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A SUPERVISORY AND REMEDIAL READING PROGRAM
IN A SEVENTH-DAY ADVENTIST ELEMENTARY SCHOOL

A Thesis
Presented to
the Faculty of the School of Graduate Studies
Department of Education
Potomac University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Dorothy Nelson Moore

June 1959

This dissertation, written under the direction of the
Chairman of the candidate's Guidance Committee and approved by
all members of the Committee, has been presented to and accepted
by the faculty of the School of Graduate Studies in partial
fulfillment of the requirements for the Master of Arts degree.

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supervision and remedial instruction, and (3) to study the effect of such a supervisory and remedial program on the reading accomplishments of the first six grades in the John Nevins Andrews school.

Importance of the study. It is well understood by teachers at almost every level that basic reading ability is essential to all other learning, and that much of the current educational dilemma stems from the fact that many students do not learn to read efficiently in the elementary school. Also because of the religious emphasis in the Seventh-day Adventist schools, it is necessary that the students achieve facility in the reading of the Bible and the books of the church. Any device, therefore, which can increase the quality of the over-all reading program is worthy of thoughtful consideration and investigation so that the most efficient means may be employed in other denominational schools.

Methods used. Study was given to the basic philosophy of Christian education of the Seventh-day Adventist school system as set forth in the writings of Mrs. Ellen G. White, particularly as they apply to reading.

Study was also given to general methods of supervision as well as reading supervision as set forth by experts in the field of reading.

Intensive participation and observation in the regular classrooms of the John Nevins Andrews school, including actual part-time teaching in most of the classrooms, gave opportunity to evaluate classroom procedures and to compare them with the best of current practice as found in educational literature.

As nearly as possible, the best methods of supervision and remedial instruction, individual and group, were put into practice in the John Nevins Andrews School, and both objective and subjective results were obtained. This included an all-school testing program as well as frequent testing of remedial reading students.

Scope of the problem. Study was limited to the supervision of reading and remedial instruction in the first six grades of JNA and the results obtained in the school year 1958-59.

II. DEFINITIONS OF TERMS USED

Supervisor. For lack of a more comprehensive title, the term "supervisor" was used to designate the author of this study when working in a supervisory capacity.

Remedial reading teacher. In the same way, the terms "remedial reading teacher" or "reading teacher" were used to designate the author when working in the remedial phase of the reading program.

Actual grade placement. The actual grade position of a child or a class at a given time is called the actual grade placement, and is determined by the proportion of the school year which has elapsed. In Chapter VI the term is used to indicate the grade position of the various classes at the time the tests were given. For example, at the time of the first series of tests at the end of September, the actual grade placement of all classes was .1 above their grade or 2.1 for second graders, 3.1 for third graders, 4.1 for fourth graders, etc. There

are ten four-week months in the school year. Thus one-tenth is equal to one school month. At the time of the last series of tests at the end of April, the eighth month, the actual grade placement for all classes was .8 above their grade or 2.8 for second graders, 3.8 for third graders, 4.8 for fourth graders, and so forth. Actual grade placement must not be confused with measures of achievement.

II. ORGANIZATION OF THE STUDY

The study is divided into seven chapters. Chapter I states the problem, its import, methods, scope, and organization, and Chapter II briefly reviews related studies in reading supervision. Criteria based on current practice as found in educational literature including the writings on Christian education by Mrs. Ellen G. White are presented in Chapter III. Chapter IV indicates practices in the school of participation at the outset of the project.

Chapter V indicates the manner in which the supervisor attempted to carry out the objectives of the reading program in the John Nevins Andrews elementary school according to the criteria listed in Section B of Chapter III. Both objective and subjective results of this program are given in Chapter VI. The final chapter includes the summary, conclusions, and general recommendations for improvement in the school of participation and in Seventh-day Adventist schools at large.

CHAPTER II

RELATED STUDIES

In 1955 Dr. Rudolf Flesch in the best seller, Why Johnny Can't Read--And What You Can Do About It,¹ dealt the American public school system a hard blow, bringing much public criticism and arousing considerable controversy regarding certain of the present systems of teaching children to read. Though undoubtedly unfair in his accusations, and unscientific in his suggested cure-all for the problem, his indictment probably did no lasting harm and perhaps some real good in that it caused educators to re-examine objectives and re-evaluate methods, improving wherever necessary and recognizing that more could be done to better the instructional program in reading. Since then there has been a steady stream of published material regarding different phases of the teaching of reading which has greatly contributed to those who are seeking for something better.

The ultimate responsibility for the success of the reading program of any school seems to be placed upon the principal.

Raubinger says:

As never before, the principal must assume a position of educational leadership among his faculty and provide a day-to-day guidance needed by the inexperienced or the inadequately prepared teacher. This means that the principal must give

¹ Rudolf Flesch, Why Johnny Can't Read--And What You Can Do About It (New York: Harper & Brothers, 1955), 222 pp.

priority to his responsibility as supervisor and advisor to his teachers.²

Helen Heyl states a similar truth when she indicates the responsibility of the principal and the supervisor to help the individual teacher to estimate the value of his classroom procedures and the results of his work, and to assist him in planning improvements.³

One of the most emphasized principles in teaching reading appears to be that of making the proper allowance for individual differences. Emmett A. Betts discusses the problems created by treating all children according to the "average," indicating that educators may go dangerously off the track by that method. He calls the fourth R "regimentation in the classroom," and suggests instead three types of grouping for reading purposes--one for basic reading, one for specific needs, and one for interest areas, using books on different levels but in the same interest area.⁴

In a discussion of exceptional children in the regular classroom, Dr. Jack W. Birch gives a number of specific suggestions for enriching the program of gifted children. He states that even though they easily complete the development of first-grade skills by the middle of the term, they should not be held back nor confined to reading widely in supplementary material, important as it is. Rather, they should

² Frederick M. Raubinger, "Improving Instruction Is Your Business," Education Digest, XXIII:11-13, February, 1958.

³ Helen Hay Heyl, "Examining the Reading Program," The National Elementary Principal, XXXV:176-180, September 1955.

⁴ Emmett A. Betts, "Reading and the Fourth R," Elementary English, 18-25, January, 1958.

be introduced to second-or third-grade reading skills in the basic readers as soon as readiness and necessity for the skills become evident, even if the child is still in the first grade.⁵

The Joplin plan, which has received considerable publicity puts all fourth, fifth, and sixth graders into homogeneous groups for reading rather than simply grouping within a single classroom, and has met with rather phenomenal success.⁶ A similar experiment with the third and fourth grade children in the Ronald school in Seattle, Washington, was reported as having more advantages than disadvantages, though data were not sufficient to prove its worth statistically as yet.⁷

⁵ Jack W. Birch, "Exceptional Children in Your Regular Classroom," The Grade Teacher, 75:31ff., March, 1958.

⁶ Roul Tunley, "Johnny Can Read in Joplin," The Reader's Digest, (January, 1958), 41-44.

⁷ Esther Skonnord Carlson, and Joyce Northrup, "An Experiment in Grouping Pupils for Instruction in Reading," The National Elementary Principal, XXXV:53-57, September, 1955.

CHAPTER III

CRITERIA FOR THE SUPERVISION OF READING

A wide variety of current literature, as well as the writings on Christian education by Mrs. Ellen G. White has been studied in order (1) to establish a set of broad objectives for the reading program in the Seventh-day Adventist church school, and (2) to determine some of the ways in which these objectives may be carried out through supervision. In the presentation of these criteria, each has been substantiated by one or more authoritative references. These are in no way intended to be comprehensive, but have been selected as the most pertinent in the literature examined. In this connection, then, two questions should be considered?

A. What are the broad objectives of the reading program in a Christian school?

1. To prepare the child for the higher school in heaven and for service in this world.

You are laboring for time and for eternity, molding the minds of your students for entrance into the higher school. Every right principle, every truth learned in an earthly school, will advance us just that much in the heavenly school.¹

The thought of the eternal life should be woven into all to which the Christian sets his hand. If the work performed is

¹ Ellen G. White, Counsels to Parents and Teachers, p. 208 f.

agricultural or mechanical in its nature, it may still be after the pattern of the heavenly.²

It should be the teacher's aim to prepare every youth under his care to be a blessing to the world.³

Children are a heritage from the Lord, and they are to be trained for His service.⁴

The teachers in the home and the teachers in the school should have a sympathetic understanding of one another's work. They should labor together harmoniously, imbued with the same missionary spirit, striving together to benefit the children physically, mentally, and spiritually, and to develop characters that will stand the test of temptation.⁵

2. To teach children to read well orally with proper use of the voice.

Voice culture should be taught in the reading class; and in other classes the teacher should insist that the students speak distinctly, and use words which express their thoughts clearly and forcibly. Students should be taught to use their abdominal muscles in breathing and speaking. This will make the tones more full and clear.⁶

In reading or in recitation the pronunciation should be clear. A nasal tone or an ungainly attitude should be at once corrected. Any lack of distinctness should be marked as defective. Many have allowed themselves to form the habit of speaking in a thick, indistinct way, as if their tongue were too large for their mouth. This habit has greatly hindered their usefulness.

