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A Comparison Of An Extended Individualized Reading Instructional Program With The Regular Reading Instructional Program And Its Effects Upon Reading Skills Of Selected Black Junior High School Students Who Areunderachieving In Reading.

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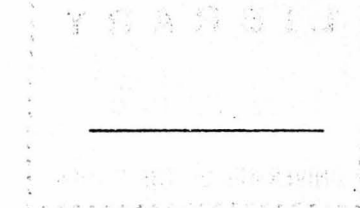
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A COMPARISON OF AN EXTENDED INDIVIDUALIZED READING

INSTRUCTIONAL PROGRAM WITH THE REGULAR READING

INSTRUCTIONAL PROGRAM AND ITS EFFECTS UPON

READING SKILLS OF SELECTED BLACK JUNIOR

HIGH SCHOOL STUDENTS WHO ARE

UNDERACHIEVING IN READING

_____

A Dissertation

Presented to

the Faculty of the Graduate School

University of the Pacific

_____

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

_____

by

Lily B. (Titer) Small

May 1976

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A COMPARISON OF AN EXTENDED INDIVIDUALIZED READING INSTRUCTIONAL
PROGRAM WITH THE REGULAR READING INSTRUCTIONAL PROGRAM AND ITS
EFFECTS UPON READING SKILLS OF SELECTED BLACK JUNIOR HIGH SCHOOL
STUDENTS WHO ARE UNDERACHIEVING IN READING

Abstract of Dissertation

It was the purpose of this study to investigate the premise
that if a reading program is based on individual interest, those
individuals participating in the program will be motivated to
read and will make greater gains in vocabulary skills, comprehension
skills, and total reading skills than those taught by a non-
individualized approach. The research undertaken for this
study utilized thirty-nine, Black, seventh grade students who
were underachieving in reading. These subjects were randomly
assigned to two experimental groups and two control groups.

The analysis of covariance procedures were used to measure
gains in vocabulary achievement, comprehension achievement, and
total reading achievement. The results revealed no difference
in achievement gains between the experimental and the control
groups at the .10 level of significance.

The conclusions drawn from the study revealed that although
the individualized reading approach did not show significantly
greater gains in reading scores, it may be a means of enhancing
interest in reading.

The findings in this study strongly suggest the need to
undertake research to: (1) examine the impact high interest
reading material may have in affecting reading skills improvement;
(2) ascertain the variant reading interests which may exist
among students of different ethnic origins.

ACKNOWLEDGEMENTS

Personal mention must be made of the writer's two children, Dale Andrew and Donna Marie. They have made many sacrifices during this particularly challenging period of educational endeavor.

Next, the writer would like to thank her husband Reverend Sylvester Small for his understanding, loyalty, stability, and encouragement throughout the entire project. He aided immeasureably by listening, encouraging, criticizing, proofreading, and providing the surroundings conducive to the writing of this dissertation.

Above all, humble thanks are given to God, who has made all possible.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

INTRODUCTION

The decade of the 1970's has been a decade of urgency in the field of reading. It is in this decade that the United States hopes to assure that every boy and girl will have the right to read. This urgency had its genesis when it became apparent that:

> . . . Even with its sophisticated communication methods and its advanced public education system, the United States had close to 19 million totally of functionally illiterate adults and 50 percent of these children are underachieving in reading.[1]

Carl L. Kline supported the above when he stated that "a significant number of our youth are ravaged by learning problems."[2] He gave the following statistics:

> 1. Fifteen percent of the children in our schools have reading disabilities.

> 2. Children of adequate intelligence but retarded in reading often perform adequately in non-reading school work during the early grades. However, as the years of reading failure build up feelings of inadequacy and dissatisfaction with school, their overall academic work is severely affected.

> 3. A follow-up study shows that sixth grade under-achievers continue to be underachievers in the ninth grade, with a resulting tendency to drop out.

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[1]News Letter, U.S. Department of Health, Education and Welfare, October, 1972.

[2]Carl L. Kline, "The Adolescents with Learning Problems: How Long Must They Wait?" The Journal of Learning Disabilities, Vol. 5, (May, 1972), pp. 262-270.

4. The American Association of Junior Colleges has estimated that from one third to one half of their new students have significant reading problems and 20 percent of their new students in the most disadvantaged areas are unable to profit from the present remedial programs, so severe is their handicap.

5. Sixty percent of the enrollees in the Job Corps Urban centers have less than a sixth grade reading ability, and about 20 percent of them read below the third grade level.

6. Seventy-five percent of juvenile delinquents are significantly retarded in reading. The 1968 cost for detention of a juvenile delinquent in a Federal institution was $6,935 per man year.

7. The retention of reading underachievers costs the nation's public education system in excess of one billion dollars every year.[3]

The underachiever in reading then, has become a national concern. This concern "resulted in the announcement of (former) President Nixon on July 31, 1971, of the formation of the National Reading Council,"[4] which consists of a cross section of society, that will "provide the partnership structure through which skills and resources of the communications media business, labor and the general public will be mobilized, and will join with the educational community and the government at all levels in a concerted attack."[5]

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[3]Kline, loc. cit.

[4]Julie E. Hamblet, "The Right to Read: A Progress Report," Reading: The Right to Participate, Twentieth Yearbook of the National Reading Conference, ed. Frank P. Green (Milwaukee, Wisconsin: The National Reading Conference, Inc., 1971), p. 148.

[5]Ibid., p. 149.

In an effort to alleviate this undesirable condition it seems advisable for educators to use various methods to help accomplish the goal stated by the late James Allen in his speech before the 1969 Annual Convention of the National Associations of State Boards of Education. Here he affirmed the desirability of setting a goal which will assure that by 1969 "the right to read shall be a reality--that no one shall be leaving our schools without the skill, and the desire necessary to read to the full limits of his capability."[6]

Educators dedicated to the goal of providing each student with the skill and desire to read, have often viewed the Individualized Reading Instructional Approach as one warranting serious consideration, as a potential approach which might lessen this condition.

WHY INDIVIDUALIZATION?

The foundation of our nation is its supreme commitment to the individual human being . . . very soon (the nation) began building a universal school system dedicated to the full development of his unique powers.[7]

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[6]James E. Allen, Jr., "The Right to Read--Target for the 70's," Elementary English, (April, 1970), pp. 478-492.

[7]A Climate for Individuality, Published by: American Association of School Administrators, Association for Supervision and Curriculum Development, National Association of Secondary-School Principals, NEA Department of Rural Education (Washington: 1965), p. 9.

The worth and uniqueness of the individual have been recognized not only by the founding fathers of the United States of America, but also by educators; this seems particularly true for those from the behavioral sciences, who support "the belief that human nature develops its potentials most fully when individuality is respected."[8] Adolph Huxley proclaimed: "In the course of evolution nature has gone to endless trouble to see that every individual is unlike every other individual."[9]

Since this individuality is postulated so frequently by authorities in many areas, perhaps teachers should recognize this phenomenon, and plan accordingly. A number of educators have recently expressed this opinion. For example, Weisgerber has stated:

> Whatever else is done to promote full educational opportunity, there must be a maximum effort to achieve more individualization in instruction. Only by this avenue is there hope for success with each individual-- with the physically, mentally, or culturally disadvantaged--or with those who are especially gifted, who possess exceptional intellectual or artistic abilities. . . . Effective instruction required more than knowing something to teach and having a practical grasp of good teaching methods. It requires a knowledge of the learner--his background, motives, interests, perspectives, and attitudes, his hopes and aspirations, of his hopelessness and lack of aspirations. There is little

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[8]Ibid., p. 10.

[9]Adolph Huxley, <u>Brave New World Revisited</u> (New York; Harper & Row, Inc., 1965), p. 16.

chance of success in instruction where the child as an individual person is not known to the teacher.[10]

Keuscher, too, echoes the foregoing when he stated a number of compelling reasons for individualized instruction. He maintained specifically that:

1. Philosophically it is consistent with the principles upon which our form of government, which spawned our educational system, is based.

2. The very nature of our democratic system and the way it functions demands knowledgeable, thinking participants.

3. Assembly line methods are tending to produce mass-produced standardized citizens at the expense of individuality.

4. As society grows increasingly complex there is a greater demand for a diversity of talents and skills.

5. It is probably the most efficient way to educate if one focuses on the product rather than just the process.[11]

Based on the authoritative opinion cited, it may be assumed that the uniqueness of the individual should be a prime consideration in the planning of instruction in all subject areas of the curriculum.

READING AND THE CONCEPT OF INDIVIDUALIZATION

The major objective of the Individualized Approach is to provide opportunities for each pupil, progressing at his own rate of growth, to gain experience in a

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[10]Robert A. Weisgerber, Perspectives in Individualized Learning (Itasaca, Illinois: F.E. Peacock, Inc., 1971), p. 36.

[11]Robert E. Keuscher, "Why Individualize Instruction?" Individualizing Instruction in Reading and Social Studies, ed. Virgil M. Howes (New York: Macmillan Company, 1970), p. 7.

variety of reading situations. This approach is based
upon the child's own desire to discover, explore, and
react to stimuli in his environment. Guided by his
own motivation to learn, his reaction to those stimuli
which he selects enables him to develop meanings which
are essential to behavioral change. Basic to this
approach is the principle of learning theory which
recognizes that each individual learner is most
genuinely motivated in terms of his own needs and that
when provided with the appropriate environment, guidance,
and materials he will tend to choose materials most
suitable to his maturity, ability, and interests.[12]

This idea of meeting individual interests has been postulated

by proponents of individualized reading. For example,

Dewey W. Chambers has indicated that this approach "attempts

to focus attention on each child by allowing him to select

his own reading material. . . . It would permit the teacher

to adjust reading instruction to individual abilities,

interests, and needs of the students."[13]

This idea is also supported by Jeannette Veatch who

stated that, "Individual interests and purposes can be

realized and abilities can be developed as rapidly or as

slowly as inherent growth potential makes possible."[14]

Further, the San Diego County Department of Education

concluded that "familiarity with material promotes more

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[12]San Diego County Department of Education, "Criteria
for an Individualized Reading Program and Their Rationales,"
Individualized Reading: Readings, ed. Sam Duker (Metuchen,
New Jersey: The Scarecrow Press, Inc., 1969), p. 24.

[13]Dewey W. Chambers, Children's Literature in the
Curriculum (Chicago: Rand McNally and Company, 1973),
pp. 19-20.

[14]Jeannette Veatch, Individualizing Your Reading
Program (New York: G.P. Putnam's Sons, 1959), pp. 3-4.

intelligent use. When children discover reading materials in the areas of their particular interests, they are naturally motivated to read and to appreciate the rich variety of reading material available. New interests are thus continuously aroused."[15]

Veatch has also stated that the Individualized Reading Method gained national recognition in 1952. Since then, educators have had great interest in the method, ". . . an interest which is being fed by a growing criticism of the traditional approach with its formal ability-groups and omnipresent basal texts."[16] This interest spoken of by Veatch is particularly evidenced in the elementary school. A paucity of research exists in the area of individualized reading in the junior high school. Karlin in referring to the individualized program said, "This organizational program has yet to be introduced into very many secondary school reading programs, but more high school teachers may be expected to experiment with it."[17] Nevertheless many studies were found which focused on individualized reading in the elementary grades. Other studies were found where no grade level was mentioned.

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[15]Duker, op. cit., p. 25.

[16]Veatch, op. cit., p. xii.

[17]Robert Karlin, Teaching Reading in High School (Indianapolis: The Bobbs-Merrill Company, Inc., 1974), p. 247.

Yet, because many authors purport that individualized reading should be based on the interest of the child, it is suggested by this researcher that studies focusing on this area in the elementary school will also be appropriate at the junior high school level.

INTEREST AND THE INDIVIDUALIZED
READING PROGRAM

Educators appear to be in agreement with the premise that children will read materials in which they are interested. . . . For example, John J. Boer and Martha Dallman have stated that "it has been found that some pupils are able to read stories at a level of reading difficulty far beyond their normal abilities if the subject is one in which they are vitally interested."[18] This idea is also supported by J. W. McKay, who has noted, "there is no secret that even slow children read rather well that which interests them. . . . Skill development will come faster and easier to students who are rewarded in terms of pleasure and achievement."[19] Veatch, too, has emphatically stated, ". . . in an individualized program, the personal interest of the child

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[18]John J. DeBoer and Martha Dallman, The Teaching of Reading (New York: Holt, Rinehart, and Winston, Inc., 1970), p. 29.

[19]J. W. McKay, "Developing Reading Skills Through Literature," Reaching Children and Young People Through Literature, ed. Helen W. Painter (Newark, Delaware: International Reading Association, 1971), p. 54.

is engaged before he is taught."[20] Thus, the statements of authorities in the field of reading suggest that the researcher first, should have a knowledge of the reading interests of the students who will be involved in the study, in order to provide a viable reading program.

In addition, it seemed important to the present study to investigate the factors that may influence a child's interest in different types of literary genre. A number of researchers have dealt with this area. Pilgrim and McAllister for example, in summarizing their research on things that influence the reading interest of young people, have found that age, sex, intelligence and socio-economic background are the four major factors affecting reading interest of young people.[21] They also report that, for young adolescents, the areas of general interest are animals, adventure, Westerns, pioneer life, how-to-do-it books, sports, science fiction, books dealing with careers, and books dealing with young love. Utilizing the foregoing information, the researcher therefore used an Interest Survey (see Appendix C) to obtain as much information as

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[20]Veatch, op. cit., p. 21.

[21]Geneva Hanna Pilgrim and Mariana K. McAllister, Books, Young People, and Reading Guidance, 2d ed., (New York: Harper & Row, 1968), pp. 55-65.

possible concerning the reading interests of the members of
the experimental groups.[22]

THE PROBLEM

Statement of the Problem

It was the purpose of this study to investigate the
premise that if a reading program is based on individual
interests, those individuals participating in the program
will be motivated to read, and will make greater gains in
reading skills, than those taught by a variety of
non-individualized reading approaches.

Research Hypothesis

Specifically, the present researcher hypothesized
that the experimental method, utilizing an individualized
reading approach, will produce greater gains that a variety
of non-individualized approaches in:

1. Vocabulary Achievement

2. Comprehension Achievement

3. Total Reading Achievement

Significance of the Study

This study was significant for the following reasons:

1. Although a number of studies have been made
concerning the individualized reading approach, researchers

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[22]Heath Lowry, "Evaluative Criteria to Serve as Guides
for Writers of Children's Literature," modified form of
(unpublished Master's Thesis, Sacramento State College, 1962).

in the field stress the importance of gathering more information to the body of knowledge which already exists.

2. Reading is recognized by curriculum experts to be the most fundamental educational achievement goal. It seems appropriate then, that any study done in reading will be of value to all who are concerned with the subject.

3. As was pointed out in the Introduction, under-achievement in reading is of national concern, consequently, if the results are favorable then this method will be of potential benefit to underachieving junior high school students throughout the nation.

4. The individualized approach is feasible to reading in terms of available resources, and has many noted proponents, but there is a dearth of scientific research relating to this method dealing with underachievers in reading at the junior high school level.

5. This study will also be significant because of the help and cooperation given by Stockton Unified School District and the Principal of Hamilton Junior High School (see Appendices A and B).

RESEARCH METHODOLOGY

The experimental method used in this study investigates "possible cause-and-effect relationships by exposing one or more experimental groups to one or more treatment

conditions and comparing the results to one or more control

groups not receiving the treatment."[23]

The proposed steps in the investigation are as

follows:

>   1. A group of 39 students--Black, seventh grade,
> was randomly selected from those who have reading scores
> two or more years below grade level. This was done
> through teacher identification of students with reading
> problems.
>
>   2. These 39 students were given a pretest to
> determine their present reading ability. In order to
> avoid a bias in instruction, the researcher was not
> informed of the exact nature of these tests. Arrangements
> were made with Stockton Unified School District for these
> tests to be administered by District personnel.
>
>   3. These 39 students were assigned to four groups.
> Then two experimental and two control groups formed.
> This afforded control for intra-group history effect.
>
>   4. The two control groups remained in their
> regular classroom and experienced regular reading
> instruction.
>
>   5. The two experimental groups reamined with the
> investigator one period per day, five days per week,
> for ten weeks during the months of March, April, May,
> 1975.
>
>   Note: These two experimental groups were with the
> same instructor, and the same kinds of reading materials
> were made available to them. This use of two groups,
> rather than one, is intended to increase reliability.[24]

During these ten weeks, the activities suggested by

Betts, formed the core of the Individualized Reading Program:

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[23]Stephen Isaac in collaboration with William B.
Handbook in Research and Evaluation (San Diego, California:
Robert R. Knapp, 1971), p. 14.

[24]Douglas W. Matheson, et. al., Introduction to
Experimental Psychology, 2d ed. (New York: Holt, Rinehart
and Winston, Inc., 1974), p. 41.

a. Each pupil reading at his independent level.

b. Each pupil reading a different book--a trade book . . . a magazine or newspaper.

c. Each child searching for the book that is interesting and readable for him.

d. Each child reading a book of his own choice.

e. Each pupil reading at his own rate without pressure.

f. Each pupil receiving individual help with skills during an individual conference with the teacher.

g. Each pupil asking for individual help as the teacher moves about the room.

h. Each pupil deciding how he will report to the group.

Individualized reading and study also included group activities.

a. Help on word perception skills (need groups).

b. Cooperative study of a topic of interest to two or more pupils (interest groups).

c. Help on thinking and other aspects of comprehension (need groups).

d. Reports on reading to a group.

e. Discussion of a book read by different pupils in order to share it with the rest of the class or a small group.

f. Creative activities such as plays and dramatizations.

g. Reading or re-reading a book, an article, or other material to a small group interested in it.[25]

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[25]Emmett Albert Betts, "What is Individualized Reading?" The Reading Teacher, Vol. 25, No. 7, (April, 1973).

6. At the end of twelve weeks a posttest was given to the individuals comparing the four groups.

7. The analysis of covariance procedures was applied to respond to the stated research hypotheses.

8. In order to combat the "hawthorne effect" (see page 20) the researcher requested that the students be not informed that they are participating in an experiment.

ASSUMPTIONS AND LIMITATIONS

Assumptions

The assumptions upon which this study was based included:

1. There would be a sufficient number of trade books available to form the basic source of reading material for the study.

2. The pupils in the experimental groups would reveal their primary interests sufficiently well, so that if books on hand do not meet the stated interests, the researcher can obtain other books whenever possible.

3. A level of motivation would be reached among the students in order to give them the desire to read.

4. There would be basic trust established between the researcher and the students.

5. A homogeneous grouping of students would have similar interests.

6. It would be profitable to work with Black children.

7. The instructional period of ten weeks was a sufficient period to yield positive results.

8. With the current emphasis on secondary reading, the study would be of value to students, educators, and administrators.

9. That the interest inventory was adequate in determining the interests of the subjects.

10. Books used in individualized reading class could be utilized with the same interest by children of other races or ethnic groups.

Limitations

1. Those established by the scope of the study. The researcher is concerned only with the effect of individualized reading program in the areas of skill development.

2. Those established by the number of dependent variables to be tested. The number of dependent variables is limited to three: vocabulary development, comprehension, and total reading.

3. Those established by the limited information sought by the study. This study, therefore, did not include information pertaining to the development of interest in reading.

4. Those resulting from the lack of opportunity for students in the experimental groups to be exposed to more than one teacher. Since one instructor was responsible for the instructional program, the variable of teacher personality on success or failure of the program cannot be measured.

5. Those set by the researcher's decision to use students of the same race and grade level. The intention here was to control extraneous sources of variations.

6. Those resulting from any inherent weakness in the chosen methodology of this study.

7. Those that may result from the nature of the pretest and posttests. The tests may not be culture-free tests.

8. Those that may result from the inability of the given test to accurately diagnose a specific area of weakness. In the Harvard Report on Reading in the Elementary Schools, Mary Austin, et. al., has pointed out

> Test scores are achieved through diverse reading abilities--that is, one child may score high in comprehension, another in word meanings; a third may read rapidly but superficially, a fourth slowly but with painful attention to detail. All four children may be given the same score on the test and yet their instructional needs be very different.[26]

9. Those that may result from the fact that both pretest and posttest were administered by someone other than the researcher.

10. Those that may have resulted by the delay of the administration of the posttest, caused by the strike which took place in the Stockton Unified School District.

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[26]Mary C. Austin, et. al., The First R, The Harvard Report on Reading in Elementary Schools (New York: The Macmillan Company, 1963), p. 70.

11. Those that may be caused by attrition. Of the thirty-nine subjects who took the pretest only thirty were available for the posttest.

