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AN EVALUATION OF AN EXPERIMENTAL REMEDIAL READING PROGRAM
IN THE GETTSBURG, SOUTH DAKOTA, PUBLIC SCHOOL

by

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B. S., NORTHERN STATE TEACHERS COLLEGE, 1940
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Presented in partial fulfillment of the requirements
for the degree of Masters of Education

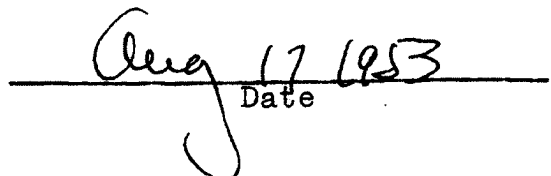
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Importance of remedial reading	2
Purpose of this study	2
Delimitation of this study	2
Selection of cases	2
II. REVIEW OF RELATED LITERATURE	4
III. DESCRIPTION OF THE REMEDIAL READING PROGRAM	9
Evaluation of test results	13
Reading achievement in grade 4	14
Reading achievement in grade 5	15
Reading achievement in grade 6	17
Reading achievement in grade 7	19
Reading achievement in grade 8	22
Summary of grade achievement	26
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	27
Re-statement of the problem	27
Limitation of the study	27
Conclusions and recommendations	27
BIBLIOGRAPHY	31
APPENDIX	32

LIST OF TABLES

TABLE	PAGE
I. Books used in remedial reading program	11
II. Grade placement, percentile and standard score made by eleven fourth-grade students	16
III. Grade placement, percentile and standard score made by nine fifth-grade students	18
IV. Grade placement, percentile and standard score made by fifteen sixth-grade students	20
V. Grade placement, percentile and standard score made by eleven seventh-grade students . . .	23
VI. Grade placement, percentile and standard score made by eight, eighth-grade students	25

1

CHAPTER I

INTRODUCTION

Gettysburg, South Dakota, a town of 1700 population, is in an agricultural area of dry-farming and ranching. The school comprises 180 students in high school with the grades having around 236 students. Each grade had its own room and individual teacher. The organization was built around an 8-4 plan. The school, as is the case in many towns of this size, dominates the town's activities. The people take an active part in the school functions and are very close to the everyday events that make up the school program. One of the criticisms of the school in the last few years had been the inability of its children to read. This criticism became so strong in both grades and high school that finally a group of parents asked the school board to try to remedy the situation. The superintendent knew from observation and teacher meetings that many of the children were retarded readers. Whether they were retarded more than they should have been for their grade in comparison to other schools through out the country remained to be seen. The experimental program that was worked out with the school board members, administration and elementary teachers, had two objectives: (1) to evaluate the reading program of the Gettysburg Public School and, (2) to diagnose and remedy basic reading deficiencies.

Importance of Remedial Reading. The teaching of remedial reading seems to be a necessity in every elementary class room. The difficulty is not always solved by emphasis on skills and pupil grouping but by individual attention. The Gettysburg Public School grade rooms averaged around 36 pupils per teacher. This study will endeavor to determine the value received by individual pupils and groups in the remedial reading program that was set up in the school.

Purpose of this study. The purpose of the study (1) to describe the remedial reading program in the Gettysburg Public School in the school year 1951-1952, and (2) to determine by analysis of test scores whether reading had been sufficiently improved to warrant continuation of the program in the future.

Delimitation of the Study. This study was restricted to the 54 Gettysburg Public School children in grades four through grade eight who did not come up to their grade placement in reading ability and who were placed in the remedial reading class. It was also restricted to the treatment of scores made on the reading tests. The study was made primarily on basis of test scores, intelligence quotient's and other data about the pupils in the program. No attempt was made to evaluate individual techniques used in the remedial reading program.

Selection of Cases. The cases selected were those individuals who did not come up to their grade placement in

reading ability. Out of the 236 grade school pupils fifty-four fell below their grade level. Before any one in this group of children was placed in the remedial program, he was checked for eye, ear and physical defects. Family background data and information from the cumulative records were examined and summarized for each child entering the remedial program.

CHAPTER II

REVIEW OF RELATED LITERATURE

Reading is probably the most important and yet the most troublesome subject in the elementary and high school today. It seems important because it is a tool for nearly every other subject. Reading is an important factor in everyday living, the signs on highways, the hundreds of newspapers and magazines and the tremendous amount of advertising all go to make up a complex society which has to be interpreted through reading. The ease with which one can interpret these printed symbols makes for a happier and better adjusted individual.

Many parents claim that when they were in school reading was taught better than it is being taught today. Gray¹ found in his summary of reading investigations that the child of today can read just as well or even better than the child of yesterday could. He found in his summary that one of the difficulties faced in making valid comparisons of how children compare in reading today with that of a generation ago is that the tests used today in reading were developed two or more decades ago and measured best those aspects of reading which

¹William S. Gray, "Summary of Reading Investigations," Journal of Educational Research, 46:401-37, February, 1953.

were formerly stressed.

Schubert² found that the child's reading problem is frequently the problem of the home as much as it is that of the school. Research has linked a great many factors in the home with reading disability. These include, for example, the cultural level of the home, neighborhood conditions, language spoken in the home, sibling relationship and parent-teacher relationships.

