated in the paragraphs that follow.

Heterogeneous grouping. This method is recommended for use when it is desirable to give instruction to the entire class. The reading selection chosen is one which can be read by all members of the class with some degree of satisfaction. The teacher, aware of the variance in the amounts and kinds of learning among class members, adapts questioning to the individuals. For the slow learners, there should be simple, factual questions; for the average, questions requiring inference; and for the most capable,

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questions which answers demand critical thinking and the
drawing of conclusions. The students should be encouraged
to interpret the selection on different levels, and the
teacher, familiar with the unique background of each student,
uses this knowledge to draw out information to enrich the
discussion. The slower students absorb a wider range of
interpretation by listening to the abler students.

**Horizontal or ability grouping.** This form of grouping on a given grade level is usually based on reading
ability, and makes it possible to use a narrower range of
materials for the group. It requires a knowledge of the
reading proficiency of students and familiarity with books
on several levels of difficulty. Horizontal grouping encom-
passes the entire group, while ability grouping is carried
on within the class. The disadvantages of this form of
grouping are that it sacrifices the opportunity for the less
able to learn from the more able and that it does not always
sufficiently individualize.

**Vertical grouping.** The vertical grouping method cuts
across several age levels to reduce the range of individual
differences.

**Multiple-unit classroom design.** The term multiple-
unit classroom design, used by Strang, is applied to the
plan of grouping within the class on the basis of reading ability, reading difficulty or needs, interests, projects, or friendships. This was discussed in the topic concerned with general grouping.

Team learning: Team learning is the method where two or more students read and discuss a selection together or give each other practice in overcoming a difficulty.¹

II. INDIVIDUALIZING INSTRUCTION

Chase has given the reminder that "individual differences" has been used as a term for many years. Seemingly, it has been accepted wholeheartedly, but the effects are disappointing. Mostly they emerge as ways of cutting down the range without tailoring the approaches to the needs of the individuals within the group.² Today the trend is from lip service to a reality. New materials have appeared on the market and new techniques have been recommended. This striking emphasis will not be denied.


The ideal balance exists in the classroom when each person is able to participate effectively in such learning experiences as will promote his fullest development as an individual. Yet few schools are organized so that each may participate. The shy child does not speak; the less inhibited joins energetically; and the aggressive demands more than his share of the time. Individual differences appear, but little is done to cope with them.¹

The public schools serve over forty million individuals, each with his own pattern of potentialities and problems. For all these children the school must provide programs of study which will both enable them to develop their unique abilities and challenge them to do so. The educational needs of all cannot be met by a single unique program. Equal opportunity does not mean identical opportunity; rather it means that the curriculum must be differentiated for human variations if all pupils are to have equal opportunity.²

Following are brief descriptions of a few possibilities for individualizing instruction in reading.

Learning laboratories. In this situation, the student learns by himself with the aid of multi-level materials, programmed materials, or other kinds of guided, independent study. Multi-level materials must provide a range as wide as the reading ability of the members of a class. The laboratories include materials which give practice in specific reading skills and provide the satisfaction of seeing these skills develop. This independent work, supplemented by free reading, writing, and discussion, provides a balanced program.1

Problem-solving or project method. When using this plan the teacher and pupils plan a project or unit which revolves around a topic of interest to them. Together they outline the main aspects of the plan. Each student chooses a phase which appeals most to him. Books and articles on levels of difficulty corresponding to the range of reading ability are collected. Pupils and groups, guided to select materials at their reading level, read and report their findings to the class.

The problem-solving method requires an excellent library and a teacher with energy, initiative, and imagination.

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Much of the value of its use is in the teacher-pupil planning and in capitalizing upon the individual interests of the students.

**Individualized reading.** In individualized reading, each student chooses a book and reads it independently. More attention is presently being focused upon the merits and hazards of individualized reading than upon most of the other methods being currently considered. Certain evaluated the program quite completely. He listed the following advantages:

1. Children read more books.
2. The child's interests are considered.
3. The teacher provides the skills program exactly fitted to individual needs.
4. The plan works equally well with a large or small class or with a slow or able student.
5. Children and parents like the arrangement.¹

Sartain saw the dangers to be these: (1) a lack of preparation in vocabulary and concepts that are needed before reading a selection, (2) a failure to provide a systematic and complete program of skills in the time available for each individual and a lack of planned review of skills taught, (3) the difficulty in identifying the individual needs of children during the infrequent, short conferences,

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(4) a minimum opportunity for group interaction necessary for developing critical thinking and literary appreciation, (5) slow learning pupils who do not work well independently become restless and waste time, (6) the teaching of skills independently rather than in groups is inefficient use of teacher time, and (7) difficulty in providing individual conferences for all the children.

Sartain complained of a lack of carefully planned studies related to individualized reading; he added that tentative conclusions indicated that some teachers, especially the more enthusiastic and experienced, could teach individualized reading successfully; that many children, especially the more capable ones, made adequate progress; that individualized reading was not satisfactory for students who were not able to work independently.

On the positive side, Sartain mentioned the great motivational value of the personal conference between student and teacher, the greater number of books read, although the additional reading did not result necessarily in a proportionately greater attainment of skills.¹

Strum believed that individualized reading was valuable in providing experience which accustomed the student to choosing and reading a wide variety of books and to-
which hopefully, would establish a lifetime friendship with books. She suggested that the sensible approach was to combine the strengths of an excellent basic program and individualized reading experiences shared with teacher and other pupils. This requires many books written at many levels to supplement the basal texts.¹

Personalized reading. Darbe described a personalized reading program as an organizational pattern which gives the teacher license to use those techniques and materials which are needed at any particular time. It differs from individualized reading in flexibility. Basal readers may be used for the specific purpose of teaching a particular skill, but definite materials are not assigned for long periods of time. Attention is given to sequential development of skills, both in small groups and in total class organization. The conference technique is used without forfeiting the values of grouping for teaching skills. Children are taught by use of interesting materials at their own level of achievement by techniques most suited to the individual. All children are not required to spend equal time on the skills, and the teacher may change methods, substitute techniques, or shift goals if progress is not satisfactory.

A record is kept noting the materials used by each.

¹ibid., p. 82.
child and the skills learned individually or in group action.

Many of the problems listed after evaluation of individualized reading are also applicable to personalized reading.

Broadened reading program. Frazier described a program which he preferred to individualized reading. He did not accept the emphasis on the importance of the reader's choice of materials. He believed that it was more important to find satisfying experiences related to the reader's interests, goals, and abilities by incorporating into the program such items as records, tape recordings, and films, as well as a variety of reading materials. He agreed with Zinsser on the use of basal texts for short periods of time and on the use of groups for instruction of skills. He called his plan the broadened reading program.

Frazier cautioned teachers against undue concern if all materials were not used by each child, and if all books that were read were not listed in the records by title and author and with appropriate comments.

Frazier suggested puppet shows, models, diaramas, and dramatization as proper ways of sharing reading experiences with members of the class, and he concluded that there should be a new insight and a renewed emphasis on the function of
reading, not a focus on reading as a part of a reading lesson.

**Pupil-teacher individualized reading.** The principle of older children aiding younger ones, once used in the one-room school, was described for use in individualizing instruction in reading. This teacher-directed plan matched seventh-grade pupils with second- and third-grade pupils for the purpose of encouraging the older children to read at their level of ability without embarrassment. The seventh-grade pupils "helped" the younger ones and were highly motivated to have the material mastered before meeting their charges.

This principle was further utilized when older children were given an assignment to write creative, original stories using primary language. The stories, typed on a primary typewriter, were used as reading material for the second- and third-grade pupils. Several sessions were held weekly, and every pupil involved showed improvement in reading.

In addition to those mentioned above, there are many

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methods for individualizing instruction and many materials are available. No one method or material is right for any group, but through the use of many methods and many materials something can be found that is suited to every individual in the class.

III. INNOVATIONS IN READING INSTRUCTION

The title of this topic is arbitrary. Several of the innovations could have been included as methods or materials for individualizing reading instruction. Some have become trends. All are being carefully watched by educators, and their success or failure will be determined by their value when put to use in the classroom.

Almost reminded the reader that reading is an ever-continuous process of searching, experimentation, exploration, re-evaluation, and revision. Today there appears to be not only an opportunity but a demand for change, in the form of vast quantities and kinds of teaching materials and methods, each with its own claim of superiority, each a long-awaited "breakthrough."

Almost cautioned that change, by itself, may not necessarily be equivalent to progress. He feared that many of the practices of to-day, supported by research results, may be discarded in favor of others not thoroughly evaluated by experiment; that educators may succeed or to-die are
attractive labels as "the newest approach to reading," "the modern, scientific way of teaching reading," and so forth.¹

Since each innovation in reading instruction has published reports of research showing dramatic results, and since each claims superiority, educators face the task of careful evaluation.

Following are some suggestions offered by McDonald for evaluation of new materials and methods: (1) A careful delineation of instructional objectives in operational form should be made. These should include how the objectives are to be measured and what the evidence of learning should be. (2) Outline the specifications of the limitations of the system of instruction. What type of students is it designed to teach? What learning problems will be unaffected? What assumptions are made concerning the student backgrounds? What, if any, special learning must a teacher have to use the system? (3) There should be evidence that the new program can be applied in daily teaching situations. Determination should be made as to whether other teaching materials or procedures are required for its success. (4) More than one kind of measurement should be used in assessing the performance of new materials. (5) Finally, it must be

demonstrated that its effects are stronger, last longer, and are qualitatively different from those produced by biasing forces.

In the process of appraisal, consideration should be given to the possibility that indicated successes were influenced by recognized biases, the awareness of students that they were participating in a significant departure from their normal routine, the effect which accompanies the use of novel materials, special equipment, and secret methods, and the desire of the subjects to do what the experimenter wished them to do. ¹

Certainly a number of these innovations will prove to be helpful and worthwhile; a few may produce dramatic results, but in order to avoid the pitfalls of the superlatives used in advertising, teachers and administrators must adopt a critical attitude and avoid hasty decisions in the selection of new materials.

Programmed Instruction

Programmed instruction, developed originally for use with teaching machines, is now available in textbook form, and it is in this form that it has developed a widespread

usage. Program is defined as "a type of materials developed for a very definite teaching purpose," and two quite unrelated and dissimilar plans are labeled "programmed instruction," the linear type and the intrinsic type.