Delimitations

1. The sample size was limited to thirty-nine students.

2. The program lasted for a period of ten weeks.

3. The experiment was limited to one school: Hamilton Junior High School.

4. The experiment was limited to one school district: Stockton Unified School District, Stockton, California.

DEFINITION OF TERMS USED

The following terms used throughout this dissertation are explicated as follows:

1. Ability Group: Dividing pupils into relatively homogeneous groups with regard to ability, either in a specific subject or in general ability.[27]

2. Achievement Grouping: Grouping according to the level of proficiency attained in scholastic or academic work.[28]

3. Adequate Intelligence: The ability of pupils to grasp certain abstractions, and place them in regular situations which demand critical thinking.[29]

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[27]Benjamin B. Wolman, ed., Dictionary of Behavioral Science (New York: Van Nostrand Reinhold Company, 1973), p. 2.

[28]Ibid., p. 4.

[29]Robert Karlin, ed., Teaching Reading in High School (Indianapolis: T e Bobbs-Merrill Company, Inc., 1969), p. 322.

4. Affective Domain: The emotional content that is to be explored--feelings, concerns, interests, desires, values, attitudes.[30]

5. Analysis of Covariance: Analysis of covariance adjusts for initial differences between groups on one or more variable when information is available on another variable correlated with it, or on several such variables.[31]

6. Analysis of Variance: The basic structural model of the data that is assumed in the analysis of variance technique is that the data is composed of building blocks of sources of variance that sum to yield the raw data scores.[32]

7. Audio-visual Approach: (1) that branch of pedagogy concerned with the production, selection, and utilization of materials of instruction that do not depend solely on the printed word; (2) instruction in which a great variety of illustrative materials such as recordings, and specimens may be utilized as aids in pupil understanding or appreciation.[33]

8. Average Intelligence: The mean or median intelligence, in terms either of brightness or of mental maturity, of any group of persons.[34]

9. Basal Reader: A textbook, usually part of a graded series, used for instruction in reading.[35]

10. Basic Reading Level: The level at which a student is able to read with ease.[36]

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[30]Gloria A. Castillo, Left-Handed Teaching: Lessons in Affective Education (New York: Praeger Publishers, 1974), p. 25.

[31]Isaac, op. cit., p. 141.

[32]Matheson, et. al., op. cit., p. 185.

[33]Carter Victor Good, and Winifred R. Merkel, eds., Dictionary of Education, 3d ed. (New York: McGraw-Hill Book Company, 1973), p. 304.

[34]Ibid., p. 309.

[35]Ibid., p. 472.

[36]Karlin, op. cit., p. 74.

11. Comprehension: The act of understanding the meaning of printed or spoken language as contrasted with the ability to perceive and pronounce words without reference to their meaning.[37]

12. Control Group: (1) The one of two or more groups that is not subjected to the experimental factor or condition introduced into the treatment of the experimental group; (2) the group with which the experimental group or groups are compared.[38]

13. Disadvantaged Area: An area which produces a student of any race, who has difficulty with the language. Reading is difficult for him, usually uninteresting, and school itself presents consistent challenge and frequently unsurmountable barriers.[39]

14. Experimental Group: The one of two or more groups that is subjected to the experimental factor or condition, the effect of which is the purpose of the experiment to discover.[40]

15. F-Ratio: The F-ratio is a ratio of the between-groups variance to the within-group variance.[41]

16. Frustration Level: The level of difficulty in reading at which a pupil experiences numerous errors in pronunciation, shows tension, and has a low level of comprehension of what he has read.[42]

17. Functionally Illiterate: Functional illiteracy is the inability to recognize and comprehend words and phrases directly affecting basic personal experiences, e.g., understanding traffic signals, road maps, driver

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[37]Good, op. cit., p. 123.

[38]Ibid., p. 267.

[39]Saul Bachner, "Teaching Reading and Literature to the Disadvantaged. Part I. A Definition," Journal of Reading, Vol. 17, No. 7, (April, 1974), pp. 512-516.

[40]Leonard P. Kelly, "Survival Literacy: Teaching Reading to Those with a 'Need to Know,'" Journal of Reading, Vol. 17, No. 5, (February, 1974), p. 267.

[41]Matheson, et. al., op. cit., p. 183.

[42]Good, op. cit., p. 474.

test manuals, lavatory signs, job want ads, and drug prescriptions.[43]

18. <u>Hawthorne Effect</u>: In an industrial study performed at the Hawthorne Plant of Western Electric in Chicago during the 1920's it was observed that to single out a group of workers for a special research project makes them feel and act differently compared to regular workers. The effect of this was to bring about consistent increase in productivity in spite of changes in the working conditions intended to both increase and decrease efficiency. Explanations for this effect point to the factors of: (1) novelty; (2) awareness that one is a participant in an experiment; (3) a modified environment involving observers, special procedures, and new patterns of social interaction; and (4) knowledge of results in the form of daily productivity figures and other feedback, ordinarily not systematically available.[44]

19. <u>Heterogeneous Grouping</u>: The classification of pupils for the purpose of forming a group having a high degree of dissimilarity.[45]

20. <u>Homogeneous Grouping</u>: A group having a much higher degree of similarity among its members in respect to a given trait or complex of traits than is found in a random sampling.[46]

21. <u>Homonyms</u>: Words having the same pronunciation as another but a different origin, meaning, and often, spelling.[47]

22. <u>Independent Level</u>: The independent level of reading is that difficulty level of reading material at which the child can read with relative ease and independence; in other words with little or no help from the teacher.[48]

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[43]Kelly, op. cit., pp. 352-355.

[44]Isaac, op. cit., p. 58.

[45]Good, op. cit., p. 269.

[46]Ibid., p. 268.

[47]Ibid., p. 386.

[48]Edward Fry, <u>Reading Instruction for Classroom and Clinic</u> (New York: McGraw-Hill Book Company, 1972), p. 26.

23. Individualized Reading: Reading taught through providing a number of books from which the child selects those he wants to read and is able to read, proceeding at his own pace; diagnosis of needs and needed instruction are given during an individual conference.[49]

24. Individualized Reading Method: A reading method whose goal is to assure that each child within the classroom is reading in books that are suited to his unique needs.[50]

25. Instructional Level: Level at which a student reads with the following accuracy: Word Recognition, 90-95%; Comprehension, 80-90%; Interpretation, 70%.[51]

26. Intra-group History: Intra-group history provides for any event that would happen during the experiment, e.g., a fire, to become a rival hypothesis. By using two groups during two different sessions it is very likely that events will be unique to each group.[52]

27. Junior High School: A school that enrolls pupils in grades 7, 8, and 9.[53]

28. Learning Disability: An educationally significant discrepancy between a child's apparent capacity for language behavior and his actual level of language functioning; may be either retardation, a disorder, or a delayed development in one or more of the processes of speech, language, reading, spelling, writing, or arithmetic, resulting from a possible cerebral dysfunction and/or emotional behavioral disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors.[54]

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[49] Good, op. cit., p. 474.

[50] Janet W. Lerner, Children with Learning Disabilities (Boston: Houghton Mifflin Company, 1971), p. 182.

[51] Karlin, op. cit., p. 74.

[52] Donald L. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally College Publishing Company, 1963), pp. 13-14.

[53] Good, op. cit., p. 322.

[54] Ibid., p. 145.

29. <u>Lower End of Achievement Scale</u>: Lower end of a test designed to measure a person's knowledges, skills, understandings, etc., in a given field taught in school, for example, a mathematics test, or an English test.[55]

30. <u>Motivation</u>: (1) (psych.) broadly considered, the process of arousing, sustaining, and regulating activity, a concept limited to some aspect such as the energetics of behavior or purposive regulation. (2) the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way, usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interest and cause him to attack the work at hand willingly and to complete it with sustained enthusiasm; also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel.[56]

31. <u>Pretest</u>: A test given in order to determine the status of the testee or group in regard to some skill, aptitude, or achievement, as a basis for judging the effectiveness of subsequent treatment.[57]

32. <u>Randomized Blocks</u>: The term randomized blocks comes from agricultural experiments in which the experimental unit to which a treatment is applied is a plot of land. . . . In psychological research, the experimental unit corresponding to a plot is a subject. A group of subject relatively homogeneous with respect to some variable corresponds to a block. In essence, each block of subjects is matched with respect to a given variable and for this reason the randomized blocks design in psychological research is also called a <u>matched groups</u> design. It is anticipated that each block of subjects will be relatively more homogeneous on the dependent variable in the absence of treatment effects than subjects selected completely at random.[58]

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[55]Ibid., p. 594.

[56]Ibid., p. 375.

[57]Ibid., p. 435.

[58]Allen L. Edwards, <u>Experimental Designs in Psychological Research</u>, Revised ed. (New York: Holt, Rinehart & Winston, 1963), pp. 153-159.

33. Reading: Reading requires inference, weighing the relative importance of ideas and meanings, and seeing the relationships among them; it is a process of forming tentative judgments, then verifying and checking guesses. To solve the problems in a passage the reader must be continuously in an alert, anticipatory frame of mind, suspending judgment, correcting and confirming his guesses as he goes along.[59]

34. Reading Disability: Lack of ability to read due to some physical, mental, or other cause, ranging from partial to complete inability to read; a handicap in reading.[60]

35. Reading Rate: Speed of reading; usually measured in terms of the number of words or letters per minute or per second.[61]

36. Reliability: Is defined as consistency. A sampling technique is reliable if several samples from the same population yield similar data.[62]

37. Remedial Reading Program: In reading instruction, activities planned for individuals or groups of pupils in order to provide for both the diagnosis of reading difficulties and their correction, usually are carried on in a special remedial class.[63]

38. Research Hypothesis: The research hypothesis states the expectations of the researcher in positive terms. It identifies the variables or conditions which, in causal relationship, will be advanced to account for the results and is often derived from a theory.[64]

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[59]Gertrude Hildreth, Teaching Reading (New York: Holt, Rinehart and Winston, 1958), p. 72.

[60]Good, op. cit., p. 473.

[61]Ibid., p. 475.

[62]Matheson, et. al., op. cit., p. 38.

[63]Hildreth, op. cit., p. 475.

[64]Isaac, op. cit., p. 142.

39. <u>Rib and Jive</u>: When someone is made fun of or taunted.[65]

40. <u>Severe Reading Problem</u>: A child has a severe reading problem when for one reason or another, he does not read as well as his ability indicates he should.[66]

41. <u>Significant Reading Problem</u>: A child has a significant reading problem, when, with the exception of a specific skill deficiency, all other measures of his reading are up to his level of potential.[67]

42. <u>Small Remedial Group</u>: For this study the researcher defines it as a group consisting of three or four students, formed for the purpose of remedial instruction in reading.

43. <u>Trade Books</u>: Any book other than a textbook written expressly for children.[68]

44. <u>Traditional Instruction</u>: For this study the researcher defines it as instruction given in a traditional way.

45. <u>True Experimental</u>: This method investigates possible cause-and-effect relationships by exposing one or more control groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment.[69]

46. <u>Underachiever</u>: A person who falls below his capacity in school achievement.[70]

47. <u>Universal School System</u>: Any system of education that extends its opportunities to all youth regardless of race, color, creed, sex, or ability.[71]

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[65]Robert W. Cole, Jr., "'Ribbin,' 'Jivin' and 'Playin' the Dozens," <u>Phi Delta Kappan</u> LVI (November, 1974), 171-175.

[66]Robert M. Wilson, <u>Diagnostic and Remedial Reading for Classroom and Clinic</u>, 2d ed. (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972), p. 2.

[67]Ibid., p. 2.

[68]Good, op. cit., p. 68.

[69]Isaac, loc. cit.

[70]Good, loc. cit.

[71]Ibid., p. 632.

48. _Validity_: Is defined as the degree to which a measure actually reflects what it is supposed to measure.[72]

49. _Variable of Teacher Personality_: For this study the researcher defines this term as the influence of the teacher's attitude, enthusiasm, or any other distinctive qualities upon the performance of the students.

50. _Vocabulary Development_: The extension of word meanings.[73]

51. _Word Attack Skills_: How well a child is able to apply the skills he has in actually figuring out strange or unknown words.[74]

52. _Word Perception Skills_: Word perception skills consist of the analysis of the elements of the word form to identify or recognize its probable pronunciation and its use of meaning.[75]

53. _Workbook_: Workbooks may be divided into two classes: those which are designed to be used with a reading series and others that are independent. Whether the workbooks parallel reading programs or go their own way, they contain practice exercises in one or more of the following: readiness, word identification, comprehension, study skills.[76]

SUMMARY

Chapter 1 has given an introduction to the research, stated the problem, specified the significance of the study, outlined the methodology of the research, pointed out the

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[72]Matheson, et. al., op. cit., p. 37.

[73]Good, op. cit., p. 721.

[74]Karlin, op. cit., p. 127.

[75]Ibid., p. 320.

[76]Ibid., p. 428.

assumptions and limitations upon which the research was based, and defined the important terms that were used:

It seems essential, as Chambers has suggested, that:

If the youngster is not learning by traditional methods, or by interacting with basal material, it may be wise to consider another approach. If the basal system has not proved satisfactory for several years, the possibility exists that it will not prove satis-factory in the next few years either. Should we not attempt a new, different, and perhaps better method to help him learn to read?[77]

Four additional chapters complete the remainder of this study. They are as follows: (1) Chapter 2: Review of the Literature Related to This Study, (2) Chapter 3: The Design and Procedure of the Study, (3) Chapter 4: Analysis of the Data, and (4) Chapter 5: Conclusions Based Upon the Investigation and Recommendations for Further Study.

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[77]Chambers, op. cit., pp. 26-27.

Chapter 2

REVIEW OF THE LITERATURE
RELATED TO THIS STUDY

The literature pertinent to individualized reading
in the junior high school has been reviewed in four cate-
gories: (1) Individualized Reading, (2) Comprehension and
Vocabulary Development, (3) Motivation and Interest in
Reading, and (4) Remedial Reading.

INDIVIDUALIZED READING

Under the main heading of Individualized Reading
there will be three sub-headings, namely: (1) Importance
of Individualized Instruction, (2) Individualized Reading--
Opinions, and (3) Individualized Reading--Research.

Importance of Individualized Instruction

Psychologists and educators have come to realize the
uniqueness of the individual.[78] For example, Combs and Syngg
have stated that "no two people share the same phenomenal

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[78]Roger L. Williams, You Are Extraordinary (New York:
Random House, 1967), p. 57; see also J.J.B. Watson,
Behaviorism (New York: Norton, 1930), p. 104; see also Jerry
Katz, Liberating Learning (New York: Morgan and Morgan,
1972), p. 36; see also John Dewey, Construction and Criticism
(New York: Morningside Heights, 1930), p. 4; see also Lewis M.
Terman, The Measurement of Intelligence (Boston: Houghton
Mifflin Company, 1916), p. 4.

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field,"[79] and that "in any objective situation, and from each school subject, the individual selects only those aspects which are pertinent to the achievement of his goals at that time."[80] They have also emphasized that this uniqueness has resulted in different rates and styles of learning in human beings. William K. Estes substantiated this when he stated the following:

> Substantial individual differences with respect to any measure of speed of learning are universally observed when a group of individuals, however similar on any selection criteria the experimenter may use, are run through an identical experiment routine.[81]

Similarly, Galliland and Clark have found that, because of innate factors in the individual, people differ in their learning ability.[82] According to them this difference in rate of learning may be due to many factors; these include: interest, specific abilities, interests and opportunities.[83] This belief is supported by Weisgerber who has reiterated that the major variables in individuals that affect "reading growth are chronological age, growth

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[79]Arthur W. Combs and Donald Syngg, Individual Behavior (New York: Harper & Brothers Publishers, 1959), p. 372.

[80]Ibid.

[81]William K. Estes, Learning Theory and Mental Development (New York: Academic Press, 1970), p. 30.

[82]A. R. Galliland and E. L. Clark, Psychology of Individual Differences (New York: Prentice-Hall, Inc., 1939), pp. 397-398.

[83]Ibid.

ages, sex differences, intelligence, cognitive abilities, cognitive style, interests and cultural background."[84]

Tyler, moreover, perceives this individual difference as vital to the very existence of our society. She believes that in order to meet the "magnitude of the challenge that faces man in the twentieth century"[85] the special abilities and energies of the uniquely endowed individual must be utilized. Dehaan and Doll have echoed this premise as follows:

> . . . Increased individual responsibility and commitment are needed in our society. In order that learners may become increasingly responsible and committed their potential as individuals must be discovered, developed and released. . . . The times demand that the individual's potential be discovered, developed and released because of the multiple benefits which the realization of his full potential can eventually offer the individual person and the society in which he lives.[86]

Educators have come to realize the importance of the concept of individual differences and have sought to utilize this concept in the education of the nation's children.[87] Berbe supported the use of this concept when he said:

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[84]Robert A. Weisgerber, Perspective in Individualized Reading (Ilasca, Illinois: F.E. Peacock Publishers, 1971), p. 108.

[85]Leona E. Tyler, Individual Differences: Abilities and Motivational Directions (New York: Appleton-Century-Crofts, 1974), p. 17.

[86]Robert F. Dehaan and Ronald C. Doll, "Individualization and Human Potential," Association for Supervision and Curriculum Development, 1970 Yearbook, pp. 9-28.

[87]The Encyclopedia of Education Vol. V (New York: The MacMillan Company and The Free Press), pp. 101-106.

It has long been recognized that the most effective method of teaching a child usually is to teach him individually. This is a sound procedure from both a psychological and an educational point of view. There is no threat to the child's ego by his failure to learn so he does not hesitate to ask questions; instruction can be at the child's level without making any particular issue about whether he is ahead of where he should be or below it; responses can be praised immediately if they are correct or changed if they are incorrect so that there is immediate reinforcement and the rate of which the material is presented can be determined by the teacher as the child progresses.[88]

Verna White believes the recognition of individuality on the part of teachers will help "to assist pupils to a happier, more satisfying life."[89] James Duane elaborates on the importance of individualized instructions in the following:

1. It enables him (the child) to proceed at his own rate through the study of each subject.

2. There is a one-to-one relationship between him and the subject he is studying.

3. It enables him to understand better the structure of the subject he is studying.

4. It enables him to study in greater depth those aspects of the subject which diagnostic tests indicate he needs, and to move with greater speed on those materials with which he is more familiar.[90]

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[88]Walter B. Barbe, Educator's Guide to Personalized Reading Instruction (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), pp. 7-8.

[89]Verna White, Studying the Individual Pupil (New York: Harper and Brothers Publishers, 1958), p. 20.

[90]James E. Duane, Individualized Instruction-- Programs and Materials (Englewood Cliffs, New Jersey: Educational Technology Publications, 1973), pp. 13-14.

John W. Loughery has emphatically stated that
"individualized instruction will become a necessity rather
than a luxury."[91] This necessity will arise, he maintains,
because there is a great variety in the enormous number of
people that will be taught in the future. The learner should
be provided instruction as the need arises and "at the place
and pace most appropriate to him."[92]

It seems apparent, then, that educators and psychol-
ogists alike have agreed that in order to accommodate
individual differences in the learning process, individual-
ized instruction is of paramount importance.

Individualized Reading--Opinions

The researcher found numerous statements of
opinions from authorities in the field of individualized
reading which affirm the belief that such an approach to
reading instruction can best serve the diverse needs of the
individual.

Among the authorities whose statements were reviewed
by the researcher were:

> 1. Jeannette Veatch: Briefly, this new reading
> program . . . is based upon the idea that children can
> and do read better, more widely and with vastly increased
> interest, when allowed to choose their own reading
> materials. . . . This, it is clear, is in direct

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[91]John W. Loughery, "Educating for Humaneness in the
Technological Society," Association for Supervision and
Curriculum Development, 1970 Yearbook, pp. 75-85.

[92]Ibid.

opposition to basal reading programs, although it does not exclude the book used in basal reading programs.[93]

She concluded:

In summation, it is interesting to note the extent of the development of such a program throughout the country. It seems that a spontaneous development has taken place in widely separated geographic areas without the individuals concerned realizing that there was a similar development elsewhere. It is also interesting to note that the specialized field of reading has undeniably been caught unaware, as all major writing in this area has come from educators more recognized for their general curriculum interests than for specialization in reading.[94]

2. Ben A. Bohnhorst and Sophia N. Sellars: In general, it may be said that a program of 'individualized reading instruction' is to be distinguished from a 'basal' program in that no reliance in placed on a single or common set of systematically prepared graded readers for all to use. Instead, reliance is placed on providing the child with as broad and rich a variety of reading resources as it is possible to obtain, and on guiding the child in selecting those materials and experiences most individually suited to his needs, interests, purposes, and abilities. The program for each child is more nearly individually tailored to meet his situation. Hence, the term 'individualized reading instruction.'[95]

3. May Lazar: Individualized reading is a way of thinking about reading--an attitude toward the place of reading in the total curriculum, toward the child's developmental needs. It is not a single method or technique but a broader way of thinking about reading which involves newer concepts concerned with class organization, materials and the approach to the individual child. The term individualized reading is

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[93]Jeannette Veatch, "Children's Interests and Individualized Reading," The Reading Teacher Vol. X, (February, 1957), 160-165.

