

REMEDIAL READING CLASSES IN SELECTED  
KANSAS ELEMENTARY SCHOOLS

by

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B. S., Kansas State University, 1962

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

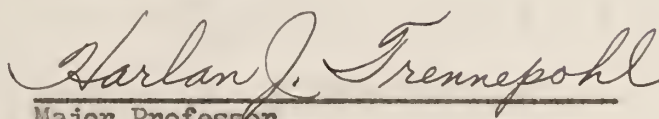
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1965

Approved by:

  
Major Professor

## ACKNOWLEDGMENTS

The writer wishes to express her sincere gratitude to Dr. Harlan Trennepohl of the College of Education for his advice, criticism, and guidance in this study.

Special thanks are due my husband, Charles, whose encouragement, understanding and patience made it a much less formidable task.

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## THE PROBLEM, DEFINITIONS, AND PROCEDURE USED

Reading, the chief of the three R's, is of vital importance to the individual and society. Teachers and administrators realize that the teaching of reading is a continuous process.

Reading ability, as part of an individual's total development, increases with his growth in interests and general ability and with the challenge of increasingly complex and difficult tasks at each educational level.<sup>1</sup>

As a result, the concept of developmental reading, which emphasizes the teaching of reading by every teacher to every child throughout his education is stressed. An important phase of a developmental reading program is the remedial reading class in which provisions are made for the retarded reader.

### The Problem

Statement of the problem. The problem undertaken in this study was the discovery of principles and procedures which were used by administrators for conducting successful remedial reading classes in their elementary schools in Kansas. The following questions were considered:

1. What principles and procedures are used by the selected Kansas elementary schools concerning:
  - a. The selection of participants for the remedial reading classes.

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<sup>1</sup>Ruth Strang, Constance McCullough, and Arthur Traxler, The Improvement of Reading (New York: McGraw Hill Book Company, Inc., 1961) p. 86.



- b. The qualifications and duties of the remedial reading teacher.
  - c. The methods and materials to be used in the remedial reading classes.
  - d. The evaluation of the remedial reading class.
2. What essential revisions and improvements should be recommended for establishing and improving remedial reading classes in selected Kansas elementary schools?

Importance of the study. Developmental reading is recognized as one of the most important aims of elementary education. The remedial reading class is an important phase of the developmental reading program. From a survey of 147 questionnaires from descriptions of more than thirty elementary reading programs in professional literature since 1940, one authority concluded that most schools felt the need for remedial classes to care for the most seriously retarded readers.<sup>2</sup> The variation in principles and procedures found in administering remedial reading programs indicated the need for a study. In a survey Arthur I. Gates found widely divergent views among administrators concerning the meaning of the term, remedial reading, and the duties and qualifications of remedial reading teachers.<sup>3</sup> In this study, an attempt was made to state some of the principles and procedures for conducting remedial reading classes which

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<sup>2</sup>Margaret J. Early, "About Successful Reading Programs," The English Journal, XL (October, 1957), p. 402.

<sup>3</sup>Arthur I. Gates, "What Makes a Remedial Reading Program Effective?" Reading in Action, II (New York: Scholastic Magazines, 1957), p. 114.

could be useful to the administrators of such classes.

### Definitions of Terms Used

Developmental reading program. A developmental reading program was defined as a planned sequence of reading instruction which provided for the development in every student of increasingly complex reading skills at each level of education. Each teacher would give instruction to develop the specific skills of his content field.

Elementary schools. Elementary schools were defined as the schools which provided instruction for grades one through six.

Remedial reading class. The remedial reading class was defined as a set period of time in the curricula during which the remedial reading teacher would guide the reading development of the retarded reader.

Remedial reading teacher. The remedial reading teacher was defined as a person specifically trained in the methods of diagnosing and treating reading difficulties. Her duties would include teaching the remedial reading classes and providing in-service training for the classroom teachers.

Retarded reader. The retarded reader was defined as any individual whose development of reading skills is below the normal performance for his age or grade, and who possesses no mental, physical, social or emotional handicaps that cannot be provided for or adjusted to within the framework of remedial instruction.

Remedial reading instruction. Remedial reading instruction was defined as reading instruction designed to provide a higher degree of adjustment to individual differences and needs than normally provided and to take place outside of the framework of class instruction.

### Procedure

The procedure followed in this study consisted of the following:

1. Selected professional reading as it pertained to the elementary remedial reading class was used to provide criteria for evaluating the existing remedial reading programs.
2. A questionnaire<sup>4</sup> based primarily on the procedures of conducting a remedial reading class as they pertain to:
  - (1) the professional preparation of the remedial reading teacher, (2) the remedial reading class, (3) selection of participants for the remedial reading class, (4) methods and materials used in the remedial reading class, and (5) evaluation of the student's reading improvement in the class was sent to fifty-three selected elementary schools in Kansas.<sup>5</sup>

The schools were selected on the basis of enrollment as listed for the school year 1964-1965. Elementary school systems with enrollments of eight hundred or more students were included in the study. The reason for selecting elementary school systems with large enrollments was based on the

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<sup>4</sup>A copy of the questionnaire may be found in Appendix A.

<sup>5</sup>A list of elementary school systems contacted in this study can be found in Appendix B.



assumption that larger elementary school systems would more likely include a remedial reading program in their curricula than a smaller elementary school system.

3. The principles and procedures of conducting a remedial reading class reported by the selected Kansas elementary school systems were evaluated. The evaluation study was based upon the criteria provided by the review of selected professional literature.
4. The final step consisted of making recommendations derived from the criteria for conducting and establishing an effective remedial reading class in the elementary schools as described in professional literature. These suggestions were directed primarily to the personnel responsible for the establishment of Kansas elementary school remedial reading classes.



## REVIEW OF THE LITERATURE

This portion of the study is a summary of professional literature as it pertains to elementary remedial reading classes. In order to present logically the principles and procedures of conducting an elementary remedial reading class as suggested in this literature, the material was divided into the following categories:

1. The selection of participants.
2. The duties and qualifications of the remedial reading teacher.
3. The methods and materials used in the remedial reading class.
4. The evaluation of the remedial reading class.

### The Selection of Participants

The goal of the selective process is to determine which students have the ability to profit from intensive work designed to correct reading disabilities that have caused retardation.<sup>6</sup> Harrison Bullock recommended that children be chosen according to potential rather than low achievement. The student with the greatest discrepancy between reading achievement and reading potential would be the student most likely to benefit from intensive instruction in reading.<sup>7</sup>

The methods recommended to ascertain the reading potential were: (1) informal teacher observations and tests, and (2) standardized tests.

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<sup>6</sup>Rosemary Green Wilson, "What is Happening to Reading in Philadelphia?" The Reading Teacher, 11:3 (February, 1958) p. 187.

<sup>7</sup>Harrison Bullock, "Helping the Non-reading Pupil," (New York: Bureau of Publications, Teachers College, Columbia University, 1956), p. 36.

One informal test of reading achievement described by Marion Monroe was an oral reading test. The teacher gave the child an unfamiliar passage to read to her privately. She then recorded the rate and number of mistakes made and ranked the child among his classmates. Miss Monroe also described a silent reading test that was administered by a classroom teacher. The teacher used the median score of the group as a standard for the test. She then compared the reading score of the child with his spelling and arithmetic scores. If all were low, the child was assumed to be a slow learner. If the reading was considerably lower than the other two scores, the child was recommended for intensive work in remedial reading class.<sup>8</sup>

The use of standardized tests was the most common method of determining the reading potential and achievement of the child. Survey reading tests were used by most of the schools. Albert J. Harris recommended the following survey tests:

1. Gates Primary Reading Tests.
2. Stanford Achievement Tests.
3. Metropolitan Achievement Tests.
4. The Durrell-Sullivan Reading Achievement Tests.
5. Nelson Silent Reading Tests.<sup>9</sup>

In contrast to the survey tests, which are designed mainly to indicate general level of comprehension are a number of tests intended to

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<sup>8</sup>Marion Monroe and Bertie Backus, Remedial Reading: A Monograph in Character Education, (Boston: Houghton Mifflin Co., 1937), p. 36.