According to Gates³ mass teaching is responsible for many difficulties and failures in reading. He states that the teacher is required to teach reading to a whole group, often to a very large group, instead of being able to teach to one pupil at a time. Reading is a difficult skill to teach by group methods because the pupils differ so greatly in their equipment and needs.

Gray⁴ found in his summary of reading investigations that reading problems stem from emotional, social or physical immaturity. A clinical study was made on 210 third-grade children suffering from reading retardation, and it was found that these children suffered not so much from lack of intellectual endowment, but from an underlying psychological problems. He also found in this survey that those children

²Delwyn G. Schubert, "At Home With the Retarded Reader," Elementary English, 30:94-5, February, 1953.

³Arthur I. Gates, The Improvement of Reading, (New York: Macmillan Company, 1947), 365 pp.

⁴Gray, op. cit., pp. 431-37.

who were placed in remedial work and received adequate training in individual instruction made very promising gains, even though many were limited in intelligence.

Traxler⁵ found, in making a study of the current organization and procedures in remedial teaching, a wide spread awareness of serious reading difficulties among students and that there is a great need for a vigorous program of reading extending from the primary grades through the senior college. The replies from the questionnaires showed clearly that a great majority of the schools now have some provision for remedial reading for unusually retarded students. Approximately nine-tenths of the independent schools and about three-fourths of the public schools said that they gave individual remedial instruction. About sixty per cent said they had begun their remedial program since 1940. More than 75 per cent of the public schools and over 85 per cent of the independent schools indicated that more than 10 per cent of their pupils were given remedial reading, and no school indicated that more than 30 per cent of its pupils were included in the remedial program. A variety of factors contributed to the reading difficulty and students referred for special help in reading were examined to determine the probable reason for the difficulty.

⁵Arthur Traxler, "Current Organization and Procedures in Remedial Teaching," *Journal of Experimental Education*, 20:305-12, March, 1952.

Dolch⁶ points out that every teacher of remedial reading must restore the child's security. He states that every case in remedial reading is a case of failure. Every case of failure means defeat to the child, and as a result, a feeling in the child of fear, frustration, and insecurity. Every successful remedial reading teacher sees to it from the start that, during the remedial reading session at least, this fear, frustration, or insecurity is removed. Parents and even school officials ask if a child can be restored to a grade or secure a certain level of achievement by a certain date, but he states that for most children some progress should be expected, but not at any particular time.

Dolch⁷ further states that children cannot be blamed for lack of interest and application, that children who are poor readers show interest and application towards many things, but not necessarily towards reading. Obviously then the school has failed in making reading worthwhile. The school has failed in making reading worthwhile. The school has failed to use the child's potential interest. In short reading cannot be blamed entirely on the child who is the poor reader, but upon the environment that has surrounded him for the past years both at home and in school.

The results from most of the studies show that a reading problem does exist, and that most schools are doing

⁶E. W. Dolch, "Success in Remedial Reading," Elementary English, 30:133-7, March, 1953.

⁷Ibid., pp. 134.

something about it. Most of the studies show that individual instruction is the best instruction for the retarded reader. All of the studies show that there was some underlying cause for poor or retarded readers, and that although the intelligence quotient was important and was one of the factors, that other causes such as emotional problems stemming from the child's environment had much to do with the child's inability to read. The studies also show that when the child is given individual help in a remedial reading program, he can make considerable progress.

CHAPTER III

DESCRIPTION OF THE REMEDIAL READING PROGRAM

In October of 1951, the California Reading Test, Form A, was administered to grades four through eight in the Gettysburg Public School. This was a diagnostic test which tested speed, vocabulary and comprehension. It determined grade placement and percentile rank of each child. The total grade placement and percentile of reading was determined from the scores made on vocabulary and comprehension. This reading test was administered to 236 students, and from this group were selected the apparently slow or retarded readers. The children in this group were then interviewed by a special reading teacher who was hired to take over this special reading class. The teacher went over the child's cumulative record to get data on scholastic achievement, I. Q., and family background. Instead of administering another individual test for further screening each child was required to read orally on different reading levels. The teacher carefully noted the number of vocabulary words the child would miss per hundred words, and from this group selected those students she felt needed to be placed in a remedial reading program.

The girls' physical education room was converted into a remedial reading room. The room was freshly painted with light colors. A new lighting system was installed and book

shelves, reading tables and desks were purchased. A teacher's meeting of all the grade teachers was called for the purpose of re-scheduling their classes to fit the students who would be going into the remedial reading program. A thirty-minute period of five days per week was allocated for the class periods for the reading program.

The students from each room were kept together, but each child in his particular room would be reading one to sometimes three grade levels below his grade placement. This procedure was carried out so as to make each one in the reading program feel at home as much as possible. In addition to the regular class room readers normally used, twenty-four additional readers were purchased, see Table I, page 11, these books ranged from the first grade level through the eighth-grade. A number of copies of each book were purchased in order to give each child a chance to use them. Time was given in each reading class for those students who wanted to give a short account of the story they had read. This policy served a dual purpose stimulating children to read the book someone else had read, and it kept them reading so they could tell the class about the story they had read.

The teacher used many techniques, but no attempt was made to evaluate the remedial techniques she used. However, for the purpose of explaining more fully the work carried on in the program, the following techniques were employed: Each child was placed in a reading class one to three grade levels

TABLE I

A LIST OF STORY BOOKS USED IN
THE REMEDIAL READING PROGRAM

<u>TITLE</u>	<u>AUTHOR</u>
We Read More Pictures	Gray, Artley, Monroe
Guess Who	Gray, Artley
Skip Along	O'Donnell
Jim and Judy	Gates, Huber, Peardon
The New Day In and Day Out	O'Donnell
Splash	Gates, Huber, Salisbury
Tuffy and Boots	Gates, Huber, Salisbury
Ted and Sally	Gates, Huber, Salisbury
We Three	Artley and Gray
What Next?	Artley and Gray
Let's Take Turns	Nemec
Faces and Places	Tuinlan
Friendly Village	O'Donnell and Carey
We Grow Up	Gates, Huber, Peardon
Tall Tales	Artley and Gray
If I Were Going	O'Donnell and Carey
The Boxcar Children	Warner
Surprise Island	Warner
The Six Robbins	Obermeyer
The Flying Trunk	Lyda Jensen
Tom Sayer	Berglund
Around the World in Eighty Days	Moderow
Six Great Stories	Moderow, Sandrus, Noyes
Eight Treasured Stories	Moderow, Sandrus, Noyes

below the total grade level as indicated on the reading test. This idea was carried out so that each child would be able to adequately master the material he was to read. It also gave the student confidence in himself and helped develop pride in this accomplishment.

The mechanical phases of reading instruction were separate and distinct from actual reading periods. While one group was working on a mechanical phase under teacher direction, others were reading silently in preparation for oral reading or comprehension checking that was to come later. A "game table" in one corner of the room contained materials of various kinds which the groups used when they had completed their part in the reading class for the day. These materials included: (1) flash cards, (2) word formation games, (3) games for recognizing initial and ending letters and sounds, (4) copies of "My Weekly Reader" on various levels, and (5) phonics games. These devices were used to help stimulate the student to master the reading material.

Dolch¹ points out that the first task in remedial work is to gain the confidence of the child, make him feel that he is going to be greatly helped. Without a feeling of personal responsibility and sincere effort on the part of the child, the best methods and material will fail to bring desirable results.

¹E. E. Dolch, "Success in Remedial Reading," Elementary English, 30:133-7, March, 1953.

Dyer² considers that more than this is involved. He maintains that, "it is necessary to enlist the child's cooperation by arousing in him an intensive desire and determination to improve his reading and to build confidence in his ability to become a better reader."

The program was varied to avoid monotony in the instruction and to sustain the child's attention and interest. As the child advanced and mastered the numerous readers at the different grade levels, he was moved on into more advanced books at a higher grade level.

After a six-months period, form "B" of the California Reading Test was given to the remedial reading group. Comparisons were made between the pre-test and the final test; also a comparison was made between the grade levels to determine what grade made the most progress in the program.

Evaluation of Test Results. Most of the fifty-four pupils who made up the remedial reading class were average or slightly below average in intelligence. The group which made up this program in remedial reading was far from being homogeneous, many different emotional factors were involved which probably stemmed from broken homes, over age, and poor home environment.

²C. A. Dyer, "Plan for a Remedial Reading Program," Elementary English Review, 15:146-47, April. 16:179-184, May, 1938.

For interpreting test performance in the reading program the percentile scale was changed to standard scores. According to Bingham³ the simplicity and convenience of percentile scales tends to blind the user to one defect: inequality of the scale units. Score differences are smallest at the middle of a percentile scale and grow larger toward either extreme. Near either end of the scale a difference of five in percentile rank represents a much greater difference in scores than it does in the middle range. The units on a percentile scale, then, are really much larger toward the extremes than they are near the middle. For this reason it is better to use a scale on which the units of difference in ability are more nearly equal throughout the range. A common way of dealing with this problem was to change the measures into standard scores expressed in sigma units. Testing results were compared using Standard Scores.

Reading achievement in grade 4. The average gain in grade placement made by the eleven fourth-grade students was 1.37, with an average standard score gain in reading of .59. The total gain was above which probably could have been normally expected. This gain was especially large in review of the wide differences which existed within the group. The I. Q. for the eleven fourth-grade students averaged 90. Case 4 stands at the top of the list with a

³Walter Bingham, Aptitudes and Aptitude Testing (New York: Harper and Brothers, 1937), pp. 251-254.

gain in grade placement of 2.7 and a standard score gain of 1.20. On the standard score gain case 5 stands on top with a gain of 1.40.

By far the most seriously retarded readers in the fourth-grade were cases 1, 8 and 11. Their total gain in grade placement was only 1.5, which was far less than the individual gains made by cases 4, 5 and 6. The I. Q.'s of cases 4, 5 and 6, averaged 101. This fact suggests that this higher I. Q. could have been one of the many factors that caused this group to show such a large gain in reading achievement. Cases 1, 8 and 11 had fairly low I. Q.'s and come from very poor homes, which possibly caused a great emotional problem in each one of them. The low average in reading achieved by these last three cases indicates that they are in need of more individual attention in remedial reading. The remaining eight cases appear to have made enough progress in reading to handle the next grade level.

Reading achievement in grade 5. The average gain in grade placement in reading made by nine fifth-grade students was 1.05, with a standard score gain of .58. The total gain was about what possibly could have been expected. This was especially true when we consider that the average I. Q. for this group was 97. When this average intelligence quotient was compared with that of the fourth-grade group which averaged 90, it was assumed that they would have made a greater gain than that made by the fourth-grade class, but the

TABLE II

GRADE PLACEMENT, PERCENTILE AND STANDARD SCORE MADE ON THE CALIFORNIA, READING TEST BY ELEVEN REMEDIAL READING PUPILS OF THE FOURTH GRADE IN OCTOBER, 1951.

Case Number	Vocabulary		Reading Comprehension		Total		Standard Score
	G.P.	%ile	G.P.	%ile	G.P.	%ile	
Case 1							
Form B—May, 1952	4.7	50	4.0	25	4.4	40	4.75
Form A—Oct., 1951	3.9	40	4.0	40	4.0	40	4.75
Difference					0.4	00	0.00
Case 2							
Form B—May, 1952	4.4	40	4.4	40	4.4	40	4.75
Form A—Oct., 1951	3.8	30	3.2	25	3.0	20	4.16
Difference					1.4	20	0.59
Case 3							
Form B—May, 1952	4.2	35	4.1	30	4.2	35	4.62
Form A—Oct., 1951	3.1	20	3.0	15	3.1	20	4.16
Difference					1.1	15	0.46
Case 4							
Form B—May, 1952	5.2	60	6.2	85	5.7	70	5.53
Form A—Oct., 1951	3.4	25	3.3	25	3.0	25	4.33
Difference					2.7	45	1.20
Case 5							
Form B—May, 1952	4.4	40	4.6	50	4.5	40	4.75
Form A—Oct., 1951	2.4	5	2.6	10	2.5	5	3.35
Difference					2.0	35	1.40
Case 6							
Form B—May, 1952	4.8	50	5.3	60	5.0	60	5.25
Form A—Oct., 1951	3.3	25	3.6	30	3.0	30	4.47
Difference					2.0	30	0.78
Case 7							
Form B—May, 1952	4.5	40	5.1	60	4.8	50	5.00
Form A—Oct., 1951	3.9	40	3.5	30	3.7	35	4.62
Difference					1.1	15	0.38
Case 8							
Form B—May, 1952	3.2	10	5.5	70	4.1	30	4.47
Form A—Oct., 1951	3.6	30	3.9	40	3.8	30	4.47
Difference					0.3	00	0.00
Case 9							
Form B—May, 1952	5.0	60	4.9	50	5.0	60	5.25
Form A—Oct., 1951	3.6	30	4.0	40	3.8	30	4.47
Difference					1.2	30	0.82
Case 10							
Form B—May, 1952	4.8	50	6.0	80	5.3	60	5.25
Form A—Oct., 1951	3.3	25	3.7	45	3.1	35	4.62
Difference					2.1	25	0.63
Case 11							
Form B—May, 1952	4.7	50	4.4	40	4.5	45	4.87
Form A—Oct., 1951	3.7	30	3.5	30	3.7	30	4.47
Difference					0.8	15	0.40

fifth-grade class fell .32 short of the fourth-grade in grade placement advancement and .01 in standard score. Cases 12 and 14 are at the bottom of the list in grade placement gain. Case 12 even showed a -.3 loss in grade placement gain, and a -.51 loss in standard score. Case 14 showed a slight gain of .5 in grade placement but showed a gain of .54 on the standard score. Case 16 topped the list with a gain in the grade placement of 1.8 with a standard score gain in reading of 1.06. If the I. Q. is any indication of reading success case 16 had an I. Q. of 1.05. Case 12 who showed a loss in grade placement came from a home in which the father was a habitual drunkard and this probably without question caused a great emotional problem in this child. Case 14 was allowed to run the streets any time of the night, and the parents did not seem to care when this individual came home, so possibly this condition contribute to his retarded condition in reading.

Reading achievement in grade 6. The average gain in grade placement in reading made by the fifteen sixth-grade students was 1.04, with a standard score gain of .39. The average I. Q. for the fifteen sixth-grade students was 100. In view of their I. Q.'s, the group on the whole made an average or better than average gain in reading. This group only showed a gain of .39 on the standard score, where as the fourth and fifth grade made gains of .59 and .58 respectively. One can see from this variation that a great deal

TABLE III

GRADE PLACEMENT, PERCENTILE AND STANDARD SCORE MADE ON
THE CALIFORNIA, READING TEST BY NINE REMEDIAL READING
PUPILS OF THE FIFTH GRADE IN OCTOBER, 1951 AND MAY 1952.

Case Number	Vocabulary		Reading Comprehension		Total		Standard Score
	G.P.	%ile	G.P.	%ile	G.P.	%ile	
Case 12							
Form B—May, 1952	4.1	15	4.3	15	4.2	15	3.96
Form A—Oct., 1951	4.3	25	4.7	40	4.5	30	4.47
Difference					-.3	-15	-.51
Case 13							
Form B—May, 1952	4.4	40	4.6	50	4.5	40	4.75
Form A—Oct., 1951	3.1	5	4.0	20	3.5	10	3.72
Difference					1.0	30	1.03
Case 14							
Form B—May, 1952	4.6	50	5.1	40	4.9	45	4.87
Form A—Oct., 1951	4.3	25	4.5	30	4.4	25	4.33
Difference					0.5	20	0.54
Case 15							
Form B—May, 1952	5.7	60	5.4	50	5.5	55	5.13
Form A—Oct., 1951	4.6	50	4.5	30	4.5	40	4.76
Difference					1.0	15	0.37
Case 16							
Form B—May, 1952	6.4	70	6.4	70	6.4	70	5.53
Form A—Oct., 1951	4.4	25	4.7	30	4.6	30	4.47
Difference					1.8	40	1.06
Case 17							
Form B—May, 1952	5.0	30	5.5	40	5.3	40	4.75
Form A—Oct., 1951	3.4	10	4.6	30	4.0	20	4.16
Difference					1.3	20	0.59
Case 18							
Form B—May, 1952	5.6	50	5.7	50	5.7	50	5.00
Form A—Oct., 1951	4.2	20	4.6	30	4.4	25	4.33
Difference					1.3	25	0.67
Case 19							
Form B—May, 1952	5.5	50	6.6	75	6.0	60	5.25
Form A—Oct., 1951	4.4	25	4.9	40	4.6	30	4.47
Difference					1.4	30	0.78
Case 20							
Form B—May, 1952	5.2	40	6.4	70	5.8	50	5.00
Form A—Oct., 1951	4.4	25	4.6	30	4.4	25	4.33
Difference					1.4	25	0.67

of difference did exist among the individuals of this group of fifth-grade students. They differed greatly in home life and in intelligence. In viewing the cases it was found that case 26 showed no gain in grade placement in reading or standard score gain in reading. Case 31 made the greatest gain, making a grade placement gain in reading of 2.5 with a standard score gain in reading of .79. Case 34 showed only a slight gain in grade placement in reading but showed a loss in standard score. Cases 25, 27, 28, 29, 30, and 31 showed an average gain of 1.7 in grade placement and a .65 gain in standard score. The total gain in grade placement and in standard score was less than that made individually by case 31. Cases 26, 32 and 34 failed to show any gain in reading in standard score or grade placement. Nine of the cases failed to make a full grade advancement and they fell below the .50 in standard score gain. In view of these gains we can readily see that cases 26, 32 and 34 are all seriously retarded readers. These three cases without question probably should have further help in remedial reading if they are going to handle work on the seventh-grade level. Cases 21, 22, 24, 33, and 35 would probably be able to do the work required of a seventh-grader, if they received some individual help at school and home.

Reading achievement in grade 7. The average gain in grade placement in reading for the eleven seventh-grade students was 1.20 with a standard score gain of .44. The

TABLE IV

GRADE PLACEMENT, PERCENTILE AND STANDARD SCORE MADE ON
THE CALIFORNIA, READING TEST BY FIFTEEN REMEDIAL READING
PUPILS OF THE SIXTH GRADE IN OCTOBER, 1951 AND MAY 1952.

Case Number	Vocabulary		Reading Comprehension		Total		Standard Score
	G.P.	%ile	G.P.	%ile	G.P.	%ile	
Case 21							
Form B—May, 1952	6.2	45	5.8	40	6.0	40	4.75
Form A—Oct., 1951	5.4	25	4.9	15	5.2	20	4.16
Difference					0.8	20	0.59
Case 22							
Form B—May, 1952	5.5	20	6.0	30	5.7	25	4.33
Form A—Oct., 1951	4.9	15	5.4	25	5.0	20	4.16
Difference					0.7	5	0.17
Case 23							
Form B—May, 1952	6.5	40	6.0	30	6.3	40	4.75
Form A—Oct., 1951	5.8	40	5.3	25	5.5	30	4.47
Difference					0.8	10	0.28
Case 24							
Form B—May, 1952	5.6	20	5.2	30	5.9	25	4.33
Form A—Oct., 1951	5.5	30	5.1	20	5.3	25	4.33
Difference					0.6	00	0.00
Case 25							
Form B—May, 1952	6.4	40	6.6	50	6.5	40	4.75
Form A—Oct., 1951	5.1	20	5.1	20	5.1	20	4.16
Difference					1.4	20	0.59
Case 26							
Form B—May, 1952	5.6	20	5.4	15	5.5	20	4.16
Form A—Oct., 1951	5.5	30	5.4	15	5.5	20	4.16
Difference					0.0	00	0.00
Case 27							
Form B—May, 1952	7.6	70	6.4	40	7.0	60	5.25
Form A—Oct., 1951	5.7	30	5.5	30	5.1	30	4.47
Difference					1.9	30	0.78
Case 28							
Form B—May, 1952	5.8	25	6.2	30	6.0	30	4.47
Form A—Oct., 1951	4.5	10	4.7	15	4.6	15	3.96
Difference					1.4	15	0.51
Case 29							
Form B—May, 1952	6.1	45	6.7	50	6.4	50	5.00
Form A—Oct., 1951	5.1	20	5.6	35	4.3	20	4.16
Difference					2.1	30	0.84
Case 30							
Form B—May, 1952	6.5	40	6.4	40	6.5	40	4.75
Form A—Oct., 1951	5.5	30	5.3	25	5.4	25	4.33
Difference					1.1	15	0.42

TABLE IV (continued)

GRADE PLACEMENT, PERCENTILE AND STANDARD SCORE MADE ON THE CALIFORNIA, READING TEST BY FIFTEEN REMEDIAL READING PUPILS OF THE SIXTH GRADE IN OCTOBER, 1951 AND MAY 1952.

Case Number	Vocabulary		Reading Comprehension		Total		Standard Score
	G.P.	%ile	G.P.	%ile	G.P.	%ile	
Case 31							
Form B—May, 1952	7.2	60	5.9	25	6.5	40	4.75
Form A—Oct., 1951	4.9	15	4.5	10	4.0	15	3.96
Difference					2.5	25	0.79
Case 32							
Form B—May, 1952	4.9	10	5.4	15	5.1	12	3.83
Form A—Oct., 1951	4.0	5	4.5	10	4.7	10	3.72
Difference					0.4	2	0.11
Case 33							
Form B—May, 1952	4.7	10	5.3	15	5.0	12	3.83
Form A—Oct., 1951	4.4	10	4.4	10	4.4	10	3.72
Difference					0.6	2	0.11
Case 34							
Form B—May, 1952	4.8	10	5.0	10	4.9	10	3.72
Form A—Oct., 1951	4.9	15	4.2	10	4.5	15	3.96
Difference					0.4	-5	-24
Case 35							
Form B—May, 1952	5.7	30	6.3	40	6.0	35	4.62
Form A—Oct., 1951	4.8	15	5.4	25	5.1	20	4.16
Difference					0.9	15	0.46

average intelligence quotient for these eleven seventh-grade students was 94. Although the I. Q. for this group was nearly average, a great difference did exist in emotional maturity. In viewing the cases we find that case 44 was at the bottom of the list with a gain of only .1 in grade placement in reading, and this case showed a loss of -.17 in standard score gain in reading. Case 36 topped the list in total reading gain in grade placement with a 3.0 grade advancement, and showed a large gain of 1.29 in standard score. Case 38 also showed a large gain in grade placement in reading, making a gain of 2.8 in grade advancement in reading, but with only a .37 gain in standard score. Cases 43 and 44, who ranked so low, were emotional problems. Case 43 had a heart condition that probably contributed much to his inability to read, while case 44 came from one of the poorest homes in the town. The six children in this family all lived in one room. In view of the many difference that did exist among the individuals making up this group an average gain of 1.20 in grade placement and a gain of .44 in standard score gain in reading was a very commendable gain. In checking Table V one can see at a glance that at least six of the cases probably could have more individual help in remedial reading, while the five remaining cases should be well enough along to adequately handle the next grade level without too much individual help in reading.

Reading achievement in grade 8. The average gain

TABLE V

GRADE PLACEMENT, PERCENTILE AND STANDARD SCORE MADE ON
THE CALIFORNIA, READING TEST BY ELEVEN REMEDIAL READING
PUPILS OF THE SEVENTH GRADE IN OCTOBER, 1951 AND MAY 1952.

Case Number	Vocabulary		Reading Comprehension		Total		Standard Score
	G.P.	%ile	G.P.	%ile	G.P.	%ile	
Case 36							
Form B—May, 1952	7.7	50	8.9	80	8.1	60	5.25
Form A—Oct., 1951	5.6	15	4.6	5	5.1	15	3.96
Difference					3.0	45	1.29
Case 37							
Form B—May, 1952	7.8	50	7.7	50	7.7	50	5.00
Form A—Oct., 1951	6.7	30	6.5	40	6.6	35	4.62
Difference					1.1	15	0.38
Case 38							
Form B—May, 1952	8.3	60	8.4	70	8.4	70	5.53
Form A—Oct., 1951	6.4	25	5.9	15	5.6	20	4.16
Difference					2.8	50	0.37
Case 39							
Form B—May, 1952	6.4	15	7.4	40	6.8	25	4.33
Form A—Oct., 1951	6.4	25	6.3	25	6.3	25	4.33
Difference					0.5	00	0.00
Case 40							
Form B—May, 1952	7.6	50	9.1	85	8.1	60	5.25
Form A—Oct., 1951	6.7	30	6.7	30	6.7	30	4.47
Difference					1.4	30	0.78
Case 41							
Form B—May, 1952	5.9	10	5.4	5	5.8	10	3.72
Form A—Oct., 1951	5.3	10	4.5	1	5.4	5	3.35
Difference					0.4	5	0.37
Case 42							
Form B—May, 1952	6.5	20	7.2	30	6.8	25	4.33
Form A—Oct., 1951	6.5	20	5.9	15	6.2	18	4.08
Difference					0.6	7	0.25
Case 43							
Form B—May, 1952	7.3	40	6.6	20	6.9	30	4.47
Form A—Oct., 1951	6.9	40	6.3	25	6.6	30	4.47
Difference					0.3	00	0.00
Case 44							
Form B—May, 1952	6.4	15	6.9	25	6.6	20	4.16
Form A—Oct., 1951	6.7	30	6.3	25	6.5	25	4.33
Difference					0.1	-5	-0.17
Case 45							
Form B—May, 1952	6.9	40	7.0	30	6.9	35	4.62
Form A—Oct., 1951	6.4	25	6.3	25	6.4	25	4.33
Difference					0.5	10	0.29
Case 46							
Form B—May, 1952	8.1	60	8.7	75	8.3	60	5.25
Form A—Oct., 1951	6.6	30	6.1	20	6.4	25	4.33
Difference					1.9	35	0.92

made by the eight, eighth-grade students was only .9 in grade placement, with a standard score gain of only .26. Comparing this group with grades 4 through 7, grade eight made the least amount of gain. There were many emotional problems involved in this group. Case 50 was very large for his age, weighing around 250 pounds. He was named "lard head" and "fat stuff" by the other children; these names did not help the boy as he already self-conscious about his weight. Case 54 came from a broken home; as a matter of fact this boy had no home life at all, he was an illegitimate child living with his grand-parents. The grand-parents gave the boy very little care; his clothes were always dirty; and most of the time the boy himself was in need of a bath. According to Table VI, case 50 made a small gain of .3 in grade placement in reading and showed a loss of -.17 in standard score gain. Case 54 also showed a very small gain in grade placement of .5, and failed to show any gain in the standard score. Case 48 topped the list in the amount of gain being made for the eighth-grade group, as this case showed a gain of two grades in grade placement in reading with a standard score gain of .69. From the evidence on hand it seems probable that this group will not do the best of work in the academic subjects offered in the high school. The school offers a very good course in boys shop and girls home economics, therefore although the academic subjects may be difficult for most of these eight-grade remedial students

TABLE VI

GRADE PLACEMENT, PERCENTILE AND STANDARD SCORE MADE ON
THE CALIFORNIA, READING TEST BY EIGHT REMEDIAL READING
PUPILS OF THE SIXTH GRADE IN OCTOBER, 1951 AND MAY 1952.

Case Number	Vocabulary		Reading Comprehension		Total		Standard Score
	G.P.	%ile	G.P.	%ile	G.P.	%ile	
Case 47							
Form B—May, 1952	8.0	30	8.4	40	8.1	30	4.47
Form A—Oct., 1951	7.2	25	7.4	30	7.3	25	4.33
Difference					0.8	5	0.14
Case 48							
Form B—May, 1952	7.7	20	7.8	35	7.7	25	4.29
Form A—Oct., 1951	6.2	15	5.1	1	5.7	8	3.60
Difference					2.0	17	0.69
Case 49							
Form B—May, 1952	7.9	25	9.4	70	8.4	40	4.75
Form A—Oct., 1951	7.1	20	6.7	15	6.9	15	3.96
Difference					1.4	25	0.79
Case 50							
Form B—May, 1952	7.5	15	8.4	40	7.7	20	4.16
Form A—Oct., 1951	7.2	25	7.7	30	7.4	25	4.33
Difference					0.3	-5	-.17
Case 51							
Form B—May, 1952	7.7	20	8.7	50	8.0	30	4.47
Form A—Oct., 1951	6.3	15	7.7	30	7.0	20	4.16
Difference					1.0	10	0.13
Case 52							
Form B—May, 1952	7.5	20	8.8	50	8.1	30	4.47
Form A—Oct., 1951	7.6	30	7.2	25	7.4	25	4.33
Difference					0.7	5	0.14
Case 53							
Form B—May, 1952	7.2	25	5.5	10	6.2	10	3.72
Form A—Oct., 1951	6.2	10	4.5	1	5.3	5	3.35
Difference					0.7	5	0.37
Case 54							
Form B—May, 1952	8.8	50	7.2	15	7.2	15	3.96
Form A—Oct., 1951	7.0	25	6.3	10	6.7	15	3.96
Difference					0.5	00	0.00

they should have been able to get a lot out of these two offerings.

Summary of grade achievement. Nearly all the cases in grades four through eight gained one or more years in grade placement. From this group 16.6 per cent made better than a two grade advancement in reading. Only one case showed a gain of three years. From the total number of cases in the program, two made no gain in reading and nine made less than .5 gain in grade advancement. By using the standard score it was found that eleven out of the total cases or a 20.5 per cent failed to show any gain in reading.

In total gain in grade placement in reading grade four topped the list with a gain of 1.37 and showed an average gain of .59 on the standard score. The eleven seventh-grade students were second in total gain in grade placement, but they were third in standard score gain, as they only showed a gain of .44. In standard score gain the nine fifth-grade students were second as they showed a gain here of .58, but they were third in grade placement gain with a gain here of 1.04 in reading. The eight, eighth-grade students made the least amount of gain as this group only averaged .9 gain in reading in grade placement, and they showed a gain of only .26 in standard score.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMEDATIONS

Re-Statement of the problem. The teaching of remedial reading seems to be coming a part of the curriculum. Almost every school will probably have its share of slow or retarded readers. Whether this problem has come about due to the complexity of society remains to be seen, but what ever the source of the problem, it appears to be one that we will have to face. The purpose of this study has been to show what one school did about a reading problem that existed in their school, and how they attacked this problem and the results obtained from the experimental reading program.

Limitation of the study. This study was not intended to set up a criteria to be followed in carrying out a remedial reading program but to explain the program that was carried out, and to show what was accomplished in that program.

Conclusion and recommendations. The findings of this study indicate that with a little effort on the part of the administration, teachers and community a workable program of remedial reading can be carried out in a school with a minimum amount of time and resources. The findings indicate that there was enough over all help given to those

individuals that made up the remedial reading program that the program would warrant being continued in the future.

In reviewing the remedial reading program, the eleven fourth-grade students made the greatest gain in reading achievement in grade placement as well as the largest gain in standard score. The eight, eighth-grade students made the least progress in grade placement in reading and in standard score.

In checking this experimental reading program the data indicated that many reasons existed which caused the various grades to make large gains while others made comparably small gains or no gain at all. The group was very heterogeneous, with many emotional and social factors involved. Some of the children came from broken homes, while some had no home life at all, and a few had physical handicaps that led to emotional disturbance in the child.

The reading program strongly suggested that there was no single best method to be used in teaching remedial reading. Any effective program must use many methods simultaneously because each child is unique.

There was very good rapport between the teacher and the students making up the remedial program. The teacher made each child feel that he belonged to her group and she seemed to instill in almost every child a pride in the program and a desire on the part of each child to want to improve his reading ability. On the whole the children

enjoyed being in the reading program.

Most of the parents reacted very favorably to the reading program. Many of the mothers exclaimed that they did not realize their children could improve so much in so short of a time. Then again there were those parents who thought because it was a special reading class their children should become expert readers over night, and because the children did not come up to what they expected of them, the program was a waste of time and money.

If the reading program is reviewed with the many limitations that did exist among the children, it can be seen that a tremendous gain was made, as each child's reading difficulty was based on many factors and these factors differed with each child. The low intelligence quotient of some of the children may have been a factor in the child not showing too much improvement in reading, but modern thinkers in the remedial reading field indicate many factors may lay behind the child's inability to read. One of the large problems they claim is the emotional problem stemming from broken homes, physical defects, past illness, lack of sleep and many other similar causes.

One of the big problems that had to be contended with at the start of the program was the reaction from the students who were not included in the reading program. They labeled the remedial reading group as "dumbbells," or the "dummy group." The elementary grade teacher's helped this

situation by explaining the program to all of the students, and tried to show them where any one of them could have been a slow reader. Towards the end of the six months period that the reading program was in existence many of those students who were not in the remedial reading program felt that they were missing out on something and they asked to be included in the program.

The experimental remedial reading program showed that a child could progress quite rapidly when individual instruction was given to that student. This progress was not only in terms of an increasing number of skills and reading techniques but also in the all around personal development of the child. There seemed to be an interrelationship between child and teacher which affects the child's emotional development resulting in a greater sense of security and self-esteem on his part. The study also showed that if reading is successfully taught it has a therapeutic value.

Case numbers were substituted for the individual names, but the information could be found about each individual by going to the cumulative records that are on file in the superintendents office in the Gettysburg Public School in Gettysburg, South Dakota.

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APPENDIX

APPENDIX

THE INTELLIGENCE QUOTIENTS OF THE REMEDIAL
READING STUDENTS IN THE GETTYSBURG PUBLIC SCHOOL

INTELLIGENCE QUOTIENTS OF ELEVEN FOURTH GRADE STUDENTS

CASE NUMBER	I. Q.
1	84
2	92
3	100
4	103
5	101
6	100
7	90
8	82
9	88
10	89
11	87

INTELLIGENCE QUOTIENTS OF NINE FIFTH-GRADE STUDENTS

CASE NUMBER	I. Q.
12	82
13	100
14	94
15	100
16	105
17	104
18	98
19	95
20	96

INTELLIGENCE QUOTIENT FOR FIFTEEN SIXTH-GRADE STUDENTS

CASE NUMBER	I. Q.
21	94
22	93
23	96
24	100
25	108
26	84
27	102
28	103
29	101
30	100
31	105
32	88
33	87
34	84
35	90

INTELLIGENCE QUOTIENT OF ELEVEN SEVENTH-GRADE STUDENTS

CASE NUMBER	I. Q.
36	102
37	98
38	100
39	89
40	101
41	86
42	86
43	85
44	81
45	89
46	103

INTELLIGENCE QUOTIENT OF EIGHT, EIGHTH-GRADE STUDENTS

CASE NUMBER	I. Q.
47	86
48	102
49	100
50	87
51	94
52	89
53	84
54	88