[94]Ibid.

[95]Ben A. Bohnhorst and Sophia N. Sellars, "Individualized Reading Instruction vs. Basal Textbook Instruction: Some Tentative Exploration," Elementary English 36 (March, 1959), 185-190, 202.

by no means fully descriptive but for want of a better term most proponents of this approach continue to use it.[96]

4. <u>William Gray</u>: The arguments advanced by its proponents run as follows: Children differ so widely in interests, capacity to learn, and motives that it is impossible to provide adequate stimulation and guidance through the same materials and group instruction. If the child is to develop individuality, creativity, and ability to think clearly and interpret deeply, he must not be hampered by group regimentation. Instead, he should learn to read in an environment which stimulates motives for reading, which permits free choice of materials to read at his own rate, and receive help as needed, or at scheduled times.[97]

5. <u>Floyd W. Davis and James S. Lucas</u>: (1) Individualized reading implies a one-to-one relationship between teacher and pupil, and (2) the student must have almost unrestricted freedom to choose reading material from a vast supply of written matter. The theory spawned these definitions was that individual differences can best be met on a one-to-one basis and that most students can solve many reading problems with minimum prescription when given the opportunity of self-direction.[98]

6. <u>Facon de Parler</u>: A child will only acquire adequacy in reading through reading. Independent work will help him achieve personal inner control of self, and through the freedom that control affords, the child can work productively as he seeks solutions to problems he encounters. Independent individualized reading may actualize creative potential. A child's curiosity will not only be satisfied when he reads and finds information he seeks, but will also be aroused as he reads about new people, places, and things. Individualized reading seems

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[96]May Lazar, "Individualized Reading: A Dynamic Approach," <u>The Reading Teacher</u> (December, 1957), pp. 75-83.

[97]William Gray, "Role of Group and Individualized Teaching in a Sound Reading Program," <u>The Reading Teacher</u> II (december, 1957), 99-104.

[98]Floyd W. Davis and James S. Lucas, "An Experiment in Individualized Reading," <u>The Reading Teacher</u> VIII (May, 1974), 737-743, 747.

to provide more possibilities for a wider range of reading experiences.[99]

7. Alan H. Wheeler: Individualized reading is one way of learning to read motivated primarily by interest and need. It allows the teacher to meet individual differences by creating an environment through which children can practice the concepts of seeking, self-selecting, and pacing. It further provides the flexibility whereby teacher and pupil can decide whether an individual, small group or entire class arrangement is necessary and expedient. When dealing with a hetero-geneous group of pupils, providing latitude and flexibility are essential in meeting the needs of the individuals involved.[100]

8. Sam Duker: Inherent in this method are the selection of reading matter by the student himself, based upon interest and appeal, and the teaching of reading skills when a need is shown for them, rather than at a moment arbitrarily selected by the teacher. The use of self-selected material is an excellent means of reaching the disadvantaged, for it is well known that the typical basal reader featuring stories about unreal children who speak in clipped sentences and live in a middle-class utopia does little to kindle a love of reading in any child, let alone one whose world is very different from that portrayed in most readers. By providing youngsters with a wide range of books for, about, and by minority groups as well as those that feature the urban environment, the teacher immediately removes some barriers to reading.[101]

9. Jeanne Chall: A different form of innovation, individualized reading (IR), is concerned with patterns of classroom organization, pacing, motivation, and subject-matter content of reading materials.[102]

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[99]Facon de Parler, "Individualized Reading Instruction," Elementary English (May, 1972), pp. 740-745.

[100]Alan H. Wheeler, "A Systematic Design for Individualizing Reading," Elementary English (March, 1973), pp. 445-449.

[101]Sam Duker, Individualized Reading (Metuchen, New Jersey: The Scarecrow Press, Inc., 1969), p. 247.

[102]Jeanne Chall, Learning to Read: The Great Debate (San Francisco: McGraw Hill Book Company, 1969), p. 41.

10. <u>Roma Gans</u>: The emphasis on the individual approach rests upon a two-fold purpose: (1) guiding young children at the outset to be selective--to choose from books and other materials that which appeals to them; and (2) meeting the variation of ability among readers by a personally guided program. In this program, each child receives the help he needs from reading the books he personally selects and from the individual help the teacher gives him in developing his skills.[103]

Some of the authorities cited in the foregoing have indicated that individualized reading is an outcome of dissatisfaction with the basal approach. Hielman, too, suggests this in his statement that:

During the 1950's, frustration with the status quo in reading instruction reached a new high, and the climate for change seemed particularly good. . . . A new emphasis of gearing reading instruction to individual pupil's needs and interests evolved through a movement which came to be called individualized reading.[104]

Through Paul Witty's contribution, one can see another reason for the utilization of the individualized reading approach. He postualtes, for example, that an important factor accounting for interest in this approach was "the growing recognition of the failure of many boys and girls to develop a permanent interest in reading as a leisure pursuit."[105]

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[103]Roma Gans, <u>Common Sense in Teaching Reading</u> (New York: The Bobbs-Merrill Company, Inc., 1963), p. 100.

[104]Arthur W. Heilman, <u>Principles and Practices of Teaching Reading</u> 3d ed. (Columbus, Ohio: Charles Merrill Publishing Company, 1972), p. 387.

[105]Paul Witty, "Individualized Reading--A Summary and Evaluation," <u>Elementary English</u> (October, 1959), pp. 401-412.

Although a large number of authorities in the area of reading seem to agree that individualized reading is the best approach to accommodate the individual differences of students, there are others who view the implementation of the program with caution. For example, George D. Spache believes that "an approach which demands a constant one-to-one teacher-relationship in the area of reading instruction would be completely impractical in present day classrooms."[106] Others, (Austin,[107] Hielman,[108] and Larrick[109]) have found weaknesses in the program--the most predominant one cited is concerned with the implementation of the individualized teaching program. Perhaps, Chambers had summarized this concern in the following words:

> It is clear, however, that the individualized reading program has its weaknesses too. Most of them are in the strategy of operating the program. The strengths are many. It is clear, however, that this approach, the reverse of the basal program, is not a panacea, either.[110]

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[106]George D. Spache, The Teaching of Reading (Bloomington, Indiana: Phi Delta Kappa, Inc., 1972), p. 81.

[107]Mary C. Austin, et. al., The First R: The Harvard Report on Reading in Elementary Schools (New York: The Macmillan Company, 1963), pp. 87-88.

[108]Hielman, op. cit., p. 389.

[109]Nancy Larrick, "Individualizing the Teaching of Reading," in Reading, Learning and the Curriculum; Proceedings of the Twelfth Annual Reading Conference (Lehigh University, Bethlehem, Pennsylvania, 1963), pp. 35-38.

[110]Chambers, op. cit., p. 28.

Individualized Reading--Research

In 1968 Trends and Practices in Secondary School Reading[111] was published. This publication was a joint effort of the United States Department of Health, Education and Welfare and the International Reading Association Research Fund. The author revealed that "on the primary-elementary levels, the literature on the use of individualized reading is voluminous, although only a few studies have been reported on the junior high school levels." Of the four studies reported in the book, only one occurred in the junior high school.[112] Due to the paucity of research in the area of individualized reading at the junior high school level, the researcher, therefore, out of necessity, examined studies from the elementary and secondary levels as well.

1. The Austin Study, 1963. A national study in the field of reading was done by Harvard University with funds provided by the Carnegie Foundation of New York. Among other areas researched, was individualized reading. In the study it was revealed that of the 407 central office personnel and principals polled 57 expressed clear preference for the program.

Of those remaining 350 (eighty-six percent) did not favor individualized reading, 26 (about six percent) preferred

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[111]A. Sterl Artley, Trends and Practices in Secondary School Reading (Newark, Delaware: International Reading Association, 1968), pp. 1-131.

[112]Ibid., p. 71.

a combination of basal reading instruction and individualized reading, and 7 (two percent) declined to comment because of limited knowledge of the program.

Those school administrations that did not favor the program listed the following two reasons most frequently.

1. No many teachers possessed the ability or the knowledge necessary to conduct this approach with success.

2. An adequate supply of books and materials was unlikely to be acquired because of insufficient funds in the budget.

Others feared that the development of reading skills would be at best haphazard, while still others condemned the practice of allowing the child to select his own reading material.

In summarizing the study the authors stated:

While members of the study staff saw many advantages to an individualized reading program, they questioned whether instruction based exclusively on such an approach will succeed if used by teachers with only minimal per-service and in-service education and, therefore, who are possible unaware of the sequential development of the skills constituting reading. In the same view the staff questions whether teachers have the knowledge, wisdom, and know-how to enable them to cope with the reading problems that arise at the individual conferences and for which little, if any, advance planning can be done. Finally the staff was concerned about the extent to which teachers control the reading selections of their students in order to provide readiness instruction appropriate for each pupil as he progresses from less difficult to more difficult materials. Observations made during the field study failed to alleviate this concern.[113]

Critique. The study reported was well documented, but the questionnaires were sent to school administrators only, and not to teachers, or pupils. Furthermore, many of the negative reactions towards the program stemmed from the

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[113]Austin, op. cit., pp. 87-94.

fact that teachers had no training in the implementation of the approach. As a result, the weaknesses perhaps, should not be blamed on this program, but on its implementation.

2. The Davis and Lucas Study, 1971. Davis and Lucas conducted a study in which they hypothesized that students who are enrolled in an individualized reading program will, when measured by the Gates-MacGinitie Reading Test, Survey E, experience greater gains in reading rate, vocabulary and comprehension than a comparable group receiving instruction in a traditional, basal reader approach.

Both experimental and control subjects were selected randomly from among seventh and eighth grade pupils of two schools in the Santa Clara Unified School District, Santa Clara, California. The experimental groups consisted of 267 students, while the control groups consisted of 287 students. All students met fifty minutes daily for one academic year-- September, 1967 through June, 1968. Students in the experimental groups were permitted to select any type, kind, or quantity of reading material available in "Reading Centers" which were set up for the occasion.

In summarizing the study the researchers found that:

In spite of the lack of significance in vocabulary and comprehension, the significant differences in rate and the gains made by the experimental subjects in all subtests lead to the conclusion that individualized reading as defined in this study is definitely superior to more conventional methods of teaching reading to seventh and eighth grade students. The conventional method included achievement grouping, use of basal

readers, small remedial groups, and the use of workbooks.[114]

Critique. This seems to be a valid, well conducted study. The time span--one year--was more than adequate to observe differences among groups. However, maturation could have affected internal validity and the students would have made gains in reading with or without the program.

3. The Schwartz Study, 1972. During a nine week period, a traditional reading program and an individualized reading program were compared in regards to number of books read by the students, the types of books selected, and the readability level of books selected. It was hypothesized that the pupils in the individualized reading program would read a greater number of books than those in the traditional reading program.

The total population of this study was comprised of 152 eighth grade students. Of this total, 113 were in the control group participating in the traditional reading program; 39 were in the experimental group participating in the individualized reading program. The findings indicated that those in the individualized group read an average of 6.3 books while those in the traditional group read an average of 4.1 books. The readability level of the books chosen by those in the experimental group was also slightly higher than those in the control groups.

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[114]Davis and Lucas, op. cit., pp. 737-743, 747.

It was concluded that individualized reading appears to motivate readers better than the traditional reading method.[115]

Critique. The methodology used in the study was adequate to support the study; however the means of checking the number of books read could be improved. The researcher had no way of knowing if the students actually read a book in its entirety or just portions of it, since students' reports of number of books read was the instrument used for measuring that particular aspect of it.

4. The Mossman Study, 1974. Bruce Mossman designed a study to compare the effectiveness of a linguistic/individualized/basal program and a traditional basal approach to instruction to third, fourth, and fifth grade students. The linguistic/individualized experiment included the following four areas--word recognition skills, comprehension skills, reading fluency, and reading appreciation. The phonics and comprehension materials used in the experimental program were written by the researcher and two of his colleagues.

The results of that study showed that students who were taught in the experimental group made greater gains in

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[115]Barbara C. Schwartz, "A Comparative Study of an Individualized Reading Program and a Traditional Reading Program in an Eighth Grade," (October, 1972), ED 076 975.

both vocabulary and comprehension skills, than those taught by the traditional approach.[116]

Critique. The phonics and comprehension materials used in this study were written by the investigator and two of his associates. There is no evidence of prior validation of this material. Nevertheless, this study is important because it underscores the idea that a knowledge of the experiential background of students can provide educators with important knowledge regarding the reading interests of individuals.

5. The Spencer Study, 1972. In this study an individualized reading program was compared with a basal reading program in grades one and two. In the case of the second graders the experiment was designed to repeat the individualized reading program that they had experienced in the first grade the previous year; this program was new to the first graders.

The individualized procedures were designed to determine specific needs and interests and instruction was concentrated on points of weaknesses. Intensive instruction in systematic phonetic and structural analysis was given; and the program activated varied independent reading. This program lasted for 140 days.

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[116]Bruce Mossman, "A Comparison of a Linguistic Individualized Basal Method with the Traditional Basal Method of Teaching Reading," (unpublished Doctoral dissertation, University of Arkansas, 1974), pp. 1-96.

The following conclusions were made by Spencer after examining the program. (1) The individualized reading first graders were significantly superior to the basal reader classes on the letter name test. There were no significant differences on the recognition of phonics tests. (2) The second grade individualized classes were significantly superior to the basal reader classes on the Metropolitan Work Knowledge, Word Discrimination and Spelling tests. Differences on the Reading Comprehension and Arithmetic Concepts tests were not significant.[117]

Critique. Inherent in this study is the fact that these children may not have mastered the appropriate reading skills necessary for the decoding of the printed page. They may have lacked the experiential bakcground to choose their own reading material; but the author observed that the individualized reading pupils read many more books and were rated more interested and mature in reading choices than the basal reader pupils.

6. The Stacy Study, 1975. The stated purpose of this study was to compare growth in reading achievement of students in grades one through six who had received instruction through an individualized reading program and students of the same grades who were engaged in the regular instructional program. This study took place in the Vacaville

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[117]Doris U. Spencer, "Individualized Versus a Basal Reading Program in Rural Communities--Grades One and Two," The Reading Teacher 21 (October, 1967), 11-18.

Unified School District, Vacaville, California. Among other tests, an analysis of covariance was done on longitudinal data for each year, 1970 through 1973.

The results show that there was a significant difference in reading achievement scores between the experimental group and control group at the third and fourth grades only. No significant differences were indicated between males and females, and sex interaction was nonsignificant in reading achievement scores on all seven analyses. The year-by-year interaction was significant and revealed the difference due to the years 1971-72 and 1972-73.[118]

Critique. The results of this study show a significant difference in reading achievement scores between the experimental group and control group at two grade levels-- third and fourth. This difference may be due to the individualized reading program, but since different teachers were used it may also be due to teacher attitude or personality. However, the length of time utilized by the study was an excellent attribute. There was sufficient time to determine the efficacy of the program.

7. The Pieronek Study, 1974. This study was implemented to determine the effectiveness of an individualized and a basal reading program, on the development of specific

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[118]Virginia R. Stacy, "A Comparison of Reading Achievement Scores of an Individualized Reading Program and a Traditional Reading Program," Dissertation Abstracts International 35 (1975), 4104.

critical reading skills. There was also an endeavor to determine the relationship between the reading program and the learning style of pupil, and between teacher's view of pupil's learning style.

Two hundred thirteen children were involved in the study in the fourth and fifth grades in four schools in western Canada. For two years the experimental groups followed an individualized reading program designed by the writer. The control groups were involved in a dual basal program.

The following conclusions were drawn based on the data of the study.

1. The individualized reading group achieved better results on the critical reading tests of fact and opinion, generalization and source reliability than the basal reading group.

2. There was no significant relationship between learning style and the following factors: reading program, sex, and achievement on specific Delisle tests.

3. There was a significant relationship between learning style and intelligence.

4. There was a significant relationship between the teacher's view of the pupil's learning style and the pupil's view of learning style in the individualized program.[119]

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[119]Theresa Florence Pieronek, "Acquisition of Specific Critical Reading Skills and Development of Learning Style in an Individualized Reading Program and a Basal Reading Program," Dissertation Abstract International 35/01-A, 106.

Critique. This study was important to the present investigation because its chief focus was on the development of specific reading skills. These included the ability to identify (1) fact and opinion, (2) generalization, and (3) source reliability. In order for the students to do the foregoing tasks, however, they had to understand the printed page. Furthermore, there is no evidence that the material written by the researcher and used in the individualized reading program had been validated.

8. The Hoyt Study, 1973. In this study students in the ninth grade, identified as reluctant readers by teachers of junior high schools of Lewiston, Idaho, were assigned randomly to one of four classes of Communication Skills upon entering the tenth grade.

This study was done to evaluate the effect of an individualized reading program in conjunction with Communication Skills through Authorship (CSTA), developed at the University of Idaho, on the language experience of reluctant readers at the secondary level. In the CSTA each student had the opportunity to tape record a story of his own creation. This story was then used in the individualized reading program and for reading instruction in the follow-up activities such as writing skills, vocabulary-building exercises, creative writing and the keeping of a journal.

It was concluded from the results of the study that the Individualized Reading Program complemented by Communication Skills through Authorship was effective in improving

achievement in word meaning and paragraph meaning for reluctant readers at the secondary level.[120]

Critique. This study is important in that it delineates how a combination of program materials can be used in an individualized reading program. Caution must be observed however, in attributing the success or failure of a program such as this and/or solely specifically to the individualized reading program.

9. The Harwood Study, 1969. The purpose of this study was to compare an individualized remedial approach and a programmed remedial reading approach with selected junior high school students from the eighth and ninth grades. The material used for the programmed reading instruction was from the M. W. Sullivan's Programmed Reading series.

The students who were from a Minneapolis junior-senior high school during the 1967-68 school year, were assigned to groups by means of random selection. After instruction and testing it was concluded that there were no significant differences in progress between the experimental and control students.[121]

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[120]James Robert Hoyt, "Effects of an Individualized Reading Program and Communication Skills Through Authorship on the Language and Reading Experience of Reluctant Readers at the Secondary Level," (unpublished Doctoral dissertation, University of Idaho, 1973), pp. 1-177.

[121]Frederic Lee Harwood, "A Comparison of an Individualized Remedial Reading Approach and a Programmed Remedial Reading Approach with Selected Junior High School Students," Dissertation Abstracts International 30-08-A (1969), 3361.

Critique. This study is important to the present investigation in that individualized reading instruction was used as a means of remediation in reading. However, the findings revealed that as a means of remediation this approach is equalled by the M. W. Sullivan's Programmed Reading series. Although the results are comparable on the achievement scale, it would be profitable to discover which method was considered more interesting by the students.

10. The Liotta Study, 1967. This study was undertaken with the following three purposes in mind:

1. To develop a better understanding of both the individualized reading program and the ability group reading program, by examining their potentialities as presented by advocates, by discussing what the approaches entail, the similarities, the differences, the misconceptions, and the criticisms.

2. To interpret research findings.

3. To examine and present the study of progress of intermediate grade children, based on the hypothesis that individualized reading affects learning to a greater extent than ability group reading.

From the study it was concluded that the individual differences and needs of pupils can be served in either individualized reading or ability group reading. The conclusion can be drawn that:

In predominately middle-class elementary schools with able readers, whatever variations there are in individualized reading approaches that might affect

differences in teaching techniques, patterns of grouping, use of materials and self-selection activities, these did not result in consistently greater achievement for any group of children.[122]

Critique. The foregoing research study, while important to the present investigation in the general area of individualized reading versus ability grouping, certainly did not present any unique findings. Rather, it corroborated the preceding study. It should be viewed with some degree of caution since it dealt with children in a homogeneous grouping; perhaps, therefore, their needs and individual differences may not have varied greatly.

11. The Huser Study, 1965. In this study 264 subjects in grades four, five, and six were chosen to determine the effect of an individualized reading program versus a traditional textbook reading plan upon the attitude and achievement of these subjects. Half of the children were in the experimental group, while the other half remained in the control group. While children in the control group were given instruction as suggested by the basal textbook, the children in the experimental group had a period of reading each day from sixty to eighty minutes for three months. In the latter group, each child selected his own books, read for the teacher orally at the designated time, worked on needed skills and talked with the teacher about the book.

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[122]Casmiro Liotta, "Individualized Reading Versus Ability Group Reading in the Reading Growth of Intermediate Grade Children," Dissertation Abstract International 28/04-A (1967), 1343-1344.

In addition each child was given a special time of approximately five minutes to work with the teacher individually twice each week.

To determine the reading growth the subjects in both groups were given pretests and posttests. The instruments used were the California Reading Test, Attitude Toward Reading Test, and Attitude Toward Individualized Reading Test.

After examining the results of the tests it was concluded that the evidence appeared to support an individualized approach to reading--not on the grounds of greater achievement gains, but in terms of attitudes formed toward reading.[123]

Critique. Although this experiment did not reveal greater gains in reading using an individualized reading approach, it is, nevertheless, very important. In adult life, people do not read for the measured gains, but because they are interested in the material. Therefore, if a greater desire for reading can be developed in the child, then the method of individualized reading appears to be worthwhile.

12. The Parker Study, 1965. The stated purpose of this study was to investigate the effects of an individualized reading program on achievement of pupils from grades four,

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[123]Mary Kathryn Huser, "The Efficacy of Individualized Reading in Achievement and Attitude," Dissertation Abstracts International 26/05, p. 3547.

five, and six in eight public schools of St. Tammany Parish, Louisiana. The experimental classes used the Ginn and Company Basal Reading Program three days each week and the Science Research Associates Reading Laboratory the remaining two days. The control classes were taught by teachers, using the Ginn and Company Basal Reading Program every day throughout the semester the experiment lasted.

The "t-test" was used to determine whether to accept or reject the null hypothesis at the .05 level. Analysis of the data gathered showed that the experimental subjects achieved significantly higher gains at the .05 level in reading average and reading rate.[124]

Critique. The gain showed in this study was computed at the .05 level of significance; it would be interesting to note if these gains would still be significant at the .10 level of significance. However, this study is important, in that it shows that an individualized reading program, not using books by children's choice, but material selected by the teacher can also be effective.

Conclusions

An examination of the literature on individualized reading leads the present researcher to conclude that:

1. Opinions differ in the use of individualized

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[124]Clea Edward Parker, "The Effect of an Individualized Reading Program on Achievement in Reading," Dissertation Abstract International 26/08, p. 4394.

reading; some educators believe that it is the best method to provide for individual differences in the classroom. Others believe that it cannot be carried out effectively in a large class because of its demand on the teacher's time.

2.   In some cases, individualized reading proves to be a success.

3.   In other cases, there is no difference in achievement gains between other reading methods used and the individualized reading method.

4.   There is a variation in methodology, materials, and programs used in this approach; therefore, it is almost impossible to allegate all successes or failures to the individualized reading program.

5.   Some authorities in the field of reading believe that individualized reading does not and will not meet the requirements of a developmental reading program, because skills cannot be developed sequentially in such a program.

6.   Not all teachers accept this approach to reading instruction. They claim that too much time is required for record keeping and individual conferences.

7.   Teachers are not adequately trained to execute an individualized reading program.

8.   Some administrators claim that there is not enough money in the budget to purchase the number of books needed to undergird the individualized reading program.

9.   A number of reports suggest that an individualized reading promotes interest.

10. Since students read at their own rates, in the individualized reading program there is a tendency for them to have a better self-concept, resulting from the acquisition of success experienced in such a program.

11. The experiments cited in this investigation do not warrant the abandonment of the basal reader for the elementary school grades.

12. Much additional research in individualized reading is needed at the junior high school and senior high school levels.

COMPREHENSION AND VOCABULARY DEVELOPMENT

Many complex reading skills are involved in the decoding of the printed page. Among these are two crucial, interrelated ones--vocabulary development, and comprehension. These two important skills will be examined in this section.

Comprehension

Comprehension is a significant component of the reading process. It can be labeled the <u>ultimate goal</u> of the reading process. This idea is supported by Stauffer who states that "the goal of reading is apprehension to the fullest of that which is written."[125] Similarly, Flamond in showing the importance of the ability to comprehend fully, declares:

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[125]Russell G. Stauffer, "Rate of Comprehension," <u>New Perspectives in Reading Instruction</u>, ed. Albert J. Mazukiewicz (New York: Pitman Publishing Corporation, 1964), pp. 231-243.

All citizens of a democratic society need to be able to act critically. With this ability, they can weigh public issues and make intelligent choices, without it, they are too often at the mercy of demagogues.[126]

What then is this comprehension that is not only important to the reading process, but also has a direct influence on the reader's life? Kenneth S. Goodman describes it adequately in the following passage:

Like all language activities, reading has as its central purpose, effective communication of meaning. In the full sense, comprehension is the only objective of the reader. To the extent that he has this and continuously in view he is reading; to the extent that he loses comprehension as a goal he is doing something other than reading: saying sounds, naming words, manipulating language. This alone would be enough to justify the claim that instruction in reading must center on comprehension.[127]

Why is comprehension of such great importance in reading? Benjamin S. Bloom, in his classification of educational objectives gives us the key. His levels of cognitive development from the most basic to the most complex are as follows:

1) Knowledge

2) Comprehension

3) Application

4) Analysis

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[126]Ruth K. Falmond, "Critical Reading," in Mazukiewics, op. cit., pp. 256-261.

[127]Kenneth S. Goodman, "Comprehension-Centered Reading," Psychological Factors in the Teaching of Reading, ed. Eldon E. Edwall (Columbus, Ohio: Charles E. Merrill Publishing Company, 1973), pp. 292-302.

5) Synthesis

6) Evaluation[128]

In comparing the foregoing levels of cognitive development
with the reading process it is evident that a student needs
first a knowledge of words: but they must go beyond saying
sounds, naming words or manipulating language. He must be
able to comprehend the words. A person skillful in compre-
hension must also be able to apply, analyze, synthesize,
and evaluate what is read. Schwartz and Sheff support this
belief when they maintain that:

> . . . There is evidence that a good comprehender
> applies an ability to think and reason verbally to a
> variety of situations . . . one of the essential
> strengths in reading for meaning is the degree which
> the reader can be flexible or adaptable to the require-
> ments of the material read. . . . Children learn to
> predict outcomes, identify main ideas and supporting
> details and derive inferred meanings accurately.[129]

Since comprehension, therefore, involves many
integrated abilities, it is important to consider what
abilities an individual should possess in order to adequately
comprehend the printed page. Dechant addressed himself to
this area, and listed the following abilities as necessary
for good comprehension:

> 1. Associate experiences and meaning with the
> graphic symbol.

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[128]Benjamin S. Bloom, ed., Taxonomy of Educational
Objectives (New York: David McKay Company, Inc., 1956), p. 18.

[129]Elaine Schwartz and Alice Sheff, "Student Involve-
ment in Questioning for Comprehension," The Reading Teacher
29 (November, 1975), 150-154.

2. React to the sensory images (visual, auditory, kinesthetic, taste, smell) suggested by words.

3. Interpret verbal connotations and denotations.

4. Understand words in context and to select the meaning that fits the context.

5. Give meaning to units of increasing size: the phrase, clause, sentence, paragraph, and whole selection.

6. Detect and understand the main ideas.

7. Recognize significant details.

8. Interpret the organization.

9. Answer questions about a printed passage.

10. Follow directions.

11. Perceive relationships: part-whole, cause-effect; general-specific; place, sequence, size, and time.

12. Interpret figurative expressions.

13. Make inferences and draw conclusions, supply implied details, and evaluate what is read.

14. Identify and evaluate character traits, reactions, and motives.

15. Anticipate outcomes.

16. Recognize and understand the writer's purpose.

17. Recognize literary and semantic devices and identify tone, mood, and intent or purpose of the writer.

18. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.

19. Identify the antecedents of such words as who, same or they.

20. Retain ideas.

21. Apply ideas and integrate them with one's past experience.[130]

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[130]Emerald V. Dechant, Improving the Teaching of Reading 2d ed., (Englewood Cliffs: Prentice-Hall, 1970), p. 401.

Indeed, the foregoing indicates a set of very complex skills. In the face of such complexity one may wonder if, indeed, these skills can be fostered.

Many educators have agreed that they can be fostered, and some have suggested specific ways by which this can be done. For example, Dalman, et. al., have provided the following methods by which a child can be encouraged to develop comprehension skills. They point out that encouragement should be given to him, so that he does the following:

1. Read to find the main idea.

2. Read to select significant details.

3. Read to follow directions.

4. Read to answer questions.

5. Read to summarize and organize.

6. Read to arrive at generalizations.

7. Read to predict outcomes.

8. Read to evaluate critically.[131]

Another educator who has contributed techniques by which comprehension can be developed is Helen K. Smith.[132] She maintains that "comprehension is not something gained once and for all, but an ability that grows, changes, and deepens"--an ability that "living enriches . . . just as

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[131]Martha Dalman, et. al., The Teaching of Reading 4th ed.; (New York: Holt, Rinehart and Winston, Inc., 1974), pp. 167-170.

[132]Helen K. Smith,"Sequence in Comprehension," in Maxcikiewiez, op. cit., pp. 243-251.

it enriches living." She suggests that comprehension should be developed from the primary grades through the college years and into adult life. Further, she notes that this may be accomplished by the sequential development of the following skills:

    1.   To understand relevant and important details or facts.

    2.   To understand the main idea or central thought.

    3.   To understand sequency of time, place, ideas, events, or steps.

    4.   To follow directions.

    5.   To read for implied meaning and draw inferences.

    6.   To understand characterization and setting.

    7.   To sense relationship of time, place, cause and effect, events and characters within one or more selections.

    8.   To read to anticipate outcomes.

    9.   To read, to draw conclusions and to generalize.[133]

Another investigator, Burton, has pointed out specific conditions which may become obstacles when encountered by students in the course of their development of smooth, refined comprehension:

    1.   Pointing at words with a finger or pencil.

    2.   Weakness in following a line of type from left to right and in sweeping the eyes back from the end of one line to the beginning of the next.

    3.   Head movement in substitution for eye movement along lines of type.

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[133]Ibid., pp. 243-251.

4. Lip movement and subvocalization in reading.

5. Exclusive use of phonetic analysis.

6. Overlooking punctuation clues.

7. Failure to recognize and comprehend words quickly and easily.

8. Failure to interpret context clues readily or correctly, resulting in failure to select word meanings suited to the context.

9. Failure to comprehend phrases, sentences, paragraphs, and longer thought units readily.

10. Inability to disregard distraction, such as activities and conversation, within sight or hearing.[134]

Certainly, the teacher needs to be aware of the foregoing

and be skilled in the techniques helpful in alleviating

these potential problem areas.

Vocabulary Development

Pronouncing words is but one part of vocabulary work. One of the marks of an educated person is the breadth and depth of his meaning vocabulary. The adolescent should have acquired a sizeable stock of words which will enable an exact statement of his views and, in turn, an accurate interpretation of what he hears and reads. Therefore, no opportunity should be overlooked to extend, enrich, and refine pupil's vocabularies. Direct and vicarious experiences should contribute to new insights, to modified meanings, and to subtle connotations of words.[135]

The preceding paragraph reveals both the importance of

vocabulary efficiency, and its interrelatedness with

comprehension. It is a part of the complete whole. In

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[134]Burton, op. cit., pp. 243-251.

[135]Henry A. Bamman, et. al., <u>Reading Instruction in the Secondary School</u> (New York: Longman's Green and Co., 1961), p. 102.

order for one to comprehend a sentence or a paragraph he must have an idea of the meaning of the words that together form the composition. This idea of meaning can only occur through experience. "Association of meaning with a symbol cannot occur unless the person has had some experience, whether real or vicarious, with that something for which the symbol stands."[136]

Similarly Jackson states:

When we as teachers are trying to develop vocabulary we are dealing with the study of meaning. That takes us into the messy areas of semantics. We are attempting either to provide the student with the necessary experience or influene him to reflect upon previous experience in order to detect the consistencies or commonalities in his world. We are attempting to develop in the student significance or meaning from his various experiences, and to induce him to use symbols to represent or depict his resulting knowledge of the world around him.[137]

It follows then that pupils with a luxurious experiential background may have a greater ability to understand the printed page.

Since in one class it is quite possible to have children at varying levels of vocabulary development, educators must plan specific lessons to foster vocabulary development at each level. This premise is supported by Dechant. He Claims:

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[136]Dechant, op. cit., p. 363.

[137]Robert K. Jackson, "Does the World Need Another Article on Vocabulary Development," Reading Improvement 10 (Spring, 1973), 9-11.

Growth in meaning and vocabulary has many levels. The child must develop precision in meaning; he must become acquainted with multiple meanings; he must learn specific and generic meanings; he must interpret idiomatic expressions; and for successful speech and writing he must be able to call to mind the word needed and then apply it correctly.[138]

Educators seem to agree, then, that vocabulary development can be fostered. The problem, then, becomes "how to foster this important aspect of the reading process?" The following suggestions by Dechant should be noted:

1. Broaden your experiences. Be alert for new ideas and always learn to describe them in clean terminology. Read and discuss. Listen and write!

2. Develop a regular and systematic method of studying words.

3. Keep a vocabulary notebook, or 3 by 5 cards, in which you write the words you want to master. Include the pronunciation and meanings of the word.

4. Learn first the common meaning of the word. Gradually expand your knowledge to include special meanings.

5. Study the word in its context.

6. Associate the word with a mental picture.

7. Break the word into its basic elements--the root, prefix, and suffix. In the case of a compound break it into its simple words.

8. Associate the root word with its synonyms (words with similar meanings) and antonyms (words with opposite meanings).

9. Study carefully those words that are pronounced alike, but that have different spellings. Such words are called homonyms. Examples of these words are: f-a-r-e and f-a-i-r.

10. Use the new words in writing and in speech.

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[138]Ibid., p. 364.

11.   Develop an interest in the origin of words.

12.   Introduce yourself to the new words in the language; for example: boycott, carpool, de-icer, or three-D.

13.   Learn the fine shades of meanings of words. Instead of the word little, you may at time wish to use small, minute, microscopic, punt, tiny, petty, dwarfed, stunted, dimunitive, Liliputian, short, or miniature.

14.   Finally, study the technical vocabulary of your subject matter.[139]

In summary, focusing on vocabulary development, it is worthwhile to note the comments of Mattleman and Pflaum. They declare:

> Classroom activities should provide opportunities for children to begin to associate ideas iwth their graphic counterparts and to reinforce sound-symbol relationships. Regardless of the reading program in use or the age levels of children, daily inclusion of selected activities will help pair learning with pleasure and increase the reading vocabulary so necessary for school success.[140]

> In conclusion, it is suggested in this article that school programs should provide more instruction in vocabulary than is presently the case. Growth in meaning vocabulary occurs when new words are regularly added to existing vocabulary. Growth is also dependent upon increasing the in-depth understanding of words only superficially understood. While much instruction which aims at increasing the size of vocabulary is deductive in nature, it is recommended that teachers employ inductive exploratory techniques to expand knowledge of partially known terms.[141]

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[139]Ibid., pp. 397-398.

[140]Marciene S. Mattleman, "Building Reading Vocabulary: A Treat, Not a Treatment," Reading Teacher 27 (October, 1973-May, 1974), 51-53.

[141]Susanna W. Pflaum, "Expansion of Meaning Vocabulary: Strategies for Classroom Instruction," Elementary English 50 (January-April, 1973), 89-93.

MOTIVATION AND INTEREST IN READING

Motivation

Jerome Bruner refers to motivation as a factor of "deep importance"[142] to the learning process. He believes that all human beings are born with a "will to learn,"[143] but that casual learning takes place much easier than learning in an artificial sense. Learning in a structured form, he suggests:

> Is a problem that cannot be avoided, though it can be made manageable. . . . We will explore what kinds of factors lead to satisfaction in "educated learning," to pleasure in the practice of learning as it exists in the necessarily artificial atmosphere of the school.[144]

The problem of helping students to find this pleasure in learning appears to be one of the major concerns of educators today. For example, Frymier notes that "in an educational context, motivation to learn is that which gives direction and intensity to students' behavior in academic situations."[145] This statement is congruent with the views of Teevan and Smith who believe that motivation is that which activates

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[142]Jerome S. Bruner, Toward a Theory of Instruction (Cambridge, Massachusetts: The Balknap Press of Harvard University Press, 1973), p. 42.

[143]Ibid., p. 113.

[144]Ibid., p. 114.

[145]Jack R. Frymier, "Motivating Students to Learn," Psychological Factors in the Teaching of Reading, ed. Eldon E. E wall (Columbus, Ohio: Charles E. Merrill Publishing Company, 1973), pp. 161-165.

and directs behavior,[146] and also with Melton whose assumption is that "motivation is an essential condition of learning."[147] Consequently, the concern of educators, then, must be how to foster and channel this driving force that gives direction and intensity to the student.

Bruner believes that "the relationships between one who instructs and one who is instructed is never indifferent in its effect upon learning."[148] This statement appears to be substantiated by research. Frymier, to illustrate, reported a study in which students from the fifth, eighth, and eleventh grades were given questionnaires to complete, in an effort to find an answer to the question: "What is the greatest motivational factor of learning upon students?" The results of this study indicated that students were motivated by many factors, but as they grew older the teacher appeared to become one of the most dominant influences affecting this motivation. Frymier concluded his report with the following statement:

> Finally, teachers should consciously strive to use their personality as a major tool to implement their educational purposes. The vigorous impact of a dynamic personality upon a learner may do more to promote

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[146]Richard C. Teevan and Barry D. Smith, Motivation (New York: McGraw-Hill Book Company, 1967), p. 1.

[147]Arthur W. Melton, "Motivation and Learning," Studies in Motivation, ed. David C. McClelland (New York: Appleton-Century-Crofts, Inc., 1955), p. 424.

[148]Bruner, op. cit., p. 42.

motivation toward school than any amount of exhortation.[149]

Other educators who believe that teachers are important in providing a substantial motivational base to students assert:

A lack of motivation, then is not viewed as simply a characteristic of the student, but as a characteristic of the whole teaching environment. When a pupil is not motivated to work, the events of the classroom often have little or no reinforcement value on him, or else they are not contingent on the appropriate behaviors.[150]

Another study reported in Hooked on Books: Program and Proof by Daniel N. Fader and Elton B. McNeil[151] revealed that in reading, the types of instructional materials can also be used to enhance motivation. They reported that pupils, who were underachievers, responded adversely to books with hard covers; instead these pupils were motivated to read magazines and books with soft covers. They hypothesized that the soft-cover books were appealing to the students because they not only could be carried easily, but also appeared to offer an open invitation to be possessed.[152] Here, interest in the material itself, was designated as providing the impetus to read.

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[149]Frymier, op. cit., pp. 166-175.

[150]Marion Martin, Keith Schwyhart, and Ralph Wetzel, "Teaching Motivation in a High School Reading Program," Journal of Reading 11 (November, 1967), 111-121.

[151]Daniel N. Fader and Elton B. McNeil, Hooked on Books: Program and Proof (New York: G.P. Putnam's Sons, 1966), pp. 44-51.

[152]Ibid.

Galliland and Clark are in agreement with this last assumption. They state, "Interest is the motivating factor in learning. The child has many interests, and it is the function of the teacher to work with the child in discovering and in expressing these interests."[153]

Interest

The nature of interest has been the concern of investigators throughout the decades.[154] J. W. Getzels, in describing interest reiterated that it "is a characteristic disposition, organized through experience, which impels an individual to seek out particular objects, activities, understandings, skill or gaols for attention or acquisition."[155] Dechant believes that "interests arise through the interaction of our basic needs and the means we use to satisfy them."[156] He augments this statement by noting that:

> The child who is interested in reading is usually the child for whom reading satisfied the basic needs of self-esteem, esteem of others, curiosity, or the need for success and personal adequacy. . . . They determine whether the child will read, how much he will read and, in what area he will read.[157]

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[153]A. R. Galliland and E. L. Clark, Psychology of Individual Differences (New York: Prentice-Hall, Inc., 1939), p. 428.

[154]Author Unknown, "Research in Reading as Reviewed from 1933-1973," The Journal of Educational Research 67 (May-June, 1974), pp.

[155]J. W. Getzels, "The Problem of Interests: A Reconsideration," Reading Seventy-Five Years of Progress XXVIII (Chicago: The University of Chicago Press, 1966), 97-110.

[156]Dechant, op. cit., p. 94.

[157]Ibid., p. 94.

DeBoer and Dallman,[158] McKay,[159] and Veatch[160] have all
agreed that interest in the material plays an important
role in the child's desire to read. Other educators have
emphatically stated that interest should play a major role
in the learning process. Burton's statement seems to echo
the assumptions of these educators:

> The reading program should be built around his own
> centers of interest so that he will be motivated to
> learn; to read for different purposes, as for gaining
> information or obtaining enjoyment, to select suitable
> materials to read; and to apply the benefits of reading
> in everyday life.[161]

Some educators have appeared to be in agreement with the
point that interest in the material serves as a source of
motivation. It is, therefore, important that the teacher
determine the interests of students, so that he/she can
utilize this knowledge in leading them to a habit of life-
long reading.

Several studies have been accomplished in an attempt
to determine the reading interests of young people. In Iowa,
510 students in grades seven through twelve were asked the
kind of stories they would ask an author to write for them.
In the junior high school, the boys indicated a preference
for mystery, sports, science fiction, adventure, animals,

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[158]DeBoer and Dallman, op. cit., p. 29.

[159]McKay, op. cit., p. 84.

[160]Veatch, op. cit., p. 21.

[161]Burton, op. cit., p. 234.

and sea stories; however, a majority of the girls preferred the theme of romance. Other girls indicated an interest in mystery, career, and comedy situations.[162]

For over a period of twenty-five years Norvel investigated interests in reading in grades seven through twelve. Among his conclusions were the following:

1. Age and intelligence are not significant factors in the selection of materials for a given grade.

2. Differences in sex create a highly significant factor in the reading choices of boys and girls.

3. Girls like many books chosen by boys, but boys dislike many of those chosen by girls.

4. Boys like adventure, sports, mystery, humor, animals, and male characters.

5. Girls like adventure (without too much violence) patriotism, love, family life, school life, humor, animals, and both male and female characters in their reading.[163]

Certainly, one may conclude then that interest is an important catalyst to the learning process. Can this interest be developed? Shipley thinks it can. He states:

Effective motivation arises from children's interests, problems, and expressed purposes. Although we humans learn only what we want to learn, it is nevertheless true that interest in the unfamiliar can be developed by relating unknown to known interests.[164]

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[162]Mary L. Smith and Isabel N. Eno, "What Do They Really Want to Read?" The English Journal 5 (May, 1961), 343-345.

[163]Pilgrim and McAllister, op. cit., pp. 55-65.

[164]C. M. Shipley, et. al., A Synthesis of Teaching Methods (Toronto: McGraw-Hill Company of Canada Limited, 1965), p. 20.

Other educators not only believe that interest can be developed, but state further that the teacher is the deciding factor in whether or not it will be developed. For example, Eller has suggested that "When a teacher takes the trouble to present a pupil material that obviously reflects some concern for its interest, the situation can be very rewarding . . . there is probably no better way to reward and increase interest in reading."[165] Echoing this premise are Galliland and Clark, whose assumption is: "Interest is the motivating factor in learning. The child has many interests, and it is the function of the teacher to work with the child in discovering and in expressing these interests."[166]

Since it has been suggested by research and scholarly opinion that interests can be fostered, educators must be concerned with seeking ways to nurture this important aspect of the reading process. Authorities suggest that one of the most important methods of nurturing interest is very simply provided by the daily contact that the teacher has with the students.[167] Familiarity with their needs, experiential backgrounds, and goals will provide a wealth of information

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[165]William Eller, "Reading Interest: A Function of the Law of Effect," The Reading Teacher (December, 1959), pp. 115-120.

[166]Galliland and Clark, op. cit., p. 428.

[167]Deon O. Stevens, "Steps to Interest and Motivate the Reluctant Junior High School Student in Reading," Motivating Interest in Reading (International Reading Association, Utah Council, March, 1971), p. 51.

that can be utilized in selecting books to intrigue, and "hook" their interests. Similarly, the reading interests of children can easily be determined through question-naires.[168]

If students show no interest in reading, then it is suggested by the literature that the child's hobby be discussed and that the teacher build on this knowledge to interest the student in reading.[169]

Summary

The review of the literature concerning motivation and reading interests has revealed that both are very crucial, interrelated aspects of the reading process. Further, the literature has suggested that both can be enhanced by an alert teacher. Teachers, thus, should be encouraged to lure their students to new interests by obtaining a knowledge of the pupils' current needs, interests, and attitudes. Helpful, too, is the acquisition of a general knowledge of the psychology of the group with which the teacher is dealing.

When interest is determined, the teacher can then use that information to motivate the pupils, and once motivated the pupils will make an effort to read the material in which they are interested. Although much has been written about the use of overall interest as a general guide to reading, it is also believed that a knowledge of individual pupils will be very valuable to the teacher.

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[168]Ibid.   [169]Ibid.

No research can tell us all we need to know about our pupils' interests. We need to know the reading interests adolescents have in common, but we also need to be alert to what Henry and Jean are interested in reading on a certain day and what they would probably learn to like if we opened the gates to a wider, richer range of reading experiences.[170]

REMEDIAL READING IN THE JUNIOR HIGH SCHOOL

Both Artley[171] and Labor[172] have attested to the fact that research in reading is extremely sparse at the junior and senior high school levels. This paucity of research may in fact be due to lack of preparation of secondary school teachers in the field of reading. Bader[173] believes that although it has long been established that wide differences in reading abilities are present on the junior and senior high school levels, secondary teachers have received little, and in most cases, no instruction in guiding the reading skills of their students.

The following study by Harold H. Roeder and Marcia A. Roeder published in May, 1974, supports Bader's assumption. The chief purpose of the study was to ascertain how many accredited, four year colleges and universities in each of the fifty states and the District of Columbia

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[170]Artley, op. cit., p. 85.

[171]Ibid., p. 71.

[172]Labor, op. cit., pp. 139-157.

[173]Lois A. Bader, "Preparing Future Secondary Teachers in Reading," Journal of Reading 7 (April, 1972) 492-495.

required prospective secondary and junior high school teachers to complete a course in the teaching of reading before they obtained certification. The results revealed that at the secondary level, 79.1 percent of the colleges and universities contacted, had no requirements for their students to take a reading course; at the junior high school level, 70 percent of these institutions of higher learning had no requirements for their students to take a course in reading. Only thirty percent of these teacher-training institutions required their students to take from one to four or five semester hours in reading.[174]

This foregoing study indicates that Austin's recommendation of 1961 has been virtually ignored. In 1961 she recommended in The Torch Lighters that "a course in basic reading instruction be required of all prospective secondary school teachers."[175]

Although there seems to be general neglect in the preparation of secondary school teachers in the area of reading, some educators have succeeded in implementing remedial reading programs in the junior high school. One such program was reported by Ron Soverly, Alex Soverly,

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[174]Harold H. Roeder and Marcia A. Roeder, "1,000,000 Reasons for Improving Preparation of Secondary Teachers," Journal of Reading 8 (May, 1974), 604-607.

[175]Mary C. Austin, et. al., The Torch Lighters (Cambridge: Harvard University Press, 1961), p. 477.

Art Giannini, and Walter Matusik.[176] This program was implemented in Block, an inner city junior high school in East Chicago. The implementation of this program was prompted because, according to the investigators,

> By the time many students get to Block, they have suffered years of embarrassment and frustration resulting from minimal reading skills. They have no desire to open a book. They will not. If pushed into doing so, they will completely turn off the teacher.[177]

In the above study, to help facilitate the reading process, when the students refused to open a book, the researchers used a newspaper instead. This technique was reported as successful because the students had a desire to keep abreast with current information. Students were also interested because of the variety of relevant topics found in a newspaper. Some of these topics which the investigators utilized as the basis of discussions were: (1) awareness of the problems of our society, (2) relations between different races, and (3) the importance of knowing enough to hold down a job. After a period of three years the researchers had nothing but praise for the positive results obtained from the method. They concluded, "If we, as educators, could only carry this interest into all parts of the learning experience, we would have a powerful motivating tool. The newspaper is

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[176]Ron Soverly, et. al., "The Newspaper as a Tool for Teaching Kids to Read," _Phi Delta Kappan_ 57 (December, 1975), 260-261.

[177]Ibid.

the textbook of tomorrow. Why not use it today to build a better future?"[178]

Other investigators have concentrated on implementing remedial reading programs at the secondary level. Artley reported that a study was done which included forty remedial readers from a junior high school. These students had I.Q.'s of ninety or above and were two years retarded in reading. The program labeled "Reading Enrichment" was not described in detail, but the authors felt that the students made favorable gains. They admonished that, "These slow readers have been accustomed to so much criticism, both from teachers and parents, that we cannot stress strongly enough that praise and encouragement will make a vast difference in the way they will respond."[179]

In offering suggestions for the implementation of a remedial program, Karlin has indicated that, if remedial reading is to be effective, then the psychological principles of learning should be applied to such a program. These psychological principles are:

1. Learner's needs--an adequate program of appraisal should delineate the learner's particular strengths should build upon strengths and focus on weaknesses.

2. Successful experiences--instruction should be procided on the level at which the learner can profit from it with success.

3. Guided learning--careful instruction should be followed by meaningful practice.

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[178]Ibid.

[179]Artley, op. cit., p. 45.

4. Meaningful learning--that which is to be taught should be presented in sequence and order of difficulty.

5. Interference--the learning climate should reflect patience, understanding, and firmness. At every stage, teaching procedures should facilitate, rather than impede learning.

6. Transfer--reading skills that are taught and practiced should be used functionally in varied situations.

7. Organization--teaching should be differentiated or individualized within instructional groups.

8. Interest--instruction should be provided through content that is interesting to the learner.[180]

Florence G. Roswell in reflecting on remedial reading has stated that there are many retarded readers in the junior high school and that "it is apparent that schools must develop programs suited to such children's needs."[181]

The consensus of the opinion of educators seems to be:

The remedial reading program can be successful if a well-trained remedial teacher is provided, if adequate materials are available, if space is provided specifically for the program, and if sufficient time is allotted to the program. Much of the success of the program will depend on the attitude of teachers, administrators, and students toward the necessity of supporting such a program for those students who otherwise are doomed to continuous failure in the secondary classroom.[182]

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[180]Ibid., pp. 47-48.

[181]Florence G. Roswell, "Improved Diagnostic Procedures in Reading at the Junior High School," Proceedings of the International Reading Association, ed. J. A. Figurel X (1965), 180-181.

[182]Henry A. Bamman, Reading Instruction in the Secondary Schools (New York: Longman's, Green and Co., 1961), pp. 234-235.

Summary

The studies in this section have led to very interesting findings. In the majority of cases, where an individualized reading method was used, the reported gain was in interest rather than in achievement. One should not infer, however, that because of the gain in interest rather than achievement in reading that the individualized reading method should be considered ineffective, nor has it been, for there is today a resurgence of interest in this method. Paul Witty has suggested in the following statement the reason behind this resurgence:

> A second factor is probably the growing recognition of the failure of many boys and girls to develop a permanent interest in reading as a leisure pursuit. It is pointed out that many pupils read very little on their own. Not only do large numbers of elementary school pupils show little interest in independent reading but high school pupils have also been found to hold reading in relatively low esteem (as judged by the amount of reading they do independently). Moreover, it has shown that relatively few adults read widely.[183]

Another interesting fact that was gleaned from the literature was the importance of the teacher in promoting the overall learning process and the reading development of the pupil. In motivation, interest, and remedial reading it was suggested that the "motivating force in an effective reading program is the teacher."[184] Kohl reaffirms this by suggesting that if the teacher is not interested in reading

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[183]Paul Witty, op. cit.

[184]Blanche Hope Smith, "The Disadvantaged Can Succeed," Reading Improvement VI (Fall, 1969), 23-29.

as a pleasurable activity then he should not attempt to teach reading.[185] Supporting the premise of the importance of the teacher Jack W. Humphrey states, "The very heart of the remedial reading program is a teacher, working closely with children to help them become better readers."[186]

From the review of the literature then, it can be assumed that what is needed today is not more and better reading programs, but more and better teachers of reading.

Chapter 2 has provided a review of the literature pertinent to individualized reading in the junior high school in the following four categories: (1) Individualized Reading, (2) Comprehension and Vocabulary Development, (3) Motivation and Interest in Reading, and (4) Remedial Reading.

The research design and the procedure which were used in the present study will be presented in Chapter 3.

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[185]Herbert Kohl, Reading: How To (New York: E. P. Dutton & Co., Inc., 1973), pp. 172-173.

[186]Jack W. Humphrey, "Remedial Programs: Can They Be Justified," Journal of Reading 15 (October, 1971), 50-53.

Chapter 3

THE DESIGN AND PROCEDURE OF THE STUDY

The design and procedure of the study, briefly
outlined in Chapter 1, will be presented below under
sections delineating the following: (1) Overview,
(2) Setting of the Study, (3) Sample and Population,
(4) Research Design and Testing Instruments, (5) Individu-
alized Reading Procedure, (6) Analysis of Statistical
Data, and (7) Summary.

OVERVIEW

This study was designed to investigate the hypothesis
that if a reading program is based on individual interest,
those individuals participating in the program will be
motivated to read; consequently, they will make greater
gains in reading skills--vocabulary and comprehension--
than those taught by a non-individualized approach.

SETTING OF THE STUDY

The setting of the study was in the Stockton
Unified School District, Stockton, California. Stockton
is located in the heart of the San Joaquin Valley. In
1973 the population within the city limits was 117,900. At
present it is the seat of government for the San Joaquin

County. Stockton's school community is composed of many
ethnic groups, as evidenced by the Chambers' and Jennings'
study of 1975.[187]

The researcher initially presented the study to
Mr. James L. Shannon, Associate Superintendent, Mrs. Joanne
Miller, Coordinator of Research and Evaluation, Stockton
Unified School District, and Mrs. George Xenos, Principal,
Hamilton Junior High School. Both verbal and written
permission were secured from those contacted to conduct
the study at Hamilton Junior High School.

<div align="center">SAMPLE AND POPULATION</div>

From the total Hamilton Junior High School population
the researcher selected two control and two experimental
groups to participate in the study. The three selection
criteria for each group were as follows: (1) that the
students be in the seventh grade, (2) that the students be
Black, and (3) that the students be at least two years below
national norms in reading achievement.

This experimental accessible population was utilized
with the knowledge that the results of this experiment
"might apply only for those special sorts of persons from

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[187]Dewey W. Chambers and Shirley W. Jennings, The
Achievement Patterns of Eight Linguistic Sets of Children
in a Pluralistic Community (Stockton, California: University
of the Pacific Bureau of Research and Field Services, 1975),
p. 1.

whom the experimental subjects were selected and not for some larger population of persons."[188]

Hamilton Junior High School is situated in the southern section of Stockton and for the 1974-75 school year had a total of 1,305 students. It ranks in the lowest socio-economic strata of the district. The ethnic composition, for the same year, as taken directly from district records was as follows:

Table 1

Ethnic Composition

Ethnic Group	Number	Percentage
American Indians	4	0.3
Black	493	37.8
Oriental	23	1.8
Spanish Surname	493	37.8
Filipino	47	3.6
Other Minorities	5	0.4
White (other than Spanish)	240	18.4 (SIC)

Source:

Racial and Ethnic Report of the Stockton Unified School District, October 15, 1974.

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[188]Glenn H. Bracht and Gene V. Glass, "The External Validity of Experiments," American Educational Research Journal (November, 1968), pp. 437-467.

Selection of Grade Level

After carefully researching the literature, it was found that a paucity of information existed in the field of reading in relation to the junior high school. Kinneary and Rutherford have stated that in the junior high school:

> Research evidence that relates specifically to reading instruction for disadvantaged pupils is quite limited. The evidence that is available is lacking in continuity and sequence and is certainly inconclusive.[189]

Therefore, the researcher chose seventh grade students for participation in this study.

The subjects were chosen for the following reasons: (1) Since the reading program under investigation in this study was based on interest, the current researcher assumed that a homogeneous grouping would have similar interests; consequently, fewer books would be required for the study, and (2) since it is believed by some educators that "the fact of reading failure (among Black children) is so general, and so widespread"[190] the researcher assumed it would be profitable to work with Black children.

Selection of Underachievers in Reading

In addition to the foregoing selection criteria, all of the subjects selected for the experiment were previously placed in a remedial reading class.

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[189]Cames L. Kinneary and William L. Rutherford, "Implications for Teachers: Junior High School Level Grades 7-9," Reading for the Disadvantaged: Problems of Linguistically Different Learners, ed. Thomas D. Horn (New York: Harcourt Brace and World Inc., 1970), pp. 199-210.

[190]Labov, op. cit., pp. 139-157.

RESEARCH DESIGN AND TESTING INSTRUMENTS

Thirty-nine, Black, seventh grade students were randomly selected from those who had reading scores two or more years below the seventh grade reading level. These students were randomly assigned to four groups: two experimental groups and two control groups. The two control groups remained with their regular teachers and the researcher had no contact with them. The two experimental groups were taught by the researcher one period per day, (45 minutes per period), five days per week for ten weeks during the months of March, April, and May, 1975.

Testing Instrument

The testing instrument used for measuring vocabulary and comprehension was the Metropolitan Achievement Tests, Intermediate, Form F., by Walter N. Durost, et. al. According to the Sixth Mental Measurements Yearbook the "reliability for each subtest is good (.79 to .96) and a measure of validity has been obtained through careful study of curricula judgment of experts and repeated experimentation."[191]

INDIVIDUALIZED READING PROCEDURE

The individualized reading procedure used in the study is described on the following pages under the headings:

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[191]Oscar Krisen Burors, ed., The Sixth Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1965), pp. 797-798.

(1) Pretesting, (2) Assignment to Groups, (3) Interest
Inventory, (4) General Description of Group One, (5) General
Description of Group Two, (6) Field Trip to the Mall,
(7) Control Groups, (8) School Facilities, (9) The Library,
(10) Posttest, and (11) Statistical Procedures.

Pretesting

The first pretest was administered to thirty-nine,
seventh grade students at Hamilton Junior High School,
Stockton, California, on Tuesday, March 4, 1975. This
test was administered by one of the counselors of the
school. The researcher had planned to have the nine others
tested the following day.

Assignment to Groups

On March 5, 1975, the researcher, in conjunction
with the Principal, Mr. Xenos, randomly assigned the subjects
to four groups. As a result, nine subjects were placed
randomly in groups and six others were selected by use of
random numbers to complete the two groups. Each experimental
group consisted of twelve subjects.

Although the investigator believed that the pretest
would be given on March 5, 1975, in fact, it was not given
until April 7, 1975; consequently, those pupils who were
tested late could not be included in the experiment.

Interest Inventory

The interest inventory was administered to all twenty-four students in both experimental groups on March 5, 1975. Figures 1-4 in Chapter 4 indicate the results of this interest inventory.

Choice of Books

After carefully studying the results of the interest inventory test and consulting with the coordinator of Children's Services[192] from the San Joaquin Public Library, the researcher selected the following books to be utilized in the individualized reading program:

1. Young and Black in America by Julius Lester.

2. Snow Ball by August and Jansen.

3. Who Looks at Me by Alexander Kae Pace.

4. African Heroes by William Stabbs.

5. The Looking Down Game by Leigh Dean.

6. Rockets Satellites and Space Travel by Jack Leggins and Flatcher Prett.

7. Animals 2 by 2 by Lawrence Lowery.

8. Track and Field for Boys by Payton Jordon.

9. Reptiles and Amphibians by Robert M. Smith and S. Zin.

10. 20,000 Leagues Under the Sea by Jules Vern.

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[192]Consultation with Mrs. Ethel Ambrose, Coordinator of Children's Services, Stockton-San Joaquin County Public Library, Stockton, California, March 5, 1975.

11.   The Two Little Bears by Ylla.

12.   Electricity by Jerome J. Notkin.

13.   Reggie's No Good Bird by Nellie Burchardt.

14.   Lonesome Boy by Anna Bontemps.

15.   The First Book of Automobiles by Carl H.
Turnquist.

16.   Aesop's Fables by Ann McGovern.

These books were obtained from the following libraries:

1.   The San Joaquin Public Library.

2.   The University of the Pacific Library.

3.   The Library of the University of the Pacific.

Each child was then encouraged to select a book from the
foregoing list.

Description of Researcher's Work
   With Experimental Group One

One experimental group consisted of twelve boys who
were very playful and energetic. They would constantly push
each other physically and verbally abuse each other; conse-
quently, they would do no work without the researcher's
undivided attention. Initially, ten of the twelve subjects
would not listen while the researcher talked, and one said
he did not want to remain in the class because it caused
a separation from his girl friend. Four of the twelve
subjects remarked that they did not want to be placed in
"this special reading" group. Although the researcher
assured them that their inclusion in this group was not a
reflection of their inability to read, they appeared to know

their own capabilities since they concluded that they were in the group because they could not read very well.

Because of the nature of this experimental group of subjects, it was necessary to make a special effort in the "affective domain." First, it seemed essential to establish a rapport between the researcher and the students. For the foregoing reason, the following specific steps were outlined and implemented:

1. The researcher and the students determined three rules to guide classroom behavior. The students agreed on the following:

a. We should not tease each other by calling one another names.

b. We should not shoot paper-bullets at each other.

c. We should listen when one person is speaking. These were written in a corner of the chalkboard.

2. The researcher initiated grouping activities that were designed to counteract the non-cooperative and anti-social behavior of the subjects in the experimental group. For example, after reading Left Handed Teaching: Lessons in Affective Education by Gloria A. Castillo, the researcher modified one of her suggestions on communication.[193] The modified version as it was applied by the researcher in the classroom follows:

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[193]Castillo, op. cit., pp. 109-122.

First the students were seated in a circle. One
person was asked to begin a story; the person seated on his
right was then asked to continue the story following the
same trend of thought that the initial speaker had projected.
Initially, there were no subject volunteers; thus, it was
necessary for the researcher to begin the story as follows:
"This morning on my way to school . . ." The subjects then
contributed the following: (Each person's contribution is
noted in quotations). "I saw two men running . . ." "One
had a gun . . ." "They went into a bar . . ." "and I heard
five shots . . ." "I looked around the corner . . ." "and
saw a man bleeding . . ." "The man was drunk and was crying
. . ." "the robbers had taken all his money." At this point
the researcher tried to change the theme of the story by
saying, "Then I saw a beautiful lady who claimed that he
was her father; she kissed him." The subjects continued,
". . . and she took him home and took away the rest of his
money . . ." "She went out, bought some liquor and got
drunk too . . ."

3. The researcher developed individualized word
attack skill sheets after listening to each boy read each
day (see Appendix D for sample skill sheets). This
individual contact with each subject by the investigator
was an essential link in building rapport. For example,
as the subjects continued to read in their selected indi-
vidual books, two of the subjects reading from Reader's
Digest, Grade I, encountered difficulty with words such as

"sits," "white," and "long." The researcher, therefore, **deve**loped word attack skill sheets represented by the following:

<u>it</u>	<u>ite</u>	<u>ong</u>
pit	white	long
sit	site	song
lit	kite	fong
kit	mite	wrong
hit	write	tong
mit		Kong

4. On March 14, 1975, another lesson in the affective domain was initiated by the researcher. Here, the researcher sat in a circle with all of the subjects at 11:00 a.m. and ate brunch. This seemed to be a critical turning point in the researcher's relations with the students, since it was only after this activity that the researcher felt fully accepted by the boys. Acceptance was indicated on that day when all of the boys lingered after class and wished the researcher a pleasant week-end. From that specific day's event until the end of the experimental period, daily, different boys ran to meet the investigator, and offered to carry her briefcase and other books to and from her car at each class session.

5. The researcher read orally to the subjects each day of the experiment. Not only was this necessary because of the low reading ability of the boys, but again, it was a

planned activity within the realm of the affective domain. The book entitled the <u>Five Chinese Brothers</u> captivated their interest and they volunteered to write the story in their own words (see Appendix E--it must be noted, that the work of the students in the various appendices, is included intact, including errors in spelling, punctuation and syntax). Here, again, the fact that they <u>volunteered</u> an effort, was an important indicator that the researcher was succeeding in her efforts to build not only interest, but a rapport with her students.

From their writing it was noted that they did not know the difference between "their" and "there;" therefore, one lesson was developed focusing on homonyms, words that sound alike but have a different spelling and a different meaning. Some of these words were:

their	there
here	hear
hair	heir
weight	wait
waste	waist

At the students' suggestion they also converted idiomatic expressions into standard English, e.g., "nose-snot" into mucus.

Another book the students enjoyed listening to was <u>Black Beauty</u>. Excerpts from this book were read frequently. The investigator gave comprehension questions from this book

to help the students interpret the literature (see Appendix F).

6. Proceeding further in the area of the affective domain, the researcher recognized that it was necessary to give the subjects a chance for success in order to build their self-confidence. Because of this, some of the books chosen by the researcher were far below the seventh grade reading level. Several of the students in this category deserve specific mention. For example, one boy in particular, J. M., started out to read at the preprimer level. His counselor reported to the researcher that in group therapy J. M. was observed to have a very low self-concept.[194] She also stated he was very bitter towards policemen, because an uncle of his had been killed recently by a policeman. Apparently, the boy had observed all of this. Both his teacher and his counselor attested to the fact that he refused to try. One interesting incident was observed by the researcher. One day when J. M. was reading he came to the word "policeman" and refused to say it, although the researcher tried to encourage him to do so. Instead of saying the word, he said, "skip it." J. M. demanded constant undivided attention. Although the researcher was unable to be with him as much as he demanded, both his attitude and

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[194]Consultation with a counselor at Hamilton Junior High School, Stockton, California, March 19, 1976.

his self-concept improved. This improvement was revealed by the following:

a. His pretest score was 3.1 on the <u>Metropolitan Reading Achievement Test</u>, and his posttest score was 4.1.

b. During the time of the experiment he went to the library, checked books out on his own initiative, and would bring these books to class and show them to the researcher.

c. As soon as he mastered a few pages in his book he would go to his regular teacher and read to her.

d. His teacher gave the following statement to the researcher.

> The greatest improvement in the boys who went to a smaller reading class has shown up in one particular boy, J. M. The chance for him to get to work on a one to one ratio helped his ego. J. M. has been shoved on and never required to succeed so he never really tried. Since he has been back in the classroom he has been working hard and trying to please. J. M. needed a taste of success so that he could begin to move ahead (see Appendix G for complete statement by teacher).

Again, D. G. and R. C. were two boys who came from the emotionally disturbed class. The researcher did not know this until four weeks after the research had started. Both worked very little on their own but eventually R. C. went to the library to get books without the researcher's prompting.

All of the boys appeared to like to read short, simple articles provided by the researcher for class discussion. During these times they would constantly "rib and jive" each other. Because of this "ribbing and jiving,"

oral book reports were not very successful. They would be interspersed with shouts of "stand up straight nigger," or "D., why ya so ugly?" D. would reply in the middle of a report "ugly like you, madda." Because of these and other incidents the researcher deemed it necessary to maintain individual oral conferences rather than group reports on books.

Description of Researcher's Work With Experimental Group Two

The second experimental group consisted of four boys and eight girls. Unlike the aforementioned group, this experimental group appeared to be very cooperative and eager to participate in the class.

After each child had chosen a book the researcher worked with each one individually. During individual conferences it was discovered that ten of the twelve subjects needed improvement in word-attack skills. It was also discovered that one of the girls substituted a word for any word she did not know. She would just say a word whether or not it was congruous with the context of the passage. Two of the boys became frustrated very easily and would stop reading on any encounter with a difficult word. Therefore, subsequent individual conferences consisted of the following programs:

1. Helping subjects work with the dictionary.

2. Helping subjects overcome specific difficulties in word attack skills and comprehension skills.

3. Discussing content of material read with subjects.

4. Asking oral questions to test comprehension.

Similarly, as in the first experimental group, all twelve subjects here seemed to lack confidence in their ability to read. Initially no one wanted to read if the researcher was not listening. One of the girls explicitly said, "I do not want to read by myself, because I cannot read." Yet after the researcher provided one-to-one individual attention she read for thirty-five minutes during one class period.

Because these subjects appeared so cooperative the researcher requested a feed-back from them regarding the class. On March 13, 1975, they were asked to describe the class to a friend. They did so (see Appendix H).

All twelve subjects in the second experimental group needed not only much emphasis on reading skills, but on writing skills as well. They had been in their classes since September, 1974, and had been accustomed to doing their written work during their reading period. To accommodate this need the researcher used material from the students' reading to provide written work for them. For example, the following words appeared to give difficulty to different students in class when they were encountered in their reading:

charitable

conduct

inpure

demolish

    purposely

    bribe

    establish

    portion

    ungrateful

    version

Therefore, for one group activity these words were studied
both for dictionary meaning and in context. After this was
completed an assignment was given. (See Appendix I for
this and other exercises given.)

Field Trip to the Mall

As a final activity for both experimental groups on
May 16, 1975, the researcher took twenty of the subjects
who started the project to the Weberstown Mall, Stockton,
California, to a bookstore to purchase a book or books not
costing more than three dollars. This project was financed
through donations obtained by the researcher. The students
were very pleased with the idea. After the students purchased
their books they went to the Electric Carousel, a play area
in the Mall, and seemed to have a very enjoyable time. Upon
their return from the mall, the students wrote about their
adventure (see Appendix J).

Control Groups

The control groups attended their regular classes
and the researcher had absolutely no contact with them.

School Facilities

Two separate rooms at Hamilton Junior High School were assigned to the researcher for the implementation of the individualized reading program. It must be noted however, that these rooms also permanently housed the following: (1) math classes, (2) reading classes, and (3) history classes. This proved to be a severe limitation to the investigation. Tight scheduling prevented the researcher from establishing a permanent, secure environment to which the students in the experiment could retreat; further, there was no room to display work done by the students.

The Library

A vast majority of the books used in this project were obtained from libraries. The libraries used in this project were: (1) The san Joaquin Public Library, (2) The University of the Pacific Library--Children's Section, (3) The Library of the University of the Pacific Reading Clinic, and (4) The Hamilton Junior High School Library.

The researcher checked out the books from the first three libraries, while the students themselves went to the Hamilton Junior High School Library. The librarian in the Hamilton Junior High School Library was extremely helpful in aiding the students to select individualized reading material.

Posttest

The posttest, which should have been given during the last week of the scheduled session in May, 1975, was administered one week later on June 4, 1975. This delay was prompted by a teachers' strike affecting the entire Stockton Unified School District, which took place May 26, 1975. Thirty of the original thirty-nine students who took the pretest were available for the posttest.

Statistical Procedures

The analysis of covariance procedures were used to ascertain whether the gains made by the experimental groups exceeded those of the control groups. The level of significance adapted for this procedure was the .10 level. This level gives a more defensible balance between probabilities of type 1 and type 2 errors.[195]

The computer facilities, housed on the campus of the University of the Pacific, were utilized to perform the statistical analyses of variance--specifically, the Burroughs B6700 was of major importance here.

Summary

The third chapter has outlined the design and procedure of the study given in the following six sections (1) overview, (2) setting, (3) sample and population,

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[195]William L. Hays, Statitic 4 (New York: Holt, Rinehart and Winston, 1967), p. 280.

(4) research design and testing instruments, (5) individual-
ized reading procedures, and (6) analysis of statistical
data.

The study took place in the Stockton Unified School
District, Stockton, California. Thirty-nine, Black,
seventh grade students from Hamilton Junior High School
participated in the study for a period of ten weeks.

The study was designed to investigate the hypothesis
that if a reading program is based on individual interest,
those individuals participating in an individualized reading
program will be motivated to read; consequently, they will
make greater gains in reading skills--vocabulary and compre-
hension--than those taught by a non-individualized approach.

Two additional chapters complete the remainder of
this study. They are as follows: Chapter 4, Analysis of
the Data, and Chapter 5, Summary of the Investigation and
Recommendations for Further Study.

Chapter 4

ANALYSIS OF THE DATA

OVERVIEW

This experimental study was done to investigate the hypothesis that if a reading program is based on individual interest, participants in the program will be motivated to read. As a result of this motivation, they will make greater gains in vocabulary, comprehension and total reading scores, than those taught by a non-individualized approach.

Thirty-nine, Black, seventh grade students were randomly selected from those who had reading scores two or more years below the seventh grade reading level. These students were randomly assigned to four groups: two experimental groups and two control groups. The two control groups remained with their regular teachers and the investigator had no contact with them. The two experimental groups were taught by the researcher one period per day, (45 minutes per period), five days per week for ten weeks during the months of March, April, and May, 1975.

MEASUREMENT OF STUDENTS' INTEREST

The Interest Inventory Survey (see Appendix C) was administered to the students in the two experimental groups

by the present researcher one day prior to any initiation

of planned instruction. The Interest Inventory utilized in

this study was a modified form of one designed by Heath W.

Lowry. This inventory was administered in order that materials

based on the stated interests of the students, could be

obtained for use in selecting books and other reading

materials to be used in the program. Figures 1-4 communicate

the derived information concerning the students' interests

obtained from this Interest Inventory.

The general areas of interest indicated by the

Reading Interest Inventory survey were as follows:

(1) Social Sciences, (2) Effective Living, (3) Natural

Sciences, and (4) Special Types of Literature. The choice

of each student was measured on a 5-point scale ranging from

liking a book very much to liking it almost none.

In the area of "Social Sciences" there were books

in the following five categories: (a) industries, (b) inven-

tions, (c) travel, (d) other lands, and (e) people. As

indicated in Figure 1, for the boys, most interest was

expressed in books about travel, other lands, and people.

The girls expressed a similar pattern of interest but with

less intensity.

"Effective Living" also had books in the five

categories. These were: (a) sports and games, (b) art and

music, (c) health and character growth, (d) success and

careers, and (e) vocations. Sports and games, art and music,

and vocation were rated highest for the boys. Books
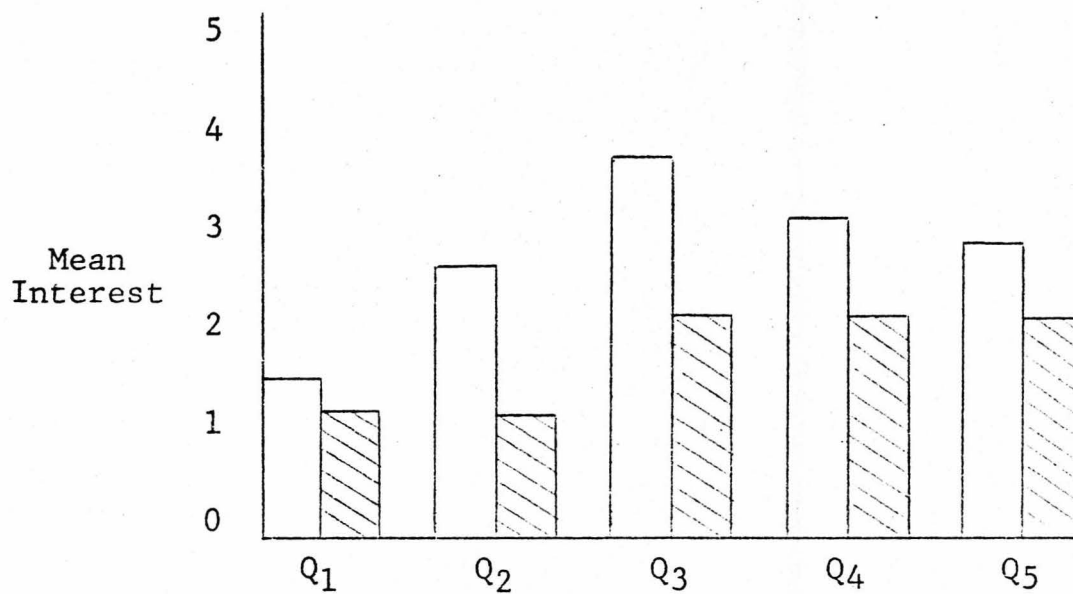
= Boys

= Girls

Q_1 = Industries

Q_2 = Inventions and Machines

Q_3 = Travel and Transportation

Q_4 = Other Lands

Q_5 = People

Figure 1

A Profile of the Interests in Areas of Social
Sciences Expressed by the Experimental
Group Students (N=24)
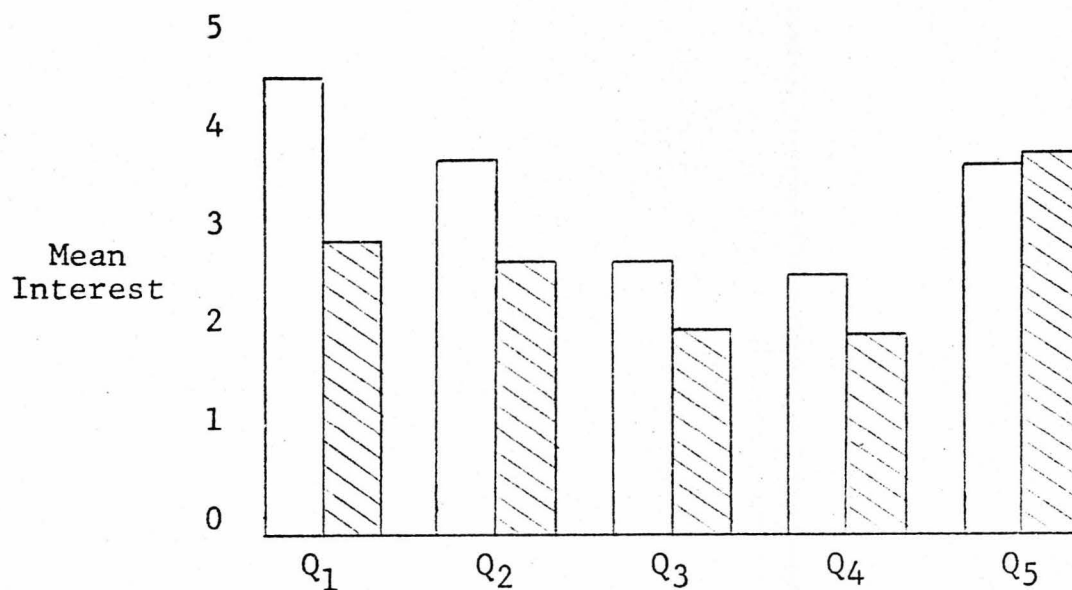
= Boys

= Girls

Q_1 = Sports and Games

Q_2 = Art and Music

Q_3 = Health and Character Growth

Q_4 = Success and Careers

Q_5 = Vocations

Figure 2

A Profile of the Interests in Areas
of Effective Living Expressed
by the Experimental Group
Students (N=24)
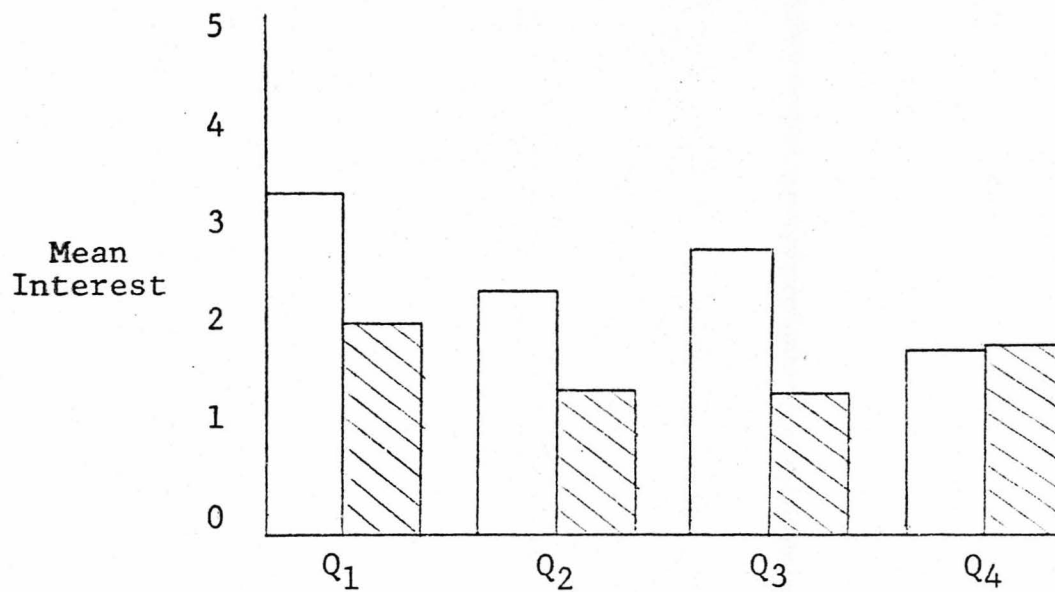
Figure 3

A Profile of the Interests in Areas of Natural
Sciences Expressed by the Experimental
Group Students (N=24)
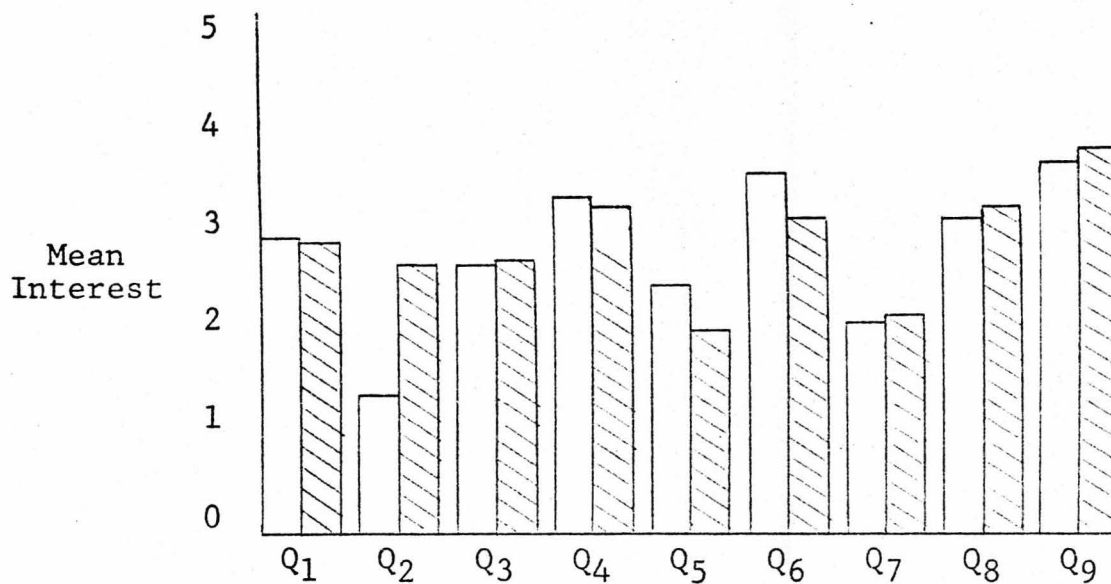
= Boys

= Girls

Q_1 = Religion and the Bible

Q_2 = Home and School

Q_3 = Myths, Fairy Tales & Folklore

Q_4 = Adventure

Q_5 = Mystery

Q_6 = Romance

Q_7 = Humor and Fancy

Q_8 = Rhyme: Poetry

Q_9 = Black Experience

Figure 4

A Profile of the Interests in Areas of Special
Types of Literature Expressed by the
Experimental Group Students (N=24)

focusing on health, character growth, success, and careers did not hold as much interest for the boys as the previous three categories. The girls expressed most interest in books pertaining to vocations.

"Natural Sciences" consisted of books in four categories: (a) animals, (b) earth, (c) plant life, and (d) other sciences. The boys showed a preference for animal books, while the girls indicated little interest in any of these areas.

"Special Types of Literature" consisted of books in nine categories: (a) religion and the Bible, (b) home and school, (c) myths, fairy tales, and folklore, (d) adventure, (e) mystery, (f) romance, (g) humor and fancy, (h) rhyme: poetry, and (i) Black experience.

Both boys and girls expressed most interest in books on the Black experience, adventure, poetry, and romance. In only one area, "books relating to special types of literature," did the girls express as high an interest level as the boys.

MEASUREMENT OF THE STUDENTS' READING ACHIEVEMENT

The Metropolitan Achievement Tests: Intermediate Forms F and G were used both in the pretest and posttest. The pretest was given to thirty-nine, Black, junior high school students at Hamilton Junior High School, Stockton, California on March 4, 1975. The posttest was administered on June 4, 1975, and although thirty-nine students took the pretest, only twenty-nine were available for the posttest.

The results of both pretest and posttest are found in Tables 2 and 3. The data for the control group students are presented in Table 2 while that for the experimental group students are given in Table 3.

Table 2

MAT Pretest and Posttest Reading Scores
for Control Group Students

	Pretest			Posttest		
Subject	Vocabulary Grade Equivalent	Comprehension Grade Equivalent	Total Reading Grade Equivalent	Vocabulary Grade Equivalent	Comprehension Grade Equivalent	Total Reading Grade Equivalent
1	4.2	5.5	4.8	6.1	6.7	7.4
2	2.5	3.1	2.6	3.2	2.3	2.6
3	4.1	2.4	3.4	5.4	4.5	5.0
4	4.8	2.8	4.1	4.7	4.5	4.6
5	4.2	3.6	3.9	4.5	3.8	4.3
6	3.5	6.4	3.8	3.9	2.8	3.5
7	2.8	3.4	3.0	2.3	3.6	2.7
8	2.8	2.6	2.6	3.3	3.8	3.5
9	4.8	4.1	4.5	4.7	5.9	5.2
10	3.9	4.1	4.0	3.8	3.8	3.8
11	2.8	2.3	2.4	3.8	3.8	3.8

Table 3

MAT Pretest and Posttest Scores for
Experimental Group Students

	Pretest			Posttest		
Subject	Vocabulary Grade Equivalent	Comprehension Grade Equivalent	Total Reading Grade Equivalent	Vocabulary Grade Equivalent	Comprehension Grade Equivalent	Total Reading Grade Equivalent
1	2.5	3.4	2.7	3.3	3.1	3.2
2	3.0	2.6	2.7	2.5	2.3	2.3
3	4.1	3.8	3.9	5.3	3.4	4.5
4	5.6	4.4	5.0	6.1	4.8	5.5
5	3.5	3.6	3.5	4.2	3.4	3.8
6	2.8	3.6	3.1	5.2	2.4	4.1
7	5.0	3.8	4.5	6.3	6.0	6.0
8	3.5	2.6	3.1	2.8	3.4	3.0
9	4.1	3.1	3.7	4.5	4.8	4.8
10	4.7	4.9	4.8	6.1	4.4	5.3
11	4.7	4.4	4.5	5.2	4.8	4.9
12	5.6	2.6	4.4	5.8	5.1	5.5
13	4.2	4.8	4.5	5.3	3.6	4.5
14	2.6	3.1	2.7	4.5	4.1	4.3
15	3.9	2.4	3.3	5.3	2.8	4.3
16	2.3	2.4	2.3	3.5	3.4	3.4
17	2.8	3.1	2.8	3.5	2.0	2.7
18	2.6	2.4	2.4	3.3	2.8	3.1

TESTS OF NULL HYPOTHESES

Since the use of analysis of covariance results in
optimal power to discern the treatment effects, and since it
compensates for initial differences in reading between
experimental and control groups, this method was chosen for
the statistical analysis. The pretests were used as the
covariates and the posttests were used as the outcome
measure of the dependent variable.

The statistical analyses were performed through the
Burroughs B6700 computer facilities housed on the University
of the Pacific Campus, Stockton, California. In these
analyses acceptance or rejection of the null hypothesis was
determined at the .10 level of significance.

Hypothesis 1. There is no significant difference in
vocabulary achievement gains between the experimental and
the control groups.

Table 4 presents the statistical analysis. It
should be noted that the computed F-ratio of 1.67 is well
below the critical F value of 2.91, consequently, the null
hypothesis is retained as tenable. These data do not reveal
a significant difference in vocabulary achievement gains
between the experimental and control groups at the .10
level of significance.

Table 4

Summary Table for the Analysis of Covariance
of Vocabulary Scores for Experimental
and Control Groups

Source	SS	df	MS	F*
Between Methods of Teaching	0.934	1	0.9344	1.6703
Within Methods of Teaching (Error)	14.545	26	0.5594	
Total	15.479	27		

$*_{.90}F_{(1.26)} = 2.91$

Hypothesis 2. There is no significant difference in comprehension achievement gains between the experimental and the control groups.

Table 5 presents the result of the statistical analysis. Here, the computed F-ratio of .87 is again well below the critical F value of 2.91, consequently, the null hypothesis is retained as tenable. These data do not reveal a significant difference in comprehension achievement gains between the experimental and control groups at the .10 level of significance.

Table 5

Summary Table for the Analysis of Covariance
of Comprehension Scores for Experimental
and Control Groups

Source	SS	df	MS	F*
Between Methods of Teaching	1.016	1	1.0156	0.8797
Within Methods of Teaching (Error)	30.018	26	1.1545	
Total	31.01	27		

$*_{.90}F_{(1.26)} = 2.91$

Hypothesis 3. There is no significant difference in total reading achievement gains between the experimental and control groups.

Finally, Table 6 presents the statistical analysis. In total reading the computed F-ratio of .02 is well below the critical F value of 2.91, consequently, the null hypothesis is retained as tenable. These data do not reveal a significant difference in vocabulary gains between the experimental and control groups at the .10 level of significance.

Table 6

Summary Table for the Analysis of Covariance
of Total Reading Scores for Experimental
and Control Groups

Source	SS	df	MS	F*
Between Methods of Teaching	0.015	1	0.0148	0.0287
Within Methods of Teaching (Error)	13.427	26	0.5164	
Total	13.441	27		

$*_{.90}F_{(1.26)} = 2.91$

SUPPLEMENTARY OBSERVATIONS

Attendance Information

For the ten week period of the experiment the average
number of absences for both experimental and control groups
are as follows:

Experimental Groups: 7.9

Control Groups: 11.9

One subject from the experimental group was in the
hospital for surgery, and was absent for two weeks. Another
subject dropped out after four weeks of instruction with no
reason. It is interesting to note that the experimental
group had a more regular attendance pattern than the control
group.

Informal Observations

Although the attitude toward reading was not measured in the study, the researcher perceived a change of attitude in some of the students. After four weeks of instruction, one girl said, "I still don't like reading, but I like it a little better now; I think it's alright."

Furthermore, six of the subjects had been to the library and had checked out books without the researcher's prompting. Two others brought books from home to share with the class. One boy was so pleased with his improvement, that he asked permission to go to his regular class and read for his teacher.

In response to the foregoing action on the part of the student, his teacher wrote the following note to the present researcher at the end of the ten week period:

> The greatest improvement in the boys who went to a smaller reading group has shown up in one particular boy, J. M. The chance for him to get to work on a one to one ratio helped his ego. J. had been shoved on and never required to succeed so he never really tried. Since he has been back in the classroom he has been working hard and trying to please. J. needed a taste of success so that he could begin to move ahead (see Appendix G).

Summary

The analysis of the data has been presented in this chapter for thirty-nine, Black, seventh grade students. These students were randomly selected from those who had reading scores two or more years below reading level and were randomly assigned to four groups: two experimental

and two control groups. The two experimental groups were
taught by the researcher one period per day, five days
per week, for ten weeks, during the months of March, April,
and May, 1975.

The analyses of covariance were used to measure gains
in vocabulary achievement, comprehension achievement, and
total reading achievement. The results revealed no difference
in achievement gains between the experimental and control
groups at the .10 level of significance.

Although there was no significant difference in
achievement gains the researcher noticed several attitudinal
changes in the students of the experimental groups which
should be noted. Students went to the library unprompted
by the researcher to check books out--these students had
formerly expressed an aversion to reading. One student
expressed her improved attitude toward reading and one
boy was so pleased with his achievement gain in reading
that he asked to be excused from the class in order to read
for his regular teacher. The students in the experimental
group had a more regular attendance pattern than the students
in the control groups.

This chapter has given the analysis of the data;
Chapter 5 presents the conclusions based upon the investi-
gation and recommendations for further study.

Chapter 5

CONCLUSIONS BASED UPON THE INVESTIGATION
AND RECOMMENDATIONS FOR FURTHER STUDY

The current research study was undertaken to investigate the premise that if a reading program is based on individual interest, those individuals participating in the program will be motivated to read. As a result, they will make greater gains in reading skills--vocabulary, comprehension, and reading--than those taught by a non-individualized approach.

In this study, thirty-nine, Black, seventh grade students from Hamilton Junior High School, Stockton, California, who were underachieving in reading were randomly assigned to two experimental and two control groups. The two experimental groups were taught by the researcher for ten weeks during the months of March, April, and May, 1975. The researcher had no contact with the students in the control groups.

Reading achievement in the areas of vocabulary, comprehension, and total reading was measured by the Metropolitan Achievement Tests, Forms F and G. Data were obtained in a pretest administered on March 4, 1975, and a posttest on June 4, 1975. Both pretest and posttest were administered by a counselor of Hamilton Junior High School and the researcher had no contact with the students during the pretest and posttest periods.

114

The students in the experimental groups were given an Interest Inventory Survey by the present researcher one day prior to the initiation of any planned instruction. This Interest Inventory Survey was used to determine the reading preferences of the students, so that reading material could be obtained in accordance with their stated interests.

The analysis of covariance procedures were used to test three null hypotheses. These hypotheses were to be accepted or rejected at the .10 level of significance. Both the null hypothesis and the experimental hypothesis followed by the appropriate conclusion are listed below:

Null Hypothesis 1. There is no significant difference in vocabulary achievement gains between the experimental and control groups.

Experimental Hypothesis 1. The experimental groups will make greater gains in vocabulary achievement than the control groups.

Conclusion. The computed F-ratio of 1.67 is well below the critical F value of 2.91, consequently the null hypothesis is retained as tenable, neither can the experimental hypothesis be accepted. These data did not reveal a significant difference in vocabulary achievement gains between the experimental and control groups.

Null Hypothesis 2. There is no significant difference in comprehension achievement gains between the experimental and the control groups.

Experimental Hypothesis 2. The experimental groups
will make greater gains in comprehension achievement than the
control groups.

Conclusion. The computed F-ratio of .87 is well
below the critical F value of 2.91, consequently the null
hypothesis is retained as tenable, neither can the experi-
mental hypothesis be accepted. These data do not reveal
a significant difference in comprehension achievement gains
between the experimental and control groups at the .10 level
of significance.

Null Hypothesis 3. There is no significant difference
in total reading achievement gains between the experimental
and control groups.

Experimental Hypothesis 3. The experimental groups
will make greater gains in total reading achievement than
the control groups.

Conclusion. The computed F-ratio of .82 is well
below the critical F value of 2.91, consequently the null
hypothesis is retained as tenable, neither can the experi-
mental hypothesis be accepted. These data do not reveal
a significant difference in total reading achievement gains
between the experimental and control groups at the .10 level
of significance.

Various conclusions and recommendations were drawn
from this study in terms relative to the assumptions and
limitations stated in Chapter 1 of this report. These are
discussed and outlined in the two divisions which follow.

CONCLUSIONS DRAWN FROM THE
INVESTIGATION

The following conclusions were drawn as a result of
this study. They are outlined under three sub-headings:
(1) General Conclusions, (2) Specific Conclusions Related to
the Study, and (3) Conclusions Concerned with Informal
Observations as They Related to the Study.

General Conclusions

From the literature reviewed, the researcher drew
the following general conclusions relating to individualized
reading:

1. Opinions differ in the use of individualized
reading; some educators believe that it is the best instruc-
tional approach to provide for individual differences in the
classroom. Others suggest that it cannot be carried out
effectively in a large class because of its demand on the
teacher's time.

2. In some cases, individualized reading proves to
be a success.

3. In other cases, there is no difference in
achievement gains between other reading approaches used and
the individualized reading program.

4. There is a variation in teaching methodology,
materials, and programs used in this approach; therefore,
it is almost impossible to allegate all successes or failures
to the individualized reading instruction program.

5. Some authorities in the field of reading believe that individualized reading does not, and will not, meet the requirements of a developmental reading program, because skills cannot be developed sequentially in such a program.

6. Not all teachers accept this approach to reading instruction. They claim that too much time is required for record keeping and individual conferences.

7. Many teachers at the high school level are not adequately trained to undertake an individualized reading program.

8. Some teachers of the junior high school level are not adequately prepared to teach reading.

9. Some administrators assert that there are not enough funds in the budget to purchase the number of books needed to undergird the individualized reading program.

10. A number of reports suggest that an individualized reading program promotes interest.

11. Since students read without competition at their own rates in the individualized reading program, there is an expressed tendency for them to have a better self-concept, resulting from the acquisition of success experienced in such a program.

12. The experiments cited in this investigation do not warrant the abandonment of a basal reading program for the elementary school grades.

13. Much additional research in individualized reading is needed at the junior and senior high school levels.

14. The mastery of vocabulary and comprehension skills are essential to any reading program.

15. These skills should be provided for in school from kindergarten to high school classes.

16. Motivation and interest play an important role in the learning process, and particularly in the area of reading.

17. Although many factors may account for motivation, the teacher plays the most important role in interesting and activating the child to read.

Specific Conclusions Related to the Study

1. Although the individualized program used in this study did not result in being superior to a variety of other approaches in vocabulary, comprehension, and total reading gains, there was evidence that within the group measurable gains were made. For example, in the vocabulary pretest scores, the average grade level was 3.75; while the average grade level of the posttest in vocabulary was 4.50.

There were similar gains in comprehension achievement scores. The average for the pretest scores in this area was 3.35 while the average posttest score was 4.59.

Gains were also experienced in total reading achievement. The average pretest score was 3.35 while the average posttest score was 4.18.

2. In this specific study, it was noted by the researcher that some students did not like to be taken from

their classes during a semester for special instruction. Somehow they felt that they were singled out because of their inabilities.

Conclusions Concerned with
Informal Observations

1. It was observed that it was vitally important to build a rapport with the students before attempting to instruct them.

2. Interest was piqued during the experiment. This was evidenced by the fact that some students checked books out from the library without the researcher's prompting. Others brought books from home to be shared with the class.

3. The class which consisted of all boys was the most difficult to control. Girls appeared to have a calming effect on boys at the junior high school level.

4. It was noted that the study seemed to interrupt the normal routine of the students. Perhaps a study of this nature should not be started in the middle of a semester.

5. Much time was spent for rapport building between the researcher and the students. This may not have been necessary if this research was done by a regular class room teacher.

6. Students in this study liked to read books that were written for younger children. They enjoyed looking at brightly colored pictures; and they also enjoyed the ease with which these books could be read.

7. It was noted that the students in the experimental groups had a more regular attendance pattern than the students in the control groups.

8. A research study of this nature is very important because it leads children into the world of books.

This research has led the researcher to conclude that although individualized reading did not show significantly greater gains in reading scores than other approaches used at Hamilton Junior High School, it may be a means of enhancing interest in reading. Therefore the following recommendations are made.

RECOMMENDATIONS FOR FURTHER STUDY

1. In this study the control groups used diverse approaches for reading instruction. One such approach was the use of workbooks. Here the students received practice in answering questions. Students in the individualized reading program did not have the advantage of this daily practice. Therefore, research should be done to note the comparison between individualized reading and reading from a basal reader without the use of a workbook.

2. Research should be conducted by both male and female researchers to ameliorate the possible skewing created by the sex variable.

3. Research in individualized reading should be conducted in greater numbers in the junior high school to include students of all ethnic origins.

4. In this study it was observed that attitudes toward reading were changed positively. Research should be conducted which will account for the effect of individualized reading upon the attitudes of students.

5. Additional studies should be conducted to examine the impact high interest in the reading material may have in affecting reading skills improvement.

6. Research should be conducted to discover the importance motivation to read may have in the learning process.

7. Research should be conducted to ascertain the variant reading interests which may be discovered among students of different ethnic origins.

8. The regular classroom teacher or reading specialist should be encouraged to conduct action research similar to this current study, so that the students will not be affected by the feeling of being placed in special reading classes.

9. A research of such a nature as this one should be started at the beginning of the school year, and flow with the normal routine of the school.

10. Since individualized reading has the propensity to promote interest, research should not only be conducted with underachievers in reading, but with students who experience no difficulty in reading.

11. Research should be conducted using the same instructor for both experimental and control groups.

12. Longitudinal studies should be conducted to note if gains made or changed attitudes will last over a period of years.

SUMMARY

The current study has answered questions about the individualized reading program and achievement gains in vocabulary, comprehension, and total reading gains. Although interest was not a primary concern of this study, it was observed that some students who participated in this program exhibited an increasing desire to read. It is hoped that this information will prove valuable to teachers, librarians, reading specialists and parents as a means of sharpening their awareness of the needs of their students and children, in order that they may help those students to obtain reading material which can stimulate and sustain interest.

However, this investigation also resulted in several major questions which should be considered. One of these questions is, "What is the current philosophy undergirding the reading programs in our educational system?" If the answer reflects the premise that students should be able to perform well on given tests in reading then the presence of the workbook is justified. On the other hand, if the answer reflects the premise that students should be encouraged to sustain a lifelong interest in reading then the individualized method should be encouraged.

Since one of the stated difficulties of the individu-
alized reading program is the number of books required to
adequately provide for individual differences, the question
of funds for the purchase of books is always a dominant one.
Consequently, the following question must be asked: "Can
we allow the cost of purchasing books to supercede the cost
of spiraling student failures in reading?" If "the retention
of reading underachieving costs the nation's public education
system in excess of one billion dollars every year"[196] and
if "seventy-five percent of juvenile delinquents are signifi-
cantly retarded in reading,"[197] then it would seem advisable
to examine the consequences of not purchasing the books which
may be instrumental in helping to alleviate the fact that
"fifteen percent of the children in our schools have reading
disabilities."[198]

Individualized reading should not only be used as a
means of remediation, but also as a means of enhancing the
reading process for average or gifted readers. By doing so,
as Carlsen has suggested, educators may be able to help
students who are bounded by the cultural ideas automatically
imposed upon them by their limited environment break these

[196]Cline, op. cit., pp. 262-270.

[197]Ibid.

[198]Ibid.

"bonds which may only be broken by the miracle of books."[199]

Educators may also help readers to reap the rewards of an individualized reading program. Some of these rewards are very well stated in the following:

> The rewards are children who are stretching their minds and their imaginations; children who not only can read but do read; children who turn to books and periodicals for inspiration, information, wholesome escape, enlightenment, refreshment, self-realization and enjoyment. They are children who through literature respect and seek out the exciting adventure of knowing interesting people, fascinating places, exhilarating actions, worthy achievements and big, big ideas. . . . They are children who--through intimate, daily contacts with the best in children's literature--know that "a good book is the best of friends, the same today and forever."[200]

In stressing the importance of individualized reading the researcher is not here suggesting that the educational policies of the school district be changed, but she is strongly recommending that similar studies be conducted by classroom teachers to verify the premise that although the individualized reading program did not prove superior to the variety of other programs used at this particular school, there was a very definite observation of intensified interest in most of the students. If these other studies undergird this premise, then perhaps a reevaluation of the current reading programs should be considered.

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[199]G. Robert Carlsen, Books and the Teen-age Reader (New York: Harper & Row Publishers, 1967), p. 1.

[200]Margaret Rasmussen, ed., Literature with Children (Washington: Association for Childhood Education International, 1961), p. 5.

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APPENDICES

APPENDIX A

STOCKTON UNIFIED SCHOOL DISTRICT,
APPROVAL LETTER

STOCKTON UNIFIED SCHOOL DISTRICT
701 North Madison Street
Stockton, California 95202

January 29, 1975

Mrs. Lily Small
211 Iris Avenue
Stockton, California 95207

Dear Mrs. Small:

Subject: Approval of Dissertation on Individualized Reading Approach

This is a follow-up on our meeting of January 16, 1975, requesting permission
to carry out a study within our school district. The following outlines the
conditions upon which this request is being granted:

1. The district will administer the pre and post instrument of
    their choice, i.e., standardized achievement test.

2. The population participating in the study will consist of 40
    pupils from the Hamilton Junior High School.

3. In return for the cooperation and help in test administration,
    you will provide the school district with a copy of your com-
    pleted dissertation.

It was my understanding that you were seeking permission to conduct your study
in the school district prior to developing the outline of your dissertation so
as to economize on your time. The study can be conducted and is approved upon
receipt of your completed outline of the dissertation in our office.

In discussing your study with Mr. Xenos, Principal of Hamilton Junior High School,
it was concluded that such a study would be beneficial to him as well as the
entire school district.

We have often heard that the individualized reading approach is best, however,
we have no hard data to confirm this belief in our district. Your study provides
for this gap in our research. We encourage people to conduct studies which have
a definite relationship to our objectives of the school district; therefore,
your study is viewed as desirable and helpful in improving the education provided
our pupils.
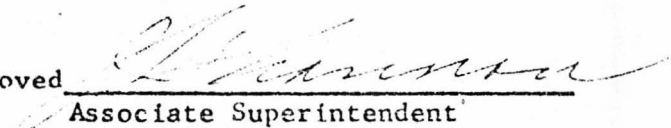
Sincerely,

Joanne Miller
Coordinator of Research and Evaluation

Approved_____
         Associate Superintendent

JM:lko

cc: Mr. Xenos

APPENDIX B

HAMILTON JUNIOR HIGH SCHOOL,
APPROVAL LETTER

Stockton Unified School District

701 NORTH MADISON STREET
STOCKTON, CALIFORNIA 95202
TELEPHONE 466-3911

HAMILTON JUNIOR HIGH SCHOOL
2245 East Eleventh Street
Stockton, California

January 24, 1975

Lily Small
211 Iris Ave.,
Stockton, California   95207

Dear Mrs. Small,

Thank you for thinking of Hamilton in conducting your research in the area of reading. We would be most happy to provide you with the facilities and students to conduct your study. I hope the experience will be one of great value to you and the profession.

Sincerely,

GEORGE XENOS
Principal

GX/jp

APPENDIX C

INTEREST INVENTORY SURVEY

INTEREST INVENTORY SURVEY

TO THE STUDENTS: THIS CHECK LIST IS TO HELP US KNOW WHAT KINDS OF READING MATERIALS AND TYPES OF BOOKS YOU LIKE BEST. PLEASE FILL IN THE PROPER BLANKS.

NAME_____GRADE_____

SCHOOL_____

THERE ARE FOUR BROAD AREAS OF READING LISTED BELOW. EACH HAS SEVERAL KINDS OF BOOKS WITHIN IT. AFTER EACH TYPE OF BOOK, YOU HAVE FIVE CHOICES. MARK AN "X" IN THE SPOT TO SHOW YOUR READING PREFERENCES.
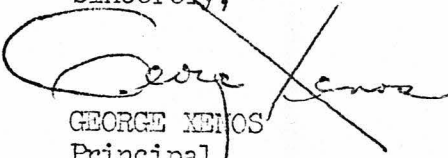
SOCIAL SCIENCE:	VERY MUCH	MUCH	SOME	LITTLE	ALMOST NONE
1. Books about industries	( )	( )	( )	( )	( )
2. Books about inventions and machines	( )	( )	( )	( )	( )
3. Books about travel and transportation	( )	( )	( )	( )	( )
4. Books about other lands	( )	( )	( )	( )	( )
5. Biographies: People	( )	( )	( )	( )	( )

EFFECTIVE LIVING:	VERY MUCH	MUCH	SOME	LITTLE	ALMOST NONE
1. Books about Sports and Games	( )	( )	( )	( )	( )
2. Books about Art and Music	( )	( )	( )	( )	( )
3. Books about Health and Character Growth	( )	( )	( )	( )	( )
4. Books about Success and Careers	( )	( )	( )	( )	( )
5. Books about Vocations	( )	( )	( )	( )	( )

INTEREST INVENTORY SURVEY--Continued

NATURAL SCIENCE:	VERY MUCH	MUCH	SOME	LITTLE	ALMOST NONE
1. Books about Animals	( )	( )	( )	( )	( )
2. Books about the Earth	( )	( )	( )	( )	( )
3. Books about Plant Life	( )	( )	( )	( )	( )
4. Books about other Sciences	( )	( )	( )	( )	( )

SPECIAL TYPES OF LITERATURE:	VERY MUCH	MUCH	SOME	LITTLE	ALMOST NONE
1. Books about Religion and the Bible	( )	( )	( )	( )	( )
2. Books about Home and School	( )	( )	( )	( )	( )
3. Myths, Fairy Tales, and Folklore	( )	( )	( )	( )	( )
4. Books about Adventure	( )	( )	( )	( )	( )
5. Books about Mystery	( )	( )	( )	( )	( )
6. Books about Romance	( )	( )	( )	( )	( )
7. Books that have Humor and Fancy	( )	( )	( )	( )	( )
8. Books that Rhyme: Poetry	( )	( )	( )	( )	( )
9. Books about the Black Experience	( )	( )	( )	( )	( )

APPENDIX D

SAMPLE SKILL SHEET

SAMPLE SKILL SHEET

<u>ake</u>	<u>ill</u>	<u>ock</u>
sake	fill	shock
fake	sill	lock
cake	pill	rock
rake	rill	frock
lake	kill	clock
take	mill	mock
shake	till	
flake	hill	

SAMPLE SKILL SHEET

APPENDIX E

STUDENTS' VERSIONS OF
<u>FIVE CHINESE BROTHERS</u>

STUDENTS' VERSIONS OF
<u>FIVE CHINESE BROTHERS</u>

1. Once upon a time there were five chinese they lived with
    there mother by the sea. They all looked alike the first
    chinese brother could swallow the sea. The second brother
    had a iron neck the third brother could stretch his legs.
    The fourth couldn't be burned the fifth brother couldn't
    be smothered they all lived happly ever after.

2. Once upon a time there were five chinese Brothers! and
    fist can swallow the sea second one have a iron neck
    third one can stietch.

3. Once upon a time there were five Brother they lived with
    the mother by the sea. one day he and another little
    boy went fishing and he first boy swalled a seed and his
    head got big then he fell into the water and drowned.
    and the second one had iron neck and the third big one
    he could strecth and strecth and strecth and strecth.
    and the forth brother could not be burned and the fifth
    brother could not be smothered

4. Once upon a time there were five chinese brother they
    all lived with they mother by the sea and the first
    brother can swallow the sea and the second brother had
    a iron neck and the third brother can stretch and stretch
    and stretch and the forth brother can not be burned and
    the fifth brother can hole his breth for a day in a
    half and they are the enacent type.

5. Once opon a time there were five chinese brothers and
    there mother the first chinese Brother could swallow the
    sea the second chinese Brother had a iron neck the third
    chinese Brother could strech the forth chinese could
    be burned the fifth chinese Brother could be smothered.
    the first chinese Brother liked to go fish he went
    fishing and caut a lot of fish one day a little boy
    wanted to go fishing with Him he said no no no and no
    the little boy kept on asking him until he said yes so
    the he said only on one condition that when I say come
    back you come back the little boy said ok so the next day
    came they went fishing the first chinese brother swallow
    the whole sea, the little boy got all kind of sea shell
    and big fish and little fish so the first chinese brother
    waved the boy to come back the little boy didn't so the
    first chinese brother let the water back in to the sea
    and the little boy disappeared and so they arrested.
    they said they were going to chop his head so he said
    could I go tell my mother he said It is only and so

6. Once upon a time there were five brothers they lived with mother by the sea.

7. There was five chinese who lived with thiar mother and the five chinese brothers had

8. The five chinese brothers live with their mother

APPENDIX F

COMPREHENSION EXERCISE

COMPREHENSION EXERCISE

Name:

Period:

I had now lived in this happy place three years, but sad changes were about to come over us. We heard from time to time that our mistress was ill. The doctor was often at the house, and the master looked grave and anxious. Then we heard that she must leave her home at once and go to a warm country for two or three years. The news fell upon the household like the tolling of a death bell. Everybody was sorry; but the master began directly to make arrangements for breaking up his establishment and leaving England. We used to hear it talked about in our stable; indeed, nothing else was talked about.

1. Was this a happy or sad time for Black Beauty?

2. What words in this selection caused you to make your decision?

3. Why do you think the mistress had to go to a warm country?

4. What are the names of some of the warm countries she could go to?

5. Rewrite the following using some words of your own: "The master began directly to make arrangements for breaking up his establishment and leaving England."

APPENDIX G

STATEMENT BY STUDENT'S
REGULAR TEACHER

STATEMENT BY STUDENT'S REGULAR TEACHER

The greatest improvement in the boys who went to a smaller reading has shown up in one particular boy, Julio Melendez. The chance for him to get to work one on one to one ratio helped his ego. Julio had been shoved on and never required to succeed so he never really tried. Since he has been back in the classroom he has been working hard and trying to please. Julio need a taste of success so that he could begin to move ahead.

APPENDIX H

STUDENTS' REACTIONS TO
INDIVIDUALIZED READING CLASS

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INDIVIDUALIZED READING CLASS

1. I like this class beacuse it has very few people in it and because we do not do nothing but read. And another thing is because I like the teacher. We can have free day on friday if we work hard on Mon-Thurs we can have free time.

2. Things that I like about this class I like to hear my teacher talk and I like this class very much and this class is alright sometime but I don't like it sometime this is a very nice class but sometime it is to loud. And I like the people in this class I wish that I can tell you more. Bye for now.

3. I like to read books,
   I like to play reading games & readout loud to Miss Tall.
   I like to have work sheets & test sometimes.
   I like to sit down and talk about things.
   I like to have free days on friday.
   & have Miss Tall for a teacher

4. I like this class because it is small and fun I play games on friday that is want I like A class like I lived

5. I like this class because we get read we don't do anything eles but read, and it's fun.

6. Dear Paul How are you doing I have this new reading class at school it is fantastic and we have free days on friday and are teachers name is Mrs Small so we are reading Books right now In reading Track and Feild for boys so thats all I have to tell you for now because I just got in the class. and I really Like my teacher she's great Good by Your Cousin

7. This is a good class but the people talk to much. I like this class but if they would work much more and talk less. I like about this class because I like to read good books . I like this class because it is fun . I liek this class because some of the work is easy. I don't like hard work . Thats what I like about this class.

8. This is about president ford. president ford has taken steps to make fuel cost even more. Why? Because which many americans can't buy fuel , Millions of other people still use too much of it. They keep their heat too high. they drive cars too Much Mr ford hopes higher costs will force people to stop using fuel when they don't need it.

9. This class is fun in many different But Reading I had
   But Mrs. Small make Reading fun in many different. In
   Mrs. Small class everybody read what they want to read.
   But sometime she just to nice. But I like read a little
   bit more now. Because on friday we really do what we
   want to do dance, sing, talk

10. What I like: Mrs. Snall and we can talk with out putting
    up our hand and have free on.

11. This is a good class but the people talk to much. I
    like this class but if they would work much more and
    talk less. I like about this class because it is fun.

APPENDIX I

WRITTEN EXERCISES

WRITTEN EXERCISES

Unscramble the following letters to form words.

tyubea

ckalb

moerth

dusexo

moolb

dutccon

bbeir

reupmi

tionorp

isholmed

eetstr

knird

Name:

Make as many small words as you can using the letters in
the larger words:

Comprehension   admonishment

ferocious   habitually

Name: _____

Date: _____

Period: _____

A synonym is a word that means the same or nearly the same as another word.

Complete the following:

Word	Synonym
expand	
exist	
exodus	
obvious	
observe	
guard	
gulp	
bloom	
alien	
cure	
petrol	
large	

Name: _____

Write in the most appropriate word in the blank space found in each sentence.

Charitable, conduct, impure, demolish, purposely, bribe, establish, portion, ungrateful, version.

1. The _____ person gives generously to the poor.

2. The thief offered the policeman a _____ to let him go.

3. Each of the three boys gave his own _____ of the story.

4. A new doctor will _____ his practice on this street.

5. Her _____ was inexcusable.

6. The workmen will _____ that old building next week.

7. We should not drink _____ water.

8. He left the door open _____.

9. The _____ child did not once say "thank-you."

10. A _____ of each school day is devoted to reading.

APPENDIX J

"MY TRIP TO THE MALL"

"MY TRIP TO THE MALL"

1. (1) I went to Mc Donalds for a hamburgher and french
        fries and apple pie and soda.
    (2) I went to the baseball game and brough me some candy
        and soda and hotdog.
    (3) I play basketball at my house on a friday.
    (4) I scen my girlfriend at the stor.
    (5) I went to the stor for my mother an bough some soda.
    (6) I start to go with my friend to the swim pool.
    (7) I has a foring with a boy.

2. friday i with to the mall withe miss small and a the bus
    ray was making love withe the girls in all the boys and
    girls had fun talking to each orth on the bus and we was
    on the freeway on High way 5 and win we got to the mall
    all the people legs was soce in the weth to the book
    story and i got a book on cancer because cancer is my
    sige a they we with to the electric carousel and i got
    on the electric car and i got on the electricmotorcycle
    and i got to the gun and i play baseball game and i play
    the michia gun game ade thays the end of my storey to
    the mall with miss small

3. When I went to the mall. We had some have we bought some
    books At Dalton's Book Store. If was very fun we play
    and ate. We went to lunch at Mc Donald. Sherly was
    making us laugh. But we had to walk to Mc. Donald James,
    Sherly, Henaitte and me. We had all some money to send.
    James &   were kissing.

4. I went to the mall and looked at some Books we went and
    eat at the Snake Bare and then we went to the electic-
    carousel and played some games and Before we went to the
    mall I went to my locker Before I got on the bus at the
    mall we Had some fun I had me a donnut a soda and a
    Red rope and I went Back to the Electric carousel.

5. first the Bell rang to go to second period I was so happy
    I went strait to to the bus stop. And then Mrs. small
    come and said we wern't going to ride the city Bus and
    that we were going to come back a little early everybody
    got mad and said I am not going to 6 period so we road
    a school bus so then we took off we all were talking and
    looking and then we got there everybody was happy we
    went in a was looking around until we walk down the hall
    to the book store we went in and then I got two Dennies
    the Menece Books and then me, lenele and somebody else
    but I forgot who I was well anyway I was my friend larence
    he had about 20$ he paid for anything I wanted we played
    so many games until Mrs. small said we had to eat lunch
    so we went to eat lunch and then mu uncle came and he was

talking to us after we ate lunch and we went back down
stairs to play more games Until Mrs. small said we had
to go back to sch-ol every body got mad so we left we
got back and Mrs. small passed out books and then I
went to my six period class. the End

6. on Friday I went to my frist period class and we corrected
our math paper and then MrZancanella talked about Negative
and Positive numbers then we hand in our papers and he
handed out a Math ditto then we did the Math paper
until the bell ranged. Then I we to my second period
class and I did sea Then the bell ranged and I went to
my third period class and we played baseball then we
went in and dressed then I went to lunch and then the
bell ranged and I went to my fifth period class and we
wrote shuff off the board. Then we went to sixty period
class and we looked at this ditto Then I went to my
seventh period class and we did work out of a book and
then I went to my eighth period class and we didn't bring
a bottle for what we supposed to do so we had to do a
puzzle then the bell ranged and I went home.

7. 1. I crip i wint to the mall
    2. Win we cam to the bus as all
    3. ready here and then we got on the bus
    4. and then we stardy to go to the mall.
    5. we wint to the book stor then we got a
    6. book and me and my frind wint to the
    7. Electric carousel and then i spind 6.50$
    8. and then we got back on the bus stard back
    9. to the chcool.

8. We waint to the mall and we both some Books thain we
found a Book Mrs Small Both some to ente to read than we
ate lunch and have a lot of fun than we want to the
lettlecarrsell we stay in there for a long time we want
to the MEDald than we come Back to the mall a play for
a long long $2.00

9. My Trip to the Weberstown
we went to Ratland book store. So Mrs. Small said that
we could pick any book under $2.00 or $2.00 So I got
2 Books for $.95. then I went Electrichcawsel So I
played a lot of games for about a hour the we went to
Mc Donls to Eat then we came back to the bus and came
back to the School. then we got off the bus. we got ar
book out of the Bag we was'ent soppose to go to or
six period class So some people went and some did not.

10. Friday during second period Iwent to the mall. I went
to the book store bought a book on horoscopes. Then
Sherri and I went to the a store but I dont know the name
of the store was. Then Sherri and I went down to the

electric Charosel. Sherri played a game it was called
be a good driver. Then I drove a motor Cycle. Then
I raced sherri on the race cars. I came back up stairs.
Me Shetti & yasmine bought a hot dog and some union
rings. yasmine asked the lady behind us was she using
the musterd and she said no. yasmine went and got the
musterd on the Way back to the table and She sqeesed
the musterd and put it all over the wall. Then me and
sherri went to learner's and we came back and rounded
up the gang and then went out side and waited for the
bus.

11. I'n the morning I came to the class to see when we were
going, and the bus was getting ready to leave. I
aboarded the bus and went to talk to my freind Charles
Johnson, me and Charles talked all the way to the <u>Mall</u>.
At the Mall we went straight to the book store. I
couldn't make up my maind, what book should I get, they
all look good. Me and Dexter Gurley, my other freind
were the lasts ones in the book store. We left the
store and wondered where the others went, then we went
to the Electric Carisal. Everyone was there, so we went
in. We played a couple of games and then we decided
to go and eat. We went to Mcdonald's, and I had a
faleit-fish, a can soda that I bought from Eddie Marble.
I had some french fries, and a hot apple pie. When we
came back to the Mall, we went to the Electric Carisal.
We played more games. When It was time to go, We got
on the bus, me and Dexter were sitting by eachother
singing the songs.

12. When we got out of gym We went to the Mall and I play
on electric carousel and thet we went to McDonalds
and I aet french fries and apple pie then mall play
racing cars then back to shcooll the End

13. On thursday of last week I had to go to bed early. and
when the next morning I got at 3:00 am, I got dressed
and ate breakfast. We sead good by and when he startted
the moter I was very sleepy so I got into the sleeper of
the truck. I quickly went to sleep and when I awoke
we were at a resteraunt, the time was 1:00 pm. My father
Brought me a hambuger and a coke it was realy good. We
got to going, it was a long ride and finally we reached,
L.A.'s tomato cannary it took about an hour for them to
unload the truck.

14. When I went to school first period I put on my gymcloths
and went out out side to play baseball with some other
grils then We came back in and put on our close then
went to my next period class. then I did be a better
reader & did the questions. then the bell rung & I went
to my next period class and We had a meeting & then we

got Our Math test papers back then the bell rung then I
went to lunch. then I bought & eat my lunch. went I
got threw I walked around until the bell rung then when
the bell rung I went to my music class & got my violin
& start playing it until the tardy bell rung. then we
start play

AUTOBIOGRAPHICAL STATEMENT

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NAME: Lily B. Titer Small

BIRTH: September 1, 1934 at Sherwood Content, Trelawny, Jamaica.

EDUCATION: All Age Primary School, Waldensia, Sherwood Content, Trelawny, Jamaica; First Jamaica Local Examination, Waldensia, Sherwood Content, Trelawny, Jamaica, 1948; Third Jamaica Local Examination, Waldensia, Sherwood Content, Trelawny, Jamaica, 1951; Colleges: Mico Training College for Teachers, Kingston, Jamaica; Teacher's Diploma, 1959; Oxford University, London, England, Certificate in English 1959; California State University, Fresno, California, B.A., 1970; California State University, Fresno, California, M.A., 1975; University of the Pacific, Stockton, California, Ed. D., 1976.

POSITIONS: Instructor, Jamaican School System, 1952-1968. Instructor, English Department, Fresno Community College, Fresno, California, 1971-1972. Graduate Assistant, University of the Pacific, Stockton, California, 1973-1975. Reading Specialist, Stockton Unified School District, Stockton, California, 1973-1975. Substitute teacher, California Youth Authority, Stockton, California, 1973-1976. Instructor of Communicative Arts, Summer Institute, Community Involvement Program, University of the Pacific, Stockton, California, Summer, 1974. Instructor, English Department, Evening Division, San Joaquin Delta College, Stockton, California, Spring, 1975. Assistant Professor, Ethnic Studies, California State University, Fresno, California, 1975-Present.

MEMBERSHIPS: Church of God; United Professors of California; Western Reading Association, American Association of University Women, Phi Kappa Phi, National Educators Fellowship.