<sup>9</sup>Albert J. Harris, How to Increase Reading Ability, (New York: David McKay Company, Inc., 1961), pp. 173-174.

give a more detailed analysis of silent reading. Popular analytical tests are:

1. California Diagnostic Tests.
2. SRA Achievement Series.
3. The Iowa Silent Reading Tests.
4. Gates Basic Reading Tests.
5. The Chicago Reading Tests.
6. The Diagnostic Reading Tests.
7. The Silent Reading Diagnostic Tests.<sup>10</sup>

Two authorities recommended that an individual intelligence test be given to determine the reading potential of retarded readers.<sup>11</sup>

Two individual intelligence tests recommended by Bullock were:

1. The Revised Stanford Binet, which yields a mental age score.
2. The Weschler Bellevue Intelligence Scale which yields a distinct verbal score.<sup>12</sup>

George D. Spache believed that the intelligence test should involve little or no reading. He recommended the following tests:

1. The non-language section of California Mental Maturity Test.
2. Chicago Non-Verbal Examination.
3. SRA Primary Mental Abilities Test.<sup>13</sup>

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<sup>10</sup>Ibid.

<sup>11</sup>Arthur E. Traxler, "Recent Findings on Research in Reading," The Reading Teacher, 13:2, (December, 1959), p. 15.

<sup>12</sup>Bullock, op. cit., p. 13.

<sup>13</sup>George D. Spache, "Clinical Diagnosis in the Classroom," The Reading Teacher, 14:9, (September, 1960), p. 15.



In the process of making a diagnosis it is necessary to collect facts, and tests contribute many of the facts needed. However, the heart of diagnosis is not testing. It is the intelligent interpretation of the facts by a person who has both theoretical knowledge and practical experience to know what questions to ask; to select procedures, including tests, which can supply the needed facts; to interpret the meaning of the findings; and to comprehend the interrelationships of these facts and meanings.<sup>14</sup>

Based on experience, Helen M. Robinson, felt that retarded readers whose difficulties are corrected early have a better chance of developing desirable lifetime reading habits. This would avoid painful and frustrating experiences over a long period of time.<sup>15</sup>

A direct comparison between the student's reading achievement as reflected on a survey reading test and his mental age as reflected on an individual intelligence test was usually recommended for selecting participants for the remedial reading class.

The consensus of the authorities was that the criterion for selection of participants for a remedial reading class should be based upon the student's reading achievement in relation to his potential for reading. The best method to do this was the comparison of the student's achievement on standardized reading survey test with his mental age as reflected on an individual intelligence test which did not involve reading skills.

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<sup>14</sup> Albert J. Harris, op. cit., p. 176.

<sup>15</sup> Helen M. Robinson, "The Role of Auxiliary Services in Reading," The Reading Teacher, 14:4, (March, 1961), p. 235.



## The Duties and Qualifications of the Remedial Reading Teacher

The need for a qualified, well-trained remedial reading teacher is emphasized by Ullin Leavell who said:

Until administrators can be convinced of the ultimate economy of employing trained personnel to cope with the problem of reading deficiency, we will continue to have grouped together, five or more levels of reading skills.<sup>16</sup>

Arthur I. Gates found that there were no clear cut ideas among administrators concerning what the remedial reading teacher could or should do. Some of the duties which Gates felt the remedial reading teacher should have were:

1. To diagnose the reading difficulties of various types of pupils.
2. To solve most of the reading difficulties of the school.
3. To provide in-service training for classroom teachers.
4. To study and improve the administrative structure of the school she is in.<sup>17</sup>

In Philadelphia the initial referral of participants to the remedial reading class was a cooperative effort of the teachers, counselors, principals and school psychologists. The final selection was made by the remedial reading teacher after studying the referred

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<sup>16</sup>Ullin Leavell, "Discussion of 'Clinical Procedures in Diagnosing Severely Retarded Readers' by Helen M. Robinson," Better Readers for Our Times, II, (New York: Scholastic Magazines, 1957), p. 158.

<sup>17</sup>Arthur I. Gates, op. cit., p. 114.

student's cumulative record and conducting interviews with the student and his teachers.<sup>18</sup>

Robert Karlin would agree with Arthur Gates that the diagnosis of reading difficulties is primarily the responsibility of the remedial reading teacher. He pointed out that "we would not allow the untrained student to prescribe treatment for a child's bodily ills; we need to have the same concern for the child's achievement ills."<sup>19</sup> He further stated that everyone cannot diagnose a child's trouble, and that one should not even expect the classroom teacher to do this.<sup>20</sup>

The remedial reading teacher's purpose in diagnosing the retarded reader is to learn as much as possible about his ability to read, his strengths and weaknesses, his interests, and his personal reaction to past instruction.<sup>21</sup> The methods recommended for diagnosis were: (1) the case study approach and, (2) analysis of performance on standardized diagnostic reading tests.

The case study approach is a comprehensive study of the factors which may retard the student's reading achievement in relation to the total picture of the student's growth from present and past experiences. Helen Robinson described some of the factors to be considered: (1) the intelligence test scores, (2) the achievement test scores, (3) health, including visual and auditory examinations, (4) attendance, (5) a summary

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<sup>18</sup>Wilson, loc. cit.

<sup>19</sup>Robert Karlin, "Who are Teaching Our Disabled Readers," The Reading Teacher, 13:4, (April, 1960), p. 289.

<sup>20</sup>Ibid.

<sup>21</sup>Helen M. Robinson, op. cit., p. 152.

of problems exhibited in school and methods used to solve them, and (6) cooperation parents have given the school. In order to supplement this information, interviews were held with parents to determine when and how the reading problem began and with the student to determine his interests, hobbies, and personal expectations.<sup>22</sup>

In his discussion of the remedial reading teacher, Gates recommended that the teacher solve most of the reading difficulties of the school.<sup>23</sup> Most of the authorities believed, however, that the remedial reading teacher was directly responsible for solving the difficulties of only the severely retarded readers. She would do this by diagnosing their reading difficulties and by guiding their reading development in the remedial reading class.

In a sense, the remedial reading teacher would be indirectly responsible for solving the reading difficulties of the school since one of her chief responsibilities would be supervision of an in-service training program in reading for classroom teachers. Nila B. Smith recommended that the remedial reading teacher initiate activities that would develop the philosophy that teaching reading is the responsibility of all teachers. Some of the methods suggested for the remedial reading teacher to provide training for teachers were: (1) to supervise faculty meetings to analyze reading test results, (2) to give talks on teaching reading, (3) to provide observation periods and supervision for teachers, (4) to conduct summer workshops on reading instruction, and (5) to

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<sup>22</sup>Robinson, op. cit., p. 152-154.

<sup>23</sup>Gates, loc. cit.



encourage participation in college reading courses.<sup>24</sup> It is hoped that the retarded reader will become obsolete and that a remedial reading teacher will no longer be necessary, as the teacher conscientiously strives to guide her student's reading development.

Another function of the remedial reading teacher is to study and improve the methods of reading instruction in the school. She should objectively evaluate the progress of the students in the remedial reading class and supervise the evaluation of the school's developmental reading program. The reading specialist in the school must be responsible for requesting different types of special services as they are needed. She should keep informed of steps taken and the difficulties corrected.<sup>25</sup>

The consensus of the authorities was that the duties of the remedial reading teacher should be:

1. Final selection of participants for the remedial reading class.
2. Diagnosis of the reading difficulties of the participants.
3. Guidance of the reading development of students in the remedial reading class.
4. In-service training in reading instruction for classroom teachers.
5. Evaluation of the progress of students in the remedial reading class and supervision of the evaluation of the school's developmental reading program.

Most of the authorities recommended that the remedial reading

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<sup>24</sup>Nila B. Smith, "The Professional Preparation of Teachers," The Reading Teacher, 15:5, (May, 1961), pp. 327-329.

<sup>25</sup>Robinson, op. cit., p. 231.



teacher be free from other duties. A conclusion drawn from responses to a questionnaire sent to 401 reading specialists was that the degree of job satisfaction increases as the activities of the remedial reading teacher are of a more specific nature.<sup>26</sup>

Since the responsibilities of the remedial reading teacher are great, the personal and professional qualifications of the teacher must be stringent. William H. Burton provides a brief list which summarizes some of the qualities a remedial reading teacher should possess:

1. The remedial reading teacher should have adequate special training and experience in teaching, accompanied by a strong desire and interest in remedial work.
2. The remedial reading teacher should be interested in remedial work; must see clearly the challenges, the opportunities, the difficulties, the satisfactions, and the heartaches involved.
3. The remedial reading teacher should possess a genuine and deep seated love for children; she must be unusually sensitive to their hopes, fears, ambitions, moods, and inhibitions.
4. The remedial reading teacher should have time, energy, interest, and ingenuity to help each child develop confidence and a sense of security; and to help him overcome a variety of emotional blocks and antagonistic attitudes. She must have the patience to work with unbelievably slow, problem cases. To possess these qualities, it is apparent that she cannot be a formal, routine teacher, or a kindly despotic teacher. She

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<sup>26</sup>H. Alan Robinson, "The Secondary School Reading Specialist," The Reading Teacher, 12:1, (October, 1958) p. 106.

- must be a specialist in far more than teaching procedure.
5. The remedial reading teacher, to withstand her difficult task, should possess well above average physical and mental health.
  6. The remedial reading teacher should have exceptional ability to get along with parents and colleagues, to exercise leadership, and to co-ordinate the work of several people.<sup>27</sup>

In 1960, a questionnaire was sent to directors of certification in the fifty states to ascertain what professional requirements were necessary for certification as a remedial reading specialist. It was discovered that only twelve, or twenty percent, of the forty-six respondents had minimum requirements for certification.<sup>28</sup>

In 1958, the Membership Standards Committee of the International Reading Association proposed the following standards:

1. A minimum of three years of successful teaching experience and/or clinical experience.
2. A Master of Science degree or thirty graduate hours in reading and related areas:
  - a. A minimum of twelve semester hours in graduate level reading courses with at least one course in each of the following areas of reading:
    - (1) Foundation or survey course.
    - (2) Diagnosis and correction of reading difficulties.
    - (3) Clinical or laboratory practice.
  - b. At least one graduate level course in each of the following content areas:

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<sup>27</sup>William H. Burton, Reading in Child Development, (Indianapolis: Bobbs-Merrill Company, Inc., 1956), pp. 583-584.

<sup>28</sup>Carl Haag, et al., "Certificate Requirements for Reading Specialists," The Reading Teacher, 14:2, (November, 1960), p. 98.

- (1) Measurement and/or evaluation.
- (2) Personality and/or mental hygiene.
- (3) Educational psychology.

c. The remainder of the semester hours to be in reading and/or related areas.

or

Present evidence of professional activity over a period of five years in one or more of the following areas: training teachers of reading, providing recognized clinical or instructional reading services, supervising reading programs, providing guidance and leadership in the field of reading through speaking, writing, and/or conducting research.<sup>29</sup>

#### The Methods and Materials to be Used

##### in the Remedial Reading Class

Imperative to a successful remedial reading class are well planned procedures for (1) establishing the remedial reading class in the school's curricula, (2) selecting methods of remedial instruction, and (3) selecting materials for remedial instruction.

There was general agreement among authorities that the size of the group in the remedial reading class must be small enough to enable the teacher to focus upon the individual needs of the students. Marion Monroe recommended that the students be grouped according to reading level rather than grade level.<sup>30</sup>

William H. Burton believes the principles in developmental reading instruction requiring special emphasis in remedial reading instruction are:

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<sup>29</sup>Charles Letson, "IRA Membership Standards," The Reading Teacher, 13:1 (October, 1959), pp. 78-79.

<sup>30</sup>Monroe and Backus, op. cit., p. 40.



1. The remedial situation must be pleasant and cheerful, appealing to favorable interests and attitudes, and contributing emotional stability and security.
2. The individual program should give the child an opportunity to read materials suited to his level of interest and level of reading ability. High-interest-low-vocabulary materials are virtually essential to a successful remedial program.
3. The learner must constantly feel that his reading activities are purposeful. The remedial reading teacher should emphasize meaningful reading and let practice and drill grow naturally out of meaningful situations.
4. The learner must be given help to serve specific needs.
5. The learner must have many opportunities to gain confidence and to sense success.
6. The remedial reading teacher must give the child unmistakable evidence he is making progress, even though his progress may be slow.
7. The remedial reading teacher must attempt to secure the cooperation and understanding of the child's parents.
8. The remedial reading teacher must work closely with other teachers who instruct the same child in other areas.
9. The remedial reading teacher must utilize every available source of help, including professional assistance from health, testing, and other service departments in the school system.<sup>31</sup>

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<sup>31</sup>Burton, op. cit., pp. 575-577.



The three basic methods for teaching word attack skills are:

(1) the visual approach, (2) structural analysis, and (3) the kinesthetic approach.

The visual approach involves the look-say method of identifying vocabulary words mounted on cards. Staiger recommended this approach for retarded readers with normal intelligence, but he believed the approach was not as effective with slow learners.<sup>32</sup> Artley believed that the development of basic sight vocabulary should be stressed before structural analysis was undertaken.<sup>33</sup>

Structural analysis involves developing skill in recognizing similarities between known and unknown words. Structural analysis also involves phonics, syllabification and, at an advanced level, the study of roots, prefixes, and suffixes.<sup>34</sup> Staiger believed that this approach offered direct therapy in areas of weakness and utilized the strengths of the retarded reader.<sup>35</sup> Artley found the phonetic method to be the least effective method of teaching word attack skills to children with low intelligence.<sup>36</sup>

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<sup>32</sup>Ralph C. Staiger, "Remedial Procedures for Seriously Retarded Readers," Better Readers for Our Times, I, (New York: Scholastic Magazines, 1956), p. 160.

<sup>33</sup>Sterl Artley, "How and When Word Skills Should be Taught," Better Readers for Our Times, I, (New York: Scholastic Magazines, 1956) p. 78.

<sup>34</sup>Marion Kingsbury, "Discussion of 'Remedial Procedures for Seriously Retarded Readers' by Ralph Staiger," Better Readers for Our Times, I, (New York: Scholastic Magazine, 1956), p. 160.

<sup>35</sup>Staiger, loc. cit.

<sup>36</sup>Artley, loc. cit.

The kinesthetic approach, originated by Grace Fernald, involves the tracing of words from a model while pronouncing by syllables. This approach involves reading aloud and emphasizes vocalization, lip movement and word calling.<sup>37</sup> Although the kinesthetic method emphasizes the sound rather than the meaning of the word, Artley found that the addition of the muscular sense was the most effective means of teaching word skills to the student with low intelligence.<sup>38</sup>

Robert E. Mills believed that the decision to use visual, phonic, and/or kinesthetic methods to teach word attack skills was usually based on teacher preference. He did recommend, however, that four trial lessons of word recognition be taught by each method to determine which method was most effective with the individual reader.<sup>39</sup>

In addition to drill on word attack skills, oral reading with a tape recorder was recommended to help the student overcome tension and recognize his mistakes.<sup>40</sup> A notebook in which the student would record his own progress and keep a record of his supplementary reading was also recommended.<sup>41</sup>

Remedial reading requires a supply of interesting and varied reading materials suitable to the student's ability and interests. Jeannette Veatch prepared a list of materials to be used, limited only by

<sup>37</sup>Bullock, op. cit., p. 124.

<sup>38</sup>Artley, loc. cit.

<sup>39</sup>Robert E. Mills, "The Learning Methods Test." Ft. Lauderdale: Robert E. Mills, 1959.

<sup>40</sup>Kingsbury, loc. cit.

<sup>41</sup>Kingsbury, loc. cit.



the ability and interest of the pupil.

A. Intangible materials.

1. Children's thoughts, beliefs, ideas, values, emotions, etc.
2. Children's oral expressions of thoughts, beliefs, etc.
3. Children's reactions to oral expression of others.
4. Teachers oral directions, labels, requests, rules, etc.
5. All activities children engage in at school or at home.

B. Tangible materials.

1. Recordings of any or all of the intangible materials above by means of:
  - a. Written language.
  - b. Mechanical devices, such as tapes.
  - c. Spontaneous art work as that done,
    - (1) by individuals, with or without color.
    - (2) by groups on murals and the like.
2. Thought provoking objects, hobbies, artifacts, pets, etc.
3. Manufactured materials.
  - a. Films, film strips, slides, and similar resources.
  - b. Printed materials
    - (1) Books, trade and texts.
    - (2) Supplementary materials, workbooks, etc.
    - (3) Children's weekly papers.
    - (4) Newspapers.
    - (5) Magazines.
    - (6) Reading tests.
4. Visitors with unusual interests or backgrounds.<sup>42</sup>

Easy-to-read books are used a great deal in the remedial reading instruction. A factor to be considered in selecting these books is whether or not the reading level is suitable for the student. Ruth Strang believed that books which are too difficult for the retarded reader are likely to confirm his concept of himself as a person who cannot learn to read.<sup>43</sup> Jeanne Chall suggested that the teacher test the readability of

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<sup>42</sup> Jeannette Veatch, "The Materials and Diagnosis of Reading Problems," The Reading Teacher, 14:1 (September, 1960), p. 20.

<sup>43</sup> Ruth Strang, "Providing Reading Materials Appropriate to Interests and Maturity Level," Better Readers for Our Times, I, (New York: Scholastic Magazine, 1956), p. 82.



the book for the student by seeing if the student could read one hundred words with five errors or less.<sup>44</sup>

Another criterion for selecting an easy-to-read book is interest level. Ruth Strang found that the retarded reader often became embarrassed or rebellious when given childish books on subjects of no interest to him.<sup>45</sup> Jack Lichenstein found it was possible to make great gains in developing an enthusiasm for reading by guiding students along their lines of interest.<sup>46</sup> Jeanne Chall found that retarded readers differ little from their age groups in reading interests.<sup>47</sup>

Ruth Strang found that boys were generally interested in stories about animals, male characters, and sports. The girls appeared to be more interested in romance stories with both boys and girls interested in stories concerning self-realization of teenagers.<sup>48</sup>

Jeanne Chall stated that in addition to subject matter, the following factors influence the interest level of the book: (1) general style and treatment, (2) physical make-up, (3) size of print, and (4) length. She preferred a straight-forward presentation of ideas which were not over-simplified or over-explained. She felt that the illustrations should be of children the age of the reader and that the shape and size

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<sup>44</sup>Jeanne S. Chall, "Locating, Introducing, and Using Easy-to-Read High Interest Reading Matter," Reading in Action, II, (New York: Scholastic Magazines, 1957), p. 56.

<sup>45</sup>Strang, loc. cit.

<sup>46</sup>Jack Lichenstein, "The Place of Interests in Remedial Work," Reading in Action, II, (New York: Scholastic Magazines, 1957), p. 52.

<sup>47</sup>Chall, loc. cit.

<sup>48</sup>Strang, op. cit., p. 84.

of the book should be similar to those read by the other students in his age group. Since most retarded readers are sensitive to big print, Chall has emphasized the need for books with small print and a low level vocabulary. In addition, she recommended that the book be brief--less than one hundred pages.<sup>49</sup>

Carefully graded and constructed basal readers are invaluable to reading construction. Mary Austin suggests the following check list for basal readers:

GOOD    FAIR    INADEQUATE

1. Content

Appropriate to grade  
Interesting to children  
Varied

2. Balanced program of skills

Vocabulary: word recognition,  
                  meaning, analysis  
Comprehension  
Word study

3. Readability

Controlled vocabulary,  
                  appropriate concepts,  
                  sentence length, and  
                  structure

4. Authorship

5. Teacher's manuals

6. Workbooks

Attractive, worthwhile  
to read, correlated with  
reader

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<sup>49</sup>Chall, loc. cit.

7. Test
8. Format
9. Other<sup>50</sup>

A graded list of books for remedial reading has been prepared by Albert J. Harris.<sup>51</sup>

Workbooks are often correlated with a basic reading series. Three supplemental workbooks highly recommended were:

1. SRA Reading Laboratory. This involves the SQ<sub>3</sub>R method of survey, question, read, review, and recite. The box contains articles with range from the third to twelfth grade readability levels. It also contains exercises for comprehension and word study, rate builder cards, a teacher's manual, and a student rate book.
2. Reading for Understanding. Thelma Thurstons. Chicago: SRA, 1958. This workbook includes four thousand paragraphs with one hundred graduated difficulty levels ranging from grades three to twelve. It also includes a placement test to determine the beginning level of each student, student record books and a teacher's manual.
3. Reader's Digest Skill Builders, Revised. Pleasantville, New York: Educational Division, Reader's Digest Service, Incorporated. This includes a variety of material suitable

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<sup>50</sup>Mary C. Austin, Clifford L. Bush, and Mildred Herebner, Reading Evaluation: Appraisal Techniques for School and Classroom, (New York: The Ronald Press Company, 1961), p. 51.

<sup>51</sup>Harris, op. cit., pp. 594-607.



for grades two to eight and older retarded readers. It also includes discussion sections and objective questions, vocabulary games, and teacher's manual with charts and graphs.<sup>52</sup>

### Evaluation of the Remedial Reading Class

Objective evaluation of the remedial reading class is necessary to determine whether or not the class is effectively meeting its goals.

Austin reports that the first step in evaluation is to determine and to state the aims of the class in the form of a hypothesis. After the hypothesis is stated it is then translated into terms of behavior.<sup>53</sup>

After determining the goals of the class and translating goals into terms of behavior, the following steps of evaluation were recommended:

1. Determine appropriate measuring devices. Tests should be reliable, valid and practical.
2. Estimate the error involved in the measuring devices.
3. Determine the best means of applying measuring instruments.
4. Tabulate the data.
5. Interpret the data statistically.
6. Report the findings to teachers, administrators, parents, and the community. The report should include a review of the class objectives, a report of the findings, interpretations, and recommendations.<sup>54</sup>

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<sup>52</sup>Austin, op. cit., p. 118.

<sup>53</sup>Austin, op. cit., pp. 140-142.

<sup>54</sup>Ibid.

Mary Austin believed that the following values would be derived from an objective evaluation:

1. The student understands himself better and is better known by his teachers and parents.
2. The teacher is helped to plan more effective teaching.
3. The school becomes aware of the strengths and weaknesses of the program.
4. Present facilities and needs are brought into focus.
5. Criticisms of the program can be met with facts.
6. The community can be made aware of the progress.
7. More effective teaching and learning by way of cooperation can be achieved.<sup>55</sup>

Emery P. Bliesmer listed three specific methods for evaluating progress in the remedial reading program. They were:

1. Finding the difference in reading scores.
2. Comparing remedial gains with average yearly gains. This would tend to reveal effectiveness of remedial instruction more immediately, definitely, and impressively.
3. Finding differences between reading potential and achievement levels at the beginning and at the end of the remedial program.<sup>56</sup>

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<sup>55</sup>Austin, loc. cit.

<sup>56</sup>Emery P. Bliesmer, "Evaluating Progress in Remedial Reading Programs," The Reading Teacher, 15:5, (March, 1962), p. 346.

AN ANALYSIS OF THE REMEDIAL READING CLASSES IN  
SELECTED KANSAS ELEMENTARY SCHOOL SYSTEMS

To obtain information concerning the principles and procedures of conducting remedial reading classes currently practiced by selected Kansas Elementary school system, a questionnaire was sent to the superintendents of fifty-three Kansas elementary school systems having enrollments that exceeded eight hundred students. It was anticipated that the questionnaire would exhibit a pattern of organization and procedures of the selected elementary school systems' remedial reading classes. Replies to the questionnaire were received from 53, or 100 percent, of the school systems contacted.

The data concerning the provisions for remedial reading instruction in the selected Kansas elementary school systems are found in Table I, page 27. Twenty-five, or 47 percent of the 53 respondents reported they had remedial reading programs. It should be noted, however, that only 14, or 26.5 percent reported separate remedial reading classes in their school system.<sup>57</sup> This indicates that 11, or 20.6 percent of the selected Kansas elementary systems provided remedial reading instruction in the regular classroom with the classroom teacher giving the remedial reading instruction in addition to other classroom duties.

The number of respondents satisfied with the remedial reading program in their school system is tabulated in Table II, page 28.

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<sup>57</sup> A list of the 14 Kansas Elementary school systems which have separate remedial reading classes with the enrollment of each school may be found in Appendix C.



TABLE I

SUMMARY OF QUESTIONNAIRE RESPONSES FROM SELECTED KANSAS  
ELEMENTARY SCHOOL SYSTEMS RELATIVE TO PROVISIONS  
MADE FOR REMEDIAL READING IN THEIR SCHOOLS IN  
1965

Questions	Yes	%	No	%
1. Do you have a remedial reading program in your elementary school system?	25	47	28	53
2. Are separate classes provided for remedial reading instruction?	14	26.5	39	73.6

Thirty-one or 58.7 percent, of the 53 respondents were not satisfied with their existing remedial reading programs in their school system. Two, or 7.1 percent, of the 28 respondents who had no remedial reading program in their curricula were satisfied with the existing reading program in their school system. Five or 45.4 percent, of the 11 who had remedial reading programs but no separate remedial reading classes in their curricula were satisfied with their remedial reading programs. Eight, or 57 percent, of the 14 respondents who had separate remedial classes and teachers in their school curricula were satisfied with their existing remedial reading program. It should be noted that the number of respondents satisfied with the reading facilities in their schools showed a definite relationship to the amount of remedial reading instruction provided in their school system.

The summary of the responses from the 14 school systems which have remedial reading programs with separate classes instructed by reading specialists indicates that principles and procedures derived from the

TABLE II

SUMMARY OF QUESTIONNAIRE RESPONSES FROM 53 SELECTED KANSAS ELEMENTARY  
SCHOOL SYSTEMS RELATIVE TO THEIR SATISFACTION WITH REMEDIAL  
READING FACILITIES IN THEIR SCHOOLS IN  
1965

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Question: In your opinion are the remedial reading facilities in your schools satisfactory?							
Respondents	Yes	%	No	%	No answer	%	
1. Twenty-eight who have no remedial reading program.	2	7.1	19	67.9	7	25	
2. Eleven who have remedial reading programs, but no separate remedial reading classes.	5	45.4	6	54.6	0	0	
3. Fourteen who have separate remedial reading classes with remedial reading teachers.	8	57	6	43	0	0	

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professional literature were the criteria employed by the majority of the reporting school systems. However, the principles and procedures recommended by the authorities in the reading field were not employed in their entirety by any of the schools that had remedial reading classes.

In order to promote understanding of the responses they have been organized into the following five areas: (1) professional preparation of the remedial reading teacher, (2) the remedial reading class, (3) selection of participants for the class, (4) teaching methods and materials employed in the remedial reading class, and (5) evaluation of the reading improvement of the student in the remedial reading class.

## Professional Preparation of the Remedial Reading Teacher

Tables III-XIX summarize the responses received from 14 school systems having remedial reading classes concerning the professional preparation of the remedial reading teacher. Table III shows that the schools providing separate remedial reading classes employ remedial reading teachers to instruct the classes. Table IV indicates that 16 or 57.2 percent, of the twenty-eight remedial reading teachers employed by the 14 schools held Master's degrees.

### TABLE III

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE EMPLOYING OF REMEDIAL READING TEACHERS IN THE 14 SCHOOL SYSTEMS THAT PROVIDE SEPARATE REMEDIAL READING CLASSES

Question	Yes	%	No	%	No answer	%
1. Do you employ a remedial reading teacher(s) to instruct your remedial reading classes?	14	100	0	0	0	0

### TABLE IV<sup>a</sup>

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE COLLEGE DEGREES HELD BY THE REMEDIAL READING TEACHERS EMPLOYED BY THE 14 RESPONDING SCHOOL SYSTEMS THAT PROVIDE SEPARATE CLASSES IN REMEDIAL READING

Question	B.A.	%	B.S.	%	M.S.	%	M.A.	%
2. Indicate degree held by your remedial reading teacher(s).	6	21.4	6	21.4	12	42.8	4	14.4

<sup>a</sup>The number of responses (28) exceeds the number responding (14) because of multiple responses. Twenty-eight remedial reading teachers were employed by the 14 school systems having remedial reading classes.



Table V shows 16, or 57.2 percent, of the twenty-eight remedial reading teachers have received 13 or more semester hours in reading courses; but only 6, or 21.4 percent, had less than 12 semester hours in reading courses. However, it should be noted that no report was received concerning 6, or 21.4 percent, of the remedial reading teachers in relation to the number of semester hours they had earned in reading courses.

TABLE V

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE NUMBER OF SEMESTER HOURS IN READING COURSES EARNED BY THE TWENTY-EIGHT REMEDIAL READING TEACHERS EMPLOYED BY THE 14 SCHOOLS HOLDING REMEDIAL READING CLASSES

Question	0-12	%	13-24	%	Over 24	%	No answer	%
3. Indicate the number of semester hours in reading courses earned by the remedial reading teacher(s).	6	21.4	11	39.3	5	17.9	6	21.4

Table VI, page 31, shows that all the twenty-eight remedial reading teachers had some classroom experience before specializing; nine, or 32 percent, had five years or less experience with ten, or 36 percent, having ten years experience. Table VIII, page 32, indicates that ten, or 71.4 percent of the remedial reading teachers were observed by the administrators in regular classroom assignments before being assigned to remedial reading teaching.

TABLE VI

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE NUMBER OF YEARS  
EXPERIENCE THE TWENTY-EIGHT REMEDIAL READING TEACHERS HAD  
BEFORE SPECIALIZING IN REMEDIAL READING TEACHING

Question	1-5	%	6-10	%	Over 10	%
4. How many years teaching experience did the remedial reading teachers have before specializing?	9	32	9	32	10	36

TABLE VII<sup>a</sup>

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE GRADE LEVEL OF  
THE PREVIOUS EXPERIENCE OF THE TWENTY-EIGHT  
REMEDIAL READING TEACHERS

Question	1-3	%	4-6	%	Other	%
5. At what grade level was the remedial reading teachers' previous experience?	10	36	10	36	8	28

<sup>a</sup>Other levels in which previous experience was listed were: grades seven and eight, home economics, junior high and senior high.

TABLE VIII

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE  
ADMINISTRATORS OBSERVATION OF THE REMEDIAL READING  
TEACHER IN A REGULAR CLASSROOM SITUATION BEFORE  
ASSIGNMENT TO REMEDIAL INSTRUCTION

Question	Yes	%	No	%
6. Was the remedial reading teacher observed in a regular classroom situation before assignment to remedial instruction?	10	71.4	4	28.6

Table IX, page 33, shows a general agreement among administrators on the necessary characteristics of the remedial reading teachers. Table X, page 34, shows five, or 36 percent, of the remedial reading teachers have additional duties, while nine, or 64 percent, give their full time to remedial reading instruction. Table XI, page 34, lists the additional duties of the five, or 36 percent, as administering tests, classroom teaching with released time for remedial reading instruction and reading consultant duties. However, with the exception of the classroom teaching the other duties listed are considered duties of the remedial reading teacher in carrying out the remedial instruction.

#### The Remedial Reading Class

Tables XII-XV contain summaries of the questionnaire relative to the remedial reading class. Table XII, page 35, reveals that six, or 43 percent, of the remedial classes had from three to six students in each class while five, or 36 percent had from seven to ten enrolled in each class. Three, or 21 percent, had classes that varied from eleven to twenty students.



TABLE IX<sup>a</sup>

SUMMARY OF THE QUESTIONNAIRE RESPONSES RELATIVE TO THE CHARACTERISTICS  
GIVEN SPECIAL EMPHASIS BY THE ADMINISTRATORS IN  
SELECTING REMEDIAL READING TEACHERS

Question	Number	%
7. Characteristics given special emphasis in selecting remedial reading teachers.		
a. Love of children.	9	64.3
b. Enthusiasm and interest.	14	100
c. Tact and warmth.	11	78.5
d. Sympathetic understanding.	12	85.7
e. Sensitive to emotional needs of children.	14	100
f. Other (listed by respondents)		
1. Special talent for teaching reading.	5	35.7
2. Educational background.	1	7
3. Clinical training.	1	7

<sup>a</sup>The number of responses (66) exceeds the number (14) responding because of multiple responses.

TABLE X

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE ADDITIONAL DUTIES  
OF THE TWENTY-EIGHT REMEDIAL READING TEACHERS

Question	Yes	%	No	%
8. Does the remedial reading teacher have duties in addition to instructing remedial reading classes?	5	36	9	64

TABLE XI

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE  
ADDITIONAL DUTIES OF THE REMEDIAL READING TEACHERS  
AS LISTED BY THE ADMINISTRATORS OF THE 14  
SCHOOL SYSTEMS WITH SEPARATE REMEDIAL  
READING CLASSES

Question	Number
9. List additional duties of the remedial reading teacher.	
1. Administering tests	2
2. Classroom teaching with released time for remedial reading instruction	2
3. Reading consultant	1

TABLE XII

## SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE NUMBER OF STUDENTS IN THE REMEDIAL READING CLASSES

Question	3-6	%	7-10	%	11-20	%
1. What is the average number of students in each remedial reading class?	6	43	5	36	3	21

Table XIII revealed that eight, or 57.1 percent of the school systems had remedial reading classes daily varying from thirty to fifty minutes, while others held classes two days a week, three days a week, or four days a week. Table XIV, page 36 indicates that only four, or 28.6 percent give grades for the work carried on in the remedial reading classes.

TABLE XIII

## SUMMARY OF THE QUESTIONNAIRE RESPONSES RELATIVE TO THE AMOUNT OF THE STUDENT'S TIME DEVOTED TO REMEDIAL READING INSTRUCTION

Question	Number	%
2. How much of the child's time is devoted to remedial reading instruction?		
1. Daily. 30 to 50 minutes.	8	57.1
2. Two days a week. 30 to 60 minutes.	2	14.3
3. Three days a week. 30 to 40 minutes.	2	14.3
4. Four days a week. 50 to 60 minutes.	2	14.3



TABLE XIV

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO STUDENTS  
RECEIVING GRADES FOR PARTICIPATION IN  
REMEDIAL READING CLASSES

Question	Yes	%	No	%
3. Do students in remedial reading class receive a grade?	4	28.6	10	71.4

Table XV reveals that seven, or 50 percent of the classes begin remedial reading instruction at the third grade level with two, or 14.3 percent, starting in grade two. Three, or 21.4 percent begin instruction in grade four and two, or 14.3 percent start remedial instruction in grade five.

TABLE XV

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE GRADE  
LEVEL THAT REMEDIAL READING INSTRUCTION MAY BEGIN

Question	Number	%
4. At what grade level does remedial reading instruction begin?		
1. Second	2	14.3
2. Third	7	50
3. Fourth	3	21.4
4. Fifth	2	14.3

### Selection of Participants for the Remedial Reading Class

Tables XVI-XIX summarize questionnaire data concerning selection of participants for the remedial reading class. Table XVI indicates that initial referral of students to the remedial reading class was a cooperative effort of teachers, counselors and administrators in two schools referrals were accepted from parents as well as school personnel.

TABLE XVI<sup>a</sup>

#### SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE REFERRALS IN THE READING REMEDIAL CLASSES

Question	Number	%
1. By whom are referrals to the remedial reading class made?		
1. Classroom teacher	14	100
2. Remedial reading teacher	5	17.9
3. Principal	10	71.4
4. Counselor	2	14.3
5. Parents	2	14.3
6. Psychologists	2	14.3

<sup>a</sup>The number of responses (35) exceeds the number responding (14) because of multiple responses.

Table XVII, page 38 indicates all students referred do not become participants in the remedial reading class. Table XVIII, page 38 shows each school uses various types of tests in selecting students for remedial reading instruction. Fourteen, or 100 percent, of the schools with remedial reading classes used achievement tests with 13, or 93 percent, using both intelligence tests and reading tests.

TABLE XVII

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO WHETHER  
ALL REFERRALS BECOME PARTICIPANTS IN THE REMEDIAL  
READING CLASSES

Question	Yes	%	No	%
2. Do all students referred become participants in the remedial reading class?	0	0	14	100

TABLE XVIII

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE TYPES  
OF TESTS USED IN SELECTING STUDENTS FOR THE REMEDIAL  
READING CLASSES

Question	Number	%
3. Which tests are used in selecting students for the remedial reading class?		
1. Intelligence	13	93
2. Achievement	14	100
3. Reading	13	93
4. Aptitude	2	14.3
5. Audio	6	43
6. Visual	8	57.1

Table XIX reveals that a wide variety of tests are used in selecting students for the remedial reading classes.



TABLE XIX

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE TESTS USED IN  
SELECTING STUDENTS FOR THE REMEDIAL READING CLASSES

Question	Number	%
4. Tests used in selecting students for remedial reading classes.		
1. Wechsler-Bellevue Intelligence test	1	7
2. Stanford-Binet	6	43
3. SRA Achievement	2	14.3
4. Gates Reading Test	4	28.6
5. Stanford Achievement	5	36
6. Metropolitan Achievement	2	14.3
7. Iowa Silent Reading	3	21.4
8. Iowa Basic Skill test	4	28.6
9. Otis Quick-Scoring	2	14.3
10. California Mental Maturity	2	14.3
11. Spache Diagnostic	2	14.3

## Methods and Materials Used in the Remedial Reading Class

Summaries of questionnaire responses relative to methods and materials used in the remedial reading class are found in Tables XX-XXII. Table XX, page 40, shows 14 or 100 percent use phonetic and basic sight word methods in teaching their remedial reading classes. Thirteen, or 93 percent, also used exercises in specific weaknesses. Only seven, or 50 percent, included the kinesthetic method of teaching reading in their classes.

TABLE XX

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO METHODS  
USED IN REMEDIAL READING INSTRUCTION

Question	Number	%
1. Which methods are used to teach remedial reading classes?		
1. Phonetic	14	100
2. Kinesthetic	7	50
3. Basic sight words	14	100
4. Exercises on specific weaknesses	13	93

Table XXI reveals that 14, or 100 percent, include basic reading skill instruction for all students. Table XXII, page 41, indicates that a wide variety of materials were used in the remedial reading classes.

TABLE XXI

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE  
NUMBER PROVIDING INSTRUCTION IN THE BASIC  
READING SKILLS IN THEIR REMEDIAL  
READING CLASSES

Question	Yes	%	No	%
2. Is additional instruction given in basic reading skills?	14	100	0	0

TABLE XXII

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE  
MATERIALS USED IN THE REMEDIAL READING CLASSES

Question	Number	%
3. What materials are used in the remedial reading classes?		
1. Graded workbooks	7	50
2. Tape recorder	11	78.6
3. Tachistoscope	9	64.3
4. Reading films	7	50
5. SRA	10	71.4
6. Student's work	12	86
7. Supplementary graded series	11	78.6
8. Reader's Digest Skill Text	1	7

Evaluation of the Students' Improvement in the  
Remedial Reading Class

Tables XXIII-XXV summarize the questionnaire data relative to the evaluation of the remedial reading class. Table XXIII reveals that a variety of criteria were used by the 14 school systems to evaluate the students' reading improvement. Most often mentioned: improvement of attitude, 100 percent; improvement of reading in relation to mental age, 86 percent; and improvement of reading in relation to the student's grade level, 86 percent.



TABLE XXIII

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE CRITERIA USED TO  
EVALUATE THE REMEDIAL READING CLASS

Question	Number	%
4. What criteria is employed to evaluate the remedial reading class?		
1. Overall grade improvement in all subject areas.	7	50
2. Improvement of reading in relation to mental age.	12	86
3. Improvement of reading in relation to student's grade level.	12	86
4. Improvement of reading attitudes.	14	100
5. Improvement in relation to child's potential.	3	21.4

Table XXIV indicates that 14 or 100 percent of the schools used both standardized and informal tests in judging the student's improvement. Table XXV, page 43, reveals that a wide variety of tests are used by the 14 school systems in evaluating the student's progress.

TABLE XXIV

SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE TYPE  
OF TESTS USED TO JUDGE STUDENT'S IMPROVEMENT

Question	Number	%
5. What tests were used in judging student's improvement?		
1. Standardized tests	14	100
2. Informal tests	14	100

TABLE XXV

## SUMMARY OF QUESTIONNAIRE RESPONSES RELATIVE TO THE NAMES OF STANDARDIZED TESTS USED IN EVALUATING STUDENTS' PROGRESS

Question	Number	%
6. Names of standardized tests used in evaluating students' progress.		
1. Gates Reading tests	3	21.4
2. Iowa Silent Reading Test	6	43
3. Iowa Basic Skills Test	4	28.6
4. Stanford Achievement	3	21.4
5. SRA	1	7
6. Spache Reading Test	2	14.3
7. Durrell-Sullivan Reading Achievement Test	2	14.3

Table II, page 28, indicated that thirty-one or 58.7 percent of the 53 respondents were not satisfied with the remedial reading facilities in their schools. Needs and suggestions for improving their remedial reading programs were offered by 12, or 84 percent of administrators with remedial reading classes in their school system. Table XXVI, page 44, indicates that nine or 75 percent of the administrators felt a need for more qualified, well-trained remedial reading teachers. Three, or 25 percent, felt the need for in-service training for their classroom teachers. The suggestions and needs were relative to the following areas: (1) the remedial reading teacher, (2) methods and materials for remedial reading classes, (3) selections of participants, (4) miscellaneous. Table XXVII, page 45, summarizes the needs and suggestions given by the

19 administrators that had no remedial reading program in their school system and felt a need for one. It may be noted their needs and suggestions were very similar to those existing in the established remedial reading programs.

TABLE XXVI

SUMMARY OF QUESTIONNAIRE RESPONSES RECEIVED FROM 12 ADMINISTRATORS  
CONCERNING SUGGESTIONS AND NEEDS FOR IMPROVING THEIR  
REMEDIAL READING FACILITIES

Needs and Suggestions	Number	%	Total	%
1. The remedial reading teacher				
(a) Need more well qualified reading teachers	9	75	12	100
(b) Provide more in-service training for classroom teachers.	3	25		
2. Methods and materials for remedial reading classes				
(a) Make use of closed circuit TV	1	8.3		
(b) Help for culturally deprived	1	8.3	9	74.8
(c) Need for room	5	41.6		
(d) Team teaching	2	16.6		
3. Selection of participants				
(a) Smaller classes	5	41.6	8	66.5
(b) Earlier detection of students' needs	3	25		
4. Miscellaneous				
(a) Need reading consultants	2	16.6		
(b) Better classroom teaching training	3	25		
(c) Principals should be better trained to administer programs	1	8.3	7	58.2
(d) Better initial reading instruction in the classroom	1	8.3		



TABLE XXVII

SUMMARY OF QUESTIONNAIRE RESPONSES FROM 19 ADMINISTRATORS CONCERNING  
NEEDS AND SUGGESTIONS FOR IMPROVING THEIR READING  
PROGRAMS WHERE NO REMEDIAL CLASSES EXISTED

Needs and Suggestions	Number	%	Total	%
1. The remedial reading teacher				
(a) Need for qualified reading teacher	14	73.7	17	89.3
(b) In-service training for classroom teachers	3	15.8		
2. Methods and materials for remedial reading classes				
(a) Need for more materials	3	15.8	18	63.1
(b) Use more visual aids	2	10.5		
(c) Better trained teachers	3	15.8		
(d) Need a remedial program	4	21.		
3. Selection of participants				
(a) Better diagnosis and earlier detection of students	3	15.8	8	42
(b) Small classes	4	21.		
(c) A reading clinic to screen students	1	5.25		
4. Miscellaneous				
(a) Improved original instruction	1	5.25	8	42
(b) Need director for a remedial reading program	1	5.25		
(c) Immature children should not be allowed to enter first grade	3	15.8		
(d) State support for remedial reading classes	1	5.25		
(e) Classes should start at primary level	2	10.5		

The responses received from the 53 administrators indicated that remedial reading instruction is a real concern in their school systems. Three administrators reported remedial reading instruction was offered in their summer school programs. Two school systems reported they had discontinued a remedial reading program after setting up an upgraded primary program with efficiency in reading a requirement for promotion.

## RECOMMENDATIONS AND CONCLUSIONS

The following section consists of a summary of the analysis of the remedial reading classes found in selected Kansas elementary school systems as compared with principles and procedures derived from the review of pertinent professional literature. The section also includes some proposed recommendations by the writer for augmenting remedial reading classes.

The fourteen responding school systems which reported a remedial reading class compared favorably with the theoretical aspects found in the review of professional literature.

The data indicated that 25, or 47 percent, of the 53 responding school systems have remedial reading programs with 14, or 26.5 percent, providing classes with remedial reading teachers. More dissatisfaction with remedial reading facilities was reported from the school systems that had no separate remedial reading classes than was reported by the school systems with separate remedial reading classes.

The needs most often mentioned by school systems that did not have a remedial reading class were for well-qualified reading specialists and funds for financing a remedial program. The writer feels the remedial reading programs should be given the same status as other facets of the special education programs which are subsidized by state funds.

A teacher needs to be well trained and dedicated to direct a school's reading program. Sixteen, or 57.2 percent, of the twenty-eight remedial reading teachers employed by the fourteen responding elementary schools providing remedial reading classes, held master's degrees. The writer believes the reading specialist should have the minimum of five



years of elementary classroom experience, and at least eight hours credit in reading courses. Also, a remedial reading teacher should continue her education by attending workshops, clinics and additional college courses. This would enable the teacher to know the latest findings of research and to use what was applicable in her remedial teaching.

The data from the 14 responding schools indicates that a small percentage of the remedial reading teachers had additional duties. As far as possible, the duties of the reading specialist should be restricted to diagnosing and treating the reading needs of retarded readers and to instructing classroom teachers in methods to assure effective reading instruction in the classroom. Supervising a reading program of a school is a full-time job.

The methods of establishing the remedial reading classes needs to be flexible enough to fit smoothly into the existing classroom organization. Ten, or 71.5 percent, of the 14 responding schools held remedial classes four or five days weekly with each period varying from thirty minutes to an hour. The writer feels that the remedial reading instruction should be given daily and tailored to meet individual needs to insure maximum reading growth.

The remedial reading classes in the 14 responding school systems varied in size from three to twenty. Forty-six percent of the school systems held classes not exceeding six students with thirty-six percent not exceeding ten students. Remedial reading classes should be small enough to insure meeting individual needs.

Nine of the 14 responding school systems providing remedial reading classes started remedial instruction at the second or third grade level.

The opinion of the writer is that the earlier painful and frustrating reading experiences are eliminated, the greater the possibility of the student developing desirable reading habits.

Referrals for the remedial classes were made through a cooperative effort of the faculty and administration in all the responding school systems with no school accepting all students referred. Intelligence, achievement, and reading standardized tests were used most often to determine final selection of participants.

The responding school systems need to be commended for the wide variety of methods and materials used to guide the reading development of their retarded readers. Nearly all of the 14 responding school systems used exercises on specific weaknesses; and the phonetic, structural analysis, and kinesthetics approaches were used in combination by most of the schools. The writer recommends that trial lessons be given using the phonetic, structural analysis, and kinesthetic approach to determine which method of instruction is the most effective for the individual student.

The 14 responding school systems used combinations of a wide variety of materials. Supplemental graded reading series were the most often used. The mechanical device most used for motivation was the tape recorder. The writer agrees with the choice of materials used in the remedial reading classes of the 14 responding school systems with separate remedial reading classes.

Criteria used by the 14 responding school systems for evaluating the remedial reading class were varied. No school used just one criterion, but a combination of several for evaluation. One hundred percent evaluated



improvement of reading attitudes, and eighty-six percent used improvement of reading in relation to mental age and improvement in relation to student's age level. The writer prefers comparing the student's attainment with his reading potential which has been determined by the use of standardized tests.

Student evaluation was made by the use of standardized and informal tests. The writer believes that improvement in attitude should be evaluated by teacher observation and that reading achievement as reflected on a standardized reading test should be compared with his reading potential as reflected on a standardized, individual intelligence test to evaluate his progress in reading. The discrepancy between achievement and reading potential at the conclusion of the class should be compared with the discrepancy which existed from the beginning.

The one hundred percent return of the questionnaire sent to the 53 selected Kansas elementary school systems is concrete evidence of active interest in remedial reading programs. The writer felt the most urgent need is for well-qualified reading teachers. Administrators listed better teacher training and better initial teaching of reading among existing needs in their reading programs. In-service training of classroom teachers would help alleviate this problem. The writer realized the recommendations made would necessitate increased funds for reading personnel and facilities but felt their implementation would greatly facilitate the remedial reading program of a school.



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## REFERENCES

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## APPENDICES

## APPENDIX A

## Questionnaire

The remedial reading class, which is designed to help the retarded reader, is a vital phase of the developmental reading program.

The purpose of this questionnaire is to ascertain existing practices and provisions relative to remedial reading classes in selected Kansas Elementary Schools, grades one through six. To acquire a picture of the existing remedial reading programs, we are asking you, because of your professional competence and interest, to answer the following questions.

## I. Remedial reading program.

1. Do you have a remedial reading program in your elementary school(s)? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Are separate classes provided for remedial reading instruction? Yes \_\_\_\_\_ No \_\_\_\_\_

(If the answer is no, please answer items 26 and 27 and return questionnaire.)

## II. Professional preparation and qualifications of the remedial reading teacher.

3. Do you have a remedial reading teacher(s)? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, how many? \_\_\_\_\_

4. Please indicate the degree(s) held by your remedial reading teacher(s).

B.A. \_\_\_\_\_ M.S. \_\_\_\_\_

B.S. \_\_\_\_\_ Specialist \_\_\_\_\_

M.A. \_\_\_\_\_ Other (Specify) \_\_\_\_\_

5. Indicate the number of semester hours in reading the remedial teacher(s) has earned.

\_\_\_\_\_ hours

\_\_\_\_\_ hours

\_\_\_\_\_ hours

6. How many years experience did the teacher(s) have before specializing in remedial reading teaching?

5 years \_\_\_\_\_, 10 years \_\_\_\_\_,

Over 10 years \_\_\_\_\_.

7. The above experience was at what grade level?

Primary \_\_\_\_\_, Intermediate \_\_\_\_\_, Other \_\_\_\_\_

8. Did you or some other administrative personnel observe the remedial reading teacher in a classroom situation before assignment to remedial teaching? Yes \_\_\_\_\_ No \_\_\_\_\_

9. Which of the following characteristics were given special emphasis in selecting the remedial reading teacher?

Check. Love of children \_\_\_\_\_

Enthusiasm and interest \_\_\_\_\_

Tact and warmth \_\_\_\_\_

Sympathetic understanding \_\_\_\_\_



Sensitive to emotional needs  
of children \_\_\_\_\_

Other (specify) \_\_\_\_\_

10. Does the remedial reading teacher have other professional duties in addition to instructing remedial reading?

Yes \_\_\_\_\_ No \_\_\_\_\_

11. If answer above is "Yes," please list additional duties.

\_\_\_\_\_  
\_\_\_\_\_

### III. The remedial reading class.

12. What is the average number of students in each remedial reading class? \_\_\_\_\_

13. How much of the child's time is devoted to remedial reading instruction?

Daily \_\_\_\_\_ minutes.

Two days a week \_\_\_\_\_ minutes.

Three days a week \_\_\_\_\_ minutes.

Other (specify) \_\_\_\_\_

14. Do students receive a grade for participation in the remedial reading class? Yes \_\_\_\_\_ No \_\_\_\_\_

15. At what grade level does the remedial reading instruction begin?

3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

### IV. Selection of participants for the remedial reading class.

16. By whom are referrals to the remedial reading class made?

Check. Classroom teacher \_\_\_\_\_, remedial reading  
teacher \_\_\_\_\_, principal \_\_\_\_\_,

counselor\_\_\_\_\_, other (specify)\_\_\_\_\_.

17. Do all students referred to the remedial reading class become participants in the class? Yes\_\_\_\_\_ No\_\_\_\_\_
18. Which of the following tests are employed in selecting students for remedial reading class?
- Check. Intelligence tests \_\_\_\_\_
- Achievement tests \_\_\_\_\_
- Reading tests \_\_\_\_\_
- Aptitude tests \_\_\_\_\_
- Audio tests \_\_\_\_\_
- Visual tests \_\_\_\_\_
19. If tests are used as criteria in selecting students for remedial reading class, please list names of tests employed.
- \_\_\_\_\_

V. Teaching methods and materials used in the remedial reading class.

20. Which method(s) are used to teach remedial reading classes?
- Check. Phonetic \_\_\_\_\_ Basic sight words \_\_\_\_\_
- Kinesthetic \_\_\_\_\_ Exercises on specific weaknesses \_\_\_\_\_
- Other (specify) \_\_\_\_\_
21. Is additional instruction given in the basic reading skills?
- Yes\_\_\_\_\_ No\_\_\_\_\_
22. Check materials used in your remedial reading program.

Graded workbooks \_\_\_\_\_

Tape recorder \_\_\_\_\_

Tachistoscope \_\_\_\_\_

Reading films \_\_\_\_\_

S.R.A. \_\_\_\_\_

Students work \_\_\_\_\_

Supplementary graded series \_\_\_\_\_

Others (please specify) \_\_\_\_\_

\_\_\_\_\_

VI. Evaluation of the reading improvement of the students in the remedial reading classes.

23. Which of the following criteria are employed to evaluate student progress in reading?

Over-all grade improvement in all subject areas. \_\_\_\_\_

Improvement of reading in relation to mental age. \_\_\_\_\_

Improvement of reading in relation to student's grade level. \_\_\_\_\_

Improvement of student's attitude toward reading. \_\_\_\_\_

Improvement of reading in relation to his potential reading capability. \_\_\_\_\_

Other (specify) \_\_\_\_\_

\_\_\_\_\_

24. Is the student's improvement judged by:

Standardized tests \_\_\_\_\_

Informal tests \_\_\_\_\_



25. If answers above are "Yes," to either or both items,  
please specify:

Standardized tests

---



---

Informal tests

---



---

26. In your opinion are the remedial reading facilities in  
your elementary schools satisfactory?      Yes \_\_\_\_\_ No \_\_\_\_\_
27. If answer is "No," what changes, in your opinion, could be  
made to bring about an improved remedial reading program in  
your school system?

- (a)
- (b)
- (c)

Current elementary school enrollment \_\_\_\_\_.

---

Name of school system

---

Respondent

409 South Jackson  
Junction City, Kansas  
November 21, 1964

Superintendent of Schools  
\_\_\_\_\_, Kansas

Dear Sir:

I am a graduate student in the School of Education at Kansas State University. The topic of my Master of Science Report is "Remedial Reading Programs in Selected Elementary Schools in Kansas."

Remedial reading is a vital part of the developmental reading program. So little material is available on this subject that this master's report is both timely and important.

The answers from a number of administrators to the questions submitted on the enclosed questionnaire will provide information on what is being done in the remedial reading classes of selected Kansas elementary schools. No teacher, school, or school system will be identified in the results of this study.

I shall appreciate your professional cooperation in supplying information about the remedial reading classes in your elementary school(s).

Sincerely yours,

enc.

## APPENDIX B

LIST OF FIFTY-THREE SELECTED KANSAS ELEMENTARY SCHOOLS  
CONTACTED IN THIS STUDY

Name of School	Response	No Response
Abilene	x	
Atchison	x	
Arkansas City	x	
Augusta	x	
Bonner Springs	x	
Chanute	x	
Coffeyville	x	
Concordia	x	
Corinth School	x	
Derby	x	
Desoto	x	
Dodge City	x	
Eldorado	x	
Emporia	x	
Fort Scott	x	
Garden City	x	
Goodland	x	
Great Bend	x	
Hays	x	
Haysville	x	
Hutchinson	x	



Name of School	Response	No Response
Independence	x	
Iola	x	
Junction City	x	
Kansas City	x	
Lawrence	x	
Leavenworth	x	
Liberal	x	
Linwood School	x	
Manhattan	x	
McPherson	x	
Mulvane	x	
Newton	x	
Olathe	x	
One-hundred Ten School	x	
Ottawa	x	
Parsons	x	
Pittsburg	x	
Prairie School	x	
Pratt	x	
Roesland School	x	
Russell	x	
Salina	x	
Shawnee	x	
Topeka	x	

Name of School	Response	No Response
Turner Unified #202	x	
Ulysses	x	
Valley Center	x	
Valley View	x	
Washington, Bethel	x	
Wellington	x	
Wichita	x	
Winfield	x	

## APPENDIX C

ENROLLMENT OF 14 SELECTED KANSAS ELEMENTARY SCHOOLS HAVING REMEDIAL  
READING PROGRAMS WITH REMEDIAL READING TEACHERS IN SCHOOL YEAR  
1964-1965

Name of School	Enrollment
Corinth	2307
Emporia	1908
Goodland	825
Hutchinson	5000
Junction City	4920
Linwood	1825
McPherson	975
Olathe	1830
District 110, Overland Park	6800
Prairie	2600
Roesland	1150
Russell	769
Topeka	15390
Valley View	2300



REMEDIAL READING CLASSES IN SELECTED  
KANSAS ELEMENTARY SCHOOLS

by

WILDA L. NOVOTNY

B. S., Kansas State University, 1962

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1965

## ABSTRACT

Reading is of vital importance to the individual and to society. Teachers and administrators realize the teaching of reading is a continuous process. The concept of developmental reading is a result of this realization. The provision made for the retarded reader in the remedial reading class is an important phase of a developmental reading program.

This study was concerned with the analysis of the present practices of conducting remedial reading classes in selected Kansas elementary school systems compared with the principles and procedures suggested in professional literature of this era.

The procedure used in this study consisted of a survey of selected professional literature relative to the remedial reading class in the elementary schools. In addition, a questionnaire based primarily on the professional preparation of the remedial reading teacher, the remedial reading class, teaching methods and materials employed in the remedial reading class, and evaluation of the reading improvement of the students in the remedial reading class was sent to the administrators of the fifty-three selected elementary school systems.

The questionnaire data indicated that only fourteen of the fifty-three respondents have separate remedial reading classes for retarded readers. The most urgent needs of the school systems contacted were for qualified, well-trained remedial reading teachers who would diagnose and treat the reading difficulties of retarded readers and who would also conduct in-service training for regular classroom teachers in methods of reading instruction in their classrooms. The fourteen school systems which reported remedial reading classes compared favorably with the

theoretical aspect of the professional literature reviewed, especially with regard to the methods and materials used in the remedial reading instruction. However, more attention needs to be given to the in-service training of the classroom teachers.

More remedial reading classes need to be provided in the elementary schools. When painful and frustrating reading experiences of the retarded reader are eliminated at the earliest possible time the child can develop desirable reading habits to help him attain the most from his school experiences.

Although proposed recommendations would necessitate increased funds for reading personnel and facilities, it is believed by the writer that their implementation would greatly facilitate the remedial reading programs of the elementary schools.