The following is a discussion of the linear programs which are much more widely used, probably due to the relative ease in construction of materials. In this form, the correct response is given following each exercise, thus the student is immediately aware of the correctness or incorrectness of his answer.

Summers listed the following general principles as those underlying linear programmed instruction:

1. Subject matter is broken down into small units or steps.
2. Each step requires some active response.
3. After each response the student is told the correctness of the answer, plus receiving feedback and reinforcement in learning. (a) Instruction is arranged in careful sequences following a predetermined series of learning steps. (5) The student is gradually led toward the goal through constant reward for behavior performed.
4. The objectives of the program are very specific and carefully worked out in advance of the construction of the program. (7) A record is available for analysis of student responses. (6) The student works at his own rate of learning and is independent of others in the same classroom.

Programmed instruction, according to Vanfraalen, was born in an animal laboratory. The basic learning premise is

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the immediate reinforcement of a correct response to a stimulus situation, as an animal can be taught to give a certain desired response if he is rewarded by food for doing so.

This plan requires that there be few or no errors, so the programs are constructed sequentially in very small steps. Assistance is provided, then withdrawn when no longer needed. Many related, relevant questions lead the student to an understanding of the subject.

This method attempts to build good teaching techniques into truly self-instructional materials, and to the teacher falls the task of choosing the right program for the right child at the right time.1

Programmed instruction in the linear form is the subject of much criticism. In current professional journals and in conference reports it is nearly impossible to find an article which reflects a great amount of enthusiasm for it in its present form.

I桡aski rather harshly asserted that materials on the market at the present time do not teach and have little

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instructional value, 1 while Weintraub suggested that the goal of learning in education is not well served by asking the learner to work for a questionable value, that of finding one, or at most a few, right answers. He challenged the claim of proponents that linear programming is useful for individualizing instruction, as has been claimed. He stated that, in his opinion, the only respect in which it could qualify is in the rate of progress through the program, since every student receives exactly the same materials and uses exactly the same methods, and supposedly emerges with the same knowledge and understanding at the end of the program.

Weintraub and Feldhusan expressed doubts concerning the effectiveness of reinforcement through repetition of certain responses. Weintraub did not agree that getting a right answer serves for a human the same function as rewarding with food the perfect performance of an animal. 2

Feldhusan reported that research appeared to provide evidence to support these doubts and to refute the premise that the steps must be small, that the error rate must be low, or even

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2. Weintraub, op. cit.
that there must be a sequence to the program.¹

Such research underlines the belief that more investigation on linear programing should be undertaken.

Most experts agreed that programmed materials in their present form and state of development are not the cure-all that enthusiastic advocates forecast; nor are they dangerous, as their opponents warn. The consensus appears to encourage teachers and administrators to maintain an open mind, alert to the possibility that the future might bring fantastic changes. They cited as an example the fact that, though it was deemed impossible a short time ago, there are now beginnings of programs in creative thinking. Fry suggested that the commercial programs appear to be best suited for practice in the more mechanical skills of reading; for extra practice, and as supplementary exercises to the regular classroom instruction,² and Weintraub noted benefits in using the materials with the shy, fearful, retiring child, regardless of intelligence, for whom inanimate objects did not pose so much a problem, or for children who constantly demanded the attention of the teacher or the peer group. He noted also


that vocabulary improvements are numerous and that results from these are almost certain to be positive.\(^1\)

Caution in adopting linear programs was advised. If a teacher or administrator feels that a certain program meets the needs for the numbers and kinds of students to be involved, and that stated objectives can be realized through the use of the program, the materials should still be pre-tested in the school before purchase is made. No one program will meet the instructional demands of teaching reading to all members of one class, much less throughout the entire school.\(^2\)

The intrinsic program is not so extensively used as the linear, but it appears to hold more promise. Even though it, also, is labeled programed instruction, it bears little resemblance to linear, and it is based upon a completely different philosophy. Intrinsic programing often appears in a "scrambled book" format, which Crowder, the main developer of the program describes as follows:

The student's choice of an answer to a multiple-choice question can be used automatically to direct him to new material; the student who chooses one alternative can automatically be directed to different material than that to which a student choosing a different alternative is directed. The student is presented some material and responds to a multiple-choice question testing the point of what he has just read or heard. On the basis of his answer, he is sent to the next bit

\(^1\)Weintraub, op. cit., p. 68.  \(^2\)Try, op. cit.
of material. If his answer is correct, the material will be new; if his answer is wrong, he will be sent through a remedial loop to correct his particular incorrect impression or concept.¹

This technique is principally diagnostic and the need for devising a remedial loop makes the material difficult to produce. The remedial loop is devised in such a way that an incorrect response leads the child to a new presentation of the same learning, and this continues until the correct learning has been achieved.

Crowder advanced what appears to be a valid case for the superiority of intrinsic over linear programming. He explained that the basis of his technique is immediate diagnosis, utilized promptly by furnishing remedial materials to correct errors.

Intrinsic programs adapt to the individual needs by providing varied amounts and kinds of material determined by the performance of the student and it allows students to deal with the highest level of abstraction of which they are capable, while linear programs must be geared to the ability of the lowest achieving student in the group.²

Time and ability to produce materials will determine the possibilities for this technique.

²Ibid.
Mechanical Devices

Administrators and teachers sometimes become excited about the various mechanical devices which are available for teaching. Occasionally, these devices are substituted for a sound, all-school reading program, and this is unfortunate. There are some advantages in using mechanical devices along with other materials, but if the budget is limited, available money is better spent on reading materials.

Strang and Bracken mentioned some devices used for increasing reading speed. Included are the reading rate controller, SRA reading accelerator, reading facer, ANR ratometer, and the Shadowscope. The original premise that the value of these devices was in increased perception span is no longer held to be valid. The problem is not perception but a need to increase the attention and thinking span. Students having good vocabularies, satisfactory comprehension, and no serious educational or emotional problems, who wish to speed up slow reading habits, may be helped by a mechanical stimulus. Materials selected for use with these machines should be relatively easy, since speeded reading is not appropriate for unfamiliar material, poetry, drama, or selections that invite deliberation.

Mechanical devices should be used cautiously. Although many persons improve their rate of comprehension, at least for the time being, a few decrease in rate and comprehension
because they become so aware of the process that they cannot concentrate. Practice of this kind, used in small doses as a part of a well-balanced, individualized program, may be helpful in several ways. First, they center the reader's attention, and progress in reading usually follows improved concentration. Second, they may increase the speed of association between seeing and comprehension, between the eye and the brain. Third, they represent a different approach and are in no way associated with previous failures in reading. ¹

Independent Study

Much recent literature has recommended that provisions for increased independent study be made available to the students. Educators believe that young adolescents desire independence in studying, that they want to see the results of what they are doing, that they want concrete evidence of progress, and that they prefer to compete with themselves rather than with their classmates. These factors contribute to the potential success of the independent study plan.

In many schools today, no more is demanded of the student than memorization and recitation of facts. In the future there will be more opportunities for individuals to

¹ Ruth Strang and Dorothy Kendall Bracken, Making Better Readers (Boston: D. C. Heath and Company, 1957),
study inside school and out, during school hours and after. This will encourage students to practice the behavior that educators have stressed, the importance of inquiry.¹

Royer described a plan used in a junior high school after evaluation of the reading program demonstrated that reading skills were not being applied to content areas and that skills taught in isolation remained in isolation. A program called the Independent Study Plan, having as its objective the teaching of reading by the problem-solving method, was organized. The method, which provided for a teacher to teach, direct, and guide the students in solving problems independently, encouraged pupils to utilize the best skills, methods, resources, and references available. When the student encountered difficulties, the teacher went to his aid and taught the needed skill. If a student could not overcome the difficulty, he was referred to a tutor. After he mastered the skill, he returned to the original problem.²

The independent study plan enabled the student to use all resources, including film, film strips, tapes, records.


or any other appropriate materials. The plan required that libraries and laboratories be kept open before and after school and during times when classes are not in regular session, so that the students may have their use for directed experiments.

Future trends indicate that students will undertake special projects selected by themselves or suggested by teachers for the purpose of clarifying, enriching, or adding to the subject matter presented in large classes and explored by discussion in small classes.

Students will spend more hours during a week on homework than they do now. Time spent in individual study will vary with the age of the student, the stage of the program, and the type of the project. Though there will be variations, generally speaking, forty per cent of the student's schedule will be spent in independent study.¹

Resource Centers or Learning Centers

Independent study will work well with, and perhaps require, a resource center or a learning center. In the future, the library will become the major resource and the center for learning activities. Resource materials will include books, microfilms, charts, records, film strips,

and video tapes to whet the learner's appetite. Special
rooms, individual booths, and laboratories will be available
for viewing and listening. Near the library will be indi-
vidual student cubicles for use in private reading, writing,
or thinking, with a place to keep materials so they need not
be reassembled each time. Technological aids, automated
learning devices, and other help as yet not invented, will
encourage the inquiring mind. Teachers will suggest and
guide rather than assign.¹

In addition to the learning centers in each school or
school system, resource centers, from which the school can
draw materials, will be established in various areas. Such
centers, according to those reporting on the Project on
Instruction, will be staffed with specialists whose duties
would include assisting the teachers within the area.²

¹ Technological Developments for the Schools

The plans for learning centers and for resource
centers lead quite naturally into another area from which
may evolve the most sweeping changes of all, technologi-
dical devices, principally, the electric computer and educational

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¹ Ibid., p. 125.
² National Education Association, Schools for the
Educational television. Educational television is growing rapidly and has established itself as a basic part of education, although its full potential as a teaching method is far from being realized.

It has been estimated that three million students in about 7,500 schools throughout the United States are now receiving a part of their daily instruction through television, and that many others are receiving programs, not as a part of their regular curriculum, but for enrichment. By 1970, it has been estimated, ninety per cent of all public schools will be involved in television instruction. Through TV, many of the nation's best teachers might be made available to thousands of students. Priceless collections and artifacts might be viewed, and literary figures, quite unattainable for face-to-face presentation might discuss their works for many students.¹

Electronic computer. Technology presents this automated device as one which is only beginning to project possibilities, and which already stagger the imagination of educators. Barnoff stated that 250,000,000 pages of scientific information are produced annually, a tide of knowledge

that overwhelms the human capability of dealing with it. Man must turn to machines.