It is essential that students be trained to read in a clear distinct tone. We have been pained as we have attended conference meetings, tract society meetings, and meetings of various kinds, where reports were read in an almost inaudible voice, or in a hesitating manner or in a muffled tone. One half the

² Ibid., p. 58.

³ Ibid., p. 96.

⁴ Ibid., p. 143.

⁵ Ibid., p. 157.

⁶ Ibid., p. 216.

⁷ Ibid., p. 239.

interest in a meeting is killed when the participants do their part in an indifferent, spiritless fashion. They should learn to speak in such a way that they can edify those who listen. Let everyone connected with missionary work qualify himself to speak in a clear, attractive way, enunciating his words perfectly.⁸

Oral reading should be a sharing process where the reader's purpose is to entertain his listeners, to give them supplementary information, or to present evidence in proving a point. Thus reading textbooks aloud in routine fashion destroys the true purpose of oral reading, stimulates halting and mechanical performance, and encourages a dislike for reading on the part of the inept oral reader himself--embarrassed at his stumbling performance--and likewise his suffering or bored listeners.⁹

3. To develop the child's interest in and desire for good reading, especially of the Bible and the books of the church.

If the mind is set to the task of studying the Bible, the understanding will strengthen and the reasoning faculties will improve. Under the study of the Scriptures the mind expands and becomes more evenly balanced than if occupied in obtaining information from books that have no connection with the Bible.¹⁰

Above all other books, the word of God must be our study, the great textbook, the basis of all education; and our children are to be educated in the truths found therein, irrespective of previous habits and customs.¹¹

The Bible should not be brought into our schools to be sandwiched between infidelity. God's word must be made the groundwork and subject matter of education.¹²

⁸ Ibid., p. 246 f.

⁹ Mildred A. Dawson, "The Role of Oral Reading in School and Life Activities," Elementary English, 30-37, January, 1958.

¹⁰ White, Counsels to Parents and Teachers, p. 452.

¹¹ Ellen G. White, Testimonies for the Church, VI, 131 f.

¹² White, Counsels to Parents and Teachers, p. 16.

The psalmist declares, "When Thou saidst, Seek ye My face; my heart said unto Thee, Thy face, Lord, will I seek." Ps. 27:8. The whole of this psalm should find a place in the reading and spelling lessons of the school. The twenty-eighth, twenty-ninth, and seventy-eighth psalms tell of the rich blessings bestowed by God upon His people, and of their poor returns for all His benefits. The eighty-first psalm explains why Israel was scattered,—they forgot God, as the churches in our land are forgetting Him today. Consider also the eighty-ninth, ninetieth, ninety-first, ninety-second, and ninety-third psalm.

These things were written for our admonition, upon whom the ends of the world are come; and should they not be studied in our schools? The word of God contains instructive lessons, given in reproof, in warning, in encouragement, and in rich promises. Would not such food as this be meat in due season to the youth?¹³

Let students put to the stretch their mental faculties, that they may comprehend the forty-fifth chapter of Isaiah. Such chapters as this should be brought into our schools as a valuable study.¹⁴

The Holy Scriptures were the essential study in the schools of the prophets, and they should hold the first place in every educational system; for the foundation of all right education is a knowledge of God. Used as a textbook in our schools, the Bible will do for mind and morals what cannot be done by books of science and philosophy. As a book to discipline and strengthen the intellect, to ennoble, purify, and refine the character, it is without a rival.¹⁵

There is another class of books—love stories and frivolous, exciting tales—which are a curse to everyone who reads them, even though the author may attach a good moral. Often religious

¹³ Ibid., p. 457 ff.

¹⁴ Ibid., p. 455.

¹⁵ Ibid., p. 422.

statements are woven all through these books; but in most cases Satan is but clothed in angel robes to deceive and allure the unsuspecting. The practice of story reading is one of the means employed by Satan to destroy souls. It produces a false, unhealthy excitement, fevers the imagination, unfits the mind for usefulness, and disqualifies it for any spiritual exercise. It weans the soul from prayer and from the love of spiritual things.¹⁶

4. To teach the child to understand, organize, and appraise what he reads, applying the truths of the Bible to his own life.

He [the teacher] should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned.¹⁷

It is the work of true education to . . . train the youth to be thinkers, and not mere reflectors of other men's thought.¹⁸

Teachers should lead students to think and clearly to understand the truth for themselves. It is not enough for the teacher to explain, or for the student to believe; inquiry must be awakened, and the student must be drawn out to state the truth in his own language, thus making it evident that he sees its force and makes the application. . . This may be a slow process; but it is of more value than rushing over important subjects without due consideration.¹⁹

5. To teach the skills the child needs to bring success at increasing levels of difficulty in all subjects of the curriculum.

The teacher should carefully study the disposition and character of his pupils, that he may adapt his teaching to their peculiar needs.²⁰

¹⁶ Ibid., p. 134.

¹⁷ White, Education, p. 234.

¹⁸ Ibid., p. 17.

¹⁹ White, Testimonies to the Church, VI, 154.

²⁰ White, Counsels, p. 231.

In order to do effective study, the interest of the child must be enlisted. Especially by the one who has to do with children and youth differing widely in disposition, training, and habits of thought, this is a matter not to be lost sight of.²¹

Those who would make a success in the education of the youth must take them as they are, not as they ought to be, nor as they will be when they come from under their training.²²

The teacher should constantly aim at simplicity and effectiveness. He should teach largely by illustration, and even in dealing with older pupils should be careful to make every explanation plain and clear.²³

Teachers may learn a lesson from the experience of the farmer who placed the food for his sheep in a crib so high that the young of the flock could not reach it. Some teachers present the truth to their students in a similar manner. They place the crib so high that those whom they teach cannot reach the food.²⁴

The system of grading is sometimes a hindrance to the pupil's real progress. Some pupils are slow at first, and the teacher of these youth needs to exercise great patience. But these pupils may after a short time learn so rapidly as to astonish him. Others may appear to be very brilliant, but time may show that they have blossomed too suddenly. The system of confining children rigidly to grades is not wise.²⁵

Principles applicable to all learners:

1. Begin where the learner is (or a little below that point if you want to build up his confidence).
2. Proceed at the learner's pace (stopping occasionally to review, assimilate, and consolidate past learning).²⁶

²¹ Ibid., p. 181.

²² White, Christian Education, p. 25.

²³ White, Counsels to Teachers, p. 261.

²⁴ Ibid., p. 135.

²⁵ Ibid., p. 177.

²⁶ Jack W. Birch, "Exceptional Children in Your Regular Classroom," 34ff, The Grade Teacher, March, 1958.

B. What are some of the procedures which the supervisor may use to carry out these objectives?

1. The supervisor will devise various means of improving the instructional program through in-service education of the staff. Barr, Burton, and Brueckner give a rather concise outline of devices available for training purposes as follows:

A. Verbal means of training teachers in service including (1) the individual conference; (2) the group conference; (3) bulletins, handbooks, and other printed aids; (4) directed reading; and (5) institutional course work.

B. Directed observation as a means of training teachers in service including (1) the directed observation of regular classroom instruction, or (2) directed observation of special demonstrations provided by the supervisor or some member of the teaching staff for training purposes.

C. Direct contact learning devices employed in the training of teachers in service, including (1) teacher participation in the formulation of instructional plans and policies; (2) teacher participation in course-of-study making; (3) teacher participation in the choice of instructional materials: textbooks, supplies, and equipment; (4) teacher participation in the formulation of the criteria by which teaching may be evaluated and ultimately improved; and (5) teacher participation in educational problem-solving.²⁷

2. The supervisor will carry out a consistent program of testing, both group and individual when necessary, and see that the results are used intelligently in grouping children and in selecting material for them.

The M. A. [mental age] is a good index of the level of reading difficulty a child should achieve. The I. Q. [intelligence quo-

²⁷ A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision, p. 667 f.

tient] is a valuable indicator of the rate at which a child should progress in learning to read.²⁸

3. The supervisor will help to interpret the reading program to the public, especially to the parents, and consult with individual parents when necessary.

Is that not, then, our basic purpose for a program of interpretation of reading--to help parents discover the fact that we are trying earnestly to provide a good reading program, and to help school people to discover that parents can play a vital role in developing the reading program if ~~we~~ all plan and work together?²⁹

4. The supervisor will find and prepare materials to help with the remedial cases as well as with the gifted children. Dr. Paul Witty, in discussing the gifted child, says that "perhaps the greatest possibility for enrichment lies in the field of reading."³⁰

5. The supervisor will use various means to see that "reading is being emphasized as an all-school, every-teacher, every-subject responsibility."³¹

If the only training in reading received by pupils is of a basal reading type, they will not be able to read effectively in other curriculum fields. It is necessary for teachers to recognize pupil needs and develop skills for this purpose.³²

²⁸ Jack W. Birch, Retrieving the Retarded Reader, p. 9.

²⁹ Alma M. Freeland, "Helping Parents Understand," The National Elementary Principal, XXXV:236-244, September, 1955.

³⁰ Paul A. Witty, "Reading for the Potential Leader and Future Scientist," The Nation's Schools, 61:57-59, February, 1958.

³¹ Paul A. Witty, "Johnny Could Read Better," The Nation's Schools, 61:40-42, January, 1958.

³² George D. Spache, "Reading in Various Curriculum Fields," The Education Digest, XIII:47-49, April, 1958.

