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Survey of attitudes of children in a remedial reading program as compared to children in a classroom reading program

Evelyn L. Wessel

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A SURVEY OF ATTITUDES OF CHILDREN IN A REMEDIAL
READING PROGRAM AS COMPARED TO CHILDREN
IN A CLASSROOM READING PROGRAM

by

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CARDINAL STRITCH COLLEGE
LIBRARY
Milwaukee, Wisconsin

A Research Paper

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This research paper has been
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Sister Marie Colette
(Advisor)

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CHAPTER I

INTRODUCTION

Reading is a field where controversy seems to flourish. Not all students are able to learn the same skill, or learn the skills they do learn at the same rate. Attitudes toward reading are essential to develop good reading habits.

Experts in the field have long stressed the need for improving the attitudes of the poor reader. Little has been done to study attitude change as affected by varied approaches to reading. Proper motivation and developing a positive attitude toward reading is a problem faced in school situations today.

Education psychologists recognize that the most effective learning takes place when the learner wants to learn. To do this, the teacher must create a pleasant atmosphere and employ a variety of activities.

Many teachers suspect that reading pertinent materials will affect the attitudes of children. Scant evidence to support this is available. The problem of assessing the effects of reading on children's attitudes is too complex.

Statement of the Problem

The writer reviewed the literature involving the attitudes of children toward reading. It is with interest that the writer began her study in reviewing pertinent literature in identifying children who indicate poor attitudes toward reading and the reasons for this. A scale of reading attitudes was used to compare attitudes of children in a remedial reading clinic as to attitudes of students in a regular classroom reading program.

Design of the Study

A descriptive library study was conducted, whereby the review of the literature was presented. The writer chose this area of study because attitudes of children are an important function toward reading. Motivation and interest are necessary to children who are having difficulty in learning to read. Learning to read, and read well, is not an easy task. The writer administered a scale of attitudes toward reading to children in grades second through fifth. These children were in remedial reading classes and in regular reading classes. The research study and reading attitude scales evaluated the effectiveness of attitudes of children toward reading.

Definition of Terms

Retarded Reader: The retarded reader is one whose reading achievement is less than that expected of his

peer group.

Reading Disability: The reading disability case is the individual who is achieving significantly below his capacity level for achievement and is a logical candidate for remedial instruction.

Corrective Reading: Remedial reading practices applied by regular classroom teacher within the framework of the daily instruction is termed corrective reading.

Remedial Reading: Remedial instruction provided outside the framework of the total group teaching situation is called remedial reading instruction.¹

Significance of the Study

Many children have difficulty in learning because of psychological, physical, and sociological factors. Disabled readers are with us in almost every classroom, and must be recognized by the competent classroom teacher. The key person for identifying the child is the regular classroom teacher.

The school, working with people who care about and love children, and parents have an important role to play in this task. Together they can attempt to alleviate poor attitudes toward reading and make great educational progress in learning to read and read well.

¹Miles V. Zintz, Corrective Reading (Dubuque, Ia.: Wm. C. Brown Co., 1972), p. 27. (Hereinafter referred to as Corrective Reading.)

Inability to read effectively is only one of the many problems facing American education. Teachers need to accept this challenge and meet the needs of all.

Limitations

The research studies related to this investigation included the more recent ones. The writer did not find too much pertinent literature on attitudes of children in remedial classes. More longitudinal studies are needed in this area, for only then can we evaluate our effectiveness in the reading clinic.

CHAPTER II

REVIEW OF RELATED LITERATURE

The main ingredients in the school reading programs are the children, the teaching techniques, and the materials the teachers use. Reading programs of today represent a multitude of approaches. It is the intent of the writer to establish a background of information concerning what constitutes a good reading program, the role the school, teacher, and parent plays in the reading program and how attitudes affect the reading program.

Reading, one of the major avenues of communication, is essential to the existence of our complex system of social arrangements. But it is more than that. It is the means by which every age is linked to every other. It makes possible man's capacity for "time binding," the ability to perceive himself in the historic process and the fluid universe around him. If all the inventions of a hundred years were destroyed and only books were left, man could still be man, in the sense intended by the idealists, the poets, the great creators, etc. Teaching

reading is a humanizing process.¹

The Characteristics of a Good Reading Program

A. Sterl Artley relates:

. . . reading follows a sequential, spiral course of development--step by step--level by level. Each teacher should be building a firm foundation in reading at each level so the child is ready to go on to the next. Each teacher is a readiness teacher.²

Each individual arrives at a readiness for learning at an individual time. The reading program will emphasize differences in individuals and one must also remember interests, knowledge, and skills of groups will vary. Marilyn Lichtman states that, for a reading program to be effective, the teacher must consciously teach the reading skills in a logical, structured fashion.³

Albert J. Harris says that a one-sided reading diet may produce unbalanced reading skills, interest, and attitudes. Children need a balanced reading diet as much as they require balanced food intake.⁴

¹John J. DeBoer and Martha Dallmann, The Teaching of Reading (New York: Holt, Rinehart and Winston, Inc., 1964), p. 5.

²A. Sterl Artley, "Some 'Musts' Ahead in Teaching Reading," National Elementary Principal, XXXV (September, 1955), 4.

³Marilyn Lichtman, "Keys to a Successful Reading Program," Reading Teacher, XXIV (April, 1971), 656.

⁴Albert J. Harris, "Key Factor in a Successful Reading Program," Elementary English, XLV (January, 1969), 72. (Hereinafter referred to as "Key Factor.")

Classroom teachers will need to find methods of teaching reading that will meet the differences in the classroom. Some type of grouping will be necessary. Every teacher is a teacher of reading and should give adequate guidance in the instruction of reading. The teacher should help students appreciate various types of reading and adjust their speed according to their purpose.

Every student must be accepted and respected at the level at which he can perform, and helped to grow from that point on. Special provisions must be made for those in need of remedial work.

The school reading program needs to provide for frequent evaluation of the program and make revisions that will strengthen any weaknesses discovered.

Whether it is the principal with his staff organizing the reading program for a school, or a teacher with a particular child organizing his reading program, he must recognize that organization is merely a means to an end--a means with shortcomings which must be constantly watched and balanced by other methods. Interclass grouping, team teaching, departmentalization, homogeneous grouping, the self-contained classroom, even private tutoring all have their drawbacks as well as their advantages.⁵

⁵Miles A. Tinker and Constance M. McCullough, Teaching Elementary Reading (New York: Appleton-Century-Crofts, 1968), p. 398. (Hereinafter referred to as Teaching Elementary Reading.)

The reading program requires not only good organization but many kinds of materials, and the cooperation of pupil, parents, librarian, teacher, and principal.

Miles A. Tinker and Constance M. McCullough say if all of these persons know what their aims are, if they know how important it is for themselves and their country that their goals be attained, and if they know that the way they are working for them is a good way, then they will have the confidence, the will, and the pride in teamwork to make the program effective.⁶

Evaluation should be a continuous process used for the improvement of reading programs and procedures. Formal and informal procedures may be used depending on needs and purposes.

Evaluation of reading is not an end in itself but a means to an end. It is a process of assessing progress in reaching goals, attaining objectives; indeed, it is an essential means for helping us to produce a generation of young adults who are competent to take their places in a rapid changing world, to preserve the freedom and dignity of man, perhaps even to preserve man himself in the atomic age of the present and future.⁷

⁶Ibid.

⁷Helen M. Robinson, Evaluation of Reading (Chicago: The University of Chicago Press, 1958), p. 201. (Herein-after referred to as Evaluation of Reading.)

Sidney J. Rauch says there is a need for a constant evaluation of reading programs. Teachers must have confidence in the evaluators, and the evaluators must recognize the many day-to-day problems faced by the average reader.⁸

Evaluation has a positive effect on the reading program. It compels administrators and teachers to take a closer look at their methods, their materials, and their children--and this close examination generally results in progress.⁹

Ruth G. Strickland says the most important element in any reading program is the teacher. It is the teacher, not the method, that makes the difference.¹⁰

Harris believes a successful reading program should pay attention to at least ten areas of concern: beginning reading, independence in word recognition, vocabulary development, use of audio-visual aids, provisions for individual differences, richness and variety of materials, training in study-type reading, fostering of interest in reading, evaluating all important areas of reading, and providing for retarded readers.¹¹

⁸ Sidney J. Rauch, "How to Evaluate a Reading Program," Reading Teacher, XXIV (December, 1970), 250.

⁹ Ibid.

¹⁰ Ruth G. Strickland, "A Challenge to Teachers of Reading," Bulletin of the School of Education, XLV (March, 1969), 93.