Some of the greatest resulting changes will be in education. The educational experiences of a student will be computer analyzed from kindergarten through the university. A concept of personal tutoring will replace the concept of mass education. Computer-based teaching machines will instruct students at a rate best suited to them, using materials at their level of ability. Contrary to the apprehensions of many, the computer may individualize instruction rather than depersonalize it. The computer will offer the student a sequence tailored to his individual needs and will differ from the non-computerized teaching machines in responsiveness to different learning problems as they occur or as they have been anticipated on the basis of previous experience with the student. They will make it possible for researchers to discover things about the students as they learn, and the more the machines are used the better tools they become because the computer will store and analyze all the learning data collected while the students study with the machine.

Various devices will be used. Some being tried are the television-like screen, a light pen, a typewriter keyboard, earphones, or a microphone, whichever is best suited to the task at hand. Notecards, words, drawings, tables
and equations will be lighted on the television tube. Micro-
filmed pages can be enlarged and displayed. *question-and-
answer drills can be engaged in. Many students working
independently in different locations can use a single com-
puter simultaneously.¹

Possibilities seem to be unlimited. Additional and
better ways of communicating information will undoubtedly
continue to appear, and many will offer clues to the shape
and character of tomorrow's schools.

Team Teaching

Team teaching will receive a greater emphasis as a
method of economizing in teacher resources and in the use of
the newer ideas of grouping for instruction.

Team teaching in reading has been slow to develop
because small groups were believed to be the best and because
reading apparently suffers as class size increases and the
teacher becomes more removed from class relationship. How-
ever, a teacher team can be used in reading. Carlin des-
cribes such a venture.

Certain reading experiences are most efficiently
effectively taught in small groups. Included are oral reading, vocabu-
larv development, word recognition drills, and acquisition

¹David Jarnoff, "To Life Attended"; Patrick Suppes,
of skills in word attack. Motivational activities and curriculm experiences can be carried on in large groups. Examples of such activities are oral reading, dramatization, the introduction of a new skill, the reading of a selection by the teacher, or the viewing of films or slides, and the listening to recordings.

All of the teacher team are involved in planning and developing the lessons. They may work together to collect available materials; one may consult with the librarian, who should always be a specialist member of the team. Another may acquire the assistance of resource personnel for the entire group. Members of the team should assign themselves functions and responsibilities. While one member of the team is working with the large group, others would be free to confer in small groups with those having special difficulties.

The advantages of team teaching are that pupils become accustomed to different styles of teaching; the quality of education will not depend upon the competence of a single teacher; two or more teachers can confer about the progress of an individual student; one teacher may reach some students that another teacher cannot; more teaching time can be spent on planning; and the specific talents of
particular teachers can be utilized for all the pupils.\textsuperscript{1}

IV. A DEVELOPMENTAL READING PROGRAM

Jewett gave an adequate definition of developmental reading when he said:

A developmental reading program is a sequential program of instruction which reinforces and extends those desirable reading skills and appreciations acquired in previous years and develops new skills and appreciations as they are needed to comprehend and enjoy advanced and complex forms of written communication.\textsuperscript{2}

The adequacy rests upon the emphasis on continued instruction in basic skills, the sequential nature of the of the instruction, and the development of new high-level skills as they are needed.

**What It Should Teach**

In writing about the Purdue Reading Program, Schmidt listed the important goals for reading for the junior high and senior high schools.

1. Improve physical skills; wider span, improve rhythm, reduce regressions. 2. Teach flexibility; adapt to need be required. 3. Show that there are a variety of "comprehensions" in reading matter.

4. Develop judgment, critical analysis, understanding,

\textsuperscript{1}Philip M. Carlin, "Teaching Teams in Reading," Controversial Issues in Reading and Ironizing Solutions, Proceedings of the Annual Conference on Reading (Chicago: University of Chicago, 1961), p. 71.

decision-making, and improvement of taste. 5. Increase vocabulary. 6. Show that increased reading efficiency is useful in almost all aspects of living. 7. Help develop a liking for reading, and thus expand the student's reading horizons. 8. Help make reading a profitable pleasure. 9. Develop the student's confidence.

Teaching the skills. While the majority of junior high students do not experience difficulty in the mechanical aspects of reading, there are those who do need to improve skills. An evaluation must be made to detect the needs and then provision must be made for necessary practice, however elementary it might be.

Spache has stressed the need for direct instruction of skills. He stated that such outcomes as appreciation, critical reading, or extensive reading do not appear as by-products of general training.2 This would appear to be an argument for use of some sort of materials by which skills would be presented in a sequence. Basal readers furnish helpful guidance and ease the burden of searching for materials and organizing, and they eliminate the possibility of failing to include a necessary skill. This does

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1Bernard Schmidt, "Evolution of the Purdue Reading Program," The Philosophical and Sociological Aspects of Reading, The Fourteenth Yearbook of the National Reading Conference (Milwaukee: The National Reading Conference, Inc., 1965), pp. 159-60.

not demand that all children study all the skills or that they must be taught in the same sequence for all, but a simple check list should be devised to insure that essential skills are not neglected.

**Reading flexibility.** Development of flexibility in reading is important for satisfactory achievement in all subject matter areas in the secondary school. Smith gave this definition.

Flexibility in reading is defined as the adjustment of rate and approach or the ability to "shift gears" in harmony with one's purpose, the difficulty of the material, and one's background or knowledge of the subject matter.1

Strange and Bracken listed four reading rates which the reader should use, depending upon his goal in reading:

1. **Skimming,** the fastest rate, is used to locate information for a specific answer; to find the main idea, or to find out what happened next; to survey or get an overview and formulate questions the selection can answer.  

2. **Skipped reading** is fast reading for certain details or main ideas using more difficult material than in skimming.

3. **Study reading** is reading slowly for the purpose of

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maximum understanding; to raise questions; to read; to review; to recite. Material used includes technical articles, textbooks, or any material which is read in detail to present to others. (4) Careful and reflective reading is the slowest rate. The purpose involved is to follow directions; to reflect on content; to evaluate; to enjoy; to read aloud to share an esthetic experience. Materials for reflective reading are works which contain great thoughts, some reports of current events, the editorial page of a newspaper, poetry, drama, descriptive material, or anything read orally.¹

Flexible reading then implies versatility in rate and in approach to materials.

How can students be instructed for reading flexibility? First, students should be taught how to read for many purposes. There should be many opportunities to distinguish important from unimportant details, to identify stated and implied main ideas, to gain sensory impressions, to anticipate outcomes or ideas, to make generalizations, and to draw conclusions. Teachers should help pupils establish purposes most appropriate to each assignment.

Second, students should be taught early how to set their own purposes for reading. Instruction in this skill

should continue through high school and college. Third, teachers should ask a wide variety of questions requiring different kinds of responses in harmony with the purpose, questions both before and after reading. Fourth, materials and activities should be abundant and diversified. One textbook is not sufficient. Students need to recognize that some materials are more difficult and penetrating than others. Fifth, the ultimate aim of flexible reading instruction is self-direction and the independence of the reader, to develop his ability to adopt an approach to a selection and then to test himself as to whether the rate is appropriate for the goal. The reader should be aware that the technique used for assignments is different from that used for leisure time reading.¹

Levels of comprehension. The complexities of modern society emphasize the need for greater depth in reading. Some persons living today can recall when reading was the ability to call out words from the printed page with little or no concern for the meaning. This period was followed by a few decades of extreme concern for understanding exactly

what was on the printed page. The decade of the sixties is demanding a new sophistication in reading. Figurative language, inference, interpretive reading, critical reading, evaluation, and personal judgment have become common words in measuring reading ability by the modern definition.

Eila Banton Smith listed the three highest levels of reading for meaning as (1) literal comprehension, (2) interpretation, and (3) critical reading.

Literal comprehension is the process of getting obvious, direct meanings from symbols as they appear on the printed page. Literal comprehension is checked by the use of questions which require simple recall of fact and reproduction of statements that appear in the material, and while it has some value in reading factual material, this kind of reading does little to help in increasing ability to gather the types of meaning needed to enrich the lives of the students.

Interpretive reading requires the skills developed in literal comprehension and includes also skills for getting deeper meaning, drawing inferences, making generalizations, reasoning cause and effect, speculating on what happened between events, anticipating what will happen next, dictating the significance of a statement, passage, or selection, making comparisons, identifying the purpose of the writer and motives of the characters, associating personal
experiences with reading content, forming sensory images, and experiencing emotional reactions.¹

Critical reading, according to Smith, includes those skills necessary for the highest level of reading. The reader evaluates, that is, he passes judgment on the quality, value, accuracy, and truthfulness of what he has read. This skill presupposes an attitude of inquiry, a desire to seek the truth, and a will to seek further, if necessary.²

Discussion is one of the most effective ways to increase the ability to get a deeper meaning from reading. The teacher should not take an active part in the discussion, but she should guide the exchange by occasional questions to stimulate cause-and-effect reasoning and to point up the necessity for filling in "between the lines" details, and to encourage the use of other skills mentioned above.³

In today's societal pattern, there is an urgent need for evaluation. So-called truths must be challenged; bias and authenticity must be weighed. Each individual must decide what is acceptable to him in light of his personal experiences and knowledge. Thinking is influenced in diverse ways; propaganda is everywhere. One must learn to judge for oneself.

² Ibid., p. 263
³ Ibid., p. 266.
It is not easy to formulate a lesson plan for teaching critical reading. Rather, a teacher must be constantly alert to seize each opportunity furnished by her students, often in a discussion of reading content. The teacher must commend good thinking, stimulate a desire for further knowledge, and guide the group and the individual to embrace an attitude of critical thinking.

**Increasing vocabulary.** There is an obvious relationship between critical reading and vocabulary dexterity, so few teachers are willing to leave vocabulary development to chance, but little help can be gained from the reading authorities, since there is little agreement among them as to the best methods for increasing vocabulary.