Instruction in word analysis is of even greater importance in intermediate grades than in primary grades. The carefully controlled vocabulary that appears in primary readers is largely abandoned; the intermediate-grade child encounters an endless succession of words he has not read before. If he is to be successful in reading, he must be very rapid and accurate in word analysis.³³

6. The supervisor will help to develop an adequate and well-organized school library as well as helping to secure a rich variety of books for the classroom, including sets of supplementary readers both below and above the grade level for each grade. This is one of the items stressed by Paul Witty.³⁴

7. The reading supervisor will relieve the heavy duties of the teacher as much as possible by encouraging the use of older children to help the younger, by providing special remedial help for certain students when necessary, by providing other relief for the teacher so that he may have time for planning and preparation for his reading classes. Ellen G. White counsels that ". . . where the number of students is large enough, assistants should be chosen from among the older ones. Thus the students will gain an experience of great value."³⁵

8. The supervisor will encourage the use of the teacher's manual or guidebook, especially for inexperienced or inadequately trained teachers.

For all teachers, but particularly for newcomers in a school, the Guidebook provides an excellent "course" in reading methods--

³³ Donald D. Durrell, Improving Reading Instruction, p. 267.

³⁴ Paul A. Witty, "Judging the Reading Program," The Nation's Schools, 61:60-1, April, 1958.

³⁵ White, Counsels to Parents and Teachers, p. 200.

theory and practice--a course pinpointed for each teacher to the specific grade level she works with. She takes the "course" under ideal conditions, too, for she has a chance to put the ideas gained into immediate practice and see for herself how they work.³⁶

³⁶ An Administrator's Handbook on Reading, p. 7.

CHAPTER IV

PRACTICE IN THE SCHOOL OF PARTICIPATION: AT THE

OUTSET OF THE PROJECT

Extended observation in the school of participation yielded a number of desirable, positive practices in the supervision of the reading program, and a few which definitely hinder progress but which are in the process of being corrected. For the purposes of this chapter, the positive practices will be listed separately under (1) those pertaining specifically to supervisory work, and (2) those pertaining more directly to the classroom teacher.

I. Positive practices.

A. In supervision.

1. An awareness by the principal of her responsibility for the success of the reading program, and an open-mindedness toward new ideas.
2. An active in-service training program for teachers.
3. Provision of a reasonably adequate supply of library books for supplementary reading.
4. The utilisation of the older to help the younger.
5. An active public relations program through the Home and School or Parent-Teacher Association to acquaint the parents with instructional methods.

6. Organisation of remedial classes with a remedial teacher.
 7. A reasonably good testing program.
- B. By the teaching staff.
1. An enthusiastic and cooperative attitude toward the remedial reading program.
 2. A sincere desire to learn better methods of teaching reading.
 3. Wide use of experience reading charts in the primary grades.
 4. Complete cooperation in providing devices for motivating outside reading.

II. Undesirable practices and conditions.

- A. Lack of adequate space for a central library.
- B. Traditional teaching methods by some teachers making little or no allowance for individual differences. Also lack of thoroughness in "following through."
- C. Apparently inadequate reading instruction as such in the middle and upper grades.
- D. Child-owned readers corresponding to grade placement, hindering some children from being placed where they can make the best progress.
- E. Lack of sufficient sets of supplementary readers.
- F. A few inadequately trained or unskilled teachers.

CHAPTER V

IMPLEMENTATION OF SUPERVISORY PROCEDURES

Criteria for carrying out the broad objectives of a reading program through supervision are listed in Section B of Chapter III. The methods used to carry out these responsibilities are presented herewith in the same order as the basic criteria are listed in Chapter III.

1. In-service education of the staff. At the beginning of the school year a forty-five minute individual conference was arranged by the supervisor with each teacher to discuss test results, grouping, readers to be used, and other reading problems. Throughout the year there were numerous informal conversations with each teacher regarding methods, textbooks, and certain individual reading problems. These were initiated by the teachers themselves fully half of the time.

In several instances the supervisor had the opportunity of substituting a full day or more in a classroom, and was able to evaluate at first hand the reading accomplishments of the children. A conference with the teacher soon afterward proved a very profitable way to further help her in her classroom methods.

The supervisor conducted studies at four teachers' meetings on purposes of testing, remedial methods, methods of teaching curricular reading, and ways of allowing for individual differences, both for the slow and the gifted child. Two different teachers' institutes during the year gave additional ideas and motivation for good teaching of

reading. Occasional informal group conferences were also held to discuss problems in common. These often took place around the lunch table, on the playground, or in the hall, as well as in the classroom.

Bulletins, clippings, and other pertinent material on reading were either posted on the bulletin board or circulated. A number of new books on reading methods were purchased for the teachers' library.

All teachers were encouraged to take a class in the teaching of reading given at the near-by Potomac University. Tuition was paid by the school, and two were able to join this class. The sixth grade teacher, assisted by the supervisor, was the University instructor in this class, so four of the school staff had an intensive refresher class in general and remedial reading methods.

At the beginning of the school year the reading supervisor demonstrated news reading in three different classrooms, indicating the principles of curricular reading methods.

Since it was considered desirable to bring in outside authority to provide an objective point of view, in January Miss Lucy Lockhart, consultant from Wesleyan University in Connecticut, was called in to bring new ideas to the staff. She demonstrated both intermediate and lower grade teaching methods in curricular reading for all teachers to observe. She later spoke to the group in an evaluation session, giving principles of teacher preparation, explaining how to develop reading readiness in the entire class, describing methods of guiding the silent and oral reading, illustrating ways of dealing with individual differences, and demonstrating how to stimulate critical thinking.

Teacher participation was employed as a device in all individual and group conferences, as well as in the full teachers' meeting, particularly in the formulation of instructional plans, choice of instructional materials, and educational problem-solving. More could have been done in the formulation of criteria by which teaching may be evaluated and improved, although other check lists, including the one in the appendix of this study, were presented to the teachers.

2. The testing program. At the beginning of the school year all children in the first six grades were tested. First grade children were given the Murphy-Durrell Diagnostic Reading Readiness Test;¹ second grade children were given the Gates Primary Reading Test,² including word recognition, sentence reading, and paragraph reading; and those in grades three to six were given Form A of the Durrell-Sullivan Reading Achievement Test³ as well as the Durrell-Sullivan Reading Capacity Test.⁴

The Capacity Test was a non-reading test designed to measure a child's general understanding of vocabulary and factual material. A difference of one grade or more in the rating between the achievement

¹ Helen A. Murphy, and Donald D. Durrell, Murphy-Durrell Diagnostic Reading Readiness Test.

² Arthur I. Gates, Gates Primary Reading Test.

³ Donald D. Durrell and Helen Blair Sullivan, Durrell-Sullivan Reading Achievement Test.

⁴ Donald D. Durrell, and Helen B. Sullivan, Durrell-Sullivan Reading Capacity Test.

and capacity test scores indicated that the child was not reading up to his ability and therefore should have special help.

These test results, along with teacher judgment, were used as a basis in grouping the children in the classroom, in determining the groups needing special remedial help, and in deciding what textbooks should be used for them.

About six weeks before the end of the school year each group was retested to check progress made under the supervisory and remedial program. The first grade children were given the Gates Primary Reading Test, the second grade children were given the Gates Advanced Primary Reading Test, and those in grades three to six were given Form B. of the Durrell-Sullivan Reading Achievement Test.

3. Public and parent relations. At two different Home and School meetings and at two school board meetings, the supervisor was requested to explain the testing and reading program to the parents and board members. The response was enthusiastic, and brought a flood of opportunities for individual consultation with parents at Home and School meetings, by telephone, after school, and in informal conversations at gatherings where parents could be contacted. Notes were occasionally sent to parents to keep them informed of the progress of their children, and sets of flash cards were furnished to some who asked to give their children extra help at home.

In certain instances, consultations were initiated by the supervisor to help solve problems. In a typical case, an eye difficulty in a child was suspected, and a telephone call to the mother brought about an eye

examination, glasses to correct the difficulty, and subsequent improvement in reading.

In another case the mother of a nervous child who was consistently bringing a nutritionally meager lunch, and who was evidently not getting sufficient sleep was contacted. She was very cooperative when she understood the effect of this program on her child. The child seemed to find new security and happiness in his consistently good lunches thereafter.

On first-grade day in April the supervisor talked to the parents of the children who would be entering first grade in the fall. She explained the school's plan to provide a good reading program, and gave them specific suggestions as to how better to prepare their children for school during the ensuing five months.

4. Materials of instruction. For the purposes of the remedial classes it was assumed that the usual methods had failed and that a new approach to learning was necessary for success. Therefore, the regular textbooks, workbooks, and classroom equipment for the teaching of reading was avoided as much as possible. Instead of these, a variety of special materials for the remedial classes were purchased or prepared by the supervisor. Purchased materials included master copies for duplicating phonics and word-analysis exercises on all grade levels, Dolch's word games,⁵ games from Phonovisual Aids⁶ and Remedial Education Center⁷

⁵ See Appendix B.

⁶ Ibid.

⁷ Ibid.

in Washington, high interest level workbooks by the editors of My Weekly Reader,⁸ Reading Skill Builders⁹ on all grade levels, numerous high interest pleasure reading books on various levels, and four beautiful large print Bibles. Teacher-made materials included Wordo, a root-word game, a suffix and prefix game, a word ending game, and numerous sets of flash cards for various teaching purposes.

For the regular classrooms, several new sets of supplementary basal readers, with accompanying workbooks when necessary, were purchased where needed. Plans call for still more sets to be added for the next school year.

5. Emphasis on reading in all phases of the school program. This supervisory responsibility was carried out by means of the in-service training program outlined in section 1, including individual and group conference, demonstrations, and talks with principal and regular teachers. The whole tone of the school was tuned to the new reading program by various devices of the principal as well as the supervisor.

6. Library books. In addition to numerous library books on hand, a large number of library books have been purchased this year to be used in the classrooms. A separate, central library contains additional books and resource material.

⁸ See Appendix B.

⁹ Ibid.

7. Help for teachers. The presence of an active organization at the John Nevins Andrews school called "The Teachers of Day After Tomorrow" sponsored by the principal, provided much excellent help for the teachers. There were about thirty girls in this club from the seventh and eighth grades who spent from thirty minutes to an hour each day helping a teacher to whom they were assigned. In this time they corrected papers, gave special drill to individuals or groups who needed it, or conducted reading groups. On the day of the special demonstration by Miss Lockart, the girls took over the classrooms to free the teachers to watch the demonstration.

Within each classroom the idea of using the more able to help the less able was successfully promoted.

A remedial program was set up to care for most of those who tested below grade level. A group from each classroom was given special instruction by the supervisor for twenty-five to thirty minutes each day for four days a week, except for the sixth grade children. They received one-fourth to one-half of this amount of special remedial instruction. This relieved the teacher of responsibilities she felt for these remedial cases which she did not have time to fulfill.

In many instances, the children who were sent to the remedial classes were those who needed the most over-all attention in their own classrooms. Many were the discipline problems. Therefore, when they were at their special reading class, the teacher had a more ideal situation in which to work with the remaining groups.

Though not exactly remedial in its purpose, one first grade group was given special training in auditory discrimination further to prepare

them for reading instruction.

The remedial room was a small corner in the school auditorium, closed off by folding doors and equipped with a table and chairs rather than desks, a floor lamp and a bookcase. Some of the children called it "our little house," for it seemed to give an atmosphere of informal coziness in contrast to the classroom. Inasmuch as the typical situation had not brought success to the children, it was thought best to adjust environment and method sufficiently to provide a new avenue of learning.

The principal and each teacher emphasized to the children that membership in the special reading classes was a privilege, and it was so considered throughout the year by almost all concerned. The word "remedial" was not used in the presence of the children.

8. Use of guidebook. All teachers were furnished with and encouraged to use guidebooks for their basal readers and other printed materials as helps in teaching curricular reading. In more than one instance, it was obvious that conscientious use of these helps brought about specific improvement in the teaching of reading in the classroom and thus better achievement by the students.

CHAPTER VI

OBJECTIVE AND SUBJECTIVE OUTCOMES OF THE SUPERVISORY AND REMEDIAL PROGRAM

This study was necessarily limited by the fact that no records from previous years without a supervisory and remedial program are available for comparison. However, certain results from the testing program indicate significant gains in the reading program of the school. These objective results are illustrated by graphs and charts on the following pages.

Other results, though not measurable by tests or other means, are nevertheless significant and are reported as part of the outcomes of this study.

I. OBJECTIVE OUTCOMES

Gain Compared to Normal Expectation

The Durrell-Sullivan Reading Achievement was given the last of April, 1959, to 285 children to compare achievement with the beginning test given the last of September, 1958. In this time of approximately seven school months between tests it was normally expected that the average gain for a child in any given grade would be .7 of a grade. This normal expectation is indicated by the red shaded area in Figure 1. Actual increments are illustrated in black. It can be seen that all classes exceeded this normal expectation and that the third grade made

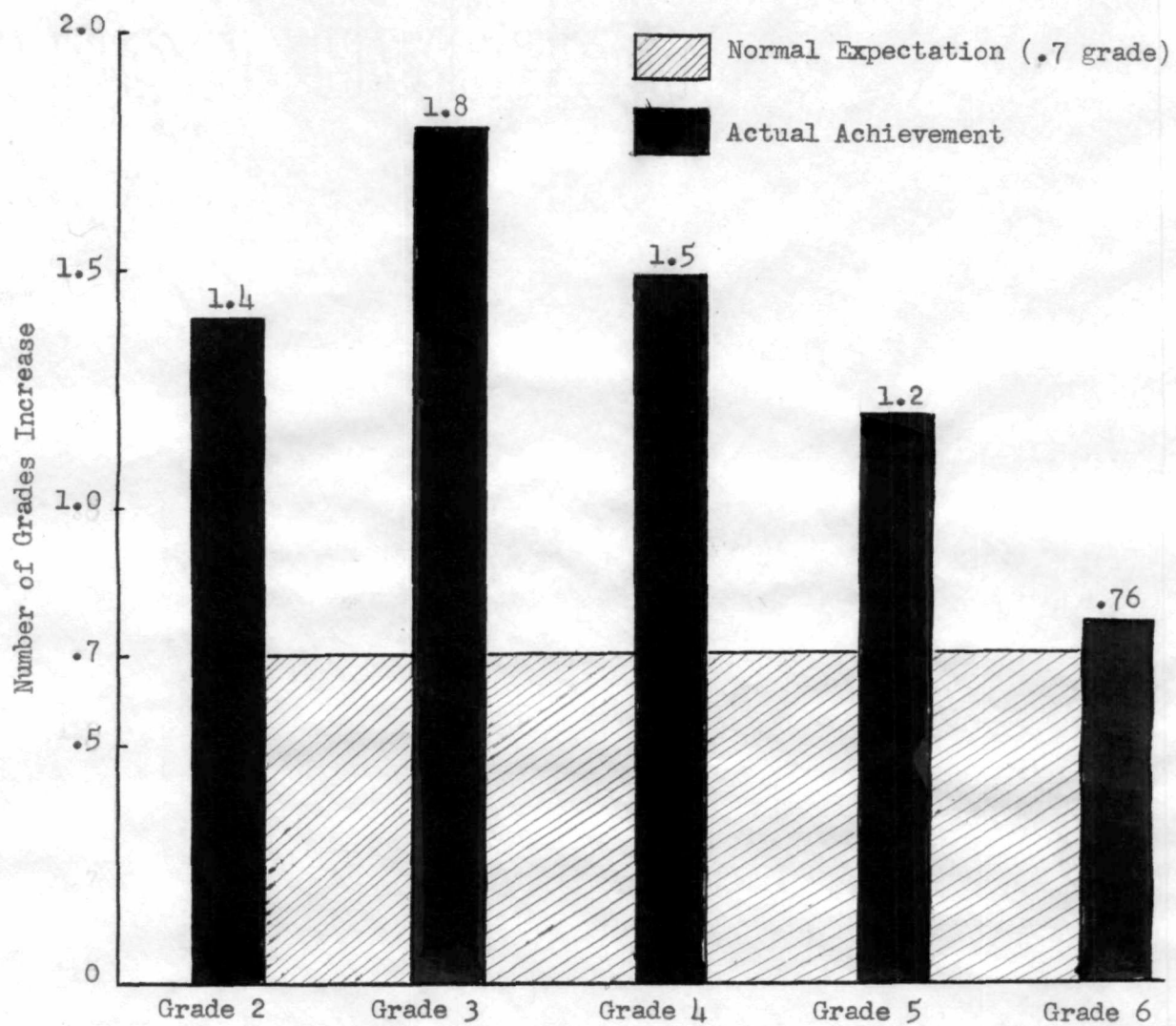


FIGURE 1

GAIN IN READING ACHIEVEMENT
COMPARED TO NORMAL EXPECTATION

the greatest gain with the second and fourth grades coming very close. Since twenty out of fifty-four students in the sixth grade had very nearly reached, or had exceeded the maximum for this test in September, they were not retested in April. This fact naturally limited the possibilities for average gain in this class.

Reading Achievement Compared to Actual Grade Placement¹

In Figure 2 the actual grade placement for each grade in September is indicated by a solid red bar and in April by an extended red shaded bar. This shows that each grade achieved on the average .8 of a grade or more above the actual grade placement in the final test.

The highest achievement over grade placement was made by the fourth grade with 1.7 grades over their 4.8 actual grade placement in April. It will be noted that the achievement of this fourth grade was 5.0 in September instead of 4.1 as would normally be anticipated. With so high a standard already achieved, a substantial increment in the seven months, September to April, would hardly be expected. However, the students not only maintained their tenth-of-point per month, above their already high achievement, but also more than doubled this to a 1.5 grade gain, or 15 months' gain in 7 months--above their September level (which already was nearly a full grade above the norm.)

Even the first grade, an unusually bright and mature group achieved an average of one full grade over their actual grade placement of 1.8. Only two first grade children failed to reach this level.

¹ See Definition of Terms, p. 3.

- ACTUAL GRADE PLACEMENT IN SEPTEMBER (.1 ABOVE GRADE)
- ▨ ACTUAL GRADE PLACEMENT IN APRIL (.8 ABOVE GRADE)
- ACHIEVEMENT IN SEPTEMBER IN APRIL (.8 ABOVE GRADE)
- ▨ INCREASE IN ACHIEVEMENT IN APRIL

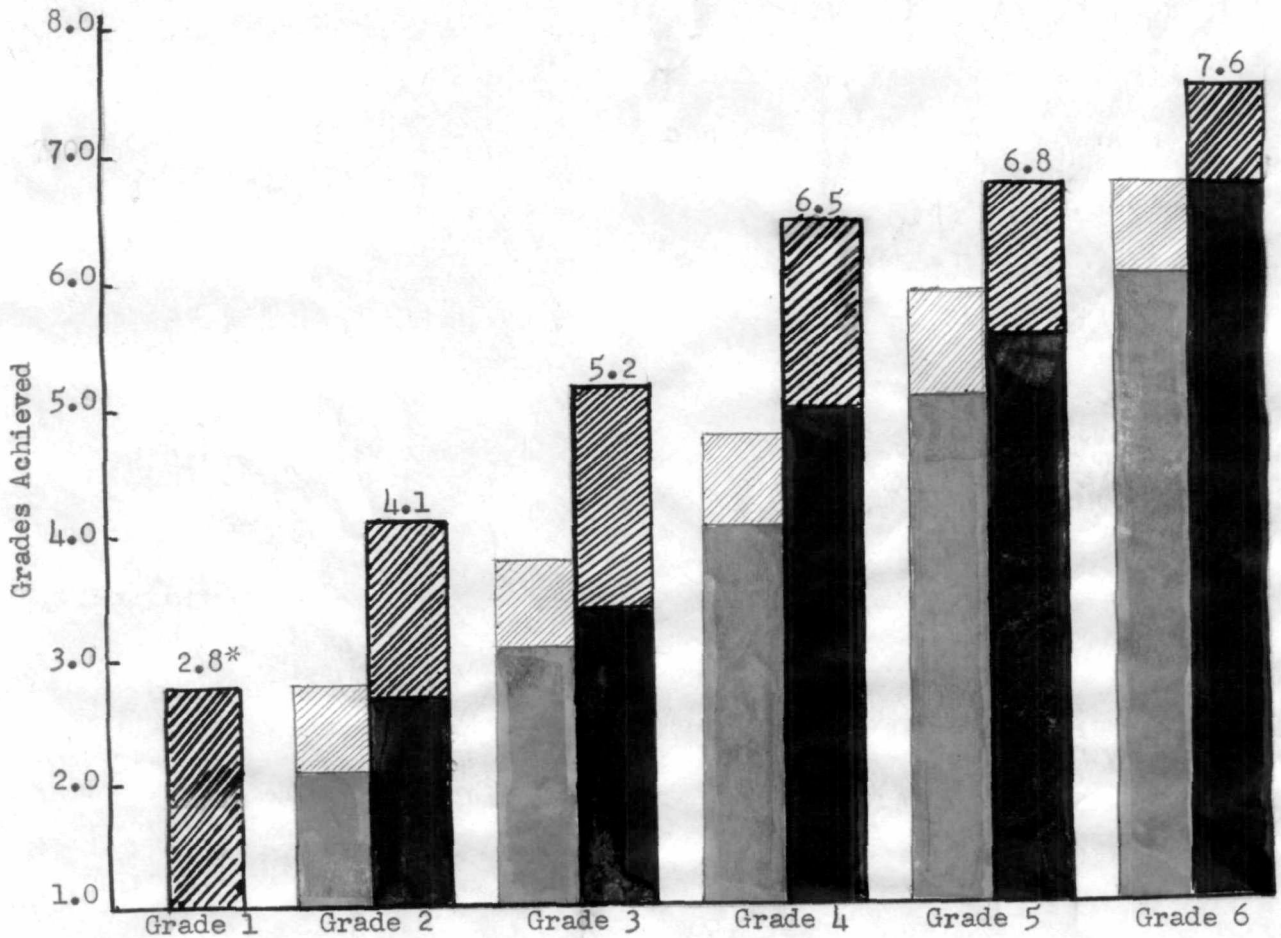


FIGURE 2

AVERAGE READING ACHIEVEMENT BY GRADES
 COMPARED TO ACTUAL GRADE PLACEMENT**

* No achievement test was given to the first grade in September.
 ** See Definitions of Terms.

Reading Achievement Compared to Reading Capacity

Since one of the goals of the reading program was to help every child read up to his capacity, it was determined by the test results in grades three to six, as nearly as such results can be absolutely valid, what percentage of students were reading up to their capacity at the time each test was given. Figure 3 indicates these results. At the end of September only 44.5 per cent of 180 children were reading up to their capacity, while the test results at the end of April showed that 82 per cent were reading up to capacity.

Actual Grade Placement in Comparisons

It is always well to consider actual grade placement when studying the reading achievement of a group. Those students in each class who were not able to achieve grade level varied from .1 to 3.0 grades or points below. That is, if one child should be in grade 6.8 one month before school is out, but actually achieves 5.8, he is 1.0 points below grade placement. Or if another child were 6.6 at that same time, he would be .2 of a point below grade placement. On this basis it was decided to total the number of points below grade level in each grade for the first test in September and note the improvement as these points were diminished at the second test. This would naturally be a check on the remedial groups since they were made up mostly of those who were below grade level. This is shown in Figure 4.

The number of points below grade placement as shown by the test at the last of September is illustrated on the chart in black, and the

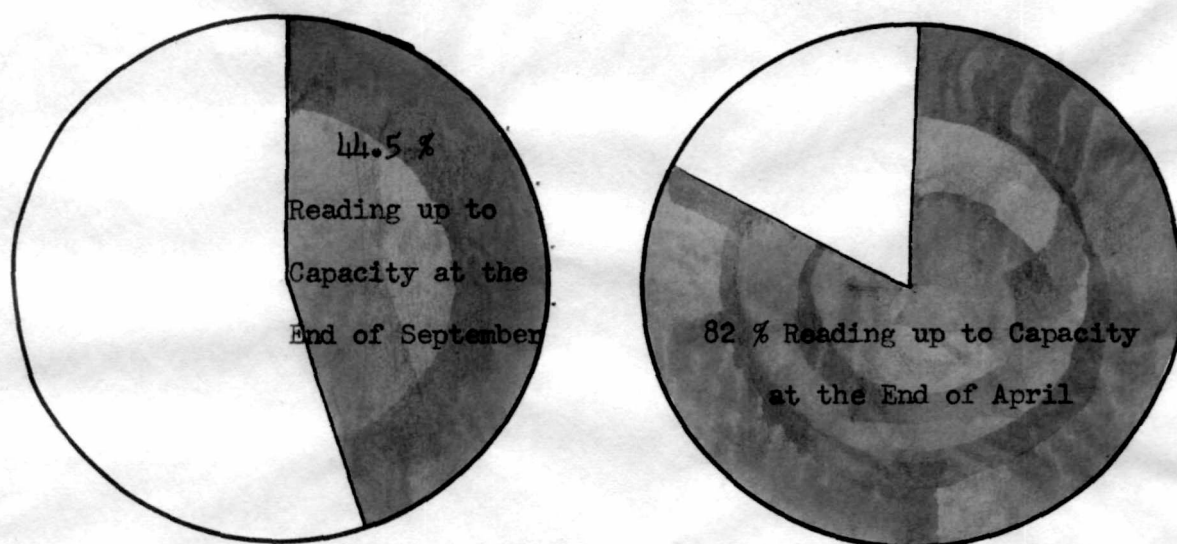


FIGURE 3

PERCENTAGE OF ALL (180) STUDENTS IN GRADES THREE TO SIX READING
UP TO THEIR CAPACITY AT THE END OF SEPTEMBER COMPARED TO THOSE READING
UP TO CAPACITY AT THE END OF APRIL

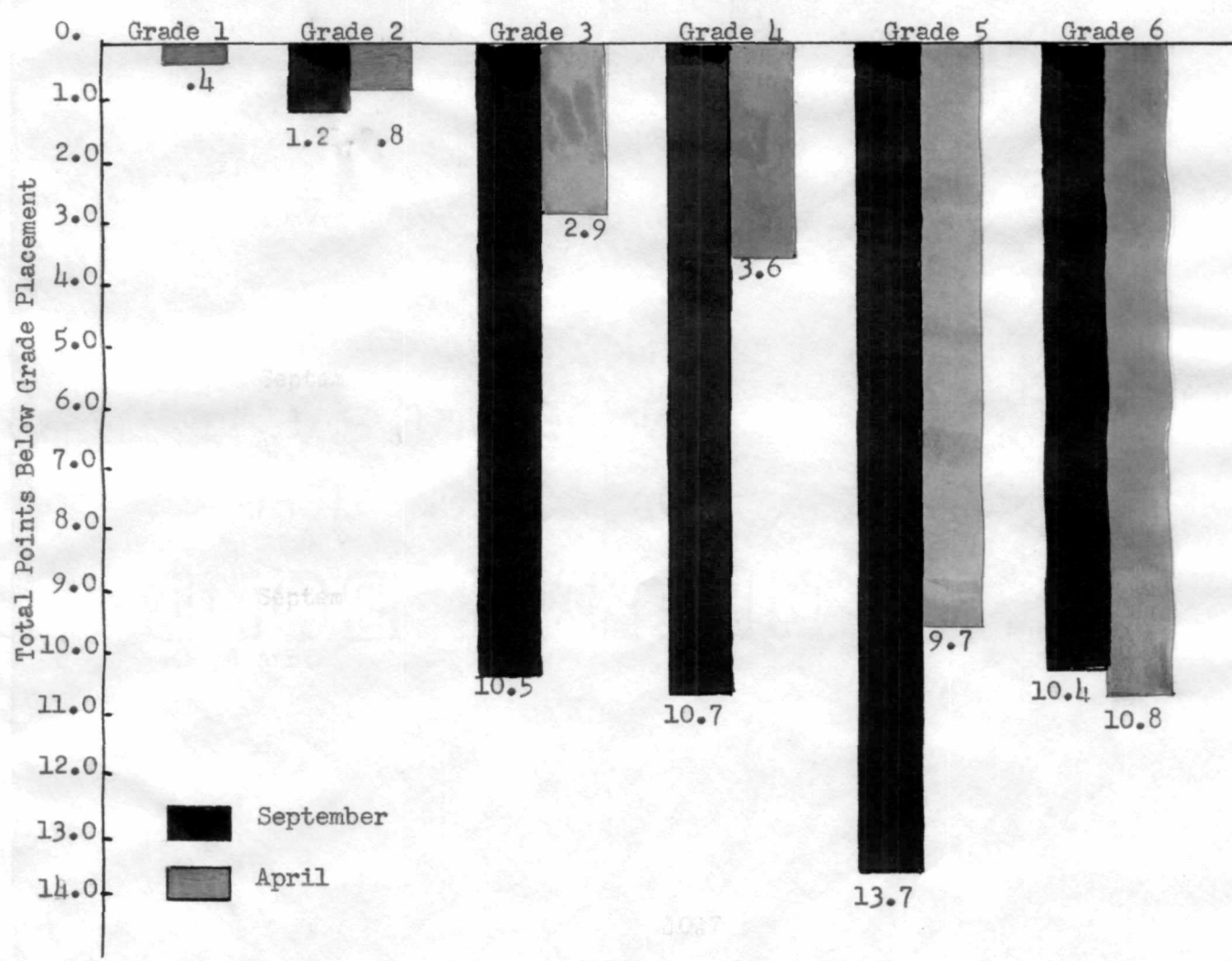


FIGURE 4

COMPARISON OF GRADE PLACEMENT (TOTAL POINTS FOR EACH GRADE) BETWEEN LAST OF SEPTEMBER, 1958, AND LAST OF APRIL, 1959, SHOWING SUMMARY OF THE STUDENTS IN EACH CLASS WHO ARE BELOW NORMAL ACHIEVEMENT

number still remaining the last of September is illustrated in red. The drastic cut in these unwanted points in the third and fourth grades indicates very effective teaching of reading in these grades as well as the possibility that students in these grades are more receptive to corrective measures and special emphasis in reading than in the fifth and sixth grades. Though the sampling in this testing program was not extensive, these results may well mean that the third and fourth grades are the last really good chance to start the average child on the road to efficient reading while in the elementary school.

Gain in Remedial Classes

Figure 5 which shows the gain in achievement in the remedial classes as compared with the gain in the school as a whole indicates that slow learners and emotionally disturbed children who make up the larger share of the remedial groups can generally keep up with their own grades if they have special attention. The relatively low gain in the sixth grade remedial classes was likely due to the fact that they received less than half of the instructional time that the other classes received.

Auditory Discrimination

A separate experiment in auditory discrimination with a group of first graders is illustrated in Figure 6. The Murphy-Durrell Diagnostic Reading Readiness Test on October 15, 1958 showed that eight children were weak in auditory discrimination. For the next eight weeks they were given systematic ear training by the remedial teacher for twenty-five

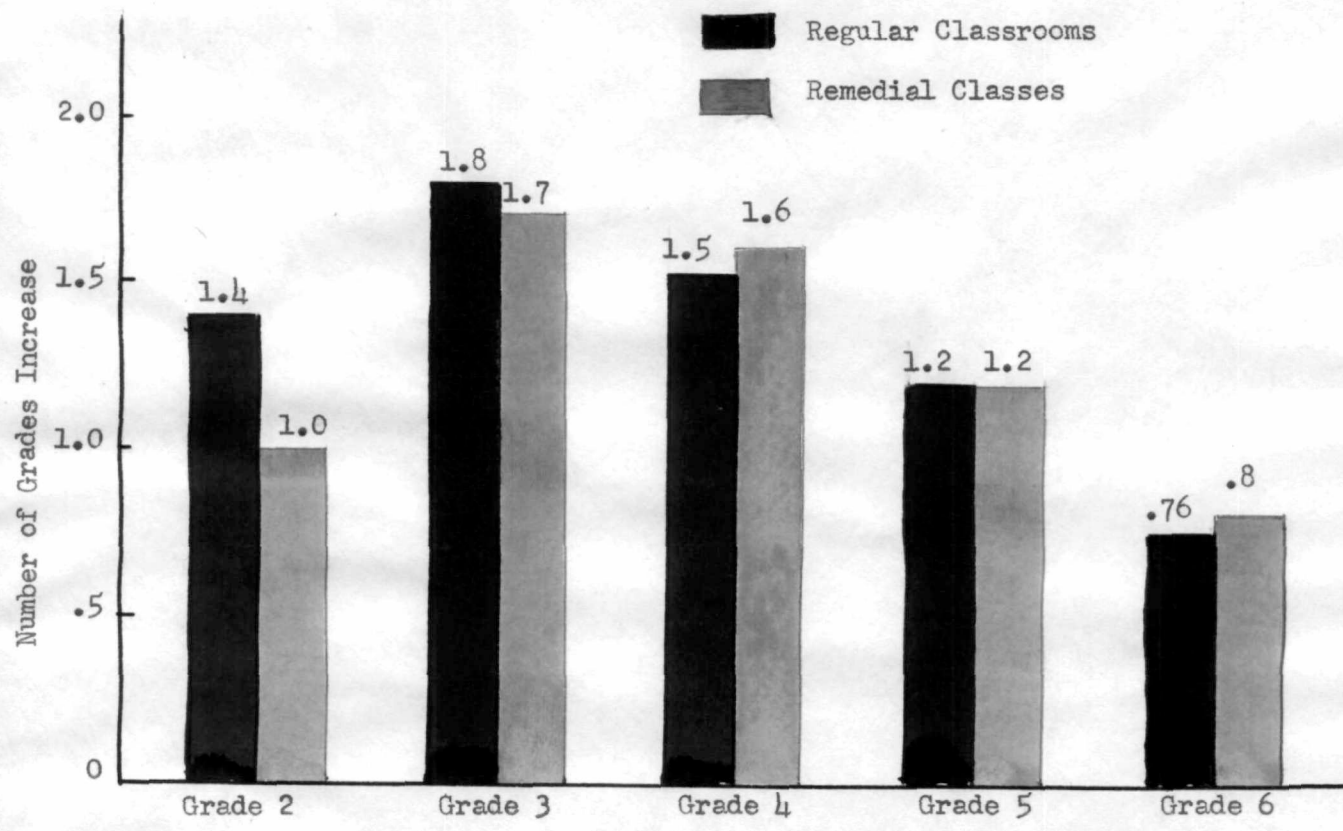
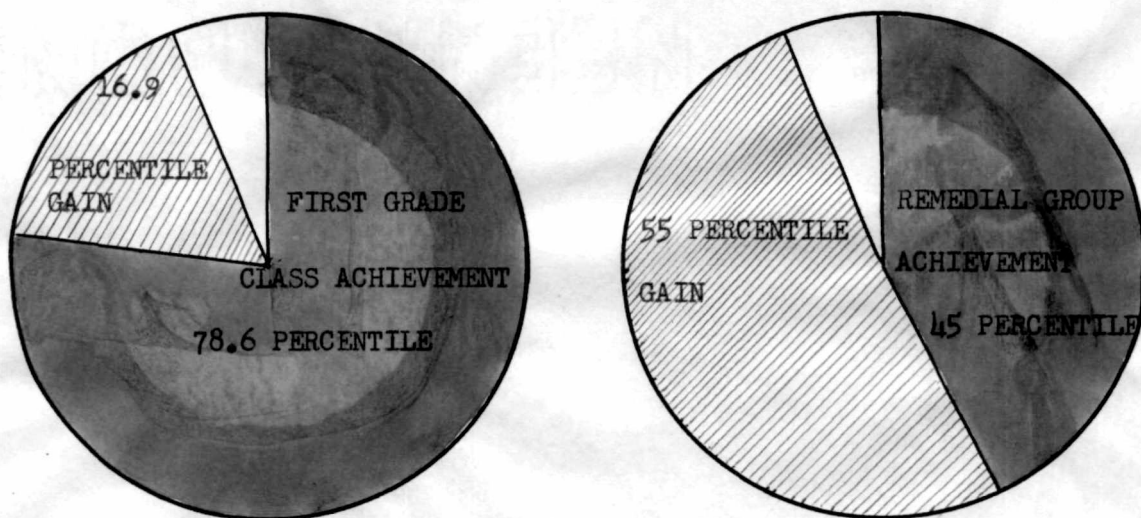


FIGURE 5

GAIN IN READING ACHIEVEMENT IN REGULAR CLASSROOMS
COMPARED TO GAIN IN REMEDIAL CLASSES ACCORDING TO GRADES



Comparative achievement scores of entire first grade and remedial group at beginning of experiment.

 Comparative gains of entire first grade and of remedial group after eight weeks.

FIGURE 6

EIGHT-WEEK AUDITORY READING READINESS EXPERIMENT

minutes a day, four days a week. The class as a whole was given some training by their homeroom teacher. On December 10, 1958 the whole class was retested and averaged 95 percentile. The remedial group had improved 100 per cent and equaled the average of the whole class. It is quite possible that these children would not have succeeded so well in reading if they had not had this preparatory training.

II. SUBJECTIVE OUTCOMES

Parent-teacher Relationships

There were many outcomes which could not be objectively measured. It was often expressed by various teachers that the presence of a reading supervisor in the school gave them a feeling of confidence in doing what they felt was the right thing though parental pressure might be contrary. For instance, it was recognized by the supervisor and classroom teacher that certain children would not be capable of finishing all of the prescribed books for their grade, even though they had been purchased for them at the beginning of the year and even though the teacher felt that the parent would expect them to be completed. However, certain other school-owned books were used by the child which were on his learning level and the more difficult books were left to be finished at a later time--probably at the beginning of the following school year. The supervisor was depended upon to support the teacher in this decision.

Changes in Classroom Assignment

In the case of any reading problem the teacher felt that she could depend upon the support of the supervisor. When children were to be

changed from one room to another or if there was a question about where the child should be placed, the supervisor was always asked to test or otherwise check on the child to recommend grade placement.

Parental Satisfactions

Parents often indicated enthusiasm and satisfaction with the accomplishments of their children in reading. The fact that each child was being tested and supervised by someone who had made reading a specialty seemed to be very gratifying to them. Also when it was known that remedial work was being done, a number of parents requested this special help for their children or expressed appreciation if their children had already been assigned to a group. On several different occasions speakers or visitors at the school mentioned the advantage of this special help--indicating the progressive nature of the program and complimenting the school for this phase of its work.

Teacher Motivation.

After the second series of tests were given, some of the teachers were so anxious to get results that they checked the tests and reported to the supervisor before the day was over. One corrected her papers during a free period and the noon hour and had the results ready before the afternoon session. All were greatly pleased with the progress made, and voiced the desire to redouble their efforts during the remaining month of the school year for those students who were still below grade level.

Importance of Student Attitude

One of the big secrets of the success of the remedial reading groups was the fact that membership in them came to be regarded as a privilege by almost all concerned. The interesting devices, games, and other special methods used helped to maintain this popularity throughout the year. Almost every day for the first several months one or more students not in the groups requested to come until they finally became resigned to the idea that there was not enough room for any more.

A very nervous group of three second grade boys, all with emotional problems caused by home situations, were so inattentive and undisciplined at the beginning of the school year that they could not concentrate on even the most simple reading game long enough to enjoy it. After patient use of varied means to bring them success in their work by the middle of the year they were begging to play the game every day, and had advanced enough to handle several different types of games successfully. By the end of the school year they were able to concentrate on any one project for the full period of thirty minutes, whether it was their reading workbook, a reading game, phonetic spelling, or flash card drill.

Their interest, however, was high from the very first. So anxious were they to come that their home room teacher had to come and get them twice when they slipped out of their own room too early. She strictly instructed them not to leave until the clock indicated, but she said that they never needed to be reminded to come whether she was busy with other groups or not.

Special Case No. 1

One especially interesting case was an eleven-year old American boy from the mission field who was placed by age in the fifth grade. His mother indicated that he would be very shy since he had never been in a regular school before, but his home room teacher was not prepared for his complete lack of response, not even an "I don't know." She soon decided not to cause him and herself undue embarrassment and thereafter did not ask anything from him. She reported the situation. In the routine reading tests, his achievement score was so low that it actually did not register on the chart, since the test was for grades three to six. His rating was left at the very bottom of that test chart--2.2--but it no doubt was less than that, for his oral testing indicated pre-primer level. He had not yet learned cursive writing, and his spelling was nil. His reading capacity score was 5.5.

He was given some individual help by the remedial instructor, and worked with his own grade's remedial group whenever it was possible. He was not a fast learner, but reacted beautifully to individual and small group work at his level, responding with enthusiasm to the activities as any normal boy would. He also became fond of the remedial teacher, no doubt as a rescuer from his storm of distress, and tried to please her in every way he could.

Since he was to leave the school at the end of February on his way back to the mission field, and since it was evident to his regular classroom teacher that his time in his homeroom could not be effectively

utilized (his home room teacher said that he was nothing more than a "vegetable" there), it was decided about the first of January to bring him to the remedial room full time. There he was given a separate little table and lamp for his study. There he happily read books on his level to make his string of stars on the chart as long as possible. He also did his workbook, special phonics exercises, and was called in to participate in as many as three or four different remedial groups in the day. His mother reported that the change "delighted" him.

On Fridays when the remedial reading teacher did not come, he devotedly accomplished all she had assigned. Often he came before school or stayed after school of his own volition to do more. On many occasions he would finish a book and bring it to the reading teacher with the comment, "Boy! that was really a neat book!" and he would recommend books he had read to others. He seemed not to be self-conscious about their being simple books.

A few days before he was to leave he was given a Durrell-Sullivan Achievement Test to compare with the one at the beginning of the year. His rating by then was 3.4--a gain of 1.2 in about four months. However, since it was a timed test, and since he was naturally a slow, deliberate child, it did not actually indicate his true reading power. He was able at that time to read and do fourth grade workbook material accurately and with reasonable ease. He had practically mastered the essential phonetic and word analysis principles for that grade level, and could attack almost any new word accurately. Just to see what his word recog-

nition and comprehension power might be if not limited by time, he was allowed to continue his test after the score was determined at the time limit. That time his score was 4.6. Also on a Weekly Reader timed test, his grade level was 4.2.

However his true accomplishment was not measured in grades achieved but in the fact that he learned to read and love it. His first objective when he reached California was to have his mother take him to the public library so that he could find some more books to read. He showed every indication of being well on his way to normal reading ability.

Special Case No. 2

A boy of the slow, deliberate type in the fourth grade had reached the place where he said openly that he never would be able to read and did not care anyway. After remedial help his test score showed a gain of 1.5 grades in seven months. His greatest gain, however, was his confidence in his own reading ability. He now volunteers to read orally in his homeroom and, according to his homeroom teacher, reads correctly and expressively. His workbook work is neat and accurate, and though he is still slow, his speed has increased considerably.

Special Case No. 3

A certain third grade boy seemed to find security in his reading class which he apparently lacked at home. He often came before school or at recess time just to say "hello" to the reading teacher or to tell some incident that happened at home or on the way to school. He formed the

habit of bringing his lunch with him to his class which met just before the noon hour and begged to stay there to eat lunch. Later all four boys of his reading group asked to stay to eat their lunch. All the children of the reading groups were the remedial teacher's "special friends."

Use of the Bible and Spiritual Outcomes

The attractive large-print Bibles were a constant source of pleasure for the students of the remedial classes. The eleven-year-old boy from the mission field was so delighted to find that he could actually read the Bible that he arranged with his parents to buy one each for him and his brother of that same kind. A favorite activity of his which was shared by two sixth grade boys was alternate verse by verse reading of those Bibles.

Several interesting incidents resulted from the first few times the second graders used the Bibles. After each child was given a Bible, the teacher told them that it was always best to say a little prayer before opening them to ask for special help and understanding in their reading. After the teacher's prayer early in their remedial experience, the children were asked to open their Bibles as near to the middle as possible. There they found the Psalms of David, and the teacher showed how the word Psalms looked and explained what it meant. Then she helped them find the 23rd Psalm, and they were thrilled to find that they could "read" it. Actually they knew it from memory.

The next day the first one to arrive at the class was a little girl who begged, "Oh, please, may we read the Bible first again today? And please show me again how to find what we read yesterday so I can read it to my Mommie." Then before the teacher had a chance to mention it, one of the children said, "Don't forget we have to have prayer before we open it." When one child was asked to pray, she said, "But I don't know what to say." After being reminded by questioning what she should be thankful for and what she wanted Jesus to do for the group, she prayed about like this: "Dear Jesus, thank you for the nice Bible. Please help us to learn to read it and understand it. And help us to read your Bible more. For Jesus' sake. Amen."

Another child asked for the special privilege of taking one Bible to her homeroom for the next "Show and Tell Time" to show and read to her class.

CHAPTER VII

THE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is the purpose of this chapter to summarize the objectives of the reading program in the Seventh-day Adventist church school and the ways in which these objectives were implemented through supervision. These have been formed by the study of church and other educational literature as well as by the study of current methods in the school of participation. Results of the supervisory and remedial program are also briefly presented.

Conclusions reached are based on these same data and recommendations include those for improvement in the school of participation as well as for further study in the field of reading.

I. THE SUMMARY

The broad objectives of the reading program in the Seventh-day Adventist church school are as follows:

1. To prepare the child for the higher school in heaven and for service in this world.
2. To teach children to read well orally with proper use of the voice.
3. To develop the child's interest in and desire for good reading, especially of the Bible and the Spirit of prophecy.
4. To teach the child to understand, organize, and appraise what he reads, applying the truths of the Bible to his own life.

5. To teach the skills the child needs to bring success at increasing levels of difficulty in all subjects of the curriculum.

There are a number of specific responsibilities for the supervisor in carrying out these objectives:

1. In-service education of the staff.
2. The testing program.
3. Public and parent relations.
4. Materials of instruction.
5. Emphasis on reading in all phases of the school program.
6. Library books.
7. Help for teachers.
8. Use of guidebook.

Various means, including an extensive remedial program, were used in the school of participation to implement these methods and through them to bring about an improvement in the over-all reading program of the school. Results of the testing program indicated significant gains in each grade as shown in the following table:

| GRADE | AVERAGE ACHIEVEMENT ¹ IN SEPTEMBER | AVERAGE ACHIEVEMENT IN APRIL | GAIN ² |
|-------|--|---------------------------------|-------------------|
| 1 | --- | 2.8 | --- |
| 2 | 2.7 | 4.1 | 1.4 |
| 3 | 3.4 | 5.2 | 1.8 |
| 4 | 5.0 | 6.5 | 1.5 |
| 5 | 5.6 | 6.8 | 1.2 |
| 6 | 6.8 | 7.6 | .8 |

¹ Normal achievement here would be .1 over grade--2.1 for second grade, 3.1 for third grade, etc.

² Normal expected gain would be .7.

II. CONCLUSIONS

There seems to be more agreement among authorities in the reading field concerning objectives, responsibilities, and methods in the reading program than ever before. This may be the result of unity developed as a defense against outside attack as well as the result of the trial and error methods of the past when the pendulum of all-phonics vs. no-phonics and other theories has swung too far, now bringing almost all concerned to a more middle-of-the road policy. Present methods are not unscientific, however, for they are based on a great deal of research and practical study.

Such principles as using phonics only after a reasonable sight vocabulary has been developed, oral reading only after silent reading, allowing for individual differences by different methods of grouping, and mastery of one level before proceeding to the next are typical of those which are in widespread application at the present time. The principal difference between the methods and objectives of the Seventh-day Adventist elementary school reading program and those of any other school is the difference which is evident in the basic philosophy of education; namely, to prepare the child for eternity as well as for service to others in this present life. This accounts for the great emphasis on the study of the Bible and the books of the church in the denominational schools.

It is clear that the effect of a reading supervisory program helps to bring about an emphasis on reading which would not otherwise

exist: (1) The testing process itself stimulated in the teachers of the school a consciousness of reading weaknesses and an analysis of the type of reading difficulties present in their students; (2) This in turn motivated them to try to do something constructive about it; and (3) the fact that all were working together in the program accented this motivation.

It brought about a closer relationship with parents, particularly those with children in the remedial groups and developed in them a greater appreciation of what the school was trying to do for their children.

Improvement in reading ability gave a number of children new confidence in themselves, better attitudes toward reading and learning in general and thus greater security in the school and at home.

The teaching of remedial groups made up largely of emotionally disturbed children kept them gaining at a normal or greater rate which probably would not have been possible without special attention. This also helped to keep the total school record high.

This study, though limited in its scope, also strongly indicated that greater gains can be made at the third and fourth grade levels, both remedial and otherwise, than at any other level.

III. RECOMMENDATIONS

In addition to the methods and materials used in this experiment, the following procedures are recommended:

1. Increased in-service education of the staff in grouping and caring for individual needs, including specific help for teachers whose pupils did not show consistent gains in this experiment.

2. A system of school-owned readers, including as many sets as possible of supplementary readers on the same levels as the basic reader, and on lower and higher levels.

3. Increased emphasis on reading instruction as such in the fifth and sixth grades.

4. Increased in-service training for middle-grade teachers in teaching reading techniques for the general student at that level as well as for retarded readers.

5. Establishment of a central library or some method of sharing library books from room to room to increase availability to more children.

6. The acquisition of readable, large print Bibles for all children from the second grade up.

7. Greater use of teacher participation in the formulation of the criteria for evaluating and ultimately improving their own teaching techniques.

On the basis of experience gained in this experiment, the following recommendations are made for further study:

1. The use of the Bible in the reading class.
2. The training of the voice in the reading class.
3. The possible broader use of oral reading.

4. The utilization of parents to help in the reading program, especially in pre-school preparation.
5. The relative effect of remedial programs on the intermediate and primary grades.

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- Durrell, Donald D., and Helen Blair Sullivan. Durrell-Sullivan Reading Achievement Test.
- Durrell, Donald D., and Helen Blair Sullivan. Durrell-Sullivan Reading Capacity Test.

APPENDIX A

APPENDIX A

CHECK LIST FOR EVALUATION OF THE READING PROGRAM

The following check list was constructed on the basis of the data gathered by the study of educational literature, both external and church, and observation of current practice in the school of participation. It may be used by the supervisor in evaluating classroom procedures in reading instruction or by a teacher who wishes to evaluate his own reading program. A more detailed check list might be of value for the teacher's use, particularly if he is inexperienced or inadequately trained.

This check list was organized in terms of the broad objectives set forth in Chapter III. A rating plan from a low of one to a high of five was suggested to elicit the appropriate response. The total possible on 22 items below was therefore 110:

1. Preparation for service in this world and the higher school in heaven.

() a. Does the teacher seem to be aware of his God-given responsibilities?

() b. Does the teacher work together with the parents in carrying out their common purpose?

() c. Is there a spiritual emphasis in all teaching?

2. Teaching children to read well orally with proper use of the voice.

- () a. Does the teacher have students properly prepare for oral reading and use it for its intended purpose, keeping to a minimum or eliminating entirely the "easy" method of reading round the class in routine fashion?
 - () b. Are all the principles of good oral reading being developed from the first grade on up?
 - () c. Is proper breathing and use of the voice developed?
3. Developing the child's interest in and desire for good reading, especially of the Bible and the Spirit of prophecy.
- () a. Is the setting of the classroom conducive to interest in good reading? (Bulletin board, library table, etc.)
 - () b. Is the Bible given its proper place in the reading program, beginning with simple, well-known verses and chapters and proceeding to other more difficult passages as skill permits?
 - () c. Is the reading of the Spirit of prophecy brought in as soon as the child is able to read even small sections of it?
 - () d. Does the teacher provide motivation for the reading lesson by his method of assignment?
 - () e. Do basic readers and library books follow the principle of the proper reading for children who are being prepared for heaven?
4. Teaching the child to understand, organize, and appraise what he reads, applying the truths of the Bible to his own life.

- () a. Does the teacher use thought-provoking questions?
 - () b. Does the teacher teach the child to think clearly by allowing him to tell what he has learned, by writing or giving reports, giving main ideas of a paragraph or story, etc.?
5. Teaching skills the child needs to bring success at increasing levels of difficulty in all subjects of the curriculum.
- () a. Does the teacher group students within the classroom according to their ability? Does he sometimes rearrange grouping to allow for changes in pupil growth?
 - () b. Does the teacher motivate each student to work to capacity, thus taking care of both the retarded reader and the superior reader?
 - () c. Does the teacher teach reading skills necessary to handle all subjects in the curriculum?
 - () d. Are the middle and upper grade teachers continuing to teach word analysis and other reading skills?
 - () e. Does the teacher make use of available materials and books?
 - () f. Does the teacher devise means to appeal to the varied interests and abilities of children?
 - () g. Does the teacher make maximum use of test results in grouping children and choosing books for them?

- () h. Does the primary teacher use experience charts?
- () i. Does the teacher keep accurate records of the children's reading program?

APPENDIX B

APPENDIX B

LIST OF MATERIALS

A number of devices used in the remedial reading class were obtained from the following sources:

Games by Edward W. Dolch, Champaign, Illinois: The Garrard Press,
510-522 N. Hickory St.

What the Letters Say

Vowel Lotto

Consonant Lotto

Group Sounding Game

Take (A Sound Matching Game)

Sight Phrase Cards

Basic Sight Vocabulary Cards

The Syllable Game

Games from Phonovisual Products Inc., 4803 Wisconsin Avenue, N. W.,
Washington, D. C., or Kenworthy Educational Service, Inc., Buffalo 1, N. Y.

Junior Phonic Runny

Phonic Runny (Sets A and B)

Games from Remedial Education Center, 1321 New Hampshire Ave., N.W.,
Washington, D. C.

Go Fish (First and Second Series)

Vowel Dominoes

The Doghouse Game from Grosset and Dunlap, Inc., 1107 Broadway,
New York 10 (Mail orders to 227 E. Center St., Kingsport, Tenn.)

Reading Skilltexts from Charles E. Merrill Books, Inc., 1300
Alum Creek Drive, Columbus 16, Ohio.

Reading Skill Builders from The Reader's Digest Educational Ser-
vice, Inc., Pleasantville, New York.

Continental Publications for any Liquid Duplicator (A Basic
Word Analysis Program) from the Continental Press, Inc., Elizabethtown,
Pennsylvania.