

THE EFFECTIVENESS OF THE USE OF SOUL MUSIC ON
IMPROVING COMPREHENSION SKILLS AND
ATTITUDES OF BLACK MIDDLE
GRADE PUPILS

A STUDY
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DEDICATION

This thesis is dedicated to my mother, Mrs. Zadio M. McMullen, and my son, Harold Greg Anderson, who, through consistent understanding and encouragement, provided the inspiration that made it possible for me to complete this endeavor.

J.A.A.

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The writer wishes to express her sincere thanks to the persons who were instrumental in helping her to attain the completion of this research study. She is especially grateful to Mrs. Miriam Jellins, her advisor, for consistent guidance throughout the writing of this thesis.

J.A.A.

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CHAPTER I

INTRODUCTION

Rationale

Effective learning in any subject area depends largely upon proficiency in reading. Reading is essential for significant adjustment in applying new learnings to everyday life activities as well as to academic endeavors. Competence in particular strategies involved in the process of reading is important to both primary and middle-grade pupils.

In recent years, research studies have focused on the middle-grade pupil. Thompson states that the middle-grade pupil is a volatile character. He experiences radical physiological changes, his intellectual growth is erratic, and at any given time he may behave quite differently, intellectually from a given peer. At this time in his life he is striving to develop basic attitudes about himself as a person. The combination of these characteristics is unique to the middle-grade pupil and require unique school programs.¹ Educators are particularly concerned with problems in reading during the middle years.

Although reading programs, designed to accommodate individualized prescriptive instruction in varied skills areas, are increasing in the

¹Fillmer H. Thompson and Sue Griffith, "Guidelines for a Systemwide Reading Program," Elementary English 50 (March 1973): 455-458.

school's curriculum, special problems in the area of comprehension continue to prevail. Because the middle school years are characterized by turbulent emotions engendered by a pupil's search for identity, the examination and analysis of interests, values, and attitudes should occupy a significant portion of the middle-grade reading program. In order for a pupil to become fully developed in understanding the printed page, he probably would benefit from programs which stress both the cognitive and affective dimensions of reading.

Often the curriculum does not embrace both the cognitive and the affective domains. Activities for attaining affective objectives provide pupils with opportunities to become aware of the existence of various phenomena; receive or take notice of particular stimuli; respond or attend to stimuli; develop or change interests, values, and attitudes, organize one's value system; and respond consistently to the environment on the basis of this internalized value system.¹

The cognitive domain includes activities which require the pupil to recall facts or information, communicate knowledge, apply information in specific situations, identify the interrelationships between ideas in a communication, put together elements to form a whole, and make judgements about the value of materials and methods for a particular purpose.²

In planning a reading program for the middle-grade pupil, continuous assessment and instruction in both domains for varying abilities require

¹Benjamin S. Bloom, ed., Taxonomy of Educational Objectives, (New York: David McKay, 1956), p. 23.

²Ibid., p. 24.

procedures based on the identification of skills in defined categories. Since problems in the area of reading comprehension continue to prevail for middle-grade learners, a structured program in basic comprehension must be considered important to ensure success in reading. Categorization simplifies the identification of specific tasks and requirements necessary for adequate comprehension of printed materials. The goals of programs designed to improve reading comprehension strategies should also provide for the improvement of attitudes and the development of interests.

A number of factors probably contribute to the academic dilemma of some Black middle-grade pupils. Cognitively, such a child begins the middle years with a minimal functional level of basic reading skills. Lacking mastery, he may be unable to apply basic learnings to increasing instructional demands, thereby accomplishing little as he strives to associate new information to that which has been previously learned. However, this child possesses a bank of knowledge, interests, and experiences in specific categories relating primarily to his immediate surroundings. Therefore, while he may be reluctant or disinterested in identifying main ideas, recalling details or detecting sequence in lessons requiring him to use a textbook or other printed "school" material, he may be able to utilize adequately those same skills when using material that he understands.

Many middle-grade pupils experience much failure in school and consequently are poorly motivated. Underdeveloped interests, negative attitudes, and lack of goals shape and define academic expectations. If a person believes that no behavior exists in his repertoire which will secure success, the effects of failure are reinforced thereby defying progress

in academic achievement.

In spite of these factors, some Black middle-grade pupils do succeed in school. Pupils who experience success in academic achievement early find such success rewarding and are motivated to undertake new academic tasks. These new tasks generate incentives to duplicate previous successes. Experiences which are related to environmental surroundings become meaningful to the learner as success promotes confidence in acquiring basic concepts. Conversely, concepts are easily learned if experiences and interests are utilized in instruction.

Of the many existing environmental influences which have significance for determining basic foundations for developing reading concepts through familiar channels of learning. The impact of popular music in our society today should be examined by educators concerned with relevance of basic procedures in the school's curriculum. Music is a basic social and cultural activity of mankind. It takes many forms and reflects many different ways of life. Various types of music have one basic quality in common. This quality is a form of communication in which sounds are deliberately organized in some manner for an artistic purpose.¹

A significant declaration was presented in 1967 at Tanglewood, a gathering place for educators in music and those outside the profession, to produce ideas, insights, proposals, and suggestions stressing the impact of music as a part of the school's curriculum. The Tanglewood philosophy contends that ". . . Educators must accept the responsibility for developing

¹World Book Encyclopedia, 1978 Ed., S. V. "Music" by Robert C. Marsh.

opportunities which meet man's individual needs and the needs of a society plagued by the consequences of changing values."¹ Additionally, educators at Tanglewood agreed that:

Music of all periods, styles, forms and cultures belongs in the curriculum. The musical repertory should be expanded to include music of our time in its rich variety, including currently popular teenage music and the music of other cultures. . .²

Soul music is a product of Black culture, and may be classified as a music hybrid, with features paralleling those of rhythm and blues. Distinctive features of soul music are the lyrical and rhythmic feelings of emotions portrayed by performing artists, which sometimes demand participation in verbal response by the audience. Generally, soul music may be categorized as a synthesis of musical forms, which include blues, gospel and jazz.³ Soul music emerged from centers of Black Music in Memphis, Chicago, and New York to become a dominant form of popular music, creating a style distinctive in its own right.⁴ In an interview conducted by the writer with a group of three disc jockeys, there was unanimous agreement that results of weekly local listings relating to the sales of recordings by soul performers, aid in determining the scope of popularity of soul music. They concurred that soul music is a creative mode of expression which plays an important role in the lives of Black youngsters.⁵

¹Thomas Jefferson Anderson, Black Music In Our Culture (Ohio: Kent State University Press, 1970), p. 16.

²Ibid. ³Ibid. ⁴Ibid.

⁵Radio Station WVEE, Atlanta, Georgia, interviews with Scott Andrews and others, November, 1979.

A recent informal survey* by the writer, in several schools, revealed that approximately forty-five percent of the middle-grade population sampled, listens to, enjoys, and is interested in popular soul music. Results also indicated that some pupils acquire a sizeable collection of recordings and are familiar with the works of numerous performers. In addition, pupils appear to be motivated by music in a classroom setting and will respond positively to questions concerning the contents of a song.

The lyrics of popular soul tunes appear to be compatible with varying techniques for the instruction of intermediate reading comprehension skills. Because many soul tunes derive from a framework of experiences common to everyday living, reflect Black Culture, and are written in language that middle-graders can understand, the content of soul tunes lends itself to tasks relating to abilities in comprehension. Therefore, it would seem likely that if soul music is utilized as a supplementary source of material for reading instruction, the dual impact of the motivational effect of the music and the cultural influence of the lyrics may serve as an incentive for helping the "turned off" reader realize his potential for success in academic endeavors. Further, the merging of reading competencies with personally relevant experiences could provide a basis for improving the reader's total attitude toward reading and reading instruction.

Evolution of the Problem

For the past few years, the writer has had the opportunity to work with primary learners experiencing difficulty in learning to read. Many

*See Appendix 1

of these pupils have participated in a program resulting from a project developed and implemented by the writer. The project, "A Soul Music Approach to Early Reading," was based on the idea that children enter school with a variety of experiences that can supplement basic readiness programs and instructional procedures.

The components of the program included a teacher's handbook comprised of several lessons emphasizing Soul Music as a complementary source for readiness ideas. The motivational effects of this material were apparent by the overwhelming reception by pupils and use of it by teachers. The enthusiastic interest exhibited by the pupils supported the positive aspects of the program. Significant progress was noted in readiness skills when test results of selected groups were compared.

The desire of teachers to investigate the effectiveness of using environmental materials common to the everyday lives of the learners in other areas of reading led the writer to seek some quantitative evidence of the efficacy of using Soul Music to supplement the regular basal reading program in the intermediate grades. Because questions concerning the original effort are yet unanswered, it would seem a worthwhile task to determine the effectiveness of using Soul Music in reading instructional programs.

Significance of the Study

It is the desire of the writer that the results of this study might provide insight on the effectiveness of cultural-oriented materials in increasing proficiency in reading comprehension for middle-grade learners. This type of school research may not only facilitate quantitative information with regard to music growing out of a particular culture, but it could

provide some answers to questions which are prevalent as educators continue to probe the entire notion of multi-cultured educational programs.

Statement of the Problem

The problem involved in this study was to determine the effect of the use of Soul Music on the reading comprehension skills, and attitudes toward reading of Black middle-grade pupils.