Earley suggested that words selected for drill from the vocabulary list for a specific reading selection should include only those which students may reasonably be expected to use in speaking or writing. Then the teacher should provide many encounters in carefully constructed exercises before expecting the words to appear in the students' written work or spoken vocabulary.¹

Spache discussed the results of several studies on

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vocabulary development. He quoted Miller as doubting the value of extensive reading as a means of increasing word knowledge, since she did not believe that reading vocabulary transfers readily to active vocabulary. Conversely, Harris cited Thorndike as having

... recommended providing students with a wide variety of interesting books that are easy enough so that the new ideas can be learned from the context, as the best solution to the problem of vocabulary.

Deighton expressed strong doubts as to the effectiveness of teaching vocabulary through structural characteristics, such as roots and affixes. He gave as his reason the multiple meanings and changes from the original. He suggested using words with invariant meanings, English base words, words with common elements as base words and derivatives, words with similar affixes, synonyms, antonyms, contrasting words, derivations to a limited degree, and figures of speech.

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3 Lee C. Deighton, "Vocabulary Development in the Classroom" (New York: Bureau of Publication, Teachers College, Columbia University, 1959).
Others recommend the use of structural approach with common Latin prefixes and base words as a reliable method for increasing vocabulary. Most agree, however, that word lists out of context have little value and that direct methods of vocabulary study produce results superior to the incidental approach.

Gray listed practices which he believed to be effective in vocabulary development, offered here by Denny in a modified form:

(1) Reading vocabulary becomes permanent vocabulary only if it is transferred to writing, speaking, and thinking vocabularies. (2) Teachers should constantly direct students' attention to words, to the appropriateness of the author's choice of words, to the accuracy of meaning, to the power of words in appealing to the various senses. Poetic imagery seems especially well suited for this purpose. (3) Teachers should offer two choices when a word is required, so students may practice selecting the exact word. Teachers can also call for student to generate alternative words during class discussion. (4) Reading material must contain unknown words to afford practice in extending word meaning.

Encouraged conversation with students should be contrived to extend and stretch students' vocabularies. (5) Students should be encouraged to build their own lists of technical, image-evoking, and personally favored words. (6) Students should learn the meanings and pronunciation of words used on the radio, in motion pictures, and on television.

In a report of the Center for Programmed Instruction,

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it was stated that research indicated that vocabulary was the most significant predictor of reading speed and comprehension, and with this in mind, the emphasis of the reading improvement Project of the Center has been toward the development of programmed units for teaching basic vocabulary in the junior high school subject matter areas. Supervisors at the Center believed that programmed instruction has great possibilities for motivating learning in vocabulary.¹

The importance of vocabulary is further emphasized by Figurel in his study of the vocabulary of underprivileged children. He compared their vocabulary with the controlled vocabulary for the middle grades and concluded that the underprivileged children could not be expected to read the textbooks in use in these grades because few of the words in the texts were known to them.²

A change in direction is indicated if the real of improved vocabulary is to be realized. There appears to be a critical need for reliable research to ascertain what methods of instruction will produce the greatest results.


Reading for Pleasure

Another of the goals for the developmental reading program is to foster an interest in voluntary reading outside the framework of the reading class. This interest, which has its beginnings in the early elementary grades, should be nurtured to ensure growth which will extend beyond the walls of the school and throughout adulthood.

The need for educating the young people of America has come into a sharper focus, and many are disturbed by the lack of desirable reading habits. Fears have been expressed that movies, radio, and television have absorbed their leisure time and that reading for enjoyment has become of lesser importance.

To substantiate these allegations, Harlin reported on the results of Poll Number 39, sponsored by Scholastic magazines and administered by the Institute of Student Opinion during February and March, 1959.

In this poll, 10,149 students consisting of 5,775 boys and 4,374 girls in grades seven through twelve were sampled. They included those from 145 schools of all sizes in all parts of the country and showed that on a given day twenty-two per cent of the students had spent no time reading a newspaper, fifty-four per cent were not currently reading a book not connected with school work. From the same survey it was learned that seven out of one-hundred per cent of the high school students owned no books of their own, eight per cent lived in homes where no one owned a book, ten per cent did not see a newsreel regularly, and seventeen per cent neither
It may be generalized that many secondary school students show little interest in reading for pleasure. This will be reflected in their reading habits as adults; thus, if this country is to become a nation of readers, something must be done to establish desirable reading habits in the youth of America.

One objective of the reading program is to get the child to read for enjoyment, for knowledge, and for mental growth. To promote this, Spache listed five essentials:

1. Allowing class time for free reading,
2. supplying many books, particularly inexpensive editions for student purchase,
3. relating free reading to student interests,
4. using individual reading lists worked out by pupils and teacher,
5. using "direct teaching" in comparing good and poor literature.

In addition to provision of time for reading, Jackson felt that adequate space was important. He saw in the growing popularity of individual study stalls a method for providing space for the voluntary reading activity.

There are few opportunities for pupils to withdraw

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from the activity and pressures of the typical school day. Reading is a quiet business, a solitary activity. There is a need to offer some point of repose, some time and space to think, said Jenkinson.¹

If a child is to have a choice in selection of his reading materials, there must be many books to choose from, easy books for the slow reader, more advanced books for the better, baseball books, fairy tales, biographies, books about jet planes and outer space, about the moon and deep sea diving. There must be fiction and non fiction, poetry and prose, and for proper selection from among all these, children will require guidance.

Accessibility is another very influential factor in stimulating children to read. If a display table or reading nook is at all possible in the classroom, it is beneficial. On the table there should be a variety of books, which should be changed frequently. Children should be free to browse.

Supplying the books necessary for personal reading is a limiting factor. A classroom library should contain ten books for each child enrolled, and many do not meet this

standard, but Smith believed that poor reading habits should not be laid upon the doorstep of a scarcity of materials. She stated that Americans today have at their elbows a wealth of reading materials, newspapers, magazines, and books, never equalled before.¹

Where there does exist a scarcity of books, the problem can be alleviated through use of paperbacks. In writing on the use of paperbacks, Sohn noted that a recent count of titles in print was 34,700. The monthly rate of publishing ranges from three hundred to six hundred titles, and that 1,000,000 paperbacks are sold on an average working day.²

Paperbacks are no country cousin but a different medium which serves a common goal to encourage students to read and love it. The trend has been toward enlarging subject matter, so there is something for nearly everyone. For the advanced readers, almost any classic, modern or ancient, is available; for the average, books of high interest; for the growing problem of reluctant readers, paperbacks can help to "bridge the gap."

In the library, paperbacks are a lure for shaping

¹Vila Banton Smith, Children's Books and Reading (Newark, Delaware: International Reading Association, 1964), p. 77.

reading habits. They concentrate more on short-term availability. There are two major ways to use them: (1) circulate the books from the central library (2) or an extension of the library by making up paperback libraries in the classroom. 1

Younger readers prefer paperbacks because they are easy to handle, less formidable and "text booky" than hardbounds, attractive, and "the sort of books we have at home." 2 Paperback book clubs are very popular in many schools. They appeal to the students' tribal instincts, contribute to a sense of belonging, and provide the excitement of an occasion every month. Scholastic Book Clubs, a source for junior and senior high school students, have a total of 1,000,000 members in 200,000 individual clubs. 2

Discovering the interests of children and then matching those interests with books is not a panacea for the problem. This is much too limited; it is only the starting point from which the teacher can tempt students into new, wider, and more mature interests. Harris cited the old formula of a "lure and a ladder." The lure is to get the child or

1 Ibid.

group started. The ladder represents the need to begin at the level of the student's interest, no matter how low or undiscriminating, and to lead him one rung at a time upward to more mature tastes.¹

Records of individual reading should include information about the number of books read, kinds of content contained, and the difficulty of the material. By viewing the types, the teacher can ascertain if the pupil is reading in various areas. By observing the difficulty and by noting the titles, the teacher can judge the quality, the variety of interest, and the progress in developing good taste.

Frequently a child who has no difficulty with reading skills is not a fluent reader. This is often the child who does not have access to books or whose family has an attitude which discourages his reading at home. If parents "are" read a book, the child is convinced that books are to be read only when it is required.

To counteract this influence, a home-reading plan may be inaugurated. The teacher requests the co-operation of the parents in encouraging their children to devote a couple hours of time per week for free, personal reading. The teacher may devise a form for the parents to check the amount

of time their children spend in reading.

It is difficult for research to determine what should be known about pupil interests. While it is helpful to know what interests adolescents have in common, it is more important to know not only what each individual is reading on a certain day but what he might be led to read if the door were opened to wider, richer reading experience. Therefore, junior high school reading teachers should be familiar with the best teen-age books of the past as well as with the scores of thrilling books of excellent literary quality being published at the present time.

Children With Special Reading Needs

One of the most perplexing problems facing educators is related to the slow-learners, those not sufficiently retarded to justify their being placed in a special class, yet unable to perform effectively in a regular class. The full-normal or slow-learning children constitute approximately twenty per cent of the public school population. This is the same to which the term "retarded" is most often applied, and the special class in which they are enrolled is often called "special."

A retarded reader was described by Ames as any individual whose development of reading skills is below the
normal performance for his age and grade. A majority of the retarded readers are those whose limited reading ability is the result of slow mental development and is just one phase of general learning incapability with no unusual or limiting feature in their reading pattern. A seventh grade student may be able to read quite well at a fourth grade level.

Others, equally retarded but not often considered disabled readers, are those who function well in a classroom at their regular age and grade level. Yet, if a seventh grade student, reading at a seventh grade level, has the intellectual capacity for reading at a tenth grade level, he also is retarded, as is the above average or superior student reading above his grade level but below his level of capability.

Other readers, described by Jond and Linker as specific retardation cases, are those who generally are competent readers, those who have mastered the basic reading skills but who have not learned to use these skills in attaining the various reading goals, and are weak enough in certain areas of reading to lower their general performance. Still others are retarded because of a serious lack of mastery of
such skills as word recognition or sensing thought units, or who suffer from a limitation in mechanical skills.\footnote{Guy J. Bond and Miles A. Tinker, Reading Difficulties, Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957), p. 51.}

A retarded reader is not necessarily a disabled reader. Disability is based upon potentiality. Most of the lower third of the class, though retarded, are not disabled. They are performing up to their capacity.