¹¹ Harris, "Key Factor," p. 76.

It would seem to be more productive first to examine the instructional program as a basic source of reading failure before attempting to diagnose and prescribe for deficits in the individual child.¹²

Some educators look at reading failure as the child's failure. This way of thinking explains our current involvement with individual diagnosis of the child's learning needs and prescription of specific materials, activities, and instructional settings.¹³

Some criteria for a sound reading program in the elementary school are:

1. A good reading program in an elementary school is consciously directed toward specific valid ends which have been agreed upon by the entire school staff. Widely accepted ends are: rich and varied experiences through reading; broadening interests and improved tastes in reading; enjoyment through reading; increased personal and social adjustment; curiosity concerning the ideas given in the reading material; resourcefulness in using reading to satisfy one's purposes; and growth in the fundamental reading abilities, such as ability to recognize the words, to understand the meanings of words, to comprehend and interpret what is read, to locate references bearing on a problem, and to organize ideas gathered from different sources.

2. A good reading program coordinates reading activities with other aids to child development.

3. It recognizes that the child's development in reading is closely associated with his development in other language arts.

¹²Morton Botel and Alvin Granowsky, "Diagnose the Reading Program Before You Diagnose the Child," Reading Teacher, XXVI (March, 1973), 563.

¹³Ibid.

4. At any given level the program is part of a well-worked-out, larger reading program extending through all the elementary and secondary school grades.

5. It provides varied instruction and flexible requirements as a means of making adequate adjustments to the widely different reading needs of the pupils.

6. It affords, at each level of advancement, adequate guidance of reading in all the various aspects of a broad program of instruction--basic instruction in reading, reading in the content fields, literature, and recreational or free reading.

7. It makes special provisions for supplying the reading needs of pupils with extreme reading disability--in other words, the small proportion of pupils whose needs cannot be satisfied through a strong developmental program.

8. It provides for frequent evaluation of the outcomes of the program and for such revisions as will strengthen the weaknesses discovered.¹⁴

A reading program cannot be lifted from a book or purchased, neatly packaged, from a commercial source. It must be developed, with total staff involvement, within a local context.¹⁵

A good reading program need not be more costly than a poor one.¹⁶ Money is needed for reading programs, but dollars alone cannot purchase a good reading program.¹⁷

¹⁴H. Alan Robinson and Sidney J. Rauch, Guiding the Reading Program (Chicago: Science Research Associates, Inc., 1965), p. 77.

¹⁵Wayne Otto and Richard J. Smith, Administering the School Reading Program (Boston: Houghton Mifflin Co., 1970), p. 33.

¹⁶Ibid.

¹⁷Ibid.

The school shoulders a tremendous responsibility in providing an adequate reading program. The reading program should provide a good environment which is so vital to the individual child.

Almost all problems in reading can be traced to a poor beginning, with difficulties increasing as the child progresses through the grades.¹⁸

The teacher's task is to discover the ineffective habits and confusions which make progress difficult, remove them, and so render the child's reading efficient and pleasurable.¹⁹

Causes and Symptoms of Reading Failure

Some possible causes of reading problems are physical handicaps, intellectual capacity, educational background, emotional factors, and home environment.

Severe problems cannot be traced to one and only one cause. Many factors affect learning to read.

Children, like adults, need for their happiness a feeling that they are successful in what they try to do. In fact, children are far more sensitive to failure in their endeavors than adults are.²⁰

¹⁸ Donald D. Durrell, Improvement of Basic Reading Abilities (New York: World Book Co., 1940), p. 279.

¹⁹ Ibid., p. 285.

²⁰ Edward William Dolch, A Manual for Remedial Reading (Champaign, Ill.: The Garrard Press, 1953), p. 4. (Hereinafter referred to as Remedial Reading.)

Adults have had years of experience and can explain away failures. But children do not have these years of experience. With the help of parents they have for the most part been successful. They have great self-confidence. Then along comes reading and they are made hopeless failures. They are hurt and this can leave a real damage to personality.

They can show their failure by withdrawing and try to get away from reading failure. These children are always doing or starting something. They will cover up their feelings and try to compensate by doing something else. They may become sullen and convince themselves that they cannot learn to read. Failure in reading can create some real mental disorders. The school must restore the disabled reader to good mental health. Teachers need to impress upon the child that success in living does demand reading ability.

We should be concerned with the happiness of every child. There are many kinds of unhappy children in the school and a large group are the failures in reading. The school is responsible for this failure and for this unhappiness. We must do what we can for the whole child.

A wide range of abilities is found in every classroom at every grade level. Teachers must accept the fact that not only do boys and girls grow at different rates, but they arrive at a different destination in varying

lengths of time. The range of differences in a given class will increase through the year and from year to year as the class progresses through school.

Strickland believes most of the more serious problems which children bring to schools are deeply ingrained and too persistent to be cared for during a single school year. Work must be carried on consistently and persistently, year after year, until the child has made as great a gain as he is capable of making. The kindergarten and primary teachers bear the responsibility of locating children who need special help and seeing to it that problems are diagnosed and a program of treatment planned and instituted. Teachers who have these children in later grades are responsible for carrying on the program which has been instituted for the children until the needs are met or until as much has been accomplished as the nature of the case permits. Children who require special help need careful watching.²¹

Marianne Frostig states difficulties in reading occur not only because of a specific difficulty with the reading process itself. They may be due to disabilities in comprehension or to a lag in any other area of development, such as in perception, motor skills--especially eye

²¹Ruth G. Strickland, Language Arts in the Elementary school (Boston: D. C. Heath Co., 1951), p. 161.

movements--language, and social and emotional development.²²

The possible causes of reading disability are numerous. A single factor seldom causes reading disability.²³

Causes of reading failure are rooted, then, in the fact that individuals are different from each other, that they learn at extremely different rates, and that motivation and drive have much to do with their enthusiasm for learning.²⁴

Steps in Remedial Reading Procedures

Dolch states there are five steps in remedial reading procedure. Go back to where he is, build sight vocabulary and speed up recognition, teach self-help sounding, develop comprehension, and secure much interesting reading at present level.²⁵

Harris believes fortunately many of the simpler difficulties in reading can be corrected by direct teaching of the missing skills, without an intensive search for

²²Marianne Frostig, "Corrective Reading in the Classroom," Reading Teacher, XVIII (April, 1965), 580.

²³Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, 1967), p. 145.

²⁴Zintz, Corrective Reading, p. 21.

²⁵Dolch, Remedial Reading, pp. 25-46, passim.

reasons why the skills were not learned before.²⁶

Zintz states three considerations in remedial reading:

1. Start where the child is and build security and confidence.
2. Follow the same steps necessary in good, first teaching of reading.
3. Build attitudes toward reading that will help the student accept himself and his problems.²⁷

Prompt detection of difficulties ordinarily makes their correction by remedial teaching relatively simple and easy. In most cases, all that is necessary is individual concentration for a short period on the specific needs of the child.²⁸

Remedial Reading Program at Random Lake

The classroom teacher makes her referrals in spring, diagnosing their problems as best as she can. The two reading teachers at Random Lake test those children referred by the classroom teacher. The California Reading Test is administered to all students referred. The tests used are the Lower Primary for Grades One and Two, Upper Primary for Grades Two, Three, and Four and the Elementary Battery for Grades Four, Five, and Six. Entrances to the

²⁶Albert J. Harris, How to Increase Reading Ability (New York: David McKay Co., Inc., 1961), p. 220. (Hereinafter referred to as How to Increase Reading Ability.)

²⁷Zintz, Corrective Reading, pp. 24-25.

²⁸Tinker and McCullough, Teaching Elementary Reading, p. 598.

clinic are based upon these test results.

The special reading program is explained to new teachers. Letters are sent home to parents informing them about the child's attendance in the center. Meetings or conferences are held during the school year discussing progress and how the program functions. Teachers have found these conferences to be very beneficial. Criteria by which they have been attempting to help the child and determining future attendance in the program is reported.

The philosophy in special reading is that it is a privilege for the pupils, provided free for them at the expense of the school district. It is not mandatory. Anyone who wants to improve and who can improve is scheduled for help.

Individual tests are administered upon entrance to the clinic. Emphasis is put on weaknesses found. During the year, if a child has made significant progress, another test will be administered. If test results indicate gains and the reading teacher feels the child can now function in the classroom, he is dismissed from the remedial reading program.

Reading teachers work with students from the first through the fifth grade. First-grade students do not start the program until November. Reading teachers then work with those who are having difficulty or showing slow maturity.