Purpose of the Study

The purpose of this study was to investigate the effectiveness of the use of familiar, culturally-oriented materials in promoting specific language processing skills. More specifically the purposes were to:

1. Determine differences, if any, between the achievement scores in literal comprehension of pupils who received basal reading instruction with supplemental instruction, using soul music and pupils who received basal instruction with supplemental instruction using regular basal materials.
2. Determine differences, if any, between the achievement scores in inferential comprehension of pupils who received basal reading instruction with supplemental instruction, using soul music and pupils who received basal instruction with supplemental instruction using regular basal materials.
3. Determine differences, if any, between the achievement scores in total comprehension of pupils who received basal reading instruction with supplemental instruction, using soul music and pupils who received basal instruction with supplemental instruction using regular basal materials.
4. Determine differences, if any, between attitude toward reading of pupils who receive basal reading instruction with supplemental instruction, using soul music and pupils who received basal instruction with supplemental instruction using regular basal materials.

Definition of Terms

Terms pertinent to this study were defined as follows:

1. Middle-grade pupils - Children ranging in ages from nine to twelve, in grades four to seven, exhibiting differences in sizes, shapes, and personalities, while undergoing dramatic changes in physical, emotional, and mental growth. Differences are prevalent in ability and achievement levels.
2. Comprehension strategies - The techniques readers develop and use for comprehending written language. Among the strategies pupils develop are the use of syntactic (grammatical) context cues and semantic (meaning) cues. In comprehending materials, the reader utilizes meanings and concepts developed through and based upon his own life experiences.
3. Popular Soul Music - refers to music primarily written and performed by Black musicians, characterized by "special" beats, rhythm, and tones, with emotional lyrics based on black cultural influences and experiences. Top soul music performers include Stevie Wonder, The O'Jays, and Aretha Franklin.
4. Literal comprehension - refers to ideas and information explicitly stated in a reading selection, or in the exercises which apply the explicit ideas and information presented in the selection as measured by the literal comprehension subtest of the Stanford Diagnostic Reading Test.
5. Inferential comprehension - refers to use of explicitly stated ideas merged with intuition to draw inferences stimulated by purposes for reading and questions which demand thinking that go beyond the printed page as measured by the inferential subtest of the Stanford Diagnostic Reading Test.
6. Total comprehension - refers to ideas and information explicitly stated, merged with inferences stimulated by purposes for reading and questions which demand thinking that go beyond the printed page. Total comprehension encompasses literal and inferential skills, as measured by the Stanford Diagnostic Reading Test.

Locale and Subjects of the Study

This study was conducted at the Kelley Lake Elementary School, in the DeKalb County School System, DeKalb County, Georgia. The Kelley Lake School is located in the southern section of DeKalb County, which is one of the seven counties comprising the Metropolitan area of Atlanta, Georgia.

The Kelley Lake School community is situated in an area which has undergone a significant population transition in the last decade. A cross-section of socio-economic levels ranging from lower to middle is represented in the community. The specific ethnic composition of the pupil population is predominantly Black.

Kelley Lake School has an enrollment of approximately 750 pupils. Approximately 200 of these pupils are middle-graders. Each middle-grade level, fourth, fifth, and sixth, comprises approximately one-third of the total enrollment of middle-grade pupils. An analysis of Stanford Achievement Test data, Fall, 1979-80, revealed that the overall reading achievement of these middle-graders was approximately two years below the system average. Sixth grade pupils at Kelley Lake School were selected for this study because they were nearing completion of their elementary school years and a large number of these pupils were performing below grade level.

Experimental Design

An experimental method, employing a pretest-posttest control group design, was used to collect data pertinent to the investigation. An analysis of covariance was used to compare the two groups for each variable. A null hypothesis was tested for each comparison. Additionally, differences between pre and posttest means were tested for significance.

The subjects were randomly selected from the total population of ninety sixth grade pupils at Kelley Lake School through use of a series of numerals from a table of random numbers. Pupils who were assigned every fourth odd number were designated as participants in the study. Twenty-five participants were selected for the experimental group and twenty-five for the control group. A tossed coin aided in determining which of these groups would receive treatment. In the experimental group there were seventeen males and eight females. The control group consisted of fifteen males and ten females.

Instruments Used in the Study

In order to fulfill the purposes of the research, three pretest and posttest measures were administered to the fifty pupils in the sample population: (a) The Stanford Diagnostic Test, Form A - Literal Comprehension subtest; (b) The Stanford Diagnostic Test, Form A - Inferential Comprehension subtest; and (c) The Estes Attitudinal Scale.

The comprehension subtests required the research participants to read short passages, then to respond to questions designed to assess literal and inferential comprehension strategies from a variety of subject matter areas. The content of the passages represented a range of specified readability levels based on the Dale-Chall Readability Formula.¹ As prescribed by directed procedures for the administration of The Estes Attitudinal Scale, responses to twenty variables were required from each subject. These

¹Edgar Dale and Jeanne S. Chall, "A Formula for Predicting Readability: Instructions," Educational Research Bulletin Vol. 27 (February 18, 1948); 11-28.

responses yielded a positive or negative reaction to each item presented. Data collected from the results of the aforementioned instruments provided data for analysis and comprised the findings in this research study.

Instructional Procedures and Design

Basic reading instruction for the subjects followed prescribed procedures designed to facilitate supplemental instruction. Each group was taught in the area of reading comprehension, using the Scott Foresman Basal Reading Program.¹ The experimental group received supplemental instruction in comprehension encompassing soul music as the primary supplement material.* The control group received supplemental instruction in reading comprehension utilizing the commercially prepared, Specific Skills Series² as the supplemental material. Supplementary materials from the Scott Foresman Basal Reading Program were also used.

For a period of forty-five days, one teacher was assigned to teach both the experimental and the control group to ensure continuity in style of instruction for both groups. The teacher assigned to instruct the participants had been a staff member at the Kelley Lake School for nine years, and had earned a Master's Degree in Education. A non-specialist, she had received additional graduate credit for courses in the area of reading.

The participants in the experimental and the control groups were divided into smaller manageable groups to ensure flexibility in specifics

¹Scott Foresman Reading Systems, (Scott, Foresman and Company, 1971).

*See Appendix 2.

²Specific Skill Series, (New York: Barnell Loft, Ltd., 1971).

of techniques utilized in the instruction for the research study.

Each session for supplementary instruction for the experimental and the control groups was conducted for forty-five minutes daily for the forty-five day period. The supplementary sessions were preceded by regular basal instruction which constituted the language arts block of time, comprising an entire morning of reading related instruction.

Scheduled instructional sessions were devised to specified techniques used in the project. For the experimental group, forty-five separate lessons were prepared to include the use of soul music in reading comprehension instruction. The participants were required to listen to, and read the lyrics of soul music, after which they engaged in answering literal and inferential questions relating to the content presented.

Recordings considered for use in initiating and implementing the project were selected from pupil collections, the writer's collection and record businesses. Forty percent of the recordings were drawn from pupil collections. Criteria governing the selection of lyrics which constituted the content were established by the writer. The lyrics approved for the study were: (a) free of abusive language; (b) relevant to understood events and actual experiences; (c) culturally oriented to the pupil population; and (d) recorded and performed by recording artists known by the pupils. Fulfillment of the criteria for choosing some of the selections was accomplished by considering verses or segments of tunes appropriate for specific lessons while deleting undesirable lyrics during instruction. More often than not, the lyrics used in instruction comprised a complete composition without adjusting the content. Materials had appeared on the top twenty soul recording lists during or within 36 months of the time of the study.

The lessons used in the study were derived from twenty popular soul 45 rpm recordings and ten popular long-playing albums.* A lesson plan and guided activities, which focused on comprehension, accompanied each set of lyrics. To facilitate group reading exercises, and the incorporation of the aural-oral approach and language experience techniques, enough soul lyrics were reproduced and compiled to serve as supplementary reading texts for the forty-five day period.

Weekly conferences were scheduled with the teacher with the participants to discuss essential details for implementing the exemplary instructional phase of the study for both groups.

For the control group, procedures followed the regular program in supplemental reading instruction, as outlined by the Curriculum Course Guide of supplementary instruction for reading at Kelley Lake School, DeKalb County Georgia.¹ The participants engaged in activities which included answering literal and inferential questions relating to the content presented.

Limitations of the Study

This study was limited to a selected sample of twenty-five experimental subjects and twenty-five control participants of the Kelley Lake Elementary School, DeKalb County, Georgia, 1979-80. It is possible that the instruments used in the study may have reflected different results under different circumstances for this limited sample.

Since the subjects in this investigation were set apart for special

*See Appendix 3.

¹Curriculum Course Guide, DeKalb County School System, DeKalb County Georgia, 1976.

treatment, the results of the study should be considered in the light of the Hawthorne effect.

With regard to pre-post test differences in mean performances for each group, changes may be attributable to other change-producing events such as maturation, pre-test effects, and other instruction. The internal validity of such results, were reported was thereby jeopardized and must be interpreted in terms of these limitations.

Finally, no effort was made to consider the native capabilities of pupils participating in this study. It is possible that some differences in their performances were due to this factor.

Survey of Related Literature

The literature pertinent to this study reveals that ample attention has been devoted to research in this area.