Every retarded reader needs a program suited to his individual needs. Upon entering junior high school, many of these pupils have a background of six years of failure resulting in fear of reading and inability to exert the effort necessary to improve their reading. They need a feeling of success. Other students, eternally optimistic, look upon junior high school as a place for a new beginning. To all of these, even a little progress is encouraging, and each time they taste success they lose a small part of their fear and resistance to reading.\footnote{Seth Strang and Dorothy Kendall Cracken, Making Better Readers (Boston: D. C. Heath and Company, 1957), p. 85.}
different materials and by reducing the tempo of activity to a much slower pace. About twenty-five per cent of American children will benefit from such a program.

For those ten to fifteen per cent who are reading below their potential ability, a program should be designed to isolate the areas of deficiencies, and by use of the best available materials and methodology correct their inadequacies. Within this category are many who fail to progress because of poor attitudes and lack of motivation.

Some educators use the terms "corrective" and "remedial" interchangeably in designating classes formed for the purpose of correcting reading deficiencies. Harris, however, limited remedial classes to those special classes having fewer than ordinary numbers which are taught outside the framework of the regular classroom. Corrective classes are described as those carried on by the regular teacher within the framework of the classroom, or those taught outside the classroom if the numbers in the group approximate the size of the regular group.  

Plessas listed certain criteria for choosing instructional materials for remedial and corrective classes. First, the materials must not be too difficult; ninety-five per cent of the vocabulary should be familiar. Second, reading
materials should be high in interest. This helps improve the rate of comprehension and retention, and materials with which the reader can relate will influence his attitude as well as serve as a motivation for further reading. Third, for effective results, reading selections should be carefully chosen. Consideration must be given to the short attention span of most retarded readers. A short selection is more appropriate and the rate of increase of difficulty should be limited. The number of skills presented for learning should be controlled and proper reinforcement should be provided. As the reader gains confidence, he may choose to read longer selections as a supplementary activity. Plessas cautioned that no single textbook or practice book is adequate, and that working on a phonics book should not pass for remedial reading.

Retarded readers are easily bored, yet they need much practice. Every session should involve several corrective activities, games, practice materials, supplementary books, audio-visual, and teacher-made materials. Although the classes are corrective, a balanced program should be provided. Deficiencies in skills essential to immediate success should receive special but not sole attention.1

One potential for providing for the slow-learner in reading is the after-school study center. Schweb described such a center in operation in New York City. The schools involved provided seven after-school remedial teachers, four for reading, one for mathematics, one for library, and one for assisting with homework. Sessions were held after school on Monday through Friday and on Saturday forenoons. Volunteers from various organizations and certified college students were encouraged to assist teachers. Lacking funds for materials, use was made of anything available.

The purpose of the study center was to provide additional time and a proper environment for learning. The immediate goal was to raise the academic achievement of children who were deficient. Remedial groups did not include more than fifteen children. Children came on a voluntary basis, and the success of the venture depended largely upon the cooperation of the parents.

Positive results included the upgrading of achievement, the apparent improvement of the child's self-image resulting from working in small groups, and improved attitudes which carried over into day sessions.

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1Rose L. Schweb, "After School Study Centers in New York," The Reading Teacher, XVIII (March, 1965), 482-84.
V. SUMMARY: THE IDEAL JUNIOR HIGH SCHOOL READING PROGRAM

From the preceding discussions certain characteristics appear to be essential for the successful junior high school reading program.

1. Flexibility should be a cardinal principle in the formation of groups, which will vary in size and organization as purposes change from day to day.

2. To satisfy the individual needs of each student, materials provided must be compatible with his level of ability and with his rate of accomplishment, as well as with his reading tastes and interests; to ensure the maximum individual response, a variety of instructional approaches should be used.

3. Innovations in methods and materials should be regarded with an open mind. This would prohibit rejection without investigation as well as adoption without a thorough evaluation.

4. Because of rapidly changing educational practices, trends should be carefully surveyed. Teachers should keep informed and be prepared to try those which might be an improvement over present pro-
5. The developmental reading program should enable each student to fulfill his potential as a reader. It should include the teaching of basic skills, complex skills, and increasingly higher levels of comprehension; and encouragement in the refinement of tastes and discrimination in the choice of literature.

6. The reading program should aim to fulfill all reading-related needs, both emotional and academic. It should provide success, challenge, and an atmosphere for developing positive attitudes toward reading.
CHAPTER III

THE READING PROGRAM IN THE ATLANTIC JUNIOR HIGH SCHOOL

The Atlantic Junior High School includes grades seven and eight and has an enrollment of approximately four hundred students. During the 1966-1967 school year the eighth grade consisted of seven sections and the seventh grade was grouped into six sections. Class size ranged from twenty-four to thirty-three.

Seventh grade students attended reading classes daily for one forty-five minute period during both semesters. Eighth grade students were enrolled in reading for one semester.

Classes, held in adjoining rooms, were taught by two full-time reading teachers.

I. HOW CLASS SECTIONS WERE DETERMINED

A rather flexible form of achievement grouping was used to determine the class sections. The composite score attained by each student on the Iowa Tests of Basic Skills during the previous semester served as a guide. If there appeared to be a major discrepancy between the test score and actual achievement of a student, teachers were consulted before placement was made. Consideration was given to emotional and social factors, and the students were then
placed where they would probably function best.

II. PATTERN OF DESCRIPTION

In describing the reading program in this junior high school, the writer proposes to follow the plan used in reporting on the literature related to each area as described in the preceding chapter. Some areas described in Chapter II, which are not related to the program, may be omitted and mentioned in Chapter IV when comparisons and criticisms are made.

III. NEW EMPHASES IN READING INSTRUCTION

Grouping

The method of grouping into class sections, which was described above, reduced the range of reading ability in each group by several grades. Further regrouping was possible because scheduling placed the two groups of similar ability in reading classes during the same period. That is, the two groups highest in achievement were in adjoining classrooms during the second period; the two groups lowest in achievement were in reading class during the first period.

Regrouping was advantageous for several reasons:

1. It further narrowed the span of ability and made possible an efficient use of materials. To secure the greatest possible variety in all materials, except basal textbooks,
quantities ordered were in numbers sufficient for only one class section. By regrouping, the ability range was such that most of the group could use the same materials, while in the adjoining classroom similar materials at a different level were in use. (2) Flexibility was assured. If a student gave evidence that he had progressed beyond the achievement of his group, he was transferred to the higher achievement group. Conversely, if he was not achieving so well, he was shifted to a lower-ability group where materials in use were better adapted to his performance. (3) On occasion, if one teacher did not "get to" a certain student, he was placed in the classroom of the other teacher where he might function better.

In line with recommended practices, subgroups were formed within a class section for the following purposes: (1) Groups were organized for play-reading. While the cast selected by members of the group prepared for the presentation, the remaining members of the group carried on different activities. (2) When a choice of several activities was given to the class, groups were formed on the basis of the interest of the individuals in the class. (3) Groups for "studying together" were used when varied learnings were taking place or different skills were being practiced. (4) Listening groups were planned for those who enjoyed reading or hearing a story read aloud. Members who did not
care for this activity were encouraged to do individual reading. (5) Conversation groups were frequently formed for the purpose of "just talking." (6) The buddy system permitted one student to help another with work in which one was encountering difficulty, or occasionally several would share an assignment and fulfill it cooperatively.

Ability grouping within the section was used to individualize instruction. This took place frequently in the class of slow-learners. Materials used were often paperback "readers,"¹ which were available in five levels of difficulty. The class was divided into three units, each unit using books suited to the ability of its members. Methodology consisted of assigning an area of work which each child completed independently. Lessons completed were recorded on a chart. Two groups of children worked on their own while the teacher worked with the third group at checking and in discussion. Groups were flexible. After working with these materials for several days, they were put away for a while. When they were put into use again, groups were organized on the basis of individual performance during the last experience with the material.

Reading sections meeting during the same period were

¹ "New Practice Readers" (St. Louis: Webster Division, McGraw-Hill Book Company).
often brought together to view films or film strips, to listen to records or for using the phrase reading series.

On a single occasion the entire seventh grade met in the high school auditorium to view the film *Tom Sawyer* after completion of work on this book by all classes.

**Individualized Reading Instruction**

The great concern for individualization of reading instruction was reflected in the variety of materials, the range in the level of difficulty of materials available, and in the various techniques used in teaching.

*Learning laboratories.* The SRA Reading Laboratories\(^1\) supplied an important part of the reading materials used and provided one of the excellent methods for individualizing. Each laboratory includes, in a single box, instructional materials for the various skills. Student record books for recording answers and scores and for graphing results were purchased by the pupils. Laboratories are available in levels suited to the use of students from primary grades through the secondary school. For the junior high school program described in this paper, eight laboratories were used. These included materials for reading at levels from grade two through grade thirteen.

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The program consists of short reading selections called Power Builders designed to improve comprehension skills and word skills including phonics, vocabulary, synonyms, antonyms, homonyms, and certain figures of speech. Also included in the kit are selections for practice in improving the rate of comprehension. These are called Rate Builders. Listening Skill Builders are exercises designed to foster listening skills.

The SQ3R method of study was introduced at the beginning of the program.

Each level of Power Builders and Rate Builders contains either fifteen or sixteen selections, and each laboratory includes eight grade levels of difficulty.

Advantages of the laboratory procedure include: (1) The student is placed at a level of difficulty in which he can read materials easily. (2) Within that level he has freedom of choice of materials. (3) The student works at his own rate. (4) He progresses to a higher level by demonstrating proficiency in his present level. He does not spend time on skills already mastered, but for those who need more practice, materials are provided at that level. (5) The work is self-directional, leaving the teacher free to help pupils who encounter difficulties. (6) The student checks his own work and records the results. (7) Graphs indicate pupil progress.
The disadvantage of the laboratory is the lack of group interaction. Therefore this was not used as a complete reading program but to complement a program in which literature books were used as a basis for discussion and for teaching certain other skills related to literature.

For developing a higher level of comprehension skills, the SRA Reading for Understanding Laboratory was used. This kit includes one hundred levels with four cards for each level. Emphasis is on learning to detect inferences and on teaching discrimination in selection of exact meanings in responses. Included in each RFU card are ten unrelated paragraphs with one exercise and response for each. This type of materials was especially challenging for the superior students, although the laboratory used included reading levels from approximately third grade through grade thirteen.

**Project method.** The project method was used in all classes for all ability levels. This method involves a central theme, teacher-pupil planning, and provision for individual abilities and interests through the use of varied materials and activities. Materials selected for the core were at a level of difficulty which could be read by all members of a particular section. basal readers at both

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1 Ibid.
lower and higher levels were available. The cooperation of the librarian was enlisted and she selected various types of books related to the chosen topic. The span of difficulty of these books encompassed the various abilities. Many of the books from the library were brought to the reading rooms. This was particularly important for the low-ability groups who very often, if left to themselves, select books that are too difficult. Students who preferred to make selections from the library were assisted by the librarian in making selections compatible with their reading skills.

**Individualized reading.** This technique was not used due to the complexity of procedures when involving large numbers of students. Freedom of selection of supplementary materials was encouraged through the utilization of available literature series other than the basal texts. A check of understanding was obtained through the use of questions provided in the book at the end of each selection.

**IV. INNOVATIONS IN READING INSTRUCTION**

Some of the innovations described in the previous chapter have been used in the Atlantic Junior High School reading program; others have not. Still others are being considered.
Programmed Instruction

Material selected for programmed instruction was a textbook type in the linear form. Programs used included those for the teaching of vocabulary through word structure and by context, and also programs related to the teaching of literature.

The program for vocabulary development was used with high-ability groups in both seventh and eighth grades. The results were of doubtful value, though the materials were excellent. Test scores indicated that satisfactory learning, in most cases, did not take place without additional reinforcement. While all made some progress, the best gains were made by those who "studied" the material outside the programming design. Also indicated was that the lower the ability, the greater the need for reinforcement.

Programmed materials in literature were used with above-average, average, and below-average groups following the study of "The Legend of Sleepy Hollow." The better groups were bored with the programming procedure. The other groups enjoyed it, but tests which followed did not show that satisfactory learning had taken place.

Mechanical Devices

A few of the many devices which have appeared in

1Steps to better reading (Chicago:的回答, 1965).
increasing numbers in the last decade were used in reading instruction in this junior high school.

The Controlled Reader, a product of Educational Developmental Laboratories, was used. Film strips available for use with this machine included those from a fourth-grade ability level through junior high school levels of difficulty. This method had particular value for use with those whose attention was inclined to wander. For others, it served to lend variety. Slow learners were particularly motivated by the use of something different.

Also, a series of phrase reading films was used.\(^1\)

This consisted of a group of ten films made up entirely of phrases of varying lengths. Each phrase was flashed on the screen for one-tenth second. After a ten minute practice session, students wrote a test of seven phrases. These were checked for accuracy and the results were recorded on a chart. The purpose, as stated, was to increase the speed of action between the eye and the brain. It, also, was an interesting change. There was no control of speed, and even when elementary material was used it was too fast for the slowest readers.

\(^1\)Bruce R. Arble, under supervision of Sigmar Seethal and James R. Stroud, "A Survey of Experimental Research with Phrase Reading Films" (Iowa City: Division of Extension and University Services, 1963).
Records, film strips, and film were extremely useful in teaching literature. The use of these devices was limited only by availability. Students at all levels enjoyed their use and profited from it. Records made it possible to present literary selections to pupils for whom the reading was too difficult. Added value was derived from practice in comparing the film or record with the story read and judging the authenticity. Tapes were used to bring to the class literary selections as supplementary material.

**Independent Study**

The independent study plan as described in Chapter II has not been used. This method advocates the teaching of reading through independent problem solving with teachers guiding, directing, and teaching only as the need appears. This plan encourages use of many resources and most of the work is done by the student outside the regular classroom.

**Resource Center or Learning Center**

The learning center as recommended in the previous chapter was not available for junior high school use. However, students are fortunate in having a highly satisfactory library staffed by a full-time librarian and student assistants. The library is open before classes begin in the morning and after school, as well as during the entire school day. Consideration has been given to the lower-ability readers;
for them the library contains hundreds of volumes of high-interest-low-vocabulary books. The librarian is very cooperative in assisting in collection of and in selecting materials.

Projectors, recorders, and such equipment are available through the office of the principal.

A resource center for area schools is in the process of being organized, and films were available from that source during most of the year. A library will be available soon. In the future, the center will undoubtedly assume an increased importance in supplying enrichment materials for the reading program.

Technological Developments

These, too, must wait upon the future. Vocational television was not available in this area, and the computer as an automated teaching device has not been considered for the present, although future events may be casting their shadows, as card-tac was utilized for computer scheduling of classes and recording of grades.

Team Teaching

Team teaching as described was not a reality, but cooperative teaching was an important part of the program. Research for projects was shared; teacher-made materials were used, where applicable, by both reading teachers.
Films, flip-strips, and records were presented to both classes in session during one period, when the material was relevant. Co-operative planning was carried on and teacher conferences concerning students, methods, and materials, were held daily.

Individual records for all pupils were in the possession of both teachers. A uniform method of arriving at quarterly grades and a uniform system of testing was used. The same method of pupil recording was used, so that as a student transferred from one room to the other, little adjustment was necessary.

V. THE DEVELOPMENTAL READING PROGRAM

When considering this phase of the reading program, the writer must hope to weave into a pattern all that has been said with what remains to be said to form a complete product, the developmental reading program, which actually includes all methods, all materials, all activities; for, whatever may have been the immediate purpose, the final goal was to develop readers who were functioning at the height of their individual abilities.

Teaching of Skills

The teaching of skills was an important part of the program. The level of reading achievement was determined through test results and by examination of records of previous performance. The span of achievement for each
section was noted and materials were provided which, in most cases, embraced the entire range.

Lower grade level basal readers and phonics books were not used because the low-ability readers recognize them as a part of primary or elementary materials. Yet, there was a need to be fulfilled, since the problems of the children often include a deficiency in skills which are presented several grades below the junior high school level.

SRA Reading Laboratories include a program of sequential skill development. However, the low level materials do not have the "primary look"; practice in basic phonics is interspersed with other exercises not so reminiscent of the phonics book. Manuals provide information for locating materials for teaching certain skills, usually at several levels.

Harcourt Brace Companion Series\(^1\) was used. This included two levels of reading books which contained stories from fourth through eighth grade in difficulty, the level unidentified to the student. Seventh grade slow learners used the fourth grade level materials and the accompanying skill builder exercises.

Webster Practice Readers in five levels were used; each level was planned for developing certain skills. In using these materials, it was possible to teach only the skills for which a need was indicated.

For classes of higher ability a similar procedure was utilized. Materials used were determined by the proficiency of the group or individual. Superior seventh grade readers used few or no seventh grade materials. If the teaching of a certain skill had been missed through the use of advanced materials, it was taught when the need appeared.

For students reading at average or above levels, two series of literature books with two levels for each series, were available. A list of skills suggested in the manual of one of the literature books was used as a simple check to avoid omission of some necessary skills.

Reading Flexibility

Guiding junior high pupils toward flexibility in reading requires the use of both fiction and non-fiction, of various types of materials, and of various levels of materials. Such materials were provided in this program.

The reading laboratories provided diversified

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material. The RFU Laboratory gave practice in recognizing inferences and determining shades of meanings of words. The newer literature books provided a wide range of materials not previously available.

Purposes for reading different selections were emphasized previous to the reading, with suggestions and discussions of the proper approach to that particular selection.

Skimming and scanning were used for finding information in answer to questions.

Levels of Comprehension

Three levels of comprehension were discussed in the preceding chapter. The first of them, literal comprehension, implies the getting of direct meanings from the printed page. This skill is usually well taught, and if anything, it occupies too much of the teaching time and pupil time.

In the reading program under discussion, check tests followed the reading of each literature section. These tests required only simple recall. Questioning for this type of comprehension was also a part of the SRA activities and a part of the oral discussion based upon teacher questioning and basal text activities.

particularly in class activities at the lower ability
level, this activity was used because literal comprehension forms a foundation upon which the more complex comprehension skills are based.

Skills for the higher level, interpretive reading, must be taught largely without a blueprint. Teachers may plan the teaching of an interpretive skill when suitable materials presents itself, but instructors must always be alert for unplanned opportunities and take advantage of each and every one. Included in the interpretive reading skills which were taught were drawing inferences, making generalizations, reasoning cause and effect, anticipating events, deciding upon the significance of a statement, identifying the writer's purpose, characterization and motives of characters, reacting to sensory images, and relating to the characters and events.

For the most part, the teaching of these skills was carried on during class discussion. Pupils were guided to search for the author's purpose and to note characters and events. Students were encouraged to speculate upon what would have happened if a certain character had been a different sort, if the outcome of an event had been altered, or why the author could not have changed a character or an event.

Occasionally reading was stopped at a point before the climax and students suggested what they believed the
ending would be, or after completing the story, they might write a different ending. When a direct answer to a question was not available, students were directed to prove a statement true or false through inferential statements.

The level of discussion was directly related to the perceptual and conceptual maturity of the class; the lower ability groups did little toward mastering interpretive reading skills.

Critical reading is a step upward in comprehension skills. Pupils were encouraged to question statements made by the author or to question the actions of the characters if they did not believe that they were realistic. Author's bias was evaluated, and creative thinking was encouraged.

Specific teaching was incidental but continuous, and here, also, the level of instruction was determined by the individual abilities.

Increasing Vocabulary

The need for increasing vocabulary was an admitted problem. Various methods and materials were used in an attempt to meet this need.

(1) Word lists accompanying literature stories were used at all levels. This was not developed as a dictionary exercise but through group activity in the use of context. Dictionaries were used only if "guessing" did not produce a
correct meaning, or if a difference in opinion needed to be unified. Homonyms and homographs were discussed during this activity, and if a word lent itself to derivation of meaning through structural analysis, this was encouraged. (2) Programmed exercises were used with the upper ability students. The programs taught vocabulary through the use of structural analysis and through context. (3) SMA laboratories included exercises in using synonyms, homonyms, and antonyms, and also some practice in structural analysis. When working in the laboratories, students were encouraged to use dictionaries. (4) The RFV laboratory,1 at the high levels, demanded the selection of precise word meanings and compelled students to compare dictionary meanings to detect the shades of differences. (5) Since a wide variety of library books was available, students were encouraged to diversify their reading with a goal of increasing vocabulary proficiency. (6) Unusual words, appearing in current newspapers or magazines, were posted on a bulletin board and were discussed.

(7) Reading teachers planned to adapt their speaking vocabulary to the level of the class before them and made it a practice to use words which were not familiar to the group. (8) Figures of speech were taught through the literature read, in the laboratories, and in incidental speech.

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1 Ibid.
Reading for Pleasure

Time was provided for personal reading. Each Friday was "free reading day," and the reading class time was devoted entirely to reading for enjoyment. While most groups thoroughly enjoyed the free reading period and did not wish to engage in any other activity, the group containing the poorest readers required a variation of the program. For this group, the reading was interrupted at frequent intervals for a discussion of the material being read. Occasionally, a part of the group would choose to spend the time illustrating a story or preparing a mural.

To provide further time for free reading, the students were encouraged to be prepared at all times for "snatch reading." This consisted of a few minutes of time which otherwise might not have been used beneficially, a few minutes before class was dismissed; a few minutes while waiting for part of the class to finish an activity; a few minutes in home room or study hall after assignments were completed. Some even read in the lunch line. Most junior high school students carried with them at all times a book for personal reading; on such occasions.

For the students in this school, the supply of books for recreational reading was quite adequate and readily accessible. Nearly all students spent at least one period daily in a study hall adjoining the library. During this
time they were permitted free access to the library with a full-time librarian in attendance.

Although the library contained many books of the high-interest, low-vocabulary type, well within the capabilities of poorer readers, these readers were not always able to locate the appropriate titles. The reading teachers asked the assistance of the librarian. She selected suitable books for this group, and the books were transferred to the reading rooms. There the pupils were encouraged to select books and sign them out. When completed, the books could be returned either to the reading room or to the library.

To provide a still greater variety to satisfy the needs of the low-ability group, students brought from home the paperback books which had been purchased through elementary book clubs. These books enjoyed a wide circulation. Also solicited from the students' personal collections were comic books and joke books. After the first quarter, those who were addicted to this type of materials were urged to diversify their reading.

Choosing reading materials. Students were not always permitted a complete freedom of choice in reading materials. To counteract the tendency to read "more of the same" for long periods of time, pupils were requested to choose materials related to the literature unit, such as anything related
to life in early America; any biography; any kind of imaginative story; or any animal story. **To encourage variety in reading**, seven categories of reading materials were listed and students were encouraged to choose one reading from each category before returning to the original category.

**Records.** Records of readings were purposely kept very simple. File cards were provided for each pupil. On these cards students listed the date, the title, the author, and the number of pages included in the selection. In addition to books, the records included magazine articles, short stories, and any type of non-fictional materials read, other than regular textbooks.

**Paperback books.** A paperback book club provided low-cost books for the student to own. The descriptive cards which accompanied the order blanks for this particular club stimulated great interest, not only in the paperbacks but also in the hard-bound titles in the library. Bonus books offered by the company, one book for each ten books purchased, will become the nucleus of the paperback library for the next year.

VI. **Children With Special Reading Needs**

The children who have special needs for which provisions must be made were given consideration in the
developmental reading program. These provisions have been described under various topics previously discussed in this paper. They will be elaborated upon somewhat in the following pages.

One seventh grade section grouped for instruction in reading included the twenty-five pupils having the lowest scores in reading achievement. This class met daily for both semesters. A similar group selected from the eighth grade had reading classes for the first semester only.

During classroom discussions and in individual conferences an attempt was made to create a healthy attitude toward reading and to foster an atmosphere of confidence. Teacher-pupil rapport was earnestly sought. The students were helped to realize that each had a reading problem and that the purpose of the class was to assist him in solving that problem. Later in the semester, informal questionnaires indicated that members of the group did not feel stigmatized by being a part of the class. Only one in the group signified that, if given a choice, she would choose to be in a group "with better readers." Others showed their approval of the class with such remarks as: "We aren't afraid to answer questions," or "The work isn't too hard for us to do," and "The kids don't make fun of us when we make a mistake."

Success was assured each individual through use of materials within each range of capability. Progress was
possible and they were pleased with their progress.

The range of this particular seventh-grade group, according to Gates Level of Comprehension Test, Form 1, extended from grade 2.6 through grade 6.5. The top score in the entire seventh grade was 11.3. Of this special group, one scored in the second grade, three in the third grade, nine in the fourth grade, six in the fifth grade, and six in the sixth grade. Included were some whose daily achievement did not equal the ability indicated by the test score.

The comparable class for the eighth grade was also tested by the same test, near the beginning of the first semester. The range in this class was from grade 2.9 through grade 7.5. Of this group, there were two reading at a second grade level, one at a third grade level, two at a fourth grade level, eight at fifth, ten at sixth, and two at seventh grade level. The highest score for the entire eighth grade was 12.5.

Forms 2 and 3 of the Gates Level of Comprehension Tests were used at mid-year and at the close of the year to measure growth. A comparison of scores can be found in tables in the appendix.

A rather permissive atmosphere was maintained with these groups. Many students were immature and displayed a social and emotional maturity more compatible with the average behavior of third, fourth, or fifth grade students.
Provisions made for the needs of these groups included:

1. reading materials at a level suited to their ability;
2. library books for personal reading at a level which they could enjoy;
3. a collection of easy-to-read paperbacks;
4. a pilot Library, consisting of "books" of thirty-five to forty-five pages in length at a low-vocabulary level;
5. consideration of the less-than-average attention span led teachers to plan a variety of activities during each class period;
6. flexible grouping. Very simply, this class did what other classes did except at a lower level of difficulty and at a lower rate of speed.

Another group with special needs were those who were disabled readers because they were not performing up to their capacity. Many of these were identified through test scores, and, once isolated, an effort was made to locate the areas of deficiency. The reading laboratory was used, both for identification of needs and for practice. Most of the students were challenged to improve their reading in the laboratory, so this was used during the first nine weeks almost exclusive of other materials. Following this, many reduced their reading lag and were prepared to use regular reading materials.

Continued evaluation, both formal and informal, aided...
in accomplishing the goal to have the right child in the right group using the right material at the right time. Teachers maintained an awareness that diversity in methods and in materials was necessary to reach each student in a manner most profitable to him in order for everyone to develop his ability to the highest possible degree.
CHAPTER IV

COMPARISONS AND CRITICISMS

I. INNOVATIONS IN READING INSTRUCTION

In comparing procedures used for evaluation of the influx of new materials and devices and for the evaluation of recommended changes in methods of instruction with those suggested by L. G. McDonald as reported in Chapter II, it appears that those responsible for the choice of new materials in the Atlantic Junior High School reading department have been duly cautious.

Careful consideration was given to each individual course. Schedules for which materials were intended were analyzed, plans for uses of materials were carefully reviewed, and superiority of the new materials over those in use was established before limited purchases for trial use were made. The buying of expensive equipment was deferred until the value of such equipment shall have been more clearly established.

While it is certain that all materials which could have been used profitably were not procured, the responsibility

of the selection made is reflected in the fact that all materials were used extensively during the past year.

Programmed Instruction

Aware of the ever existing need for new approaches, the director of the reading program incorporated two areas of programmed instruction into the pattern of teaching. As indicated previously, for other than high-ability groups, this method of instruction was not considered successful. Though the vocabulary materials were excellent, they required added reinforcement and will be used to a greater advantage in the future through the addition of discussion and extra practice to the learning process. In literature, the average and above-average students objected to the minuteness of the units, and future use of this material will be limited to the less able readers.

For the present, this writer agrees with the large body of critics who see limited benefits in the use of linear programs in their present forms, but who advise that teachers remain alert and open-minded to the possibilities of future developments which may increase the value of linear programs.

While this program, after its somewhat limited trial, was regarded with a minimum of enthusiasm, the intrinsic program, which has not been in use in this school, appears to have more promise and will be recommended for use on a
trial basis in the future, if and when proper programs are available.

**Individualizing Instruction in Reading**

Without comparing each method of grouping discussed, a generalization can be made that the individual needs of students in this junior high school reading program were considered and various types of grouping as a class and sub-grouping within the class were planned in an attempt to satisfy these needs.

Provision for the individual differences among the students through the use of suitable materials appears to have been successfully accomplished. Reading laboratories, literature books at several levels, basal readers at several levels, companion series at two levels, as well as other published materials were used extensively to provide a reading level of material compatible with each individual ability. No student was asked to read beyond his capability. Ample variety was available to make possible diversified activities to promote interest.

A valid criticism of this facet of the program is the lack of provision for individualized reading. This was not attempted in the true sense due to the complexity of planning for the large number of students met each day by each reading
This writer does not accept the proposition that individualized reading should form all or even a great portion of the reading program. The disadvantages advanced by some reading authorities appear to be valid. However, the value of teacher-pupil conferences, the fostering of independence in reading, and the wisdom of capitalizing upon personal reading interests should not be ignored.

Individualized reading should be incorporated into the program as a part-time method of instruction and carried on for periods of several weeks. To facilitate management, one group should be involved at one time, thus enabling the teacher to make adequate preparation. The librarian might be asked to provide assistance in preparing questions related to books read, which might not be familiar to the teachers.

Pilot Library books, published by Science Research Associates, could be used in a limited form. Meanwhile, teachers should prepare for future expansion of individualized reading by becoming familiar with as many as possible of books available in the library.

**Coriolis devices**

Devices described, used in various parts of a country as a change in activity, served just that purpose. Outstanding results were reported. Availability of these devices falls within the province of recommendations of reading authorities but acceleration of their use is not anticipated.
Grouping

Achievement grouping for class sections, followed by regrouping for instruction in reading, may be subject to criticism. Many experts favor upon this procedure; others say it is necessary for efficient teaching.

The judgment that children in a low-ability group are deprived of the learning which takes place in interaction with students of higher ability appears to be valid. An often-voiced concern for the stigma attached to being a member of the low-ability class group must be considered.

Observation by teachers and informal questioning of students appeared to negate opinions that children grouped into low-ability classes feel inferior, and there are advantages for this method of grouping, particularly for the teacher. The principal advantage is the simplification of planning for a more nearly homogeneous group. Such the same materials can be used and similar activities can be engaged in. This is particularly true when literature books are used.

In the use of reading laboratories and other multi-level material, the advantages may lie in a more heterogeneous grouping, since there would be numbers of students who could work independently leaving the teacher free to spend more time with those who needed extensive help.

By grouping by achievement were eliminated, the
teacher maintaining a deep concern for individual differences would be required to place an increased emphasis upon the project or unit method of instruction and upon individualizing instruction within the group rather than among the groups. The consensus of experts appears to favor this approach; therefore, present methods of grouping in this junior high school reading program must be seriously evaluated.

II. TRENDS IN EDUCATION

Team Teaching

Team teaching as described in current literature presupposes joint planning and joint responsibility by two or more teachers for the instruction of a certain group or groups. By this criterion, team teaching was not engaged in. This was due, in part, to the inadaptability of the physical plant. Space for large-group instruction was not available. A movable partition between the two reading rooms would make this possible.

Cooperative planning was engaged in within the reading department, but each teacher maintained responsibility for her own groups. Little or no interdepartmental planning was carried on, though it is conceivable that skills required for reading; social studies or science could be taught profitably in reading classes, and that the teaching of vocabulary...
in reading classes could include words of particular importance in subject matter areas.

Teachers should be prepared to utilize all poten
tialities of team teaching with the aim of increasing its use wherever practical.

Independent Study

Independent study has been engaged in only to the degree of providing students in the high-achievement level classes with an outline of assignments for an entire unit with accompanying supplementary assignments from which each had the freedom to choose which he wished to do. This plan allowed each to work at his own speed, and discussion of selections was deferred until all had completed the unit. This was a satisfactory method for those who were able to work independently. The individual problem solving plan outlined in scarcely outside the classroom was not used.

The procedure could be improved upon by using the problem solving method, and while individual or small-group use of films, film strips, tape, or other suggested devices would not be feasible under the present organization, reference materials and library facilities are available and a unit on area and independent study group might be organized, at least, or a plan for instruction for part of the classes for a part of the time.
Resource Centers or Learning Centers

While nothing approaching the learning centers described is available at the present, an increase in any kind of independent study will be reflected in increased use of reference materials and resource materials in the junior high school library.

Films, film strips, tapes, and records obtainable through the regional resource center should be considered resource materials for individual students or groups for use in problem-solving projects. Use of projectors, record players, and tape recorders, presently restricted to the faculty, should be extended to responsible students.

The cooperation of members of the community should be sought in obtaining articles of historical interest related to the community, state, and nation including photographs, written materials, maps, travel folders, some kinds of advertising materials, and mementoes of elections, celebrations, and important events. Local newspapers should be bound and preserved for future reference, and an thing of possible value in stimulating interest among junior-high age students should be made available to them.

The establishment of a learning center as described in Chapter II should be a goal of teachers and administra-
tors.
Technological Developments for the School

This facet of change in educational patterns will have the greatest impact of all, but because of the complexity of the development and because of the financial requirements, planning will not be within the scope of the individual classroom teacher. However, it will be proper for each teacher to keep informed of developments in the field and to be prepared to accept these changes as they are put into operation in the schools of the future.

III. THE DEVELOPMENTAL READING PROGRAM

Teaching the Skills

It is not the intent of the writer to dwell upon an evaluation of the teaching of all the skills necessary for reading at a junior-high school level. Rather, selected for consideration are those skills necessary for the development of a maturity in reading anticipated for this stage of growth.

Flexibility in reading

This skill assumes added importance as subject matter increases in difficulty and reading becomes more diversified. In the reading program under examination it appears that most goals for flexibility in reading have been recognized and that an attempt has been made to teach the necessary
skills. However, pupils would benefit from an increased emphasis on teaching the students to select their purpose in reading a selection and to gear their reading style to that purpose. The materials are available, but pupil awareness needs to be sharpened.

Levels of comprehension. As was stated previously, the teaching of literal comprehension presents few problems, but the teaching of the higher levels has not resulted in desired results. Skills of critical thinking, the making of judgments, detecting bias, or relating to the characters have not developed satisfactorily.

Since no lesson plan for teaching these skills can be prepared in advance, each teacher must be sensitive to the need and must search for methods of accomplishing this important objective.

As a basis for a beginning, the writer suggests that the teachers become more aware of the skills included in literal interpretation and in critical reading and select an "'initial skill for teaching during a particular class period and then find a way for teaching that skill, such as evaluating the success or failure of the method and revising ways for a more effective teaching until they are able to identify several skills and carry out this instruction efficiently and unobtrusively."
The quality of class discussion should be improved through a higher degree of teacher-pupil planning, thus giving the pupils a purpose for the discussion. There is a need for an increase in pupil participation and a decrease in teacher participation. Upon the development of these skills rests the real success in the teaching of reading. Their importance can not be over-emphasized.

**Increasing vocabulary.** Since experts do not agree as to the best method for vocabulary building, and since there appears to be a dearth of recent research on the subject, teachers will need to continue their efforts to devise methods which will bring the desired results. All methods discussed in the previous chapter have been used in this reading program with varying measures of success. The recommendation is for a continued striving for improvement in materials and in methods used.

**Reading for pleasure.** Evaluation of this part of the program in the light of recent literature on the subject leads to the conclusion that the guidelines used are acceptable and the approaches in use should lead to the fulfillment of the objectives for reading for pleasure.

**IV. CHILDREN WITH SPECIAL READING NEEDS**

An awareness of the necessity of recognition of the
special needs of children in the reading classes has been an integral part of the program. Teaching of reading has been accompanied by an effort to develop good attitudes, to guarantee success through the use of proper materials, and to foster a feeling of individual worth in each boy and girl.

Realizing that there is an ever-present need for improvement, a constant search for better ways of accomplishing these goals will be maintained.

V. CONCLUSIONS

Such things as attitudes toward reading, appreciation of good literature, and increased efficiency in critical thinking are difficult to evaluate through the use of available tests. The success of many phases of the reading program must be judged subjectively by those in contact with it.

However, since the level of comprehension in reading reflects ability in several other reading skills, a measure of comprehension is one valid method of evaluation.

Table I and Table II in the appendix indicate that growth in level of comprehension under this program is above that expected for one school year. Further indications are that the lower fourth of the seventh grade showed above average progress and thus narrowed the range of disability rather than falling farther behind as might be anticipated, while the lower fourth of the eighth grade classes made
average progress during their semester's work.

The median for each grade showed a 1.1 grade increase, even though eighth grade students were in reading classes for one semester only.
CHAPTER V

SUMMARY

I. THE PROBLEM

In this study the problem was to describe an ideal reading program for a junior high school; to evaluate the Atlantic Junior High School program in reading; and to propose possible changes if a need for change was indicated.

II. PROCEDURE

Literature, in the form of books, journals, educational bulletins, and magazines was surveyed to acquaint the writer with the opinions and philosophies of authorities in the field of reading. An abundance of materials has been published recently. Many disagreements concerning the value of certain procedures or materials were evident, which necessitated the critical evaluation of these conflicting opinions against the background of the needs of the junior high school under study.

From the wealth of writings and the resulting controversies, emerged teaching principles generally accepted by leading authorities in the field of reading. These principles, which included the need for each child to experience success, the importance of recognizing and providing for individual differences, the awareness that variety in methods
and materials is essential for successful achievement of a group, the necessity that groups be flexible, and several others, became the criteria for evaluation of the program.

At intervals of about four months, tests were administered as an aid in determining the level of reading ability of each student and as one basis for evaluating the growth in reading.

III. CONCLUSIONS

At the close of the study the following conclusions concerning the Atlantic Junior High School reading program were reached.

The policy of critical evaluation of new materials and methods was maintained. After careful consideration, some innovations in reading instruction were adopted. Included in these were the increased use of reading laboratories and other multi-level materials, the introduction of a limited amount of programmed instruction, and the addition of mechanical devices such as the phrase reader. Because of the rapidly changing educational trends, teachers and administrators recognized the need for continued inquiry into educational developments which may prove of value in the reading program in the future.

There existed among the staff and administration an awareness of the need for recognition of and provision for
individual differences. Through the use of a variety of methods and materials, it appears that progress toward individualizing instruction was evident.

In spite of the abundance of materials and an adequate junior high school library, the developmental program did not appear to have met its goal, that of developing the ability of each student to its greatest potential. Although several methods for increasing vocabulary skills were used, results were less than satisfactory. Independence in deriving meanings through word analysis and contextual clues seemed inadequate. Another area of weakness appeared in the lack of depth in critical reading among many of the students.

The method of grouping for instruction, principally through use of composite scores of Iowa Basic Skills Tests, did not agree with the consensus of experts in education, who maintained that it was not possible to achieve homogeneity through ability grouping, and further, that if such were possible, it was not in the best interests of the students to be so grouped.

Reading for enjoyment was fostered, discrimination in selection of reading materials was encouraged, and broadening of reading tastes was urged through the use of activities and of devices for recording leisure-time reading in the belief that these form a basis for the development of desirable lifetime reading habits.
Test results indicated that above-average progress was achieved by the reading classes, and subjective evaluation by teachers and administrators led to the conclusion that the program in most areas of instruction was satisfactory.

IV. RECOMMENDATIONS

To further the aim of improving the reading program, the following possibilities are offered for consideration:

Team teaching, with the goal of capitalizing on individual teacher talents and of making the best use of teachers' time, should be undertaken using not only reading teachers but also the teachers of other subject areas. Increased teacher-teacher planning might lead to more efficient teaching.

Since at present no provisions are made for independent study outside the classroom, this suggestion is offered for consideration. Such plans for independent study would necessitate the development of a resource center beyond that of reference books found in the library now.

A need for a continued effort to improve the teaching of the higher levels of critical reading and to increase vocabulary dexterity of the junior high school students is indicated.

The suggestion is offered that the present method of
grouping should be the object of serious study and that consideration be given to grouping on a basis other than ability.

Finally, the recommendation is offered that all concerned with the reading program should continue to strive for improvement through a survey of current literature, through interchange of ideas with other teachers, and through the fostering of a climate for change when change appears to be beneficial.
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Stolowich, Lawrence J. "It's Time for Programmed Instruction," Phi Delta Kappan, XLIV (March, 1963), 255.


### TABLE I

**Scores on Gates Level of Comprehension Tests for Seventh Grade**

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### TABLE II

**Scores on Gates Level of Comprehension Tests for Eighth Grade**

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<td>G.E. Median</td>
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</table>

*First semester classes were tested through use of Forms 1 and 2. Second semester classes were tested through use of Forms 2 and 3.