Remedial reading classes are limited in number to four children. Some are seen on a one-to-one basis depending on how serious is the reading disability. Each of the reading teachers has a reading aide to help with clerical work and tutoring of students.

Scheduling of students is done so no one pupil will miss recess or any special class.

During parent conferences, progress is discussed with the parent. No report card grades are given for remedial reading. Parents are very pleased that children are able to get this special help.

As stated before, the program is not mandatory and it is not always the poorest readers in a classroom who are chosen for it. This fact gives the program prestige. Children really enjoy coming to the reading center. This point is brought out in the attitude scales which the writer used.

The Random Lake program uses a wide variety of materials. A folder is kept for each child. The material found in each child's folder includes: 1) a sheet showing work completed in the reading center, 2) an interest inventory, 3) a home information report, 4) a student profile, and 5) test results of all tests administered. Data are collected and put in a permanent file. If a child transfers or is excused, his records follow him, or if it should occur that a child is referred again a great

deal of time is saved by previous records.

At Random Lake the reading teachers do not feel they have solved every reading problem, or even helped every problem reader, but that they have developed better readers and more interested pupils, and have prevented future breakdowns in reading progress.

Role of School, Teacher, and Parent Toward Reading Program

One of the vital ingredients of a well-motivated reading program is the learner's feelings that the program is his program, not something imposed upon him by somebody else. The teacher and pupil must work together with the help of the parent. There must be a teacher-learner relationship in which the learner trusts the teacher's good intentions and wants to help himself.

Harris states that learning exactly where one stands is not a good stimulus for all poor readers. To a sensitive, easily discouraged child, it may be disheartening.²⁹

Children sometimes develop the notion that the main reason for learning to read is to please the teacher. The teacher shows pleasure when one reads well and shows or implies displeasure when one reads poorly. If the child wants to retaliate against the teacher, it may seem logical to get even by not reading or by reading

²⁹Harris, How to Increase Reading Ability, p. 293.

poorly.³⁰

Classroom teachers must start the child at a reading level where he finds success. Levels of difficulty are offered. If a child feels reading is difficult, he will have an unpleasant job ahead of him. Classroom teachers must make him feel that reading can be fun. Finding a child's interest is very important. Sometimes an interest inventory can be used to bring out particular things he likes or would like to learn. Attitude toward reading can change at this time. A child must want to read, form the habit of reading, and know where he can find something he can read. Encouragement is necessary for him to go on.

It is logical for classroom teachers to ask parents to assist in any way that can be useful. An attitude of not liking to read can be transferred from home. If a child is not progressing in reading, a school is usually at fault. A child must understand he is the only one who loses out if he does not learn to read.

Parents are so anxious for the success of their child that they lack the patience to allow the child to learn at his own rate of speed. A parent's attitude can be defensive and he may try to prove this way that his child's poor work is not his fault. Classroom teachers

³⁰Ibid.

should try to restore a parent's confidence in the child and impress upon him that neither her nor the child should be blamed for his failure.

Many parents nag and punish the poor reader. A discussion of understanding the issue without aggravating the parent is important. Parents can be of great help. Stress can be put on their reading and telling stories to children. Conversation, visits to places of interest, or trips can enrich and expand their vocabulary. These activities can also improve the parent-child relationship.

Robert M. Wilson believes parents can help because parents often know what makes their child react most effectively. Children want parental support and assistance and strive to please their parents through school success. Without parent-teacher teamwork, success with severely handicapped readers will be necessarily limited, and when directed toward useful roles, parents are usually willing to follow the advice of educators.³¹

It is the duty of the school to meet with parents to interpret the school's reading program. When meeting with parents, a general over-view of the reading program could be presented. Skill development in terms of levels or grades can be explored. This contact can assure parents that they are important and that they can

³¹Robert M. Wilson, Diagnosis and Remedial Reading (Columbus, Ohio: Charles E. Merrill Co., 1967), pp. 202-3.

understand the school's program.

That many parents are interested in reading programs is nothing new. Clutching at straws, they ask about this program or that cause of reading disability in the hope that they will become better informed and thus able to do more for their child in his pursuit of real achievement in reading.³²

Herbert Wartenberg states,

Parents should be involved in as many situations as the school will permit. If the school is truly interested in the child, the situations not only permitting but inviting parental involvement should be myriad.³³

Probably no part of a child's school program is more directly affected by the impact of his nonschool world than his reading. How well he reads, what he reads, and how widely he reads will be influenced in part by the guidance he receives from his parents and the opportunities which are provided at home.³⁴

Many times a classroom teacher can do more than a reading specialist for parents know that the regular teacher works with their child every day.

Regardless of the feeling a teacher may have

³²Herbert Wartenberg, "Parents in the Reading Program," Reading Teacher, XXIII (May, 1970), 717.

³³Ibid.

³⁴Helen M. Robinson, Developing Permanent Interest in Reading (Chicago: The University of Chicago Press, 1956), pp. 158-59. (Hereinafter referred to as Developing Permanent Interest.)

toward a total school reading program, the teacher should keep in mind he is a member of a team who is working toward the total education of the child. By cooperating the teacher will better serve the children and the school district.

There is no best program or method for teaching reading. Each program must, of necessity, be different, depending upon such vital factors as the individual pupil's abilities and needs, the strengths and weaknesses of the teachers, the purposes and objectives of the administrative and supervisory personnel, the materials available, and the interests and pressures of the community states.³⁵

Teachers need to understand the necessity to teach children what to read as well as how to read and to be certain that children learn to like to read. Make reading meaningful by making it fun.

Robinson says,

. . . first of all, basic instruction in reading introduces the child to his first participation in the reading act. If his first experiences are satisfying, he will approach each days' reading with anticipation and keen delight. If his experiences are unhappy, he will evade, or bluff, or just quit trying. The primary grade teacher faces a real challenge in devising assignments which are within the child's grasp, which he can do without undue strain, which he knows he can do and which the teacher knows she can teach him

³⁵ Sidney J. Rauch, "A Checklist for the Evaluation of Reading Programs," Reading Teacher, XXI (March, 1968), 519.

to do. The confidence of the teacher is catching and it does much to build the child's security in facing a new task.³⁶

This develops positive attitudes toward reading.

Children must be stimulated by contact with all kinds of printed matter; they must experience satisfaction in reading, rather than frustration; they must return again and again to print to form the habit of reading.

Promoting Good Attitudes Toward Reading

One of the most important aims of the beginning reading period is to help the child develop a positive attitude toward reading. Failure in reading is likely to produce the opposite attitude.³⁷

Children grow up in different social and reading environments. As a result, they enter school with varying backgrounds of experience and different attitudes, interests, and behavior patterns.

Good attitudes will be built if children have the feeling of success--attitudes of permanent dislike toward reading will be the outcome if children simply cannot be successful in reading processes. Teachers need to create good attitudes toward reading if they want children to

³⁶Robinson, Developing Permanent Interest, pp. 158-59.

³⁷Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill Co., 1961), p. 80. (Hereinafter referred to as Teaching Reading.)

learn to read and acquire good reading interests. This is a crucial concern to the democratic society.

Attitudes acquired by children during the beginning reading period will influence later reading behavior. It is not safe to assume that children will outgrow ineffective reading habits.

Arthur W. Heilman believes there are a number of ways in which a teacher can help pupils get off to a proper start. Give responsibility to all children and not just those who are already confident and at ease. Do not give a child tasks that he does not understand or cannot do. Set short-term goals which can be readily achieved.³⁸

Children's behavior should be watched closely so they do not experience too much failure and frustration. Even though the results fall short of the teacher's standard, children should be praised when they have tried.

Gerald M. Knox states that from the earliest years, attitudes toward reading are learned from the attitudes and actions of their parents.³⁹ Parents are not likely to be aware of the fact that their attitudes and behavior are related to their child's poor reading.⁴⁰

³⁸ Ibid., p. 84.

³⁹ Gerald M. Knox, "Your Child Can't Read, How Can You Help?" Better Homes and Gardens, L (October, 1972), 34. (Hereinafter referred to as "Your Child Can't Read.")

⁴⁰ Heilman, Teaching Reading, p. 478.

Most students of child growth agree that the home is an important contributing factor to the child's pre-school training, so it would determine many of his attitudes and interests.⁴¹

Many parents unknowingly neglect to instill desirable attitudes in their children. But parents who, themselves, do not read and do not read to their children, who neither have books in their homes nor take their children to the library, who show little respect for education--those parents have overlooked the crucially important aspect of preparing their children for success in school. Teachers would wish for every child a home background which will nurture desirable attitudes toward school and toward learning.⁴²

An adult who likes the child and who enjoys reading is almost always bringing a child and books together in a lasting relationship.⁴³ Remember that enjoyment is what is the most important in reading.