The information is presented in five categories:

1. Studies regarding innovations in supplementary approaches, procedures, and materials in teaching reading.
2. Attitudinal influences on learning behavior.
3. Studies of factors which influence reading comprehension.
4. Research related to the use of music for developing skills in reading.
5. Studies related to the validity of selected instruments utilized in this study.

Innovations in Supplementary Approaches, Procedures, and Materials in Teaching Reading

During the late 1960's and early 1970's curriculum workers began to realize that the process of change was as important as the substance of change.

Much of the literature initially focused upon how to get schools to adopt the many innovations developed during the 1960's. Later, and as the efforts to create change seemed not to be as effective as desired, the focus shifted toward creating an acceptance of new ideas in schools.¹ Research authorities have continued to investigate the educational possibilities of approaches, and procedures, in areas which traditionally are not associated with the school's curriculum. Studies which are relevant in this area are given below:

Behavioral objectives in teaching poetry were used by Snider to ascertain changes in cognitive understanding of and affective responses to poetry. A poetry unit based on behavioral objectives obtained from teachers and pupils through a modified Delphi survey was taught to two ninth grade English classes. The Solomon-Four Group Design was used with data secured through a pre-test and post-test in a 2 x 2 analysis of variance. Scores were obtained on six test items on each cognitive and affective level. Analysis revealed that learning and response to poetry as a result of the use of behavioral objectives were significant at the .05 confidence level on every level of the cognitive and affective domains.²

Wright states that the comic book is emerging as an instructional vehicle and is popular with primary, intermediate and junior high students,

¹Herbert I. Von Haden and Jean Marie King, Innovations in Education (Ohio: Charles A. Jones Publishing Co., 1971). p. 18.

²Sarah J. Snider, "Cognitive and Affective Learning Outcomes Resulting from the use of Behavioral Objectives in Teaching Poetry," The Journal of Educational Research 7, (June 1975): 333-338.

contributing to the motivational aspect in both developmental and recreational reading. This researcher conducted a preliminary study to determine the literary quality and readability level of the typical comic book in relation to classroom use. He initiated an investigation of the Comic Code Authority, an organization which has authorized a list of restrictions with which subscribing publishers are expected to comply. Compliance with the code is recognized by the authority when an approved seal is displayed on comic book covers. The purpose of the code is to assure teachers that the content within is reasonably wholesome and has potential for use in reading instruction. Wright found that while many publishers have failed to abide by the code, a reputable number of these have been obliging. Subsequently, code standards have helped to improve the literary quality of comics. Wright's research continued, as he measured the readability levels of 20 popular comic books, using three samples from each, applying a widely used readability formula. He concluded that the readability levels ranged from 1.8 to 6.4, indicating a similarity of range to that of trade and high interest books.¹

Smith² and Gattegno³ agree that educators should seek constructive ways to use television as a reading resource. Adams and Harrison conducted a study which involved 228 students in fourth, fifth, and sixth grade reading

¹Gary Wright, "The Comic Book A Forgotten Medium in the Classroom", The Reading Teacher 33 (November 1979): 158.

²Nila Benton Smith, The Role of the Teacher, Parent, Reading Specialist and Administrator in Developing Successful Reading Programs (Newark, Delaware: International Reading Association, 1974), 116.

³Caleb Gattegno, Towards a Visual Culture: Education Through Television, (New York: Outerbridge and Dienstfrey, 1969), 27.

classes. The purpose of the study was to examine commercial television and its value in influencing the development of reading skills. Results of this study revealed that approximately one half of the population sample was successful in comprehending printed material presented during television commercials, news reports, documentaries, and frequently viewed programs. Also, results of the study indicated that the subjects could apply and relate television jargon to basic reading comprehension, vocabulary meaning and word identification skills, when presented in a classroom setting. To accompany the numerical results of the questionnaire used in the study, the words viewed on television by the subjects were listed alphabetically and analyzed according to type. Comparisons to various vocabulary lists, such as Edward W. Dolch's word list, were made to determine the relationship between words used on television and those representing a part of the students' basic reading vocabulary.¹

Hilkert conjectures that television is a vehicle which motivates and inspires children to learn to read. The author selected subjects, diagnosed as reluctant readers, ranging in ages from nine to twelve, to learn to produce and direct their own television programs. The pupils were encouraged to choose topics of interest, prepare graphic representations, and compose and produce scripts, for their video-taped productions. Because these video productions facilitated increased reading in an area of interest, the researcher postulated that success in this endeavor motivated success in

¹Anne H. Adams and Cathy B. Harrison, "Using Television to Teach Specific Reading Skills," The Reading Teacher, 29 (October, 1975): 45.

basic reading.¹

Marsee and Long concur that the newspaper is an uprising supplementary material that enhances and develops primary and intermediate reading skills. These authors correlated varied newspaper sections and articles with behavioral objectives in reading competencies. These objectives and newspaper activities were reviewed and compiled to represent varying levels of difficulty for supplementary instruction. The writers contend that the newspaper, when incorporated with measurable objectives, can improve reading habits and develop skills.²

Findings from a series of studies were reported by Smith and Morgan on the use of cassette tape recordings as a supplementary approach to the teaching of reading in the primary grades. The complementary program included cassette tapes made by individual pupils in a classroom on topics of personal interests. Typed copies were produced to become the subject's personalized reader. Experimental and control classes were employed in three studies to compare the reading performance experimentals who experienced cassette recordings with the performance of controls who did not have this experience. The comparison was made at the first and second grade levels during different school years. Both the control and the experimental groups continued to use the basal series during the experimental years. Metropolitan Readiness Test scores and reading scores on the Stanford

¹Ann L. Hilkert, "TV is the Vehicle, Reading is the Goal," The Reading Teacher 29 (April, 1976): 656.

²Joy Marsee and Judy Long, Primary Reading Project, (Ed. D. research project, Cox Enterprises and the University of Georgia, 1978).

Achievement Test were compared over a three-year period. Results from the three studies favored the experimentals in each.¹

A search of the literature indicates that recent innovations in basic approaches, procedures, and materials in reading have tended to be useful in supplemental instruction in basal reading programs. Materials which lend themselves to effective instruction in reading include the comic book, the television, newspaper, and the cassette recorder.

Studies of Factors Which Influence Reading Comprehension

Theory and research in a number of disciplines have established the principle that different backgrounds brought to reading can affect adequacies in comprehension; that children's uneven grasp of concepts, of language embedded cognitive signals, and of linguistic patterns supportive of them, must be a major concern of the good teacher and the good producer of materials. Furthermore, the teacher must establish a realm of excellence in understanding the task of reading from the reader's point of view.

Asher, Hymel and Wigfield conducted a study which indicates that reading comprehension is affected by a learner's level of interest in the content of the material. Seventy-five fifth-grade children's interests were individually assessed using a picture-rating technique. The subjects rated twenty-five photographic slides, each representing a single theme or topic covering a wide range of interest areas. One week hence, each participant

¹Lewis B. Smith and Glen D. Morgan, "Cassette Tape Recording as a Primary Method in the Development of Early Reading Material," Elementary English 5 (April, 1975): 534-538.

received six passages, three of which corresponded to topics of his or her highly rated topics, and three of which corresponded to topics that were rated low. Passages excerpted from the Britannica Junior Encyclopedia were presented in close format with every fifth word deleted as the comprehension task.

The interest assessment and the reading comprehension task were administered in two separate sessions one week apart. Different experimenters administered the two sessions to minimize the possibility that children would perceive the connection between the interest assessment and the reading activity. The results revealed the boy's performance was strongly affected by the interest level of the material but girl's performance was only slightly affected. On low-interest material and on a school-administered reading achievement test, boys performed significantly poorer than girls. However, on the high-interest material the sex difference was eliminated. The researchers involved in this study surmised that these results have potentially important implications for the assessment of children's reading ability. Giving children passages of low interest may seriously underestimate some children's ability to gain information from written material. Another potentially important implication of these results is that reading material in the classroom should be as interesting as possible, especially for boys.¹

Steffensen, Joag-Dev, and Anderson agree that when a person reads a story the Schematic (a set form for classification or exposition and/or

¹Steven R. Asher, Shellye Hymel and Allan Wigfield, "Influence of Topic Interest on Children's Reading Comprehension," Journal of Reading Behavior 10 (May 1978): 35-46.

an arrangement of parts according to a scheme or design), embodying his background knowledge, provide the framework for understanding the setting, the mood, the characters and the chain of events. In particular, an individual who reads a story that presupposes the schemata of a foreign culture will comprehend it differently from a native and probably will make what a native would classify as mistakes. A study was conducted which employed two groups of subjects with different cultural heritages and two reading passages. One of the passages presupposed the cultural framework of the first group and the other the cultural framework of the second group. Specifically, Indians (natives of India) and American subjects were asked to read and recall two letters, one that described an Indian wedding and one that described an American wedding.

Nineteen Indian adults and twenty American adults, all residents in a university community, and approximately equally divided between the sexes, participated in the study, American subjects were matched to Indian subjects on the following characteristics: sex, age, highest year of education completed, area of academic specialization and marital status. Forty-eight additional subjects approximately equally divided between men and women participated in a study to norm the materials.

