

A COMPARATIVE ANALYSIS OF THE REMEDIAL READING CLASSES
IN SELECTED KANSAS HIGH SCHOOLS
WITH CRITERIA DERIVED FROM
RELEVANT PROFESSIONAL LITERATURE

by

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INTRODUCTION

In recent years there has been a growing realization among teachers and administrators 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."¹ As a result, the concept of developmental reading, which emphasizes the teaching of reading by every teacher to every child throughout his education, is being 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 comparison of the principles and procedures recommended by reading authorities for conducting a successful high school remedial reading class with the present practices of selected Kansas high schools. The following questions were considered:

1. What are the principles and procedures suggested in literature relative to high school remedial reading classes concerning:
 - a. The selection of participants for the remedial reading class

¹ Ruth Strang, Constance McCullough, and Arthur Traxler, The Improvement of Reading (New York: McGraw Hill Book Company, Inc., 1961), p. 85.

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

Importance of the study. Developmental reading is generally recognized by administrators as one of the most important aims of secondary education. The remedial reading class is an important phase of the developmental reading program. From a survey of 147 questionnaires and from descriptions of more than thirty secondary reading programs appearing 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.² The diverse principles and procedures found in professional literature indicated that a definitive statement of principles and procedures of conducting a secondary remedial reading class needed to be made. In a recent survey, Arthur I. Gates found widely divergent views among administrators concerning the meaning of the term, remedial reading, and the duties

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

and qualifications of remedial reading teachers.³ In this study an attempt was made to state some of the principles and procedures for conducting a high school remedial reading class which may be useful to administrators of such classes.

Definitions of Terms Used

Developmental reading program. A developmental reading program was interpreted 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. In the secondary school, the development of specific skills would be undertaken by each teacher in his content field.

Remedial reading class. The remedial reading class was interpreted as a set period of time in the curricula during which the remedial reading teacher would guide the reading development of retarded readers. It is one phase of a developmental reading program. The term "remedial" has fallen into disrepute with some authorities who would substitute the term "corrective." In this paper the terms were used synonymously.

Remedial reading teacher. The remedial reading teacher was interpreted as a person specifically trained in the methods of diagnosing and treating reading difficulties. Her duties would include teaching the remedial reading classes and conducting the in-service training of the other teachers who participate in the developmental reading program.

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

Retarded reader. A retarded reader was interpreted as one whose reading achievement on a standardized reading test was two or more years below his potential reading ability as reflected on an individual intelligence test. "Retarded readers should be sharply differentiated from the slow learner who is reading below his age or grade norm, but at or above his mental age norm."⁴

Procedure

The procedure followed in this study consisted of the following:

1. Selected professional reading literature as it pertains to the high school remedial reading class was comprehensively analyzed.
2. A questionnaire⁵ 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 selected Kansas high schools.⁶

⁴ Arthur I. Gates, "Improved Reading Programs," *Education*, 71:9 (May, 1951), p. 537.

⁵ A copy of the questionnaire and the accompanying letter can be found in Appendix A.

⁶ A list of schools contacted in this study is found in Appendix B.

The schools were selected on the basis of enrollment as listed for the school year 1961-1962. Any three or four year high school with enrollment of 400 or more students was included in the survey. The reason for selecting high schools with a large enrollment was based on the assumption that the larger high school would more likely include a remedial reading class in its curricula than the smaller high school.

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

REVIEW OF THE LITERATURE

This portion of the study is a summary of professional literature as it pertains to high school remedial reading classes. In order to present logically the principles and procedures of conducting a high school remedial reading class as suggested in the 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 their retardation.⁷ In order to achieve this goal, certain criteria for selecting students should be established. Some criteria which have been used to select retarded readers are: (1) reading achievement scores which fall in the lowest quartile, (2) reading achievement scores which fall below a certain grade level, (3) reading achievement scores which indicate that the student may have trouble in academic areas, (4) failure to benefit from regular classroom instruction, and (5) failure in English. None of

⁷Rosemary Green Wilson, "What is Happening to Reading in Philadelphia," The Reading Teacher, 11:3 (February, 1958), p. 187.

these criteria, however, are based upon the student's individual capacity to achieve. 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.⁸

The methods recommended to ascertain the reading achievement and reading potential were: (1) informal teacher observations and tests and (2) standardized tests. 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.⁹ 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 silent reading 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 score was considerably lower than the other two scores, the child was recommended for intensive work in a remedial reading class.

⁸Harrison Bullock, Helping the Non-Reading Pupil in the Secondary School (New York: Bureau of Publications, Teachers College, Columbia University, 1956), p. 120.

⁹Marion Monroe and Bertie Backus, Remedial Reading: A Monograph in Character Education (Boston: Houghton Mifflin Company, 1937), p. 36.

¹⁰Ibid.

Another authority recommended that the following questionnaire be given to teachers to aid them in their selection of participants for the remedial reading class:

1. Does the student speak another language in addition to English? In such instances, is the non-language score higher than the language score in mental ability tests?
2. Does the student show a year or more grade placement variation in the following scores:
 reading comprehension higher than vocabulary?
 mathematical reasoning higher than fundamentals?
3. Does the student seem curious beyond what is generally expected of a student with his test scores?
4. Does the student respond to subtle humor?
5. Does the student work with a logical plan?
6. Does the student tend to ask "Why?" rather than "What?" in regard to explanations?
7. Does the student take an informal interest in the world? Do his interests go beyond the activities of youth?
8. Is the student able to apply what is learned in one situation to another? ¹¹

The use of standardized tests was the most common method of determining the reading potential and achievement of the child. A survey reading test was often given to every child at the beginning of his high school education. Helen Robinson recommended the following survey reading tests for use in the high school:

1. Gates Reading Survey for Grades 3-10. New York: Bureau of Publications, Teachers' College, Columbia University, 1937.

¹¹ Elizabeth A. Pellett, "New Approaches to Grouping in High School," The Reading Teacher, 11:2 (December, 1957), p. 113.

2. Cooperative English Test, Test C1 Reading Comprehension, Lower Level. Educational Testing Service, 1953. ¹²

Two authorities recommended that an individual intelligence test be given to determine the reading potential of retarded readers.¹³

Two individual intelligence tests recommended by Bulloch were:

1. The Revised Stanford Binet, which yields a mental age score.
2. The Weschler Bellevue Intelligence Scale for Adults. New York: Psychological Corporation. This yields a distinct verbal score. ¹⁴

Another authority 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 Tests. Los Angeles: California Testing Bureau.
2. Chicago Non-Verbal Examination. New York: Psychological Corporation.
3. Revised Beta Examination. New York: Psychological Corporation.
4. SRA Primary Mental Abilities Test. Chicago: SRA. ¹⁵

The same authority also stated that since the intelligence test results are only a crude guide to the reading capacities of the pupil, he prefers to estimate capacity by a formal or informal measure of auditory comprehension. He recommended the following tests:

¹²Helen M. Robinson, "Can Retarded Readers Develop a Permanent Interest in Reading?" The Reading Teacher, 12:9 (April, 1959), p. 236.

¹³Arthur E. Traxler, "Recent Findings on Research in Reading," The Reading Teacher, 13:2 (December, 1959), p. 91; Bulloch, op. cit., p.13.

¹⁴Bulloch, loc. cit.

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

1. Brown-Carlson Listening Comprehension Test. New York: World Book.
2. Silent and Auditory Comprehension. New York: Committee on Diagnostic Reading Tests.¹⁶

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. However, the criticism that the intelligence test often involved reading skills and failed to give an objective mental age score led Marion Monroe to devise an alternative method for determining the reading potential of the student. In order to ascertain the student's reading expectancy, she took the average of the student's chronological age, mental age, and math grade score. She then divided the student's reading grade score by his reading expectancy score to determine the amount of reading retardation.¹⁷ This method of comparison is known as the Monroe Index.

Dr. Spache believed that in one sense the Monroe Index provided a broader base for comparison of reading achievement and a modified estimate of mental age. He further asserted, however, that there was no basis for her assumption that the arithmetic computation score would not be contaminated by the influence of reading skills and would, therefore, yield a good measure of a student's reading potential.¹⁸

¹⁶Ibid., p. 16.

¹⁷Monroe and Backus, loc. cit.

¹⁸George Spache, "Classroom Techniques of Identifying and Diagnosing the Needs of Retarded Readers in High School and College," Better Readers for Our Times, I (New York: Scholastic Magazines, 1956),

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 a standardized reading survey test with his mental age as reflected on an individual intelligence test which did not involve reading skills.

The Duties and Qualifications of the Remedial Reading Teacher

The need for a qualified, well-trained remedial reading teacher was 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.¹⁹

Arthur I. Gates found that there were no clear cut ideas among administrators concerning what the remedial reading teacher could or should do.²⁰ Two authorities believed that the final selection of participants was one of the duties of the remedial reading teacher.²¹ Some of the duties which Arthur Gates felt the remedial reading teacher should have were:

¹⁹Ullin 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.

²⁰Arthur I. Gates, "What Makes a Remedial Reading Program Effective," op. cit., p. 114.

²¹Wilson, op. cit., p. 187; Bullock, op. cit., p. 120.

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.²²

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 student's cumulative record and conducting interviews with the student and his teachers.²³

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."²⁴ He further stated that everyone cannot diagnose a child's trouble and that one could not even expect the classroom teacher to do this.²⁵

²²Gates, loc. cit.

²³Wilson, loc. cit.

²⁴Robert Karlin, "Who Are Teaching Our Disabled Readers?" The Reading Teacher, 13:4 (April, 1960), p. 289.

²⁵Ibid.

The purpose of diagnosis is to learn as much as possible about the retarded reader--his capacity to read, his strengths and weaknesses, his interests, and his personal reactions to past instruction.²⁶ The goal of diagnosis is to make a prognosis and plan remedial instruction.²⁷ 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 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) summary 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.²⁸

In order to gain a picture of the specific reading weaknesses exhibited by the student, an analysis of the results of a diagnostic reading test was recommended. The following diagnostic tests were

²⁶Helen M. Robinson, "Clinical Procedures in Diagnosing Severely Retarded Readers," Better Readers for Our Times, I (New York: Scholastic Magazines, 1956), p. 152.

²⁷Ibid.

²⁸Ibid., pp. 152-154.

recommended for use in the high school:

1. California Reading Test, Advanced Form. 1957 Edition. Ernest W. Tiegs and Willis W. Clark. California Testing Bureau.
2. Diagnostic Reading Tests. Survey Section, 1947-52. Frances Triggs et. al. Committee on Diagnostic Reading Tests, Inc.
3. Iowa Silent Reading Tests, New Edition, 1927-43. H. A. Greene, A. Jorgensen, and V. Kelley. World Book Company.
4. Kelley-Greene Reading Comprehension Test, 1953-55. Victor Kelley and H. A. Greene. World Book Company.
5. Nelson-Denny Reading Test, 1929-38. M. J. Nelson and E. C. Denny. Houghton Mifflin Company.
6. SRA Reading Record, 1947. Guy Buswell. Science Research Associates.²⁹

In his discussion of the duties of the remedial reading teacher, Gates recommended that the teacher solve most of the reading difficulties of the school.³⁰ Most 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 one sense, however, the remedial reading teacher would be indirectly responsible for solving the reading difficulties of the school since one of her chief responsibilities would be the supervision of an in-service training program in reading for classroom teachers. Nila B. Smith recommended that the remedial reading teacher initiate

²⁹Mary 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.

³⁰Gates, loc. cit.

readiness activities for teachers in order to develop the philosophy that teaching reading is the responsibility of high school teachers. The remedial reading teacher should also provide a beginning knowledge of classroom procedures to bring the student's reading achievement in closer relation to his reading potential. Some methods Nila Smith 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 supervised practice for teachers, (4) to conduct summer workshops on reading instruction, and (5) to encourage participation in college reading courses.³¹ As each teacher conscientiously strives to guide her students' reading development, it is hoped that the retarded reader will become obsolete and that a remedial reading class will no longer be necessary.

A fifth function of the remedial reading teacher is to study and improve the methods of reading instruction in the school. She would objectively evaluate the progress of the students in the remedial reading class and supervise the evaluation of the school's developmental reading program.

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.

³¹Nila B. Smith, "The Professional Preparation of Teachers," The Reading Teacher, 15:5 (May, 1961), pp. 327-329.

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.

The authorities also recommended that the remedial reading teacher be free from other duties. Henry Bamman asserted that "no remedial program can survive unless the teacher is free of other duties and assigned for a period of time to the reading room."³² One 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.³³

Since the responsibilities of the remedial reading teacher are great, the personal and professional qualifications of the teacher must be stringent. Elizabeth Pellett found that the two personal qualifications that all of the remedial reading teachers in five high schools had in common were (1) a sincere desire to assist young people to develop their abilities in reading and (2) a willingness to grow toward expanded use of methods and approaches.³⁴

³²Henry A. Bamman, Ursula Hogan and Charles E. Greene, Reading Instruction in the Secondary Schools (New York: Longmans, Green and Company, 1961), p. 230.

³³H. Alan Robinson, "The Secondary School Reading Specialist," The Reading Teacher, 12:1 (October, 1958), p. 106.

³⁴Pellett, op. cit., p. 113.

Marion Monroe and Bertie Backus found the following personal characteristics desirable in a remedial reading teacher:

1. Friendliness and sympathy for the child who has failed.
2. Tolerance and insight into the student's behavior deviations, with an attack on causes rather than symptoms.
3. Ability to recognize the child's good points.
4. Ingenuity in discovering and planning specific treatment of each child's reading difficulties.³⁵

In addition, Ralph Staiger recommended:

1. Emotional detachment from the students.
2. Calmness and patience to minimize the student's anxiety.
3. A positive, optimistic attitude toward students.
4. Faith, acceptance, and respect for the student.³⁶

In 1960, a questionnaire was sent to the directors of certification in the fifty states to ascertain what professional requirements were necessary for certification as a remedial reading specialist.³⁷ It was discovered that only twelve, or twenty per cent, of the forty-six respondents had minimum requirements for certification.³⁸

³⁵Monroe and Backus, op. cit., p. 42.

³⁶Ralph C. Staiger, "Remedial Procedures for Seriously Retarded Readers," Better Readers for Our Times, I (New York: Scholastic Magazines, 1956), p. 160.

³⁷Carl Haag et. al., "Certificate Requirements for Reading Specialists," The Reading Teacher, 14:2 (November, 1960), p. 98.

³⁸The twelve states were: Connecticut, Delaware, Massachusetts, Mississippi, New Hampshire, New Jersey, New Mexico, Oregon, Ohio, Pennsylvania, Utah, and Wisconsin.

From a questionnaire sent to 401 secondary school reading specialists in the five largest cities of forty-one states, the following data was obtained:

1. Twenty-one per cent of the respondents were men and seventy-nine per cent were women.
2. Eighty per cent had a bachelor's degree.
3. Eight per cent had professional certificates in reading.
4. One per cent had doctorates.
5. Forty per cent had six or more hours in supervised reading or lab experience.
6. Ninety-eight per cent would have liked to have had more intensive instruction in reading during their training.
7. Fifty per cent had six or more hours in guidance and supervision or administration.
8. Most of the respondents had been classroom teachers three or more years before specializing; however, eighteen per cent of the men and eight per cent of the women had only one or two years of teaching experience before specializing. Sixteen per cent of the men and four per cent of the women had no teaching experience before specializing.³⁹

There seemed to be agreement among the authorities that minimum requirements for certification of the reading specialist needed to be established. In 1958, the Membership Standards Committee of the International Reading Association proposed the following standards:

³⁹H. Alan Robinson, op. cit., pp. 103-106.

1. A minimum of three years of successful teaching experience and/or clinical experience.
2. A M. S. 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 practicum.
 - b. At least one graduate level course in each of the following content areas:
 - (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.⁴⁰

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.

⁴⁰Charles Letson, "IRA Membership Standards," The Reading Teacher, 13:1 (October, 1959), pp. 78-79.

Henry Bamman stated that the most common practice for providing a place in the curricula for the remedial reading class was to release the student from a regularly scheduled course, preferably a study period, to go to the remedial reading class.⁴¹ If, however, the student was released from a regularly scheduled English class, Wilson recommended that the remedial reading class apply as credit for the English course.⁴²

The frequency of class meetings varied; however, two or three periods a week was deemed effective by Marion Monroe and Henry Bamman.⁴³ The recommended length of the class period was forty minutes unless provisions were made for individual reading.⁴⁴ George Torlando and J. Wayne Wrightstone recommended that the retarded reader attend the remedial reading class for two semesters. This recommendation was the result of an experiment in which they compared the reading development of an experimental group of 131 students who attended a remedial reading class with the development of a control group of 131 students who attended regular English classes. They found no appreciable difference in the reading development of the two groups after one semester of instruction, but significant superiority in the reading development of the experimental group after two semesters of instruction.⁴⁵

⁴¹ Bamman, op. cit., p. 230.

⁴² Wilson, op. cit., p. 187.

⁴³ Monroe and Backus, op. cit., pp. 39-40; and Bamman, loc. cit.

⁴⁴ Bamman, loc. cit.

⁴⁵ George Torlando and J. Wayne Wrightstone, "Measuring the Effectiveness of Special Reading Instruction in Selected Vocational High Schools," High Points, 38:3 (March, 1956), pp. 31-36.

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. Henry Bamman recommended that not more than ten students be in a remedial group in a single period.⁴⁶ Marion Monroe recommended that the students be grouped according to reading level rather than grade level.⁴⁷

The principles recommended for remedial reading instruction were:

1. The instruction should be individualized.⁴⁸
2. Direct therapy in the fields of weakness should be given.⁴⁹
3. Emphasis should be placed upon using the child's abilities rather than correcting his weaknesses.⁵⁰
4. Provision for sufficient practice in using skills should be made.⁵¹
5. Evidence of the student's progress should be provided.⁵²
6. An adequate balance between word perception and comprehension should be provided.⁵³
7. A variety of reading techniques should be used.⁵⁴

⁴⁶Bamman, loc. cit.

⁴⁷Monroe and Backus, op. cit., p. 40.

⁴⁸Ibid.

⁴⁹Ibid.

⁵⁰Ibid.

⁵¹Helen Robinson, "Can Retarded Readers Develop a Permanent Interest in Reading?" op. cit., p. 237.

⁵²Sterling Artley, "How and When Word Skills Should be Taught," Better Readers for Our Times, I (New York: Scholastic Magazines, 1956), p. 78.

⁵³Ibid.

⁵⁴Staiger, op. cit., p. 163.

The three basic method 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 effective with slow learners.⁵⁵ Artley believed that the development of a basic sight vocabulary should be stressed before structural analysis was undertaken.⁵⁶

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.⁵⁷ Staiger believed that this approach offered direct therapy in areas of weakness and utilized the strengths of the retarded reader.⁵⁸ Artley found the phonetic method to be the least effective method of teaching word attack skills to children with low intelligence.⁵⁹

The kinesthetic approach, originated by Grace Fernald, involves the tracing of words from a model while pronouncing the syllables. This approach involves reading aloud and emphasizes vocalization, lip move-

⁵⁵Ibid.

⁵⁶Artley, loc. cit.

⁵⁷Marion Kingsbury, "Discussion of 'Remedial Procedures for Seriously Retarded Readers' by Ralph Stagier," Better Readers for Our Times, I (New York: Scholastic Magazines, 1956), p. 160.

⁵⁸Staiger, loc. cit.

⁵⁹Artley, loc. cit.

ment and word calling.⁶⁰ 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 attack skills to the student with low intelligence.⁶¹

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 student.⁶²

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.⁶³ A notebook in which the student would record his own progress and keep a record of his supplementary reading was also recommended.⁶⁴

Remedial reading requires a supply of interesting and varied reading materials suitable to the student's needs and reading level. The types of materials to be used in the remedial reading classroom are: (1) easy-to-read books, (2) basal readers, (3) workbooks and (4) mechanical equipment.

⁶⁰Bullock, op. cit., p. 124.

⁶¹Artley, loc. cit.

⁶²Robert E. Mills, "The Learning Methods Test," Ft. Lauderdale: Robert E. Mills, 1959.

⁶³Kingsbury, loc. cit.

⁶⁴Ibid.

One factor to be considered in selecting an easy-to-read book 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.⁶⁵ Jeanne Chall suggested that the teacher test the readability of the book for the student by seeing if the student could read one hundred words with five errors or less.⁶⁶ A readability formula may be used to ascertain the reading level of the book. For materials harder than primary level, Mary Austin recommended the Dale-Chall formula.⁶⁷ From several one hundred word selections, the average sentence length and the percentage of difficult words in the book are determined. Difficult words are those not found in the Dale list of 3,000 familiar words. The formula is: $.0496 \times \text{average sentence length} + .1579 \times \text{percentage of difficult words} + 3.635 \text{ (constant)} = \text{raw score}$.⁶⁸ The raw score is converted into a grade level from a table.

The second criteria 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.⁶⁹ Jack Lichenstein found that it was possible to

⁶⁵Ruth Strang, "Providing Reading Materials Appropriate to Interests and Maturity Level," Better Readers for Our Times, I (New York: Scholastic Magazines, 1956), p. 82.

⁶⁶Jeanne S. Chall, "Locating, Introducing and Using Easy-to-Read, High Interest Reading Matter," Reading in Action, II (New York: Scholastic Magazines, 1957), p. 56.

⁶⁷Austin, op. cit., p. 121.

⁶⁸Ibid.

⁶⁹Strang, loc. cit.

make great gains in developing an enthusiasm for reading by guiding students along their lines of interest.⁷⁰ Both Jeanne Chall and John De Boer found that retarded readers differed little from their age group in reading interests.⁷¹

The general interests of adolescent boys which Ruth Strang identified were: (1) animals, (2) male characters, and (3) sports. Girls liked stories about romance, and both boys and girls enjoyed stories concerning the self-realization of teenagers.⁷² In order to identify the reading interests of the individual student, a questionnaire was prepared by the Cleveland Heights, Ohio, Junior High School. The questionnaire contained thirty interest categories for the student to check. Later, the questionnaire was returned to the student with a book list recommended by the teacher.⁷³ Henry Bamman prepared an annotated bibliography of selected lists of books with high interest and low vocabulary level.⁷⁴

Jeanne Chall stated that in addition to the 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 straightforward presentation of ideas

⁷⁰Jack Lichenstein, "The Place of Interests in Remedial Work," Reading in Action, II (New York: Scholastic Magazines, 1957), p. 52.

⁷¹Chall, loc. cit.; and John J. De Boer, "What Does Research Reveal about Reading and the High School Reader?" The English Journal, XLVII (May, 1958), p. 278.

⁷²Strang, op. cit., p. 84.. ⁷³Lichenstein, op. cit., pp. 53-54.

⁷⁴Bamman, op. cit., pp. 245-247. The list is reproduced in Appendix D.

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 of the book should be similar to those read by the other students in his age group. Since most retarded readers are sensitive about big print, Chall has emphasized the need for books with small print and a low level of vocabulary. In addition, she recommended that the book be brief--less than one hundred pages.⁷⁵

Carefully graded and constructed basal readers are invaluable to reading instruction. The following check list for basal readers was recommended:

	GOOD	FAIR	INADEQUATE
1. Content			
Appropriate to grade			
Interesting to children			
Varied			
2. Balanced program of skills			
Vocabulary: word recognition, meaning, analysis			
Comprehension			
Work study			
3. Readability			
Controlled vocabulary, appropriate concepts, sentence length, and structure			
4. Authorship			
5. Teacher's manuals			

⁷⁵Chall, loc. cit.

GOOD FAIR INADEQUATE

6. Workbooks

Attractive, worthwhile to read, correlated with reader

7. Test

8. Format

9. Other ⁷⁶

Workbooks are often correlated with a basal reading series.

Three supplemental workbooks, however, were highly recommended:

1. SRA Reading Laboratory. This involves the SQ₃R method of survey, question, read, review, and recite. The box contains articles which 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 Thurstone. 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. Readers' Digest Skill Builders, Revised. Pleasantville, New York: Educational Division Readers' Digest Services, Incor-

⁷⁶Austin, op. cit., p. 114.

porated. This includes a variety of material suitable for grades two to eight and older retarded readers. It also includes discussion sections and objective questions, vocabulary games, and teacher's manuals with charts and graphs.⁷⁷

An annotated bibliography of workbooks, texts and series of readers has been prepared by Henry Bamman.⁷⁸

Mechanical materials which may prove useful to the remedial reading instructor are:

1. Reading films to improve the mechanics of reading performance.
2. Reading pacers which move a shutter down a page of print to increase reading speed.
3. Tape recorders to record the oral reading of the student.
4. The tachistoscope which is an apparatus for exposing letters or words on a screen for a fraction of a second to improve speed of perception.

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.

⁷⁷Ibid., p. 118.

⁷⁸Bamman, op. cit., p. 248. This annotated bibliography is reproduced in Appendix E.

The first step in evaluation, as reported by Austin, is to determine and to state the aims of the class in the form of a hypothesis.⁷⁹ Two authorities, Paul Misner and Isabel Kincheloe, believed that the goal of the class should be to bring the student's reading achievement into closer relation with his reading potential. Since the reading achievement is an individual concern, they believed it must be evaluated in terms of the individual's growth and development.⁸⁰

The second step in evaluation recommended by Austin is to translate the hypothesis into terms of behavior.⁸¹ Isabel Kincheloe recommended that the following questions be asked concerning the growth of the individual:

1. Does he show more compelling motives for reading--more curiosity about the topic under study?
2. Has he developed a habit of demanding more complete meanings from what he reads?
3. Does he display wider interests and sympathies?
4. Is he disposed to try more challenging and difficult reading matter?⁸²

Questions more directly concerned with the procedures used in the remedial reading class were suggested by Jerry Weiss:

⁷⁹Austin, op. cit., p. 140.

⁸⁰Paul J. Misner, "Administrative Steps in Providing for Retarded Readers," Better Readers for Our Times, I (New York: Scholastic Magazines, 1956), p. 166; and Isabel Kincheloe, "The Nature and Scope of Reading Programs Adapted to Today's Needs in the High School," Better Readers for Our Times, I (New York: Scholastic Magazines, 1956), p. 38.

⁸¹Austin, op. cit., p. 141.

⁸²Kincheloe, loc. cit.

1. Is the program doing all that it set out to do?
2. Are our objectives helping each child to grow in and through his reading?
3. Do we have adequate materials for all to fulfill their responsibility in developing the objectives?
4. Are we using the most effective measures for implementing the objectives?
5. Have we adequate methods of communicating and recording the results of our reading program?
6. What changes are necessary to serve each child's growth in reading?⁸³

After determining the goals of the class and translating the 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.⁸⁴

⁸³Jerry M. Weiss, "The Effectiveness of a Reading Program," Reading in the Secondary School (New York: The Odyssey Press, 1961), p. 439.

⁸⁴Austin, op. cit., pp. 140-142.

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 program.
7. More effective teaching and learning via cooperation can be achieved.⁸⁵

The consensus of the authorities was that the evaluation of the reading program of the school should be a cooperative effort of teachers and administrators. The evaluation of the reading improvement of the students in the remedial reading class was primarily the responsibility of the remedial reading teacher. Since reading achievement is an individual concern, the evaluation of the student should be in terms of his growth and development. A combination of informal and standardized methods were recommended to evaluate the student's reading improvement.

⁸⁵Ibid., pp. 139-140.

AN ANALYSIS OF THE REMEDIAL READING CLASSES
IN SELECTED KANSAS HIGH SCHOOLS

In order to obtain information concerning the principles and procedures of conducting remedial reading classes currently practiced by selected Kansas high schools, a questionnaire concerning remedial reading classes was sent to the principals of fifty Kansas high schools having enrollments that exceeded four hundred students. It was expected that the questionnaire would show a pattern of organization and procedures of the selected Kansas high school remedial reading classes.

Replies to the questionnaire were received from 47, or 94 per cent of the school systems contacted. This percentage was deemed sufficient to provide information concerning the current place of remedial reading classes in the selected Kansas high schools.

The data concerning the provisions for remedial reading instruction in the high schools are found in Table I. Nineteen, or 40 per cent,

TABLE I

SUMMARY OF QUESTIONNAIRE RESPONSES FROM SELECTED KANSAS
HIGH SCHOOLS RELATIVE TO PROVISIONS MADE FOR REMEDIAL
READING IN THEIR SCHOOLS IN 1963

Questions	Yes	%	No	%	No Answer	%
1. Do you have a remedial reading program in your high school?	19	40	28	60	0	0
2. Are separate classes provided for remedial reading instruction?	13	28	34	72	0	0

of the 47 respondents reported that they had a remedial reading program. It must be noted, however, that only 13, or 28 per cent, of the 47 respondents reported that they had a remedial reading class in their schools.⁸⁶ The small percentage of respondents having remedial reading classes in their high schools indicates that not enough emphasis has been given to this important phase of reading instruction.

The number of respondents satisfied with the remedial reading facilities of their schools is tabulated in Table II. Thirty-four, or 72.3 per cent, of the 47 respondents were not satisfied with the remedial reading facilities of their schools. One, or 3.4 per cent, of the 28 respondents who had no remedial reading facilities in their schools was satisfied with the remedial reading facilities in his school. One, or 16.7 per cent, of the 6 who had remedial reading programs, but no remedial reading class in their schools was satisfied with the remedial reading facilities in his school. Five, or 38.4 per cent, of the 13 respondents who had remedial reading classes in their schools were satisfied with the remedial reading facilities in their schools. It should be noted that the number of respondents satisfied with the remedial reading facilities in their schools was positively correlated with the amount of remedial reading instruction provided in the schools.

The summary of responses from the 13 schools which have a remedial reading class indicates that principles and procedures derived

⁸⁶A list of the 13 schools which have remedial reading classes with the type of organization and enrollment of each school is in Appendix C.

TABLE II

SUMMARY OF QUESTIONNAIRE RESPONSES RECEIVED FROM 47 SELECTED KANSAS HIGH SCHOOLS
RELATIVE TO THEIR SATISFACTION WITH REMEDIAL READING FACILITIES
IN THEIR SCHOOLS IN 1963

Respondents	Question: In your opinion are the remedial reading facilities in your school satisfactory?	Yes	%	No	%	No Answer	%
1. Twenty-eight who have no remedial reading facilities in their schools.		1	3.4	22	78.6	5	18
2. Six who have remedial reading facilities, but no remedial reading class in their schools		1	16.7	4	66.6	1	16.7
3. Thirteen who have remedial reading classes in their schools		5	38.4	8	61.5	0	0

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

In order to promote clarity, the responses were 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-VIII summarize the responses obtained from the 13 schools having remedial reading classes concerning the professional preparation of the remedial reading teacher. Table III shows that all of the schools having remedial reading classes also had a remedial reading teacher. Table IV indicates that 7, or 53.8 per cent, of the 13 remedial reading teachers had continued their education beyond the bachelor's degree. Table V, page 37, shows that 7, or 53.8 per cent, of the 13 remedial reading teachers had received from 5-10 semester hours in reading courses; but only 3, or 23 per cent, had taken 12 or more semester hours in reading courses.

Table VI, page 37, shows that all of the 13 remedial reading teachers had some classroom experience before specializing; but only 4, or 30.8 per cent, had 3 or more years of classroom experience. Table VII, page 38, shows that an overwhelming majority, 84.6 per cent, of

TABLES III-VIII

SUMMARIES OF QUESTIONNAIRE RESPONSES RELATIVE TO THE PROFESSIONAL PREPARATION OF THE REMEDIAL READING TEACHER RECEIVED FROM 13 KANSAS HIGH SCHOOLS HAVING A REMEDIAL READING CLASS

Table III

Question	Yes	%	No	%	No Answer	%
1. Do you have a remedial reading teacher?	13	100	0	0	0	0

Table IV^a

Question	B.A.	%	B.S.	%	N.A.	%	N.S.	%	Other	%
2. Indicate the degree(s) held by your remedial reading teacher.	4	30.8	4	30.8	5	38.5	2	15.4	0	0

^aThe number of responses (15) exceeds the number responding (13) because of multiple responses.

TABLES III-VIII (Continued)

Table V

Question	None	%	5-10	%	11-30	%	Other	%	No Answer	%
3. Indicate the number of semester hours in reading that the remedial reading teacher has earned.	1	7.7	7	53.8	3	23	0	0	2	15.4

Table VI

Question	None	%	1-2	%	3-4	%	5-19	%	20-30	%
4. How many years of teaching experience did the remedial reading teacher have before specializing?	0	0	4	30.8	4	30.8	3	23	2	15.4

TABLES III-VIII (Continued)

Table VII

Question	Yes	%	No	%	No Answer	%
5. Does the remedial reading teacher have professional duties in addition to instructing remedial reading?	11	84.6	2	15.4	0	0

Table VIII^a

Question	English Sponsor	%	Club Sponsor	%	Department Chairman	No Answer	%
6. Please list the additional duties of the remedial reading teacher.	9	69.2	4	30.8	2	2	15.4

^aThe number of responses (17) exceeds the number responding (13) because of multiple responses.

the remedial reading teachers had duties in addition to remedial reading instruction. Table VIII, page 30, indicates that none of the administrators listed in-service training of classroom teachers as one of the additional duties of the remedial reading teacher. In descending order the additional duties listed were: (1) English teacher, (2) club sponsor, and (3) department chairman.

The Remedial Reading Class

Tables IX-XIII contain a summary of the questionnaire data relative to the remedial reading class. Table IX reveals that 7, or 53.8 per cent, of the 13 remedial reading classes were only one semester or less than one semester long. Table X shows that nearly all, 92.3 per cent, of the 13 schools gave credit for participation in the remedial reading class. Table XI, page 41, shows that the most common practice was to give credit toward high school graduation. Table XII, page 41, indicates that in all but one school, the remedial reading instruction was begun during the student's first year in the high school. Thus, the four year high schools began remedial reading instruction in the ninth grade; the three year high schools began the class in the tenth grade.

Selection of Participants for the Remedial Reading Class

Tables XIII-XV summarize questionnaire data concerning selection of participants for the remedial reading class. Table XIII, page 43, indicates that the initial referral of students to the remedial reading

TABLES IX-XII

SUMMARIES OF QUESTIONNAIRE RESPONSES RELATIVE TO THE REMEDIAL READING CLASS RECEIVED FROM 13 KANSAS HIGH SCHOOLS HAVING A REMEDIAL READING CLASS

Table IX

Question	One Semester	%	Two Semesters	%	Less than one Semester	%
1. What is the length of the remedial reading class?	4	30.8	6	46.2	3	23

Table X

Question	Yes	%	No	%	No Answer	%
2. Do students receive credit for participation in the remedial reading class?	12	92.3	1	7.7	0	0

TABLES IX-XII (Continued)

Table XI

Question	High school graduation	%	High School graduation and college entrance	%	English Credit	No Answer	%
3. Toward what is the credit given?	6	46.2	5	38.5	1	1	7.7

Table XII^a

Question	Ninth grade	%	Tenth grade	%
4. At what grade level does the remedial reading class begin?	4	30.8	9	69.2

^aIn all but one case the organization of the school (whether three or four year) determined whether or not the class began in the ninth or tenth grade.

class was a cooperative effort of teachers, counselors, and administrators. Table XIV indicates that in 5, or 38.5 per cent, of the 13 schools not all of the students referred to the remedial reading class became participants in the class. Table XV, page 44, shows that the person responsible for the final selection of participants in these 5 schools varied. It should be noted that the remedial reading teacher made the final selection in only one school.

Table XVI, page 44, shows that participation in the class was voluntary in 6, or 46.2 per cent, of the 13 schools. The same percentage of schools required participation in the class.

Table XVII, page 45, reveals that the criteria most often used by the 13 schools to select students for the class were: low reading score in relation to grade level, 76.9 per cent; low grade in English, 69.2 per cent; and low reading score in relation to the student's mental age, 69.2 per cent. Only one school used the student's reading score in relation to his mental age as the sole criterion for participation in the class.

Table XVIII, page 45, indicates that 5, or 38.5 per cent of the 13 schools did not use standardized tests to select students for the remedial reading class. Various tests were used by the eight remaining schools. Table XIX, page 46, shows that the minimum amount of retardation required to participate in the remedial reading class varied among the 13 schools. Table XX indicates that the majority, 92.3 per cent, of the schools provided visual tests for retarded readers. Ten, or 76.9 per cent, of the 13 schools provided audio tests for retarded readers.

TABLES XIII-XX

SUMMARIES OF QUESTIONNAIRE RESPONSES RELATIVE TO THE SELECTION OF PARTICIPANTS FOR THE REMEDIAL READING CLASS RECEIVED FROM 13 KANSAS HIGH SCHOOLS HAVING A REMEDIAL READING CLASS

Table XIII^a

Question	Students	%	Regular classroom teachers	%	Remedial reading teacher	%	Principal	%	Counselor	%	Asst. Prin.	%
1. By whom are referrals made to the remedial reading class?	4	30.8	9	69.2	1	7.7	6	46.2	11	84.6	1	7.7

^aThe number of responses (32) exceeds the number responding (13) because of multiple responses.

Table XIV

Question	Yes	%	No	%	No Answer	%
2. Do all students referred to the remedial reading class become participants in the class?	8	61.5	5	38.5	0	0

TABLES XIII-XX (Continued)

Table XV

Question	Students	%	Principal	%	Counselor	%	Remedial Reading Teacher	%	No Answer	%
3. Who makes the final selection for the remedial reading class?	2	15.4	1	7.7	1	7.7	1	7.7	8	61.5

Table XVI

Question	Voluntary	%	Required	%	Depends upon the student	%
4. Is participation in the remedial reading class voluntary or required?	6	46.2	6	46.2	1	7.7

TABLES XIII-XX (Continued)

Table XVII^a

Question	Low reading grade level	% mental age	Low reading score in relation to student's math achievement	%	Low grade in English	Other	%
5. What criteria are employed to select students for the remedial reading class?	10	76.9	9 ^b	69.2	2	15.4	69.2
					9	2	15.4

^aThe number of responses (32) exceeds the number responding (13) because of multiple responses.

^bOnly one respondent used the student's reading score in relation to his mental age as the sole criterion for selecting the student for the remedial reading class.

Table XVIII^a

Question	Iowa Silent Reading Test	%	Stanford Achievement Test	%	Others	%	No Answer	%
6. What tests are used to select students for the remedial reading class?	2	15.4	2	15.4	7 ^b	53.8	5 ^c	38.5

^aThe number of responses (16) exceeds the number responding (13) because of multiple responses.

^bSeven different tests were mentioned.

^cFive, by not answering the question, signified that they did not use test scores as criteria for selecting students to the remedial reading class.

TABLES XIII-XX (Continued)

Table XIX

Question	No minimum amount	%	One year	%	Two years	%	Three years	%	No Answer	%
7. What is the minimum amount of reading retardation required to participate in the remedial reading class?	4	30.8	0	0	3	23	3	23	3	23

Table XX

Question	Yes	%	No	%	Sometimes	%	No Answer	%
8. Are provisions made for visual tests for retarded readers?	12	92.3	1	7.7	0	0	0	0
9. Are provisions made for audio tests for retarded readers?	10	76.9	1	7.7	1	7.7	1	7.7

The 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 XXI and XXII. Table XXI reveals that a variety of methods were used to teach reading in the remedial reading class. In descending order, the methods used were: exercises on specific weaknesses, 92.3 per cent; basic sight words, 69.2 per cent; phonetic approach, 46.2 per cent; and kinesthetic approach, 30.8 per cent.

Table XXII reveals that a large variety of materials were also used in the remedial reading classes. Ten schools, or 76.9 per cent, of the 13 schools having remedial reading classes used supplemental reading series and graded workbooks. The SRA Reading Laboratory, a type of workbook, was specifically mentioned by 5 of the schools.

Evaluation of the Student's Reading Improvement in the Remedial Reading Class.

Tables XXIII-XXVI summarize the questionnaire data relative to the evaluation of the remedial reading class. Table XXIII, page 49, reveals that a variety of criteria were used by the 13 schools to evaluate the student's reading improvement in the remedial reading class. Most often mentioned were: improvement of attitude, 76.9 per cent; improvement of reading in relation to student's grade level, 76.9 per cent; and improvement of reading in relation to student's mental age, 33.8 percent. Table XXIV, page 49, reveals that 12, or 92.3 per cent, of the 13 schools used informal tests to evaluate the student. In addition, 10, or 76.9 per cent, of the schools also used standardized

TABLES XXI-XXII

SUMMARIES OF QUESTIONNAIRE RESPONSES RELATIVE TO METHODS AND MATERIALS USED IN THE REMEDIAL READING CLASS RECEIVED FROM 13 KANSAS HIGH SCHOOLS HAVING A REMEDIAL READING CLASS

Table XXI^a

Question	Phonetic	%	Kinesthetic	%	Basic sight words	%	Exercises on specific weaknesses	%
1. What method(s) are used to teach reading in the remedial reading class?	6	46.2	4	30.8	9	69.2	12	92.3

^aThe number of responses (31) exceeds the number responding (13) because of multiple responses.

Table XXII^a

Question	Student compositions	%	Graded work books	%	Tape recorder	%	Tachistoscope	%	Supplementary Reading	%	Reading films	%	Pacers	%
2. What materials are used to teach reading in the remedial reading class?	4	30.8	10 ^b	76.9	4	30.8	6	46.2	10	76.9	5	38.4	5	38.4

^aThe number of responses (44) exceeds the number responding (13) because of multiple responses.

^b Five respondents specifically mentioned using the SRA Reading Laboratory.

TABLES XXIII-XXVI

SUMMARIES OF QUESTIONNAIRE RESPONSES RELATIVE TO EVALUATION OF THE STUDENT'S
READING IMPROVEMENT IN THE REMEDIAL READING CLASS RECEIVED FROM 13 KANSAS
HIGH SCHOOLS HAVING A REMEDIAL READING CLASS

Table XXIII

Question	Improvement of reading in relation to student's:	Over-all	Attitude
	mental age	grade im- provement	improve- ment
	%	%	%
	grade level	achievement	
1. What criteria are used to evaluate student progress in reading?	7 53.8 10 76.9 1 7.7	6 46.2 10 76.9	

^aThe number of responses (34) exceeds the number responding (13) because of multiple responses.

Table XXIV

Questions	Yes	No	No Answer
	%	%	%
2. Is the student's improvement in reading judged by standardized tests?	10 76.9	2 15.4	1 7.7
3. Is the student's improvement in reading judged by informal tests?	12 92.3	0 0	1 7.7

TABLES XXIII-XXVI (Continued)

Table XXV^a

Question	CRS ^b	%	STEP	%	DRT	%	Others ^c	%	No Answer	%
4. What standardized tests are used to evaluate the student's reading improvement?	2	15.4	2	15.4	2	15.4	3	23	6	46.2

^aThe number of responses (15) exceeds the number responding (13) because of multiple responses.

^bThe abbreviated tests are: Gates Reading Survey, Sequential Tests of Educational Progress, and Diagnostic Reading Tests.

^cThree different tests were used by three respondents.

Table XXVI^a

Question	Teacher observation	%	Other	%	No Answer	%
5. What informal methods are used to evaluate the student's reading improvement?	6	46.2	3	23	5	38.5

^aThe number of responses (14) exceeds the number responding (13) because of multiple responses.

tests. A variety of standardized tests were used to evaluate the student's reading improvement as may be seen in Table XXV, page 50. Table XXVI shows that teacher observation was the informal method of evaluation used by 6, or 46.2 per cent, of the schools.

Table II, page 34, indicated that 34, or 72.3 per cent of the 47 respondents were not satisfied with the remedial reading facilities in their schools. Twenty-nine, or 85.3 per cent, of the 34 respondents dissatisfied with the remedial reading facilities in their schools offered suggestions for improving these facilities. Table XXVII indicates that 18, or 62 per cent, of the suggestions from the 29 dissatisfied administrators were relative to the need for a qualified, well-trained remedial reading teacher. In descending order their suggestions and needs were relative to the following areas: (1) the remedial reading teacher, (2) methods and materials to be used in the remedial reading class, (3) miscellaneous, (4) methods of establishing the remedial reading class in the curricula of the school, and (5) selection of participants. The suggestions made by the administrators indicate that remedial reading instruction is a real concern to the administrators of the 47 responding school systems.

TABLE XXVII

SUMMARY OF RESPONSES RECEIVED FROM 29 ADMINISTRATORS CONCERNING SUGGESTIONS AND NEEDS FOR IMPROVING THEIR REMEDIAL READING CLASSES

Needs and Suggestions	Number	%	Total	%
1. Selection of participants				
(a) Need for standardized tests and diagnosis of reading difficulties	2	7		
(b) Participation should be voluntary	1	3.4	3	10.4
2. Methods and materials for remedial reading instruction				
(a) Need for mechanical materials	2	7		
(b) Need for more adaptable materials	7	24		
(c) Need for a room	3	10	14	47.8
(d) Need for laboratory instruction	1	3.4		
(e) Instruction should be individualized	1	3.4		
3. The remedial reading teacher				
(a) Need for a qualified, well-trained remedial reading instructor	18	62.0	18	62.0

TABLE XXVII (Continued)^a

Needs and Suggestions	Number	%	Total	%
4. Methods of establishing the remedial reading class in the curricula of the school				
(a) Need for a separate, small remedial reading class	7	24	10	34
(b) Student's remedial reading instruction should last two semesters.	3	10		
5. Miscellaneous				
(a) Need money for facilities	4	14		
(b) Need to teach advanced reading skills	2	7	11	38
(c) Classroom teachers should become more aware of remedial reading instruction.	5	17		

^aThe number of responses (56) exceeds the number responding (29) because of multiple responses.

RECOMMENDATIONS AND CONCLUSIONS

The following section consists of a summary of the analysis of the remedial reading classes found in selected Kansas high schools as compared with principles and procedures derived from the review of pertinent literature. The section also includes some proposed recommendations for augmenting the present remedial reading classes and for establishing additional remedial reading classes.

The data indicate that only a small percentage of the 47 responding schools have a remedial reading class. The satisfaction with the remedial reading facilities was significantly lower among the schools that had no remedial reading classes than was reported by the schools which do have remedial reading classes.

The need most often expressed by the schools that did not have a remedial reading class was the need for a qualified, well-trained reading specialist. This writer believes that the benefits derived from a carefully organized reading program supervised by a qualified reading specialist more than offset the cost of adding such a person to the staff of the school.

In order to be qualified to direct a school's reading program, a person must be well trained. Over half of the 13 remedial reading teachers in the 13 schools which reported having a remedial reading class had continued their education beyond the bachelor's degree. Only 3, however, had taken the recommended 12 or more semester hours in reading courses, and only 4 had 3 or more years of classroom experience before specializing. This writer believes that the reading

specialist should have the minimum three years of classroom experience and the twelve semester hours of reading courses recommended by the International Reading Association membership committee in order to function effectively in her duties as a remedial reading teacher.

The data from the 13 schools having a remedial reading class indicate that a large percentage of the reading specialists have duties in addition to instructing remedial reading. This writer believes that, 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 individualize reading instruction in their classrooms. Supervising the reading program of a school is a full-time job.

The methods of establishing the remedial reading class in the curricula of the school vary from one school situation to another and should be flexible enough to fit smoothly into the existing classroom organization. A large percentage of the 13 schools gave high school credit for participation in the remedial reading class which is a practice this writer condones. However, less than half of the 13 schools reported that remedial reading instruction lasted two semesters. This writer believes that in order to have continuity and maximum reading growth, the length of the remedial reading instruction should be at least two semesters. The class should be offered several hours during the day in order that students may schedule the course during their study periods. Two or three hours of instruction a week should be sufficient to guide the students' reading development. The class size should be limited to ten or less students in order to give maximum

individual instruction. As far as possible, students with similar reading difficulties should be grouped together without respect to grade placement. There was no agreement among the 13 schools which have remedial reading classes or among the professional sources in the literature concerning whether the participation in the class should be voluntary or required. This writer believes that students with reading difficulties should be encouraged to participate in the class, but that they should make the final decision concerning whether or not to participate.'

The need for methods and criteria to select students for participation in the remedial reading class was expressed by a very small percentage of the 47 selected Kansas high schools. This writer believes that the concentration on those students best able to profit from intensive instruction in reading is basic to an effective remedial reading class. The data indicate that the criterion most often used by the 13 schools to select students for the class was the student's low reading achievement in relation to his grade level. This writer believes that reading achievement is an individual matter and should be compared to individual rather than group norms. Only 1 of the 13 schools reported that the student's low reading level in relation to his mental age was the sole criterion on which it based selection for the remedial reading class; yet this is the only criterion based upon individual norms. In order to limit the size of the remedial reading class and concentrate upon the students most in need of remedial reading instruction, two years' discrepancy between the student's reading level and potential is recommended. Also recommended is a combination of standardized and informal

methods to determine the student's reading level and potential which was the procedure reported by the majority of the 13 schools. The majority of the 13 schools also reported that the initial referral to the class was made by teachers, counselors and administrators. Only 1 school, however, reported that the final selection of participants was made by the remedial reading teacher. This writer believes that the remedial reading teacher is the person best qualified to determine which students can benefit from concentrated reading instruction.

The facet of the remedial reading class most to be commended in the 13 schools which have remedial reading classes was the variety of methods and materials used to guide the reading development of the retarded reader. Nearly all of the 13 schools reported using exercises on specific weaknesses; and the visual, phonetic, and kinesthetic approaches were used in combination by many of the schools. This writer recommends that trial lessons be given using the visual, phonetic, and kinesthetic approach to determine which method of instruction is most effective with the individual student.

Graded workbooks and supplemental reading series were the reading instruction materials most often used by the 13 schools. Mechanical devices were used to increase motivation and reading rate. This writer agrees with the choice of materials used by the 13 schools.

The majority of the 13 schools evaluated the student's reading progress by a combination of standardized and informal tests which is a procedure recommended by this writer. The criterion most often used was the improvement of the student's reading level in comparison with his grade level. This writer believes that improvement in attitude

toward reading should be evaluated by teacher observation and that the student's 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, if any, between the reading achievement and reading potential at the conclusion of the class should be compared with the discrepancy which existed at the beginning of the class.

In conclusion, it is the opinion of this writer that the importance of the remedial reading class needs to be stressed to the majority of the Kansas high schools contacted in this study. The most urgent need is for a qualified, well-trained reading specialist to be added to the staffs to diagnose and treat the reading needs of the retarded readers and to conduct in-service training for the regular classroom teachers. The 13 schools which have remedial reading classes compare favorably with the theoretical and practical criteria derived from the professional literature especially with regard to the variety of materials and methods used in remedial reading instruction. However, more attention needs to be given to individualizing the criteria for selecting and evaluating the participants in the class. This could be done by comparing the student's reading achievement with his mental age as reflected on a standardized, individual intelligence test. More effective methods of incorporating the remedial reading class into the curricula of the school need to be devised. In general, the class should be offered several periods during the day in order that more students may participate for high school credit during their study hours. The student should receive two or three hours of instruction a week for

two semesters in small classes grouped according to reading ability. Although the proposed recommendations would necessitate increasing funds for reading personnel and facilities, it is anticipated that the implementation of such recommendations would greatly facilitate the remedial reading program of the high schools.

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APPENDICES

APPENDIX A

QUESTIONNAIRE AND ACCOMPANYING LETTER SENT TO 50 SELECTED
KANSAS HIGH SCHOOLS RELATIVE TO THE REMEDIAL READING CLASS
IN THEIR SCHOOLS IN 1963

The remedial reading class, which fulfills the needs of the retarded reader, is a distinct phase of reading instruction.

The purpose of this questionnaire is to ascertain existing practices and provisions relative to remedial reading classes in Kansas secondary schools. To secure as clear a picture as possible of the remedial reading class as a distinct phase of reading instruction, we are asking you, because of your professional competence and interest, to answer the following questions.

I.

1. Do you have a remedial reading program in your high school? Yes ___ no ___
2. Are separate classes provided for remedial reading instruction? Yes ___ no ___

If you answer "no" to either of the questions above, please complete items 26 and 27 and return the questionnaire. If your answers are affirmative, please complete the remainder of the questionnaire.

II. Professional preparation of the remedial reading teacher

3. Do you have a remedial reading teacher? Yes ___ no ___
4. Please indicate the degree(s) held by your remedial reading teacher.
B.A. ___ or B.S. ___, M.A. ___ or M.S. ___, Specialist ___,
Other (specify) _____
5. Please indicate the number of semester hours in reading that the remedial reading teacher has earned: _____
6. How many years of teaching experience did the teacher have before specializing in remedial reading teaching? _____

APPENDIX A (Continued)

7. Does the remedial reading teacher have professional duties in addition to instructing remedial reading? Yes ___ no ___.
8. If answer above is "yes," please list additional duties:

III. The remedial reading class

9. What is the length of the class: one semester ____, two semesters ____, Other (please specify) _____.
10. Do students receive credit for participation in the remedial reading class? Yes ___ no ___.
11. If answer above is "yes," please indicate whether the credit is given toward: high school graduation ____, college entrance ____, or both ___.
12. At what grade level does the remedial reading class begin? 9th ____, 10th ____, 11th ____, 12th ___.

IV. Selection of participants for the remedial reading class

13. By whom are referrals to the remedial reading class made? the student ____, regular classroom teachers ____, remedial reading teacher ____, principal ____, counselors ____, others (specify) _____.
14. Do all students referred to the remedial reading class become participants in the class? Yes ___ no ___.
15. If answer above is "no," by whom is the final selection made:
_____.
16. Student participation in the program is: voluntary ____, required ___.
17. What is the minimum amount of reading retardation required for participation in the remedial reading program? one year ____, two years ____, three years ____, other (specify) _____.

APPENDIX A (Continued)

18. Which of the following criteria are employed in selecting students for the remedial reading class?

- Low reading score in relation to student's grade level. ___
- Low reading score in relation to student's mental age . ___
- Low reading score in relation to student's math achievement ___
- Low reading score on Monroe Reading Index ___
- Low grade in English ___
- Other (specify) _____

19. If test scores are used as criteria in selecting students for the remedial reading class, please list the names of the tests employed.

_____.

20. Are provisions made for visual and audio tests for retarded readers: Visual: Yes ___, no ___.

Audio: Yes ___, no ___.

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

21. Which method(s) are used to teach remedial reading:

- Phonetic ___, Basic sight words ___,
- Kinesthetic . . . ___, Exercises on specific
- Others: (specify) weaknesses ___,

22. Which of the following materials are used in teaching remedial reading:

- Graded workbooks. . ___ Reading films . . . ___
- Tape recorder . . . ___ Pacers ___
- Tachistoscope . . . ___ Student's work . . . ___
- Supplementary graded reading series. ___
- Others: (please list)

APPENDIX A (Continued)

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

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

- Over-all grade improvement in all courses
- 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. .
- Other (specify) _____

24. Is the student's reading improvement judged by:
 standardized tests Yes no
 informal methods Yes no

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

Standardized tests	Informal methods
_____	_____
_____	_____

26. In your opinion, are the remedial reading facilities in your school satisfactory? Yes no

27. If answer above is "no," what changes, in your opinion, could be made to bring about an improved remedial reading program in your school?

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

Current high school enrollment: _____

High school organization: 3 years ____, 4 years ____, 6 years ____.

Name of School System

Respondent

APPENDIX A (Continued)

March 15, 1963

Dear Principal:

I am a graduate student in education at Kansas State University. The topic of my Master of Science Report is "Present Practices in Remedial Reading Classes in Selected Kansas High Schools."

So little material is available on the important subject, remedial reading classes in Kansas high schools, that this master's degree is both timely and important.

I shall appreciate your professional cooperation in supplying information about your remedial reading class on the enclosed questionnaire.

Sincerely,

Mrs. Marvin A. McCree
1724 Fairchild
Manhattan, Kansas

APPENDIX B

LIST OF 50 SELECTED KANSAS HIGH SCHOOLS CONTACTED IN THIS STUDY

Name of school	Response	No Response
ABILENE Abilene High School	X	
ALTAMONT Labette County Community High School	X	
ARKANSAS CITY Arkansas City High School	X	
AUGUSTA Augusta High School	X	
BETHEL Washington High School	X	
BONNER SPRINGS Bonner Springs Rural High School	X	
BUHLER Buhler High School	X	
CHANUTE Chanute High School	X	
CHAPMAN Dickinson County Community High School	X	
CLAY CENTER Clay Center Community High School	X	
COFFEYVILLE Coffeyville High School	X	
COLUMBUS Cherokee County Rural High School	X	
DERBY Derby High School	X	
DODGE CITY Dodge City High School	X	

APPENDIX B (Continued)

Name of School	Response	No Response
EL DORADO El Dorado High School	X	
EMPORIA Emporia High School	X	
FORT SCOTT Fort Scott High School		X
GREAT BEND Great Bend High School	X	
HUTCHINSON Hutchinson High School	X	
JUNCTION CITY Junction City High School	X	
KANSAS CITY Sumner High School	X	
Wyandotte High School	X	
KINGMAN Kingman High School	X	
LAWRENCE Lawrence High School	X	
LEAVENWORTH Leavenworth High School	X	
LIBERAL Liberal High School	X	
MANHATTAN Manhattan High School	X	
MARYSVILLE Marysville High School	X	
MC PHERSON McPherson High School	X	
NEWTON Newton High School	X	

APPENDIX B (Continued)

Name of School	Response	No Response
PARSONS		
Parsons High School	X	
PITTSBURG		
Pittsburg High School	X	
RUSSELL		
Russell Rural High School	X	
SALINA		
Salina High School	X	
SHAWNEE MISSION		
Shawnee Mission East High School	X	
Shawnee Mission North High School	X	
TOPEKA		
Highland Park High School	X	
Seaman Rural High School	X	
Topeka High School	X	
Topeka West High School	X	
Washburn Rural High School	X	
TURNER		
Turner High School		X
WELLINGTON		
Wellington High School	X	
WICHITA		
Campus High School	X	
Wichita East High School	X	
Wichita Heights High School	X	a
Wichita North High School		
Wichita South High School	X	
Wichita Southeast High School	X	
Wichita West High School		a

^aOne Wichita school system responded without identification.

APPENDIX C

THE ORGANIZATION AND ENROLLMENT OF 13 KANSAS HIGH SCHOOLS
HAVING A REMEDIAL READING CLASS IN 1963

Name of School	Type of Organization	Enrollment
BETHEL		
Washington High School	3 year	1400
BONNER SPRINGS		
Bonner Springs Rural H. S.	4 year	500
COLUMBUS		
Cherokee County Rural H. S.	4 year	556
DERBY		
Derby High School	3 year	988
DODGE CITY"		
Dodge City High School	3 year	675
KANSAS CITY		
Wyandotte High School	3 year	1900
MANHATTAN		
Manhattan High School	3 year	830
PITTSBURG		
Pittsburg High School	3 year	625
RUSSELL		
Russell Rural H. S.	4 year	520
TOPEKA		
Topeka High School	3 year	1950
Topeka West High School	3 year	925
WICHITA		
Wichita East High School	3 year	3100
Wichita South High School	3 year	1800

APPENDIX D^a

LISTS OF BOOKS FOR RETARDED READERS

Annotated Bibliography of Selected Books with High Interest and Low Vocabulary Level. Curriculum Bulletin No. 22, Indianapolis Public Schools, 1954.

This list is divided into two sections: Section I lists books in subject or interest areas; Section II lists series of books which are graded for specified interest and vocabulary levels.

Berglund, Albert O. (comp.). Easy Books Interesting to Children of Junior High School Age Who Have Reading Difficulties. Winnetka, Ill.: Winnetka Educational Press, 1948.

Berner, Elsa R., and Sacra, Mabel (eds.). A Basic Book Collection for Junior High Schools. Chicago: American Library Association, 1950.

Basic books for the junior high school library, listed by subject areas. Includes, also, short story collections and magazines for the junior high school.

Books for You, A List for Leisure Reading for Use by Students in Senior High Schools. Champaign, Ill.: National Council of Teachers of English, 1956.

Excellent book list for high school students, based on purposes for reading.

Carpenter, Helen McCracken. Gateways to American History: An Annotated Graded List of Books for Slow Learners in Junior High School. New York: H. W. Wilson Company, 1952.

Books are annotated by historical period and by topic.

Clark, Margaret Mary (comp.). Adventuring with Books. Champaign, Ill.: National Council of Teachers of English, 1950.

Primarily for elementary children, this list should be useful to the teacher who is searching for high-interest materials for the retarded reader in the high school.

Dunn, Anita E., and Others. Fare for the Reluctant Reader. Albany: New York State College for Teachers, 1952.

An indispensable aid to the teacher of reading in the junior or senior high school.

Frogner, Ellen (ed.). Your Reading, A list for Junior High Schools. Champaign Ill.: National Council of Teachers of English, 1954.

Listed by interest areas, each book has been carefully selected; very easy and challenging books are specially marked.

^aBamman, op. cit., pp. 245-247.

APPENDIX D (Continued)

Hill, Margaret Keyser (comp.). Bibliography of Reading Lists for Retarded Readers. Iowa City: State University of Iowa, 1953.

Compilations of books with interest content higher than actual reading level.

Hobson, Cloy S., and Haugh, Oscar M. Materials for the Retarded Reader. Lawrence, Kansas: School of Education, University of Kansas, 1954.

A descriptive list of books which may be used with retarded readers; annotations are excellent.

Jacobs, Leland B. (comp.). A Bibliography of Books for Children. Bulletin No. 37 of the A.C.E.I. Washington 5, D.C.: Association for Childhood Education International, 1952.

Excellent bibliography, with books listed in interest areas; recommendations are made for age level at which book is most useful.

Robinson, Helen M. (ed.). "Remedial Reading Materials and Equipment," Clinical Studies in Reading, II. Supplementary Educational Monographs, No. 77. Chicago: University of Chicago Press, 1953.

Careful selection of items and good annotations.

Roos, Jean Carolyn. Patterns in Reading. Chicago: American Library Association, 1954.

Includes entries under 100 reading interests of youth; books are listed for junior high school students through adulthood.

Spache, George. Good Books for Poor Readers. Gainesville, Fla.: University of Florida, 1954.

The most extensive bibliography of its kind currently available.

Strang, Ruth M. and Others. Gateways to Readable Books. New York: H. W. Wilson Co., 1952.

Several hundred titles for the high school student who is a poor reader.

Sullivan, Helen Blair (comp.). High Interest Low Vocabulary Booklist. Boston: Educational Clinic, Boston University School of Education, 1952.

A superior source for the teacher of reading, this booklist gives both vocabulary level and interest level of each entry.

Warner, Dorothy (comp.). Bibliography of Reading Materials for the Mentally Retarded on the Secondary Level. Topeka, Kan.: Division of Special Education, State Department of Public Instruction, 1954.

Brief list, but careful selection of materials for the special education class.

APPENDIX E^aWORKBOOKS, TEXTS, AND SERIES OF READERS FOR THE
IMPROVEMENT OF SECONDARY SCHOOL READING

These materials may be used for the improvement of reading skills of junior high school and senior high school students. L: indicates the approximate level of difficulty by grade placement; I: indicates the range of the interest level.

Aladdin Books. American Book Company. L:2-10 I:1-12

Variety of titles of interest to teen-agers.

All about Books. Random House. L:3-4 I:5-12

Science and social studies content.

American Adventure Series. Wheeler. L:2-6 I:3-12

Lives of famous Americans; particularly interesting to the teen-age boy.

Around the World Series. Macmillan. L:4 I:4-8

Geography content; trips around the world.

Basic Science Education. Row, Peterson. L:1-6 I:1-9

Pamphlets of 36 pages each; science content.

Basic Reading Skills for Junior High School Use. Scott, Foresman.

L:6-8 I:6-10

Practice manual for development of word-attack, word-meaning skills; comprehension skills; reference skills.

Be a Better Reader Series, Books I-VI. Prentice-Hall. L:6-12 I:6-12

Excellent suggestions and exercises for the improvement of reading and study skills.

Building Reading Skills. McCormick-Mathers. L:3-8 I:3-12

Series of 6 wordbooks, designed to improve word-attack, word-meaning and study skills.

Childhood of Famous Americans. Bobbs-Merrill. L:4-5 I:3-12

Over 100 titles; biographies of famous Americans, correlated with social science units.

Deep Sea Adventures Series. Harr-Wagner. L:1-5 I:1-12

Wonderfully illustrated, well-written adventures that appeal to small children and teen-agers alike.

^aBamman, op. cit., pp. 240-243.

APPENDIX E (Continued)

- Developing Reading Skills. Laidlaw. L:4-6 I:4-12.
Three workbooks, A,B,C; designed to give practice in word recognition and meaning, comprehension, and dictionary skills.
- Dolch Pleasure Reading Series. Garrard Press. L:1-4 I:1-12
Careful development of vocabulary; interesting collections of folk tales, fables, short subjects.
- Every-Reader Series; Junior Every-Reader Series. Webster. L:4-5
I:3-12
Well-loved tales; graded classics.
- Easy Reading Series. Houghton Mifflin. L:1-8 I:1-10
Interesting content and careful vocabulary development.
- Famous Stories. Benjamin Sanborn. L:4-5 I:4-12
Familiar classics, adapted for the retarded reader.
- Gates-Pearson Practice Exercises in Reading. Bureau of Publications,
Teachers College, Columbia University. L:6-8 I:6-12
Short exercises to aid in improvement of reading skills.
- Globe Adapted Classics. Globe. L:4-6 I:4-12
Familiar classics, carefully adapted for the reluctant reader.
- Harr-Wagner Series. Harr-Wagner. L:4-6 I:4-12
Three titles of high interest to high school students.
- Junior Library Series. Morrow. L:3-6 I:4-12
Wide selection of interests and titles.
- Landmark Books. Random House. L:4-6 I:4-12
Outstanding selection of historical events, expertly written for young people. Records and filmstrips are available for correlation with many of the titles.
- Let's Read Series. Henry Holt. L:6-12 I:6-12
Four titles, including highly interesting stories designed to aid in the development of wide reading skills.
- My Hobby Is Series. Hart. L:5-6 I:5-12
Hobbies interestingly presented.
- North Star Series. Houghton Mifflin. L:4-6 I:4-12
One of the most significant series published recently, written by outstanding American authors.
- Piper Books. Houghton Mifflin. L:2-4 I:2-8
Biographies well written; interesting to the older teen-ager who cannot read well.

APPENDIX E (Continued)

- Practice Readers. Webster. L:1-6 I:1-10
Series of workbooks, with short exercises designed for skills development.
- Reading and Thinking Series. Macmillan. L:7-10 I:7-12
Series of three books, including experiences, practices, and problems in reading and thinking.
- Reading Adventures Series. Merrill. L:1-6 I:1-10
Three readers, designed as workbooks, well illustrated and carefully developed to give practice in basic skills.
- Reading Essentials Series. Steck. L:1-8 I:1-12
Readers in workbook format, interesting and provocative.
- Reading for Meaning Series. Lippincott. L:4-12 I:4-14
A separate workbook for each grade from 4 through 12.
- Reading Skills Builders. Reader's Digest. L:2-6 I:2-12
Short selections of contemporary interest, well written.
- Real People Series. Row, Peterson. L:5 I:4-10
Biographies, in pamphlet form, of famous people.
- Rochester Occupational Reading Series. L:3-6 I:3-12
Series of books dealing with familiar occupations and providing practice in skills development. Each book is written at three different levels for use with multigroup class.
- Signature Books. Grosset and Dunlap. L:5-6 I:5-12
Biographies of famous people.
- Simplified Classics. Scott, Foresman. L:4-6 I:4-12
Good selection of classics, adapted for slow readers.
- SRA Better Reading Books. Science Research Associates. L:5-10 I:5-12
Short selections, in three separate volumes, designed to aid the student in checking his own progress in rate and comprehension.
- Teen Age Tales. Heath. L:6-10 I:6-12
Excellent selections written for the junior and senior high school student; nine books available in 1960.
- Triple Title Series. Franklin Watts. L:5-9 I:5-12
Collections of stories of high interest for the teen-age student.
- Way of Life Series. Row, Peterson. L:5-6 I:5-12
Discussions of vocational interests.

APPENDIX E (Continued)

- Westminster Books. Westminster Press. L:6-12 I:6-14
A wide selection of titles, particularly written for the junior
and senior high student.
- We Were There Series. Grosset and Dunlap. L:4-5 I:4-12
Events of history related by people who experienced them.
- Wings for Reading. Heath. L:7-9 I:7-12
Three titles; interesting selection of stories.
- Winston Adventure Series. Winston. L:4-6 I:4-10
Events in history, well written.
- World Landmark Series. Random House. L:4-6 I:4-12
Superior writing; events in world history.

A COMPARATIVE ANALYSIS OF THE REMEDIAL READING CLASSES
IN SELECTED KANSAS HIGH SCHOOLS
WITH CRITERIA DERIVED FROM
RELEVANT PROFESSIONAL LITERATURE

by

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In recent years there has been a growing realization among teachers and administrators that the teaching of reading is a continuous process. As a result, the concept of developmental reading, which emphasizes the teaching of reading by every teacher to every child throughout his education, is being stressed. The provisions made for the retarded reader in the remedial reading class are 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 high schools as compared with the principles and procedures suggested in pertinent professional literature.

The procedure used in this study consisted of a survey of selected professional literature relative to the remedial reading class in the high school. In addition, a questionnaire based primarily on the professional preparation of the remedial reading teacher, the remedial reading class, selection of students for 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 principals of fifty selected Kansas high schools.

The questionnaire data indicate that only 13 of the 47 respondents have a remedial reading class. The most urgent need of the schools contacted is for a qualified, well-trained reading specialist who would diagnose and treat the reading difficulties of seriously retarded readers and who would also conduct in-service training for regular classroom teachers in methods of individualizing reading instruction for students in their classrooms. The 13 schools which

reported having a remedial reading class compare favorably with the theoretical and practical criteria derived from the professional literature, especially with regard to the methods and materials used in remedial reading instruction. However, more attention needs to be given to individualizing the criteria for selection and evaluation of participants in the class. This could be done by comparing the student's reading achievement as reflected upon standardized reading tests with his reading potential as reflected on an individual intelligence test.

More effective methods of incorporating the remedial reading class into the curricula of the school need to be devised. In general, the class should be offered several periods during the day in order that more students may participate for high school credit during their study hours. The student should receive two or three hours of instruction a week for two semesters. The classes should be small and the students should be grouped according to reading ability in order that the participants can receive individual attention.

Although the proposed recommendations would necessitate increasing funds for reading personnel and facilities, it is anticipated that the implementation of such recommendations would greatly facilitate the remedial reading programs of the high schools.