Research tells us that the best readers tend to be children whose homes are well-supplied with books, magazines, and other reading matter and in whose homes there

⁴¹Helen M. Robinson, Why Pupils Fail in Reading (Chicago: The University of Chicago Press, 1946), p. 93.

⁴²Marjorie H. Sutton, "Attitudes of Young Children Toward Reading," Education, LXXXV (December, 1964), 240-41.

⁴³Knox, "Your Child Can't Read," p. 34.

is incentive toward learning. The homes of these children are pitifully meager in intellectual stimulation and in the tools of learning.⁴⁴

Motivation of a problem reader has been a continuing problem. Teachers need to build the interest of students by a process of creative, ego-involvement. If children can select books which contain stories they enjoy or could get interesting information, without being bothered by problems with the reading process, these children form a more favorable attitude toward reading.

Difficulty of material could affect favorable or unfavorable attitudes toward reading. Reading material must engage the student's interest if the instruction is to be successful.

Children coming to school today show a different picture in comparison to thirty or forty years ago. Homes today have become audio-visual centers. From homes such as this, boys and girls come to school where they spend approximately 16 per cent of their working hours. Obviously, their interests and attitudes in school are affected by experience outside of school. In fact, what they learn and how they develop as individuals will depend in large measure on this out-of-school experience,

⁴⁴Hazel M. Wartenberg, "How Come Johnny Can Read?" Elementary English, XVIII (April, 1966), 365.

which represents the largest segment of their lives.⁴⁵

Experience of success and sense of meaning in learning is essential for the growing child. Successful experience is one of the surest ways of achieving positive self-perceptions. It is unnecessary for a child to experience failure in reading.

If a child develops a successful self-image toward reading a change of attitude will be brought about. Helping a child select not too difficult a book will bring about immediate pride in his achievement.

To ignore negative attitudes will bring about failure. If teachers recognize them and try to change them, they will pave the way toward a more successful learning experience.

The teacher must create in the classroom a climate which not only is conducive to promoting reading interests but also contributes to the well-rounded development of boys and girls. Few children come to school with discouraged feelings, but when they leave us they feel unhappy with themselves. Teachers must recognize individual differences and each child should be proud of his own progress. A child's attitude is likely to be a direct reflection of his teacher's attitude. If the teacher is

⁴⁵Robinson, Developing Permanent Interest, p. 158.

discouraged with him, he will become discouraged with himself.⁴⁶

When a teacher gives recognition and praise for worthy achievement, she helps each child gain self-confidence and self-respect. These attitudes engender efficient accomplishment.

The true test of our success or failure in teaching children to read will not be found in test results, but in the reading habits of these children twenty years from now. "Will we have taught them to be readers or only to read?"⁴⁷

The teachers' prime concern is that pupils do read. A reader is not a pupil who can read; he is a pupil who does read.⁴⁸

The child has to have a wholesome concept of himself as a learner. He must recognize his own worth, develop a feeling of security, and have realistic expectations to what he can accomplish. He, therefore, is readier to put greater effort into his work.

If the fact that some youngsters propel themselves more slowly and less academically through life is

⁴⁶Paul Witty, Reading in Modern Education (Boston: D. C. Heath and Co., 1949), p. 75.

⁴⁷Robinson, Developing Permanent Interest, p. 29.

⁴⁸Emerald V. Dechant, Improving the Teaching of Reading (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 70.

accepted, and if each of them is taught according to his depth of understanding and rate of catching on, and if he can say and feel secure: "I'm not so quick at some things but I'm O.K."--then teachers have met the challenge.⁴⁹ Children can then acquire positive attitudes toward themselves and reading.

What are some of the principles involved in developing good attitudes?

1. Teachers need to be well-informed in the subject matter area they teach.
2. Physical fitness of the student will affect the attitude displayed.
3. Teachers need a variety of presentations to create interest.
4. Teachers need to provide clear and definite assignments.
5. Provide a pleasant teaching atmosphere with adequate materials.
6. Children should be eager to learn and receive information with satisfaction in their achievement.
7. Teachers need to bring out the best in all students.
8. Accept children where they are. Interests

⁴⁹Roma Gans, Common Sense in Teaching Reading (Indianapolis, Ind.: Bobbs-Merrill Co., Inc., 1963), p. 340.

should broaden and continue to grow in breadth and depth.

9. Students should be taught to realize that there is a pleasure in pursuing an education if their attitudes are good.

Learning to read became easy once there was a desire to read. Teachers can and must impart that desire.⁵⁰

Unless the child enjoys reading, he will not make rapid progress. A child must have a desire to read and an interest in increasing his reading ability. If a child encounters unsuccessful attempts at learning to read, various undesirable attitudes are to be expected. Motivation is the key here. The teacher needs to make the child's reading pleasurable.

The students' attitudes are meaningful elements in the evaluation of reading capacity. Discouragement versus enthusiasm, lack of confidence versus self-confidence, and little interest versus considerable interest in reading and studying are revealing reactions in attempting to approximate the students' expectancy. If a student claims that he does not like to read and study and also never does any personal reading, this is highly significant information.⁵¹

⁵⁰Nancy Larrick and John A. Stoops, "What Is Reading Doing to the Child?" Reading Newsreport, II (February, 1968), 40.

⁵¹Robinson, Evaluation of Reading, p. 35.

Most educators agree that the problem faced in school situations is one of proper motivation and/or developing a positive attitude toward the school matter to be studied.⁵²

Can the change in attitude produce significant results in reading achievement? A longitudinal study conducted in Florida revealed that favorable attitudes produced significant achievement and more reading.⁵³

Research thus demonstrates that methods of teaching and conditions of teaching can affect an individual's attitudes toward reading.⁵⁴

While teachers using an individualized approach are increasingly reporting highly significant gains in achievement along with startling changes in attitude toward the instructional reading program, it is undeniable that well-grounded research is needed.⁵⁵

Appraisal of interests and attitudes, to be of the

⁵²David Gurney, "The Effect of an Individual Reading Program on Reading Level and Attitude Toward Reading," Reading Teacher, XXIX (January, 1966), 277.

⁵³Ann K. Healy, "Effects of Changing Children's Attitudes Toward Reading," Elementary English, XLII (March, 1965), 272.

⁵⁴James R. Squire, "What Does Research in Reading Reveal About Attitudes Toward Reading?" English Journal, LVIII (April, 1969), 530.

⁵⁵Jeanette Veatch, "Children's Interests and Individual Reading," Reading Teacher, X (February, 1957), 164.

greatest value to all concerned, must be continuous and can be accomplished satisfactorily only when both the teacher and the student work together willingly toward mutual fulfillment.⁵⁶

The development of healthy attitudes is tremendously important to the individual and to those about him. The teacher has a great deal of prestige in the eyes of the child; her attitudes can serve as models for the child's own attitudes whether she wants them to or not.⁵⁷

The purpose as teachers is to encourage the development of attitudes that will help the child take his place as a valuable citizen in the adult world.⁵⁸

⁵⁶Robinson, Evaluation of Reading, p. 89.

⁵⁷Henry P. Smith, Psychology in Teaching (New York: Prentice-Hall, Inc., 1954), p. 142.

⁵⁸Ibid., p. 146.

CHAPTER III

THE PROCEDURE

Population of the Study

The Attitude Toward Reading Scale was used for children attending grades second through fifth in the Random Lake Community School, Random Lake, Wisconsin. This included children from the three schools within the district. A total of ninety-seven children, forty-nine girls and forty-eight boys attending remedial reading classes were seen at the reading centers. The same number of children in regular reading classes were brought to the reading center and asked the same questions.

Conducting the Attitude Scale

Various interest inventories and scales of attitudes were studied by the writer. These were the scales used:

1. Interest Inventory and Background Information,
Kottmeyer
2. Interest and Activity Poll, A. J. Harris
3. Interest Inventory, M. A. Tinker and C. M.
McCullough
4. Sample Inventory of Experiences, G. L. Bond
and M. A. Tinker

5. Pupil Report of Interests and Activities,
Paul Witty

6. An Attitude Scale for Reading, Glenn Rowell

After a study was made of these, two scales of attitude toward reading were devised by the writer to use, one for the primary grades and the other for the intermediate grades.

These scales were used to check reading attitude in October, 1973 and again in January, 1974. A comparison was made to see if attitudes toward reading would change after a child had been in school for these four months.

Another outcome for using the scale of attitude toward reading was to discover if any stigma was attached to children coming to the reading center as compared to those attending only regular classroom reading classes.

Each child was brought to the reading center and asked the questions. Before the questioning took place, the writer was sure each individual knew the reason for the questions. The term attitude was clearly defined. An understanding of how to respond was also necessary. Each child's response was marked by the writer. The child was seen individually in the reading center so no one else's answers could influence his thinking.

After the questions were asked, the results were tabulated. When tabulating the results, questions not answered by a "Yes," "No," "Don't Know," or "Sometimes"

response were excluded.

Table 1 shows grade and number of children in the remedial reading and regular classroom reading program. The total number of students in both remedial and regular reading programs was also included.

TABLE 1
SUMMARY DATA ON ATTITUDE TOWARD READING

Remedial Reading Program October - January				Regular Classroom Reading Program--October - January				
Grade	No. in Sample Total			Grade	No. in Sample Total			Grand Total
	<u>Girls</u>	<u>Boys</u>			<u>Girls</u>	<u>Boys</u>		
2	20	15	35	2	20	15	35	70
3	17	13	30	3	17	13	30	60
4	8	7	15	4	8	7	15	30
5	<u>4</u>	<u>13</u>	<u>17</u>	5	<u>4</u>	<u>13</u>	<u>17</u>	<u>34</u>
	49	48	97		49	48	97	194

CHAPTER IV

INTERPRETATION OF DATA

Restatement of Problem

The primary purpose of this study was to compare attitudes of children in a remedial reading program to attitudes of children in a classroom reading program in grades second through fifth. The comparison study was done to determine if any significant differences were apparent.

Results of Study

The Attitude Toward Reading Scales were given in October, 1973 and again in January, 1974.

The total number of pupils involved in the study was 194. There were thirty-five boys and girls in the second grade, thirty boys and girls in the third grade, fifteen boys and girls in the fourth grade, and seventeen boys and girls in the fifth grade remedial reading classes and corresponding numbers in each grade in the regular reading classes.

A comparison of attitudes toward reading in a remedial reading program in grades second through fifth and a regular reading program in grades second through

fifth was made through a questionnaire.

A summary of attitudes for grades second through fifth with questions is listed on each table. The responses of boys and girls is also tabulated separately.

Table 2 shows the comparison of second-grade boys' and girls' attitude toward reading in a remedial reading program in October, 1973.

TABLE 2
SUMMARY OF ATTITUDES IN REMEDIAL READING PROGRAM
GRADE 2, OCTOBER, 1973

Questions	Boys (N=15)				Girls (N=20)			
	Y	N	D.K.	S	Y	N	D.K.	S ^a
1. Do you like the way you read?	13	2	..	..	18	2	..	..
2. Do you like someone to read to you?	14	1	..	..	18	1	..	1
3. Are you a good reader?	10	4	1	..	15	4	1	..
4. Does your teacher think you are a good reader?	11	2	2	..	19	..	1	..
5. Do your parents think you are a good reader?	13	2	..	..	20	..	..	..
6. Do you like to read?	15	..	..	..	19	1	..	..
7. Do you like to read library books?	14	1	..	..	19	1	..	..

^aY = Yes N = No D.K. = Don't Know S = Sometimes

When comparing attitudes, little significant difference was noted. The only cited differences were in Questions 4 and 5. The boys' answers to the questions were more negative. The boys and girls did not feel that

their teachers and parents thought they were good readers.

This would seem to indicate teachers and parents need to tell their children when they do well if children are to have favorable attitudes toward reading.

Some of the questions could not be answered "Yes" or "No." The response for Question 7, attitudes toward reading of primary grade pupils are discussed in Appendix C. Questions 3, 10, 14, 15, 16, and 17 for attitudes of the intermediate grade pupils are also discussed in Appendix C.

Table 3 shows the comparison of second-grade boys' and girls' attitudes toward reading in a remedial reading program in January, 1974.

TABLE 3
SUMMARY OF ATTITUDES IN REMEDIAL READING PROGRAM
GRADE 2, JANUARY, 1974

Questions	Boys (N=15)				Girls (N=20)			
	Y	N	D.K.	S	Y	N	D.K.	S
1. Do you like the way you read?	12	3	..	..	19	1	..	..
2. Do you like someone to read to you?	13	2	..	..	18	2	..	..
3. Are you a good reader?	13	2	..	..	17	3	..	..
4. Does your teacher think you are a good reader?	15	..	..	..	20	..	..	..
5. Do your parents think you are a good reader?	12	1	2	..	19	1	..	..
6. Do you like to read?	13	..	..	2	20	..	..	..
7. Do you like to read library books?	15	..	..	..	20	..	..	..

One noted difference was the responses to Question 4. Both boys and girls felt their teacher thought they were better readers than in the survey done in October, 1973.

This may indicate that children have adjusted to the school reading program after being in school for four months. A better attitude about themselves as a reader is apparent.

Table 4 shows the comparison of second-grade boys' and girls' attitudes toward reading in a regular classroom reading program in October, 1973.

TABLE 4
SUMMARY OF ATTITUDES IN CLASSROOM READING PROGRAM
GRADE 2, OCTOBER, 1973

Questions	Boys (N=15)				Girls (N=20)			
	Y	N	D.K.	S	Y	N	D.K.	S
1. Do you like the way you read?	14	..	1	..	19	1	..	..
2. Do you like someone to read to you?	8	7	..	..	19	1	..	..
3. Are you a good reader?	14	1	..	..	18	1	1	..
4. Does your teacher think you are a good reader?	13	1	1	..	18	1	1	..
5. Do your parents think you are a good reader?	12	3	..	..	20	..	..	..
6. Do you like to read?	14	1	..	..	19	1	..	..
7. Do you like to read library books?	13	2	..	..	20	..	..	..

It is evident that in October, 1973, one-half of the boys said they did not like someone to read to them, while the girls preferred to have someone read to them.

Table 5 shows the comparison of second-grade boys' and girls' attitudes in a regular reading program in January, 1974.

TABLE 5
SUMMARY OF ATTITUDES IN CLASSROOM READING PROGRAM
GRADE 2, JANUARY, 1974

Questions	Boys (N=15)				Girls (N=20)			
	Y	N	D.K.	S	Y	N	D.K.	S
1. Do you like the way you read?	14	1	..	..	19	1	..	..
2. Do you like someone to read to you?	11	3	..	1	20	..	..	..
3. Are you a good reader?	15	..	..	..	20	..	..	..
4. Does your teacher think you are a good reader?	14	1	..	..	20	..	..	..
5. Do your parents think you are a good reader?	15	..	..	..	20	..	..	..
6. Do you like to read?	14	1	..	..	20	..	..	..
7. Do you like to read library books?	14	1	..	..	20	..	..	..

A difference was now noted in that three more boys wanted to be read to in comparison to their response in October, 1973.

This may indicate a possible difficulty was found in reading material or that they had enjoyed being read

to during the first four months of the school year.

The girls' responses were affirmative, more favorable, and more uniform than the boys' in January, 1974.

Table 6 shows the comparison of third-grade boys' and girls' attitudes in a remedial reading program in October, 1973.

TABLE 6
SUMMARY OF ATTITUDES IN REMEDIAL READING PROGRAM
GRADE 3, OCTOBER, 1973

Questions	Boys (N=13)				Girls (N=17)			
	Y	N	D.K.	S	Y	N	D.K.	S
1. Do you like the way you read?	8	5	..	..	12	5	..	..
2. Do you like someone to read to you?	12	1	..	..	16	1	..	..
3. Are you a good reader?	5	8	..	..	10	7	..	..
4. Does your teacher think you are a good reader?	8	3	..	2	14	3	..	..
5. Do your parents think you are a good reader?	11	2	..	..	17	..	..	..
6. Do you like to read?	10	1	2	..	17	..	..	..
7. Do you like to read library books?	10	1	..	2	17	..	..	..

More boys and girls did not feel they were good readers than was the case in second grade. Their attitude toward reading, as evident from responses to Question 6, was similar to the attitude of second-grade students, however.

Girls more frequently gave positive responses than the boys.

Table 7 shows the comparison of third-grade boys' and girls' attitudes toward reading in a remedial reading program in January, 1974.

TABLE 7
SUMMARY OF ATTITUDES IN REMEDIAL READING PROGRAM
GRADE 3, JANUARY, 1974

Questions	Boys (N=13)				Girls (N=17)			
	Y	N	D.K.	S	Y	N	D.K.	S
1. Do you like the way you read?	10	2	..	1	16	1	..	..
2. Do you like someone to read to you?	11	2	..	..	13	4	..	..
3. Are you a good reader?	9	4	..	..	15	2	..	..
4. Does your teacher think you are a good reader?	10	2	1	..	17	..	..	..
5. Do your parents think you are a good reader?	12	1	..	..	17	..	..	..
6. Do you like to read?	10	2	..	1	17	..	..	..
7. Do you like to read library books?	12	1	..	..	17	..	..	..

A noted difference was cited in attitudes of both boys and girls in January, 1974. Attitudes toward reading had been less favorable in October, 1973. Both groups showed an improvement in attitudes in four months. However, positive responses to Question 2 declined.

It was apparent that they felt they were good readers, even though these children were in low reading

groups. This would indicate they had a good feeling about themselves toward reading.

Table 8 shows a comparison of third-grade boys' and girls' attitudes toward reading in a regular classroom reading program in October, 1973.

TABLE 8
SUMMARY OF ATTITUDES IN CLASSROOM READING PROGRAM
GRADE 3, OCTOBER, 1973

Questions	Boys (N=13)				Girls (N=17)			
	Y	N	D.K.	S	Y	N	D.K.	S
1. Do you like the way you read?	13	..	..	..	17	..	..	..
2. Do you like someone to read to you?	10	2	..	1	14	3	..	..
3. Are you a good reader?	12	1	..	..	16	1	..	..
4. Does your teacher think you are a good reader?	10	..	3	..	16	..	1	..
5. Do your parents think you are a good reader?	10	..	3	..	17	..	..	..
6. Do you like to read?	12	1	..	..	17	..	..	..
7. Do you like to read library books?	11	2	..	..	17	..	..	..

The number of "Don't Know" responses was greater in this group than in the second grades and in the third-grade students in a remedial program. On the whole, girls reflected more unanimity of response.

Table 9 shows a comparison of third-grade boys' and girls' attitudes toward reading in a regular classroom

reading program in January, 1974.

TABLE 9
SUMMARY OF ATTITUDES IN CLASSROOM READING PROGRAM
GRADE 3, JANUARY, 1974

Questions	Boys (N=13)				Girls (N=17)			
	Y	N	D.K.	S	Y	N	D.K.	S
1. Do you like the way you read?	13	..	..	..	17	..	..	..
2. Do you like someone to read to you?	8	5	..	..	15	2	..	..
3. Are you a good reader?	12	1	..	..	14	2	1	..
4. Does your teacher think you are a good reader?	13	..	..	..	17	..	..	..
5. Do your parents think you are a good reader?	13	..	..	..	16	..	1	..
6. Do you like to read?	13	..	..	..	17	..	..	..
7. Do you like to read library books?	12	1	..	..	16	1	..	..

In January, 1974 more boys preferred not to have someone read to them than in October, 1973. At this time they perhaps felt more secure in reading the material themselves or had not had a pleasurable experience in listening. More boys gave affirmative responses to Questions 4 through 7 than they had in October, 1973. The pattern of girls' responses in October, 1973 and in January, 1974 was quite similar.

Table 10 shows the comparison of fourth-grade boys' attitude towards reading in a remedial reading program in October, 1973.

TABLE 10
 SUMMARY OF ATTITUDES IN REMEDIAL READING PROGRAM
 GRADE 4, OCTOBER, 1973

Questions	Boys (N=7)			Girls (N=8)		
	Y	N	S	Y	N	S
1. Do you like to be read to and listen while someone is reading to you?	6	..	1	5	1	2
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?	3	..	4	6	1	1
3. When you have a "free time" activity do you like to read a book?	3	..	4	8	..	..
4. Do you discuss with others the book you have read or are reading?	..	5	2	4	2	2
5. Do you listen while others share their reading experience with a group?	4	1	2	8	..	..
6. Do you contribute to group discussions that are based on reading assignments?	3	..	4	7	..	1
7. Do you think reading is interesting and useful?	6	..	1	7	..	1
8. Do you do projects (posters, displays) related to reading?	3	1	3	7	1	..
9. Do you ever read anything you don't have to read for school?	5	1	1	6	1	1
10. Do you enjoy reading?	4	..	3	8	..	..
11. Do your parents encourage you to read at home?	3	1	3	4	3	1

Little difference between boys' and girls' attitudes was noted. Boys were more negative in response to

Question 4 than the girls. It was noted that more "Sometimes" responses were given by the boys than the girls. Boys did not like to discuss with others the book they had read or were reading.

Table 11 shows the comparison of fourth-grade boys' and girls' attitudes toward reading in a remedial reading program in January, 1974.

The attitude toward reading appeared to be more favorable in January, 1974 for the boys than in October, 1973. Table 11 shows that girls more frequently gave negative responses than they had in October, 1973. The boys' responses were more positive in January, 1974 than in October, 1973.

Data from Table 12 show the comparison of fourth-grade boys' and girls' attitudes toward reading in a regular classroom reading program.

In October, 1973 the girls' response to Question 4 was not as favorable as the boys' response. The girls' response to Question 5 was more favorable than the boys' response.

It was evident that more girls liked to read books during a "free time" in comparison to the boys who liked to read books during a "free time."

TABLE 11

SUMMARY OF ATTITUDES IN REMEDIAL READING PROGRAM
GRADE 4, JANUARY, 1974

Questions	Boys (N=7)			Girls (N=8)		
	Y	N	S	Y	N	S
1. Do you like to be read to and listen while someone is reading to you?	7	..	..	7	..	1
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?	6	..	1	6	1	1
3. When you have a "free time" activity do you like to read a book?	3	..	4	6	2	..
4. Do you discuss with others the book you have been reading?	4	2	1	4	3	1
5. Do you listen while others share their reading experience with a group?	7	..	..	8	..	..
6. Do you contribute to group discussions that are based on reading assignments?	6	1	..	5	2	1
7. Do you think reading is interesting and useful?	5	..	2	8	..	..
8. Do you do projects (posters, displays) related to reading?	7	..	..	4	2	2
9. Do you ever read anything you don't have to read for school?	6	..	1	5	3	..
10. Do you enjoy reading?	5	..	2	8	..	..
11. Do your parents encourage you to read at home?	6	..	1	4	2	2

TABLE 12
 SUMMARY OF ATTITUDES IN CLASSROOM READING PROGRAM
 GRADE 4, OCTOBER, 1973

Questions	Boys (N=7)			Girls (N=8)		
	Y	N	S	Y	N	S
1. Do you like to be read to and listen while someone is reading to you?	5	1	1	6	..	2
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?	7	..	..	7	..	1
3. When you have a "free time" activity do you like to read a book?	1	1	5	6	..	2
4. Do you discuss with others the book you have read or are reading?	2	4	1	..	3	5
5. Do you listen while others share their reading experience with a group?	3	1	3	8	..	..
6. Do you contribute to group discussions that are based on reading assignments?	3	1	3	4	1	3
7. Do you think reading is interesting and useful?	7	..	..	6	..	2
8. Do you do projects (posters, displays) related to reading?	3	2	2	4	1	3
9. Do you ever read anything you don't have to read for school?	7	..	..	5	..	3
10. Do you enjoy reading?	6	..	1	6	..	2
11. Do your parents encourage you to read at home?	1	5	1	3	4	1

Table 13 shows the comparison of fourth-grade boys' and girls' attitudes toward reading in a regular classroom reading program in January, 1974.

The girls' responses were about the same as in October, 1973, while the boys' responses were more favorable. It was evident from Question 4 that boys did not like to discuss with others the book they had read or were reading. This was also the attitude of the fourth-grade boys in a remedial reading program.

Data from Table 14 show the comparison of fifth-grade boys' and girls' attitudes toward reading in a remedial reading program in October, 1973.

It is evident from Table 14 that there are three times as many boys in the program than girls. The boys' responses were more negative than the girls' responses.

The responses to Questions 5 and 7 for the boys were more positive. The total "No" and "Sometimes" responses for the boys outweighed the "Yes" responses to Questions 2 and 4. The girls' parents reportedly did not encourage them to read at home.

Data from Table 15 show the comparison of fifth-grade boys' and girls' attitudes toward reading in a remedial reading program in January, 1974.

The responses of attitudes were more favorable in January, 1974 than in October, 1973. Two girls now had parents encourage them to read at home in comparison

TABLE 13

SUMMARY OF ATTITUDES IN CLASSROOM READING PROGRAM
GRADE 4, JANUARY, 1974

Questions	Boys (N=7)			Girls (N=8)		
	Y	N	S	Y	N	S
1. Do you like to be read to and listen while someone is reading to you?	4	..	3	8	..	..
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?	5	..	2	6	1	1
3. When you have a "free time" activity do you like to read a book?	3	..	4	6	..	2
4. Do you discuss with others the book you have read or are reading?	..	5	2	1	1	6
5. Do you listen while others share their reading experience with a group?	4	..	3	7	..	1
6. Do you contribute to group discussions that are based on reading assignments?	5	..	2	3	..	5
7. Do you think reading is interesting and useful?	7	..	..	7	..	1
8. Do you do projects (posters, displays) related to reading?	3	1	3	2	3	3
9. Do you ever read anything you don't have to read for school?	7	..	..	6	..	2
10. Do you enjoy reading?	6	..	1	7	..	1
11. Do your parents encourage you to read at home?	5	2	..	2	3	3

TABLE 14

SUMMARY OF ATTITUDES IN REMEDIAL READING PROGRAM
GRADE 5, OCTOBER, 1973

Questions	Boys (N=13)			Girls (N=4)		
	Y	N	S	Y	N	S
1. Do you like to be read to and listen while someone is reading to you?	11	1	1	4	..	..
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?	6	2	5	3	..	1
3. When you have a "free time" activity do you like to read a book?	7	4	2	3	..	1
4. Do you discuss with others the book you have read or are reading?	3	8	2	2	1	1
5. Do you listen while others share their reading experience with a group?	12	..	1	4	..	..
6. Do you contribute to group discussions that are based on reading assignments?	10	1	2	2	1	1
7. Do you think reading is interesting and useful?	10	..	3	3	..	1
8. Do you do projects (posters, displays) related to reading?	11	1	1	3	..	1
9. Do you ever read anything you don't have to read for school?	10	1	2	3	1	..
10. Do you enjoy reading?	9	1	3	3	1	..
11. Do your parents encourage you to read at home?	9	2	2	..	3	1

TABLE 15

SUMMARY OF ATTITUDES IN REMEDIAL READING PROGRAM
GRADE 5, JANUARY, 1974

Questions	Boys (N=13)			Girls (N=4)		
	Y	N	S	Y	N	S
1. Do you like to be read to and listen while someone is reading to you?	10	..	3	3	..	1
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?	11	..	2	2	1	1
3. When you have a "free time" activity do you like to read a book?	9	2	2	3	..	1
4. Do you discuss with others the book you have read or are reading?	7	3	3	3	1	..
5. Do you listen while others share their reading experience with a group?	9	1	3	3	..	1
6. Do you contribute to group discussions that are based on reading assignments?	9	1	3	3	..	1
7. Do you think reading is interesting and useful?	9	1	3	4	..	..
8. Do you do projects (posters, displays) related to reading?	10	1	2	2	1	1
9. Do you ever read anything you don't have to read for school?	9	2	2	3	..	1
10. Do you enjoy reading?	9	2	2	3	..	1
11. Do your parents encourage you to read at home?	10	1	2	2	2	..

to October, 1973. Perhaps, they were now encountering some difficulty in reading. The boys' responses to Questions 2 and 4 were more favorable in January, 1974 than in October, 1973.

The comparison of fifth-grade boys' and girls' attitudes toward reading in a regular classroom reading program in October, 1973 is shown in Table 16.

The response "Sometimes" by the boys was greater in a regular classroom reading program than in a remedial reading program in October, 1973 and January, 1974. The girls' responses were similar to those in a remedial reading program.

It was interesting to note that the remedial reading program students did more projects related to reading than did the regular classroom reading students.

Another interesting factor was that over one-half of the boys "sometimes" read anything that they did not have to read for school. The boys' attitudes were not as favorable in a regular reading program as were the attitudes of the boys in a remedial reading program in October, 1973.

Lastly, in Table 17 when the comparison of fifth-grade boys' and girls' attitudes toward reading in a regular reading program in January, 1974 was made, the attitudes for the boys were more favorable in January, 1974.

TABLE 16

SUMMARY OF ATTITUDES IN CLASSROOM READING PROGRAM
GRADE 5, OCTOBER, 1973

Questions	Boys (N=13)			Girls (N=4)		
	Y	N	S	Y	N	S
1. Do you like to be read to and listen while someone is reading to you?	8	..	5	2	1	1
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?	8	..	5	3	..	1
3. When you have a "free time" activity do you like to read a book?	8	2	3	3	..	1
4. Do you discuss with others the book you have read or are reading?	1	6	6	1	2	1
5. Do you listen while others share their reading experience with a group?	11	..	2	2	1	1
6. Do you contribute to group discussions that are based on reading assignments?	9	..	4	2	..	2
7. Do you think reading is interesting and useful?	13	..	..	4	..	..
8. Do you do projects (posters, displays) related to reading?	2	1	10	3	..	1
9. Do you ever read anything you don't have to read for school?	6	..	7	4	..	..
10. Do you enjoy reading?	10	..	3	4	..	..
11. Do your parents encourage you to read at home?	5	5	3	..	2	2

TABLE 17
 SUMMARY OF ATTITUDES IN CLASSROOM READING PROGRAM
 GRADE 5, JANUARY, 1974

Questions	Boys (N=13)			Girls (N=4)		
	Y	N	S	Y	N	S
1. Do you like to be read to and listen while someone is reading to you?	10	..	3	4	..	..
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?	10	..	3	1	1	2
3. When you have a "free time" activity do you like to read a book?	11	..	2	3	1	..
4. Do you discuss with others the book you have read or are reading?	4	4	5	2	1	1
5. Do you listen while others share their reading experience with a group?	13	..	..	4	..	..
6. Do you contribute to group discussions that are based on reading assignments?	10	..	3	2	..	2
7. Do you think reading is interesting and useful?	8	..	5	3	..	1
8. Do you do projects (posters, displays) related to reading?	8	..	5	2	1	1
9. Do you ever read anything you don't have to read for school?	9	1	3	3	1	..
10. Do you enjoy reading?	10	..	3	2	1	1
11. Do your parents encourage you to read at home?	6	4	3	..	2	2

Little difference was cited in attitudes of the girls in comparison to October, 1973. The boys' responses to Questions 9 and 10 were similar to the responses of the remedial reading students.

Parents of the girls did not encourage them to read at home in October, 1973 or January, 1974. The reason for this could be that parents thought they were good readers. The boys' and girls' attitudes in a remedial reading program was more favorable in comparison to a regular classroom reading student.

Summary

Second Grade

When comparing attitudes of second-grade remedial reading program students from October, 1973 to January, 1974, the responses were more favorable in January, 1974.

When comparing attitudes of regular reading program students from October, 1973 to January, 1974, the attitudes were again more favorable in January, 1974.

When comparing remedial reading program students to regular reading program students in October, 1973, the boys' responses were more favorable in remedial reading while the girls' attitudes were more favorable in a regular reading program. In January, 1974, both the boys and girls in regular reading program had a better attitude toward reading than the remedial reading program students.

Third Grade

The attitudes of the boys and girls in the third-grade remedial reading program were more favorable in January, 1974 than in October, 1973.

The boys' attitudes toward reading in a regular reading program were more favorable in January, 1974, while the girls' attitudes in a regular reading program were more favorable in October, 1973.

When comparing the remedial reading program students to the regular reading program students in October, 1973, the boys' and girls' attitudes were more favorable in the regular reading program. The same was true in January, 1974.

Fourth Grade

The attitudes of the boys in the remedial reading program were more favorable in January, 1974, while the girls' attitudes were more favorable in October, 1973.

The attitudes of the boys were more favorable in a regular reading program in January, 1974, while the girls' attitudes remained the same in the regular reading program from October, 1973 to January, 1974.

When comparing attitudes of the remedial reading program students to the regular reading program students in October, 1973, the boys' attitudes were more favorable in a regular reading program, while the girls' attitudes

were more favorable in a remedial reading program.

In January, 1974, the attitudes of the boys and girls were more favorable in a remedial reading program than those of students in a regular reading program.

Fifth Grade

The attitudes of the remedial reading program students were more favorable in January, 1974 than in October, 1973. This was true both of boys and girls.

The boys' attitudes in a regular classroom reading program were more favorable in January, 1974, while the girls' attitudes were more favorable in October, 1973.

When comparing attitudes of the remedial reading program students to the regular reading program students, the boys' attitudes were more favorable in a regular reading program in October, 1973, while the girls' attitudes were more favorable in a remedial reading program in October, 1973.

In January, 1974, the attitudes of the boys and girls were more favorable in a remedial reading program than in a regular reading program.

CHAPTER V

SUMMARY AND CONCLUSIONS

The writer attempted to compare the attitudes of remedial reading students to attitudes of students in a regular classroom reading program. The study was conducted in the Random Lake, Wisconsin Community Schools, involving three schools, in grades second through fifth. Attitudes were measured in October, 1973 and again in January, 1974.

Chapter I contains the problem and design of the study. A survey of literature related to the study was recorded in Chapter II. Chapter III gives a description of the procedure. An interpretation of the data obtained from surveys of attitudes toward reading was offered in Chapter IV. Chapter V includes the summary and conclusions.

Developing good reading programs have been the work of specialists in the field of reading. The greatest task as classroom teachers is to prevent reading problems. Unfortunately, this has not been successful. Schools do have remedial centers for children with reading disabilities. However, with the aid of clinicians, children can better function in the classroom.

The writer's concern was to study attitudes toward

reading and what role they play in the total reading program.

There are some children who need more help than the regular classroom teacher can give; these are the ones who come to the reading center.

Despite pessimistic reports on the long-term effectiveness of remedial programs, they continue to be operated in school systems.

This study has shown that regular reading program students have a better attitude toward reading than do the students in remedial reading programs. The study was done with a small number of children, and results cannot be generalized. Attitudes of the pupils toward the remedial reading class itself did not suggest that these results would obtain.

The writer felt the attitude toward reading survey could be most beneficial to the administrative staff and faculty. The survey could enable them to find out how children feel about reading and themselves. This, in turn, could help both the classroom teacher and the remedial reading teacher and could certainly lead to improvement of attitudes toward reading.

Suggestions for Further Study

Results of the present survey of attitudes toward reading raised additional questions. Further research

might answer these and similar questions:

Do you like reading class in your homeroom?

What do you like/dislike about it?

Do you like coming to the special reading class?

What do you like/dislike about it?

If you could teach reading, how would you do it?

Do you read better since you started coming to the special reading class?

Do you read more since you started coming to the special reading class?

Do you think you need the special reading class?

Do you think your reading teacher could help you more in reading? How?

APPENDIX A

ATTITUDES TOWARD READING FOR THE PRIMARY GRADES

Name of Child _____ Grade _____

Age _____

1. Do you like the way you read? Yes _____ No _____

Why or why not? _____

2. Do you like someone to read to you? Yes _____ No _____

Who? _____

3. Are you a good reader? Yes _____ No _____

Why or why not? _____

4. Does your teacher think you are a good reader?

Yes _____ No _____

Why or why not? _____

5. Do your parents think you are a good reader?

Yes _____ No _____

Why or why not? _____

6. Do you like to read? Yes _____ No _____

Why or why not? _____

7. When I have to read I feel _____

8. Do you like to read library books? Yes _____ No _____

Why or why not? _____

APPENDIX B

ATTITUDES TOWARD READING FOR THE INTERMEDIATE GRADES

Name of Child _____ Grade _____

Age _____

1. Do you like to be read to and listen while someone is reading to you? _____
2. Do you read printed materials on bulletin boards, charts, or other displays having writing on them?

3. How often do you go to your school's library?

4. When you have a "free time" activity do you like to read a book? _____
5. Do you discuss with others the book you have read or are reading? _____
6. Do you listen while others share their reading experience with a group? _____
7. Do you contribute to group discussions that are based on reading assignments? _____
8. Do you think reading is interesting and useful?

9. Do you do projects (posters, displays) related to

reading? _____

10. Which school subject do you like best? (first, second, third)

1. _____ 2. _____ 3. _____

11. Do you ever read anything you don't have to read for school? _____

12. Do you enjoy reading? _____

13. Do your parents encourage you to read at home?

14. When I have to read I feel _____

15. How can you improve your reading? _____

16. I feel good in reading class when _____

17. I feel bad in reading class when _____

APPENDIX C

DISCUSSION OF QUESTIONS NOT SHOWN ON TABLES

Note: These answers could not be tabulated in tables. A discussion of these questions is given below:

Primary Grades

Question 7 - When I have to read I feel . . .

The regular reading classroom students had a better feeling about themselves when they had to read than the remedial reading classroom students in October, 1973. In January, 1974, the comparison was similar.

Intermediate Grades

Question 3 - How often do you go to your school's library?

The response to this question did vary. Some classrooms visited twice a week, others once a week, and a few stated, "whenever they had spare time." The reason for such variance was that in order for all students to make use of the library, they would visit on a rotation basis. Most classroom visitations to the library are on an appointed day schedule. Students cannot visit the library as they wish due to scheduling problems.

Question 10 - Which school subject do you like best? (first, second, third)

October, 1973--The boys in fourth and fifth grade remedial reading classes selected special classes, such as art and gym as their first and second choices and their third choice was reading. The girls in remedial reading classes selected reading as first choice, second choice was math, and third choice was English.

The boys in fourth and fifth grade regular reading classes selected social studies as first choice, reading as second choice, and math as third choice. The girls in regular reading classes selected reading as first choice, math as second choice, and science and social studies as third choice.

January, 1974--The boys in fourth and fifth grade remedial reading classes selected gym as first choice; second choice was music; third choice was art. The girls in fourth and fifth grade remedial reading classes selected reading as first choice, math as second choice, and English as third choice.

The boys in the fourth and fifth grade regular reading classes selected math first, science second, and reading third. The girls in fourth and fifth grade regular reading classes selected reading first, math second, and social studies third.

In the remedial reading program, the boys' choices included reading in October, 1973, but not in January, 1974. Girls' choices remained the same.

The choices of students in the regular reading program varied from October, 1973 to January, 1974. Boys mentioned math both times, but the first choice shifted from social studies to math. The girls' choices remained the same, except science was not included in January, 1974.

Reading was selected by girls in both remedial and regular classes as first. The boys selected reading as their second and third choices in both groups.

Question 14 - When I have to read I feel . . .

Fourth Grade

In October, 1973, seven of the girls in the remedial reading program said they felt "happy" and one said "O.K." In January, 1974, only five said they felt "happy," one felt "nervous," another "Don't Know," and one felt "funny."

In October, 1973, five of the boys felt "happy," one "restless," and one "fine," while in January, 1974, two responded by saying "Don't Know," and five stated they felt "good" or "fine."

In October, 1973, four of the girls in the regular reading classes said they felt "happy," one "Don't Know," and "O.K." one "good and rotten," and one said "good inside." In January, 1974, seven of the girls felt "happy" and one "depressed."

In October, 1973, three of the boys in the regular

reading class said they felt "happy," one "Don't Know," one "O.K.," one "pretty good," and one "embarrassed," while in January, 1974, two felt "happy," three "good," one "embarrassed," and one "inquisitive."

Fifth Grade

The responses from the girls in the remedial reading program in October, 1973 were as follows: Three said they felt "happy or good" and one felt "disgusted." In January, 1974, these girls felt "happy" or "good." Three girls in the regular reading program in October, 1973 said "good," while one felt "in-between." In January, 1974, three of these girls again said "happy," while one said "sick."

The responses from the boys in the remedial reading program in October, 1973 were that one felt "bad," one "nothing," and eleven felt "good." In January, 1974, two of the boys said "sick," one "funny," and ten felt "happy" or "glad."

In the regular reading program in October, 1973, one boy felt "grumpy," one "hot and nervous," and one felt that "I'm smarter," while ten felt "happy" or "good." In January, 1974, two of them felt "nervous," one "mad," and ten felt "happy" or "fine" in a regular reading program.

Question 15 - How can you improve your reading?

The students in the remedial reading classes felt

they had a problem and could do better if they read oftener and would try to do their best. In comparison, the students in the regular reading classes seemed to indicate they did not know what they could do; they felt more at ease when reading than did the students in the remedial reading program.

Question 16 - I feel good in reading class when . . .

The responses from the boys in the remedial reading program were when they "got to read," "got easy work," "took turns," "listen to someone," and "when chosen to read."

The girls' responses in a remedial reading program were when "reading to teacher," "others read," "get to read," "read aloud," "work all correct," "my turn," and "workbook done and done well."

The responses from the boys in a regular reading program were when "it's easy," "get 100's," "we have a good story," "I get good marks," "reading," and when "finished."

The responses from the girls in a regular reading program were when "it's my turn," "I get good grades," "reading," "I get an A on papers," "finished reading," and "when reading aloud."

Question 17 - I feel bad in reading class when . . .

The responses from the remedial reading class

students were: "when my assignments aren't finished," "when I get homework," and "when I get a bad grade." This would indicate that they were concerned and teachers should check to see if individual differences are being met.

The students from the regular reading classes responded: "about good grades," "not getting a chance to read," "when story ends," or they "never felt bad."

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