Two letters were written describing typical Indian and American weddings. The passages were analyzed for T-scores, which give a measure of syntactic complexity based on the average number of words in an independent clause. The American passage had a T-score of 12.60; the Indian passage, 12.56. The passages were then parsed into idea units, verified by two independent judges. There were 136 and 127 idea units respectively in the American and Indian passages.

The subjects were instructed to read each passage for comprehension and to be prepared to answer questions. The Americans read the American passage faster than they read the Indian passage and vice versa. Also, the Americans recalled more idea units from the American passage than from the Indian passage while the reverse was true of the Indians. An analysis of recall of idea units identified as having contrasting cultural significance, revealed that the subjects recalled 34 percent of what for them were important idea units, but only 29 percent of the unimportant units.

The findings in the study supported the researchers' notion that differences in background knowledge about the content of text material may be an important source of individual difference in reading comprehension. They further contend that some portion of the difficulties that minority children often have in reading with comprehension may be attributable to mismatches between subcultures and majority culture whose viewpoint predominates in the materials children are given to read.¹

Mosenthal suggests that story comprehension is a process which is not merely defined by text-hierarchy schema structure, but is relative to how readers choose strategies for integrating information and relative to the social domain in which the strategy selection is made.²

Research studies contend that the background knowledge and experience of the learner play a significant part in how well he decodes the

¹Margaret Steffensen, Chitra Joag-Dev and Richard Anderson, "A Cross-Cultural Perspective on Reading Comprehension," Reading Research Quarterly (Spring 1979): 10-29.

²James Mosenthal, "Techniques For Improving Comprehension," Reading in the Middle School, (Newark, Delaware: International Reading Association, 1971).

printed page; and should be considered significant in instructional planning.

Attitudinal Influences On Learning Behavior

How learners feel about reading is as important as whether they are able to read. As is true for most abilities, the value of reading ability lies in its use rather than its possession.¹ Studies today are focusing on attitudinal influences in the area of reading. Researchers have investigated the learner's attitude toward reading as well as the teacher's attitude toward reading in varying content areas.

Bennie states that a system for continuous assessment of the learner's attitudes and problems regarding individually prescribed programs is necessary in order to help prevent the student from becoming "locked into" a program which may be unsuitable for him.

A survey study was conducted by Bennie which utilized approximately seventy multimedia and multimodal commercial and teacher made programs that were classified and coded by modality, reading skill, reading level, interest level, and appropriateness for skill application or practice as opposed to appropriateness for skill reintroduction and expansion.

Based upon the assessed needs of individual pupils, each learner was programmed to use at least two separate pupil-paced reading programs at his reading level. After pupils were oriented to their program in groups of two to six, the pupils were scheduled to work on these programs once weekly in a learning situation. After four sessions, each pupil was requested to

¹Thomas H. Estes, "A Scale to Measure Attitudes Toward Reading," Journal of Reading 16 (November 1971): 135-138.

respond to a ten item questionnaire for each program used. After the questionnaire was completed by the respondents, the problematic areas and specific discontents of each of the 120 pupils were identified. A place for pupil comments was provided on the questionnaire. The researchers categorized problems and dissatisfactions, then met with each pupil individually in small groups by problem area.

Specific procedures for assessing the cause of each type of problem had been developed earlier. At the end of each pupil conference, the learner was encouraged to provide continuous information with respect to further problems that might occur with the programs.

Subsequent formal attitudinal assessments were planned for regular intervals of four to eight weeks.

General observations were made. Some are listed below:

Pupils who could not recognize the relevance of their specific programs--high negative scores--tended also to have more negative responses in the area of attitude toward program, despite positive responses to the interest level of materials.

Pupils who had high negative scores in the area of recognition of relevance tended to respond negatively also to desire to continue with the program. This was true even when they responded positively to the items on interest level, challenge and lesson length.

Pupils with superior skills who had negative response to the item on challenge--that is, too easy, also tended to have negative responses to desire to continue and to pupil's perception of educational outcome.

The greatest degree of correlation seemed to exist between pupil recognition of relevance and

to continue with program. This was determined statistically.¹

Mueller contends that..."All teachers are reading teachers, especially at the elementary level, and therefore have immeasurable potential for influencing pupil's attitudes toward reading."

In an informal effort to assess teacher interest in reading, Mueller developed a questionnaire concerning leisure time activities. The questionnaire was administered at the beginning of the semester to members of two method classes at two different institutions.

In this questionnaire, participants were given a number of opportunities to select reading from among several choices, or to identify reading as a valued activity. The first three questions asked whether they preferred reading a book or going to a movie, or watching television, and whether they preferred reading the news to hearing it on the radio or watching it on the television. The remaining questions dealt with the number of movies they had seen, the number of books read, (in the same period), use of leisure time on the job, use of leisure time when not on the job, and questions which examined the value of reading.

In general, the responses to this questionnaire seem to indicate that the participants in the sample value reading mildly in their lives, both professionally and personally.²

¹Frances Bennie, "Pupil Attitudes Toward Individually Prescribed Lab Programs," Journal of Reading 17 (November 1973): 108-111.

²Doris L. Mueller, "Teacher Attitudes Toward Reading," Journal of Reading 16 (November 1971): 135-138.

Estes' development of The Estes Attitudinal Scale emerged from the researcher's realization that resources in regard to measuring change in attitude toward reading were limited. Estes states that a scale which measures attitudes in reading will allow teachers of reading to measure objectively how learners feel about reading and will also present a view of the learner not presently permitted by many testing programs.¹

Researchers tend to agree that attitude toward reading affects the learner's behavior in reading. Studies tend to advocate the importance of the teacher's attitude toward reading and concur that a positive attitude is a contributing factor to success and achievement in reading.

Research Related to the Validity of Selected Instruments Utilized in This Study

The Estes Attitudinal Scale and the Stanford Diagnostic Test will be used as measures to facilitate organization treatment and analysis of data in the development of this study. The bases for establishing the validity and reliability of these instruments are discussed below:

Estes Attitudinal Scale

Estes' construction of the Attitudinal Scale is based on three sources in the literature. The earliest mention of this type of scale was by Likert who referred to it as the method of summated ratings. Basically, the Likert Scale is characterized by a series of statements to the respondent to which he is asked to respond on a 1-5 or 1-7 point scale, ranging

¹Thomas H. Estes, "A Scale to Measure Attitudes Toward Reading," Journal of Reading 16 (November 1971): 135-138.

from "strongly agree" to "strongly disagree." The 15 to 20 statements, which according to Likert is sufficient to make the general factor in an attitude stand out without clarification constitutes the basic format of the scale.

The choice of the Likert-type scale in preference to other techniques was based on a reference by Edwards and Kenny. The researchers compared the Likert and Thurstone scales, the two most frequently used. They concluded that the Likert Scale takes less time and is easier to construct with a higher rating of reliability.

The reliability data for the scale was computed by the split-half method. The substantial reliability values obtained suggest that in its tryout form, the scale was performing with good consistency repeated administrations would likely obtain similar results.

The second stage of data analysis was the item discrimination analysis. This was done by the procedure of analyzing each item for its discrimination of high scorers from low scorers on the scale. The items retained were those on which pupils with positive attitude are likely to respond with a high scoring response and on which those pupils with a negative attitude are likely to respond with a low scoring response.

The first step in the construction of the scale was to secure a pool of statements from which could be selected approximately thirty for a tryout scale. A group of 27 high school and elementary teachers in the Charlottesville, Virginia area were asked to contribute to the initial item pool. Each teacher was given a description of the kind of scale to be constructed and was asked to contribute "statements the response toward

which will reflect attitude toward the activity of reading." Criteria for attitude scale item formulation and selection, were provided for the teachers and were utilized in the selection of items for the tryout scale.

The tryout scale consisted of twenty-eight items. These were administered to a sample of 283 pupils in grades 3-12. Specifically, two classrooms of pupils at each grade level, 3-12, given the tryout scale. The classes were purposely chosen for their heterogenous nature. It was desirable to include as wide a variety as possible for the purpose of separating pupils with positive attitudes from those with negative attitudes toward reading.

Following the tryout administration, the resulting data were analyzed in a two-page procedure. First, an estimate of the scale's general performance was secured through computation of the mean, standard deviation, and reliability data. Second, an individual analysis of each item was made in terms of its ability to separate a group of people on the basis of attitude toward reading.

Each pupil could rank each of the twenty-eight items on a one to five scale, five being most positive and one most negative. Hence, the theoretically possible range of scores was 28 to 140. The actual range scores of obtained was 55 to 138. The mean of the 280 scores was 102.

The wide standard deviation on this administration of the scale suggests that a wide variety of attitudes toward reading was represented in the sample and that, considering the rather high discriminatory power of the items, the scale will be sensitive to a variety of attitude types

in future administrations.¹

Dulin and Chester conducted a study, seeking to validate Estes' Attitudinal Scale for the secondary school level. The study consisted of 140 subjects, representing varied reading abilities and were evenly distributed in terms of age, grade point average and sex. As criterion measures of the student's attitudes, two sets of data were collected: 1) the student's own responses to several self-rating scales, and 2) the student's teacher's judgements of their attitudes. The Pearson-Product-Moment Correlation Coefficients were computed between each student's Estes' Scale score and each of his/her various ratings on the two criterion-measure instruments. The results indicated significance to the level of p. 001.

Overall findings appear to indicate that the Estes' Scale could safely be used in research as a criterion measure of high school students' attitudes towards books and reading.²

Stanford Diagnostic Test

The 1976 edition of the Stanford Diagnostic Reading Test measures the major components of the reading process. As its name implies, its primary purpose is to diagnose pupil's strengths and weaknesses in reading. The Stanford Diagnostic Test results can be used to help teachers group pupils

¹Thomas Estes, "A Scale to Measure Attitudes Toward Reading," Journal of Reading 16 (November 1971): 135-138.

²Kenneth L. Dulin and Robert D. Chester, "A Validation Study of the Estes' Attitudinal Scale," Journal of Reading 15 (October 1974): 56-59.

according to their specific instructional needs and may thus facilitate the development of appropriate teaching strategies and materials.

The Stanford Diagnostic Reading Test differs from most reading survey, or achievement, tests in two important ways. First, since its primary purpose as a diagnostic instrument is to identify pupil's strengths and weaknesses, the Stanford Diagnostic Reading Test provides more detailed coverage of reading skills than the typical survey test. Second, the Stanford Diagnostic Test places more emphasis on the low achiever--the test contains more easy questions than do most achievement tests. Since achievement tests are ordinarily designed to measure the broad range of ability of pupils in specified grades, such tests often contain about the same number of easy as difficult questions.¹

Karlsen, Madden, and Gardner agree that at early stages of learning to read, pupils generally translate, or decode, the printed word into the spoken word; then as they mature and develop a fair degree of competency in decoding, attention is given to building vocabulary, improving comprehension, and, finally, to increasing reading speed. It is this philosophy of the nature of the reading process that has guided the authors in the development of the Stanford Diagnostic Test.²

These developers concur that the Stanford Diagnostic standardization emerged from a set of six communities, fairly normal in terms of median family income and median adult years of schooling. The samples were adjusted slightly so that their performance on comprehension matched the

¹Bjorn Karlsen, Richard Madden and Eric F. Gardner, "Manual for Administering and Interpreting," Stanford Diagnostic Test (New York: Harcourt Brace Jovanovich, Inc. 1976), ²Ibid.

performance of those in the national standardization of the Stanford Achievement Test.¹

Boehnlein conducted a study to determine if the Stanford Diagnostic Test was a satisfactory substitute for the more time-consuming Gates-McKillop test, and whether it could be used as a criterion of referral for remedial reading instruction in the inner city schools of a large Metropolitan school system.

The results of the analysis indicated the following: 1) The Stanford and the Gates-McKillop tests did not yield similar scores and their concurrent validity was minimal. 2) Subtests between and within tests which were similar in name and/or structure-of-intellect factors correlated inconsistently. 3) Subtests between and within tests which correlated most highly with each other, regardless of the reading skill being measured were related in several ways and included common structure of intellect factors, similar response tasks and/or a similar sensory input of stimuli.

This researcher concluded that the Stanford subtests were more complex than the Gates-McKillop subtests.²

Research Related to the Use of Music to Develop Skills in Reading

Learning music and learning to read closely parallel each other. Both processes depend upon being able to perceive likenesses and differences

¹Ibid.

²Mary Maher Bohnlein, "A Structural-of-Intellect Analysis of Two Analysis of Two Diagnostic Reading Tests," (Ph.D. dissertation, Kent State University, 1969).

in sounds and in shapes of symbols. Music is read from left to right and top to bottom, the same as reading words.¹ Authorities in research have begun to examine the possibility of utilizing the lyrical content in songs as supplemental reading materials in regular programs. Studies related to this area are presented below:

Franklin conducted a study which sought to determine if any significant differences occurred in reading comprehension among three groups of eighth grade subjects, who while taking a comprehension test, either heard high intensity rock music, low intensity rock music or no music.

The fifty-four subjects participating in the study were tested individually during a twenty-five minute period of time. They were randomly assigned to either a control group or to one of the two experimental groups, (low intensity or high intensity). Each subject was administered the Advanced Reading Test Form, F of the Metropolitan Achievement Test.

Although differences in group mean scores on the reading comprehension test were observed, the analysis of variance revealed that no significant difference among the group mean scores at the .05 level of confidence. This result led to the conclusion that neither rock music, nor the intensity level at which it is presented will affect significantly the reading comprehension of youngsters who listen to rock music while engaged in reading and/or study activities.²

¹Mavis J. Lloyd, "Teach Music to Aid Beginning Reading," The Reading Teacher 3 (December 1978); 323-327.

²James Leo Franklin, "The Efforts of Rock Music On The Reading Comprehension of Eighth Grade Students," (Ph.D. dissertation, University of Iowa, 1976), p. 17.

Moyer conjectures that rhythm, singing and notation in music can provide an instruction base needed for other basics, such as reading and language skills.

Additionally, Moyer believes that music can help remediate reading and learning disabilities in young children. The author launched a pilot program at the Newton Music School in Newton, Massachusetts. The program was designed to incorporate music and language activities in order to enhance skills in both areas simultaneously. Specifically, the goals of the program are stated as follows:

To teach music skills to children with learning disabilities to build a foundation for future success in music.

To teach through music by utilizing special drills, games, and exercises related to the visual motor and auditory skills involved in reading music while remediating difficulties as they relate to language and reading skills.

To evaluate the extent to which the development of music skills results in improvement of language and reading skills.¹

Steele points out that while the music-reading approach demonstrates a significant influence in motivating the child for productive channels of living and learning up to potential, it should not be considered a method for correcting learning disabilities.

¹Betsy Moyer, "Children With Learning Disabilities," paper presented at the International Federation of Learning Disabilities, Montreal, Canada, 1976.

However, researchers agree that systematic analysis of the lyrical content of popular music can provide a base for constructing appropriate activities for supplementary instruction in reading.¹

McKenna believes that one of the most rewarding new ways of teaching reading is to combine use of recorded songs and transcription of their lyrics. The musical structure of a song provides a unique setting for language that can be well used in the classroom. Insightful selection of relevant popular songs can motivate students who are customarily "turned off" by reading. Adolescents both admire and identify with certain young singers, and this attraction can be turned into an interest in reading.²

Klink presents a step-by-step approach to teaching reading through music. First the song lyrics were used in the same way as traditional material. Mimeographed lyric sheets, practices, read aloud, and accompanied by worksheets which correspond to a specific song, comprised the program. The addition of the recorded music increased the value of the lyric sheets.³

Newsom developed special skill sheets for selected popular tunes to present to two ninth-grade remedial classes. The material was prepared to extend over a three-day period. One day was devoted to word analysis,

¹Anita L. Steele, "Learning Disabilities - A Music Therapist's Perspective," A paper presented at Case Western Reserve University, 1974.

²Michael McKenna, "Songs for Language Study," Audio-Visual Instruction (April 1977) : 42.

³Howard Klink, "Words and Music," Language Arts 52 (April 1976): 401-13.

one to vocabulary, and another to comprehension. The researcher gathered feedback on the skill sheets by presenting a questionnaire that listed ten major activities engaged in during the year. The participants rated each activity in accordance to how they enjoyed it and how much they learned from it. The responses revealed that while there was no significant difference in what they indicated they learned from the various units, they liked the musical activities presented on the questionnaire.¹

Wulffson cites popular music as a means to develop activities which aid in involvement of the learner.

The author gives several examples of activities which lend themselves to using music to teach reading. One such example is given below:

Directions to the student:

Three words are missing from the song. Definitions of the three words are given below. Figure out what the words are.

Well, the 1. _____ swallower
 He comes up to you, and then he 2. _____
 He crosses himself,
 And then he clicks his heels
 And without further notice
 He asks you how it feels,
 And he says, "Here is 3. _____ throat back,
 Thanks for the loan."
 And you know something is happening,
 But you don't know what it is,
 Do you, Mr. Jones?

- 1) A WEAPON, USUALLY METAL, WITH A LARGE, SHARP BLADE
- 2) GO DOWN ON ONE'S KNEE OR KNEES
- 3) BELONGING TO YOU

¹Saran Duncan Newsom, "Rock 'n Roll 'n Reading," Journal of Reading (May 1979): 726-31.

Directions to the student:

Pick the word or words that correctly finish the statement.

The sword swallower was wearing:
 a) tennis shoes; b) high-heels;
 c) cowboy boots.¹

The effects of musical training in primary grades on academic achievement including reading ability was studied by Hurwitz, Wolff, Bortnick, and Kokas. Subjects were 20 subjects from a middle class suburban school and a matched group of controls. The experimental treatment consisted of teaching children folk songs with stress on rhythmic and melodic units involving sensory and motor modalities. The music program was first developed in Hungary and is called the Kalady Method. It was taught to the subjects five days a week for approximately 40 minutes per session during a seven month period; the controls did not receive music training. Results were based on comparison of scores on a variety of measures on sequencing skills and spatial abilities; these included the Metropolitan Achievement Test. Superiority of performance was found on four out of the five measures of spatial tasks and on three of the five sensori-motor tapping tasks in favor of the experimentals. Similar findings favored the subjects with a mean reading percentile score of 87.9 and for the control group, 72.3.²

Studies in this area are leaning toward the idea that the motivational aspect in music can be utilized by educators to inspire the learner to read various printed material with renewed interest and are recognizing

¹Don L. Wulffson, "Music to Teach Reading," Journal of Reading 14 (December 1970): 179-181.

²Irving Hurwitz, Peter Wolff, and Barrie D. Bortnick, "Non-musical Effects of the Kalady Music Curriculum in Primary Grade Children," Journal of Disabilities 5 (April 1975): 167-174.

that insightful selection of relevant popular songs can motivate students who are customarily "turned off" by reading.

Summary of Related Literature

The review of related literature focused upon 1) innovation possibilities for supplemental instruction; 2) attitudinal influences on learning; 3) factors influencing reading comprehension; 4) the use of music as supplemental instruction; and 5) the validity of selected instruments.

Snider's study, which examined the use of poetry as a means for ascertaining changes in cognitive and affective understandings lend support to the idea that the use of poetry can enhance responses to behavioral objectives in a classroom setting. Wright reviewed findings which recognized the comic book as a useful instructional tool in reading comprehension. This material has been tested for readability and found to be comparable to the difficulty range of trade books. Adams and Harrison conducted a study which analyzed commercial television and its value in influencing the development of reading skills. The results of this study revealed that printed material presented during television commercials, news reports, documentaries and other programs, can serve as supplemental material for instruction in reading comprehension. Hilkert's study involving the use of television in instruction content that television is a vehicle which motivates and inspires the learner in varied interest areas. In this study children were encouraged to choose topics of interest and prepare their own video-taped productions. Increased reading in an area of interest subsequently led to success in basic reading. Marsee and Long's study reported the newspaper in reading instruction as a valuable supplementary material.

These writers used behavioral objectives to correlate newspaper sections and articles to reading related tasks.

The literature examined factors which influence reading comprehension. Asher, Hymel and Wigfield's study indicated that comprehending the printed page is affected by the pupil's level of interest in the material. Steffensen, Joag-Dev, and Anderson agreed that an individual's background of experiences provide the framework for understanding what is read. They further contend that a scheme which embodies the individual experiences facilitates comprehension in reading. Findings in this same study revealed that pupils are able to recall a higher percentage of what for them is important, than that which for them is unimportant or without cultural significance.

Researchers investigated attitudinal influences in reading. A survey conducted by Bennie resulted in the finding that pupils who could not recognize the relevance of programs tended to show negativism in attitude toward that program. Mueller contended that teachers play an important part in influencing the learner's attitude toward reading. Estes' development of an attitude scale has been found to be useful in helping teachers to measure how learners feel about reading.

The use of music as supplementary reading instruction was examined by researchers. McKenna analyzed a selection of popular songs for classroom instruction. This author found that the musical structure of a song provides a setting for language which motivates the reluctant reader. Newson developed skills sheets for selected popular tunes and conducted a study to examine the possibility of using music to teach vocabulary and

comprehension skills. Rated responses following this study indicated a high motivational level in regard to this technique.

Based on findings from the literature related to this study, it can be concluded that 1) factors which contribute to reading comprehension should encompass a learning scheme in background experiences with materials which are interesting to the learner; 2) relevance in instruction and materials facilitate positiveness in attitude toward reading; and 3) educators have begun to accept non-traditional techniques and materials which include the use of music as a supplementary tool for instruction.

CHAPTER II

ANALYSES AND INTERPRETATIONS OF DATA

Introduction

In this chapter, data collected pursuant to the purposes of the study are analyzed and interpreted. The investigation probed the effect of supplemental reading instruction, using soul music as material, on reading comprehension and attitudes of sixth grade pupils. Specifically, the purposes of the study were:

1. To determine the difference, if any, in the achievement scores in literal comprehension of pupils who received supplemental reading instruction using soul music as material and pupils who received supplemental reading instruction using basal materials.
2. To determine the difference, if any, in the achievement scores in inferential comprehension of pupils who received supplemental reading instruction using soul music as material and pupils who received supplemental reading instruction using basal materials.
3. To determine the difference, if any, in the achievement scores in total comprehension of pupils who received supplemental reading instruction using soul music as materials and pupils who received supplemental reading instruction using basal materials.
4. To determine the differences, if any, in the responses to The Estes Attitude Scale of pupils who received supplemental reading instruction using soul music as material and pupils who received supplemental reading instruction using basal materials.

An experimental method, employing a pre test--posttest control group design, was used to collect data pertinent to the investigation. Two statistical techniques were used to analyze the data: 1) an analysis of covariance to study the difference between the means of the experimental group and the control group for each comprehension area and attitude toward reading and 2) "t" tests were used to determine the effect of supplemental instruction on comprehension scores for each group. A null hypothesis was tested for each comparison where differences existed.

The order of analyses and interpretation of the data presented in Chapter II will follow a sequence of data categories as prescribed by the evaluative measures used in the study; These categories will be presented thusly: 1) an analysis and comparison of pre-instruction and post-instruction comprehension test performances for each of the groups; 2) an analysis and comparison of pre-instruction and post-instruction responses to the attitude scale for each of the groups; and 3) a comparison of comprehension gains and attitude changes between the experimental and control groups. The discussion in each section will focus upon selected aspects of comprehension and attitude changes of the two groups of pupils.

Comparison of Pretest and Posttest Data of Comprehension Performances

Results of the comprehension subtests established by criterion of the Stanford Diagnostic Test, were utilized in this study. Pupil performance exhibited by the experimental and control participants on this measure was analyzed to determine if a significant difference in mean performances could be measured after forty-five days of supplemental

instruction in reading comprehension using culturally relevant materials. Of the sixty items presented on the comprehension subtests, thirty items questioned information that was explicitly stated or literally presented, and thirty questioned information which was implied or inferential not appearing explicitly in the text. The subsequent combination of literal and inferential items on the Stanford Diagnostic Test, comprised the "total" comprehension measure for this instrument. These sixty items represented the three comprehension areas analyzed in the study.

Experimental Group

Specific and summary data presented for the experimental group, included a tabulation of test results compiled prior to, and following the use of soul music as supplemental instruction in reading comprehension. The pretest results from the literal comprehension subtest of the Stanford Diagnostic Test, as presented in Table 1 revealed a range of grade equivalents from 1.1 to 9.0. The expected grade level performances for the subjects fall within the 6.5--7.4 interval of grade equivalent scores. The calculated percentages indicated that eighty-eight percent of the experimental subjects scored below this level before instruction. The posttest results from the literal comprehension subtest of the same test reported a range of grade equivalents of 1.1 to 10.2, roughly a nine grade range. The cumulative percentages showed fifty-six percent of the pupils scoring below grade level.

A comparison of the pretest and the posttest results showed that the posttest grade equivalents reflected higher performances with an increase in the range of grade equivalents. On the pretest, zero percent of

the subjects scored within the 9.5 to 12.5 range, while on the posttest, four percent scored within that level.

TABLE 1. --Grade equivalents and percentages of performances resulting from pretest and posttest analyses of the literal comprehension section of the Stanford Diagnostic Test--experimental group

Grade Equivalent	<u>Pretest</u>		<u>Posttest</u>	
	Number	Percentage	Number	Percentage
11.5 - 12.4	-	-	1	4
10.5 - 11.4	-	-	-	-
9.5 - 10.4	-	-	1	4
8.5 - 9.4	1	4	2	8
7.5 - 8.4	1	4	4	16
6.5 - 7.4	1	4	3	12
5.5 - 6.4	1	4	4	16
4.5 - 5.4	7	28	4	16
3.5 - 4.4	8	32	4	16
2.5 - 3.4	1	4	1	4
1.5 - 2.4	3	12	-	-
.5 - 1.4	2	8	1	4
	N = 25	100 Percent	N = 25	100 Percent

Similarly, a sixteen percent change was revealed for the .5 to 2.4 range on the posttest performances. On the pretest twenty percent of the experimental group scored within this range, while only four percent scored at this level on the posttest. Thus, it is noteworthy that thirty-six percent fewer experimental subjects scored below grade level on the posttest; suggesting growth in the level of literal comprehension following the use

of soul music as a supplement to regular instruction in reading comprehension.

Table 2 summarizes the data presented above. Further analysis shows that, statistically, the difference between the means in literal comprehension performances on the pretest and posttest was significant. The difference between the means resulted in a "t" score of 2.96. A "t" value of 2.797 was needed for significance at the .01 level of confidence on the literal comprehension test. This significance indicated growth in the level of literal comprehension resulting from the use of soul music as a basis for supplementary instruction in reading comprehension.

TABLE 2. --Summary of pretest and posttest data from the literal comprehension section of the Stanford Diagnostic Test--experimental group

	Mean	S.D.	S.E.	SEDm.	"t"
Pretest	4.2	2.4	.5	.640	2.96
Posttest	6.1	1.9	.4		

Analysis of pretest results from the inferential comprehension section of the Stanford Diagnostic Test, as presented in Table 3, for the experimental group revealed a range of grade equivalents from 4.4 to 7.7, roughly a four grade range. The expected grade level performances fall within the 6.5--7.4 interval of grade equivalent scores. The cumulative percentages indicated that approximately eighty-two percent of the subjects scored below this level. The posttest results from the inferential section of the same test revealed a range of grade equivalents from 3.5 to

TABLE 3. --Grade equivalents and percentages of performances resulting from pretest and posttest analyses of the inferential comprehension section of the Stanford Diagnostic Test--experimental group

Grade Equivalent	Pretest		Posttest	
	Number	Percentage	Number	Percentage
9.5 - 10.4	-	-	1	4
8.5 - 9.4	-	-	2	8
7.5 - 8.4	1	4	2	8
6.5 - 7.4	1	4	5	20
5.5 - 6.4	1	4	6	24
4.5 - 5.4	6	24	2	8
3.5 - 4.4	7	28	5	20
2.5 - 3.4	8	32	1	4
1.5 - 2.4	-	-	1	4
.5 - 1.4	1	4	-	-
	N = 25	100 Percent	N = 25	100 Percent

9.5, a six grade range. The percentages showed that sixty percent of the pupils scored below grade level. This percentage indicated a lower performance level in inferential comprehension than that shown in literal comprehension. A comparison of the pretest and posttest results indicated that the posttest results yielded higher performances, hence, slightly increasing the range of grade equivalents. On the posttest four percent of the subjects scored within the 9.5--10.4 range. No scores were reported within this range for the pretest. It should be noted that twenty-two percent fewer participants scored below grade level on the posttest than on the pretest suggesting growth in the level of inferential comprehension following the use of soul music as supplementary instruction in

reading comprehension. Table 4 summarizes the data presented above. Further analysis shows that, statistically, the differences between the inferential comprehension performances on the pre- and posttests were significant. The difference between the means resulted in a "t" value of 2.14. A "t" value of 2.064 was needed for significance at the .05 level of confidence on the inferential comprehension test. This difference was not statistically significant at the .01 level of confidence. This significance indicated growth in achievement in the area of inferential comprehension following the use of soul music as a supplement to instruction in reading comprehension.

TABLE 4. --Summary of the pretest and posttest data from the inferential comprehension section of the Stanford Diagnostic Test--experimental group

	Mean	S.D.	S.E.	SEDm.	"t"
Pretest	4.1	.38	.076	.084	2.14
Posttest	5.9	.18	.036		

An analysis of pretest results from the total comprehension component of the Stanford Diagnostic Test, as presented in Table 5, for the experimental group revealed a range of grade equivalents from 2.2 to 9.1, a seven grade range. The expected grade level for the subjects was within the 6.5--7.4 interval of grade equivalent scores. The cumulative percentages revealed that twenty percent of the experimental population scored above grade level on the posttest. The pretest scores showed that ninety-two percent of the pupils performed below the expected grade level while

only forty-eight percent scored below level on the posttest.

TABLE 5. --Grade equivalents and percentages of performances resulting from pretest and posttest analyses of the total comprehension section of the Stanford Diagnostic Test--experimental group

Grade Equivalent	Pretest		Posttest	
	Number	Percentage	Number	Percentage
9.5 - 10.4	-	-	1	4
8.5 - 9.4	1	4	2	8
7.5 - 8.4	1	4	2	8
6.5 - 7.4	-	-	8	32
5.5 - 6.4	2	8	2	8
4.5 - 5.4	5	20	3	12
3.5 - 4.4	5	20	4	16
2.5 - 3.4	10	40	3	12
1.5 - 2.4	1	4	-	-
.5 - 1.4	-	-	-	-
	N = 25	100 Percent	N = 25	100 Percent

This figure represented a forty-four percent change in summation of percentages, which favored the posttest performances for the experimental group in total comprehension.

This percentage change indicated growth in the area of total comprehension for the experimental group after instruction in reading comprehension using soul music as supplementary material.

Table 6 summarizes the data presented above. The difference between the means resulted in a "t" value of 2.85. A "t" value of 2.797 was needed for significance at the .01 level of confidence on the total

comprehension component. Statistically, the difference between the means in total comprehension performances on the pretest and posttest was significant. This significance demonstrated growth in total comprehension achievement. Following the use of soul music as material for supplementary instruction in reading comprehension.

TABLE 6. --Summary of the pretest and posttest data from the total comprehension section of the Stanford Diagnostic Test--experimental group

	Mean	S.D.	S.E.	SEDm.	"t"
Pretest	4.2	1.6	.32		
Posttest	5.8	2.3	.46	.56	2.85

Summary of Findings--Experimental Group

A summary of pre and posttest results for the experimental group in comprehension performance showed that growth occurred in comprehension in all areas examined following the use of soul music as material for supplementary instruction in reading comprehension.

There was a thirty-six percent increase in the percentage of scores falling at or about the expected level of literal comprehension achievement on the posttest. The difference between the mean scores in literal comprehension before and following instruction was statistically significant at the .01 level of confidence. The data on the posttest performances of the inferential comprehension measure revealed an increase of twenty-two percent of scores falling at or above the expected grade level. The difference between the means in inferential comprehension on the pretest and posttest

was significant at the .05 level of confidence but not at the .01 level of confidence.

It should be noted that the smallest increase in improvement was reported in the area of inferential comprehension with fifty-eight percent of the experimental subjects scoring below grade level on the posttest. Fifty-six percent participants scored below grade level in literal comprehension. The greatest increase following use of soul music as supplemental instruction was shown in total comprehension. The percentage scoring below grade level for total comprehension was eight percent fewer than in literal comprehension, and ten percent fewer than in inferential comprehension.

Control Group

Specific and summary data presented for the control group included a tabulation test results recorded prior to and following the use of basal materials as supplemental instruction in reading comprehension.

An analysis of pretest results from the literal comprehension section of the Stanford Diagnostic Test, as presented in Table 7, revealed a range of grade equivalents from 1.0 to 9.0. The expected grade level performances within the 6.5--7.4 interval of grade equivalent scores. The cumulative percentages indicated that sixty-eight percent of the control participants scored below grade level. The posttest results from the literal comprehension component of the same test reported a range of grade equivalents of 2.9 to 9.0, roughly a seven-grade range. The calculated percentages indicated that sixty-four percent of the subjects scored below grade level. A comparison of the pretest and posttest results showed a slight decrease in the range of grade equivalents which represented a

slight increase in the level of performance for the posttest results. On the pretest, eight percent of the subjects scored within the .5 to 2.4 range, while on the posttest no scores were reported within that interval. It should be noted that four percent fewer control subjects scored below grade level on the posttest; suggesting only a slight increase in the level of literal comprehension resulting from the use of basal materials as supplementary instruction in reading comprehension.

TABLE 7. --Grade equivalents and percentages of performances resulting from pretest and posttest analyses of the literal comprehension section of the Stanford Diagnostic Test--control group

Grade Equivalent	Pretest		Posttest	
	Number	Percentage	Number	Percentage
9.5 - 10.4	1	4	-	-
8.5 - 9.4	0	-	2	8
7.5 - 8.4	3	12	4	16
6.5 - 7.4	4	16	3	12
5.5 - 6.4	3	12	6	24
4.5 - 5.4	2	8	3	12
3.5 - 4.4	8	32	4	16
2.5 - 3.4	1	4	3	12
1.5 - 2.4	1	4	-	-
.5 - 1.4	1	4	-	-
	N = 25	100 Percent	N = 25	100 Percent

Table 8 summarizes the data presented above. The difference between the means in literal comprehension resulted in a "t" value of 1.00. A "t" value of 2.064 was required for significance at the .05 level of confidence on the literal comprehension test. Further analysis shows that, statistically, the difference between the means in literal comprehension performances on the pretest and posttest was not significant for the control group.

This finding is an indication that a significant increase did not occur in the level of literal comprehension, resulting from use of basal materials as supplementary instruction in reading comprehension.

TABLE 8. --Summary of the pretest and posttest data from the literal comprehension section of the Stanford Diagnostic Test--control group

	Mean	S.D.	S.E.	SEDm.	"t"
Pretest	5.2	1.5	.30		
Posttest	5.7	2.0	.40	.5	

An investigation of the pretest results on the inferential section of the Stanford Diagnostic Test, as presented in Table 9, for the control group revealed a range from 1.4 to 7.7 roughly a seven grade range. The expected grade level for this group was within the 6.5--7.4 interval of grade level scores. The cumulative percentages indicated that eighty percent of the subjects scored below grade level. The posttest results from the inferential section of the same test revealed a range of grade equivalents from 1.0 to 9.5, a nine grade range. The calculated percentages

showed that sixty-eight percent of the subjects scored below grade level. Only thirty-two percent scored above the expected grade level for the posttest. A comparison of the pretest and posttest results indicated that the posttest resulted in higher performances as evidenced by the numerical data. On the posttest twelve percent of the control participants scored within the 8.5 to 9.4 and the 9.5 to 10.4 ranges. No scores were reported at these levels for pretest performances.

Thus, it is noteworthy that twelve percent fewer control subjects scored below grade level on the posttest than on the pretest suggesting growth in the level of inferential comprehension resulting from the use of basal materials as supplementary instruction.

TABLE 9. --Grade equivalents and percentages of performances resulting from pretest and posttest analyses of the inferential comprehension section of the Stanford Diagnostic Test--control group

Grade Equivalent	Pretest		Posttest	
	Number	Percentage	Number	Percentage
9.5 - 10.4	-	-	2	8
8.5 - 9.4	-	-	1	4
7.5 - 8.4	1	4	-	-
6.5 - 7.4	4	16	5	20
5.5 - 6.4	6	24	4	16
4.5 - 5.4	5	20	3	12
3.5 - 4.4	6	24	8	32
2.5 - 3.4	2	8	-	-
1.5 - 2.4	-	-	1	4
.5 - 1.4	1	4	1	4
	N = 25	100 Percent	N = 25	100 Percent

Table 10 summarizes the data presented above. The difference between the means for the pretest and posttest performances, resulted in a "t" value of 4.58. A "t" value of 2.797 was required for significance at the .01 level of confidence on the inferential comprehension test. Statistically, the difference between the inferential comprehension performance on the pre- and posttests was significant. These results indicated growth in the level of inferential comprehension following the use of basal materials as supplementary instruction in reading comprehension.

TABLE 10. --Summary of the pretest and posttest data from the inferential comprehension section of the Stanford Diagnostic Test--control group

	Mean	S.D.	S.E.	SEDm.	"t"
Pretest	4.4	3.0	.6	.24	4.58
Posttest	5.5	2.2	.4		

An analysis of pretest results from the total comprehension section of the Stanford Diagnostic Test, as presented in Table 11, for the control group, revealed a range of grade equivalents from 2.6 to 9.9 roughly an eight grade range. The expected grade level for these pupils falls within the 6.5--7.4 interval of grade level scores. The calculated percentages indicated that sixty-four percent of the control subjects scored below grade level. The posttest results from the total comprehension portion of the same test revealed a range of grade equivalents from 2.6 to 9.9, which represented a range of eight grades. The calculated percentages for pretest results revealed that seventy-six percent of the control

subjects scored below grade level in total comprehension. On the posttest results no increase in the range of grade equivalent scores was reported.

To summarize these findings, it should be noted that a larger number of control participants scored below grade level on the posttest, than on the pretest, in total comprehension. These results indicated that the use of basal materials for supplementary instruction effected no increase in the level of total comprehension. However, a twelve percent decrease in posttest performance was noted.

TABLE 11. --Grade equivalents and percentages of performances resulting from pretest and posttest analyses of the total comprehension section of the Stanford Diagnostic Test--control group

Grade Equivalent	Pretest		Posttest	
	Number	Percentage	Number	Percentage
9.5 - 10.4	1	4	1	4
8.5 - 9.4	1	4	2	8
7.5 - 8.4	2	8	1	4
6.5 - 7.4	5	20	2	8
5.5 - 6.4	5	20	8	32
4.5 - 5.4	4	16	4	16
3.5 - 4.4	6	24	5	20
2.5 - 3.4	1	4	2	8
1.5 - 2.4	-	-	-	-
.5 - 1.4	-	-	-	-
	N = 25	100 Percent	N = 25	100 Percent

Table 12 summarizes the data presented above. Further analysis revealed that the posttest grade equivalent mean was slightly lower than that

of the pretest, representing only a two month decrease. The difference between the means resulted in a "t" value of .232. A "t" value of 2.064 was required for significance at the .05 level of confidence on the total comprehension test. Further analysis shows that, statistically, the difference between the total comprehension performances before and following the instructional treatment was not significant. This indicated that the use of basal materials for supplementary instruction effected no change in the level of total comprehension for the control group.

TABLE 12. --Summary of the pretest and posttest data from the total comprehension section of the Stanford Diagnostic Test--control group

	Mean	S.D.	S.E.	SEDm.	"t"
Pretest	5.8	1.9	.38		.232
Posttest	5.6	1.8	.36	86	

Interpretation of Findings--Control Group

A summary of pretest and posttest results for the control group in comprehension achievement revealed no increase in the level of performance in literal comprehension. The differences between the mean scores in this area was not statistically significant at the .01 level of confidence. This finding suggests that basal materials for supplementary instruction did not aid in improving the level of performance in literal comprehension for the control group.

Results of data in inferential comprehension showed that growth occurred in this area following the use of basal materials as supplementary

instructional materials in reading comprehension. There was a twelve percent increase in the level of inferential comprehension on the posttest. The difference between the mean scores in inferential comprehension prior to and following instruction was statistically significant at the .01 level of confidence. It should be noted that an increase in the range of grade equivalent scores showed that a higher percentage of participants fell within higher grade intervals. No scores were reported within these ranges on the pretest.

The data showed that there was no increase in the level of total comprehension for the control group. A larger percentage of participants scored below grade level on the posttest than on the pretest. The slight, but negative change in total comprehension performance was not statistically significant for this group. This analysis lends no support for the effectiveness of basal materials in supplemental instruction for increasing performance in total comprehension as indicated by posttest results for the control group.

Summary of Findings of Comprehension Achievement for Both Groups

Pretest and posttest analysis in comprehension performance for the experimental group yielded these findings:

1. The scores obtained by the experimental subjects on the pretests indicated that they were below average for their grade level.
2. In the area of comprehension achievement for the experimental group, data indicated that there were significant differences in performance from pre and post data before and following instruction.

- a) In literal comprehension, thirty-six percent fewer subjects scored below grade level on the posttest. A "t" value of 2.96 indicated a significant difference between the pre and post test in literal comprehension. This significance indicated growth in this area, as a result of the use of soul music as supplementary instruction.
- b) In inferential comprehension, twenty-two percent fewer subjects scored below grade level on the posttest. A "t" value of 2.14 indicated a significant difference between the pre- and posttest in inferential comprehension. This significance indicated growth in the level of inferential comprehension, resulting from the use of soul music as supplementary instruction.
- c) In total comprehension, forty-four percent fewer experimental subjects scored below grade level on the posttest than on the pretest. A "t" value of 2.85 indicated a significant difference between the pre- and posttest, in inferential comprehension. This significance indicated growth in the level of total comprehension, resulting from the use of soul music as supplementary instruction.

Pretest and posttest data analysis in comprehension performance for the control group yielded these findings:

1. The scores obtained by the control subjects on the pretests indicated that they were below average for their grade level.
2. In the area of comprehension performance for the control group, data indicated there was a significant difference only in inferential comprehension from pre and post data.
 - a) In literal comprehension for the control group, only four percent fewer subjects scored below grade level. A "t" value of 1.00 indicated that there was no significant difference in the level of literal

comprehension using basal materials as supplementary instruction.

- b) In inferential comprehension, twelve percent fewer subjects scored below grade level, than on the pretest. A "t" value of 4.58 indicated that there was a significant difference in the level of inferential comprehension resulting from the use of basal materials as supplementary instruction.
- c) In total comprehension, seventy-six percent of the control subjects scored below grade level. A "t" value of .232 indicated that there was not a significant difference in the level of comprehension, resulting from the use of basal materials as supplemental instruction.

In the area of comprehension achievement based on pre and posttest findings for the experimental group, it may be concluded that the use of soul music promotes growth in all variables tested in comprehension achievement for this study. This finding may be attributed to the musical structure of content which provided the setting for relevance in terminology and in instruction, which further facilitated simplicity in questioning techniques while embracing understood experiences.

In the area of comprehension achievement based on pre and posttest findings for the control group, it may be concluded that the use of basal material promotes growth in the area of inferential comprehension as indicated by this study. This conclusion may be the result of a tendency for the basal material used to stress inferential tasks in comprehension activities designed to develop understanding of the printed page. It should be noted that, although both groups showed growth in inferential comprehension, results of posttest revealed that the control group demonstrated a substantially

larger percentage of growth from pretest to posttest, than did the experimental group. Conversely, results of the data for total comprehension of the control group revealed a decrease in performance as indicated by results from the pretest and the posttest.

Analysis of data regarding comprehension achievement for the experimental and the control groups lend support to the use of supplementary instruction in teaching reading comprehension. Based on results from the use of soul music as a supplementary material, support was shown for the use of culturally-oriented material in the school's curriculum as an aid to improving comprehension achievement.

Analysis and Comparison of Pretest and Posttest Data of Performance on the Attitude Scale

A rating of attitude responses, established by pre and post results from Thomas H. Estes', A Scale to Measure Attitudes Toward Reading,¹ was utilized in this study.¹ Pupil opinion was elicited to determine attitude toward reading in general, and to determine if there was significant differences in attitude after exposure to specially relevant supplemental instruction in reading comprehension. Of the twenty items presented on the scale, responses to eight items were designed to reflect positive attitudes and responses to twelve items were considered negative and designed to reflect negative attitudes. The most positive attitudes observed by the pupils were reflected by a rating of five, and the least positive by a rating of one. Positive items were rated from five, represently "strongly agree,"

¹Estes, "A Scale to Measure Attitudes," 16; 135-138.

while negative items were rated from one, representing "strongly agree." Therefore, strongly agreeing to a positive item yielded five points while strongly agreeing to a negative item yielded one point. A rating choice of "undecided" was represented at midpoint on the scale.

Experimental Group

An analysis of pretest positive items from The Estes Attitude Scale, as presented in Table 13, revealed that more than ninety percent of the experimental subjects responded favorably to items one, two, and three. More than sixty percent of the subjects liked setting aside special times for reading, as revealed by items 5 and 7. Conversely twenty-four percent responded unfavorably about the rewards of reading, as suggested by item 4. Twenty percent of the subjects did not respond to this item. Forty-eight percent of the participants agreed that "reading is a good way to spend spare time," as indicated by item 2. Twenty percent of the group failed to respond, or indicated indecisiveness relating to this item. Forty percent reacted negatively to "setting aside time for reading during summer vacation" as revealed by item 7. Twenty-eight percent of the experimental group was undecided, and eight percent failed to respond to item 7. Contrastingly, sixty percent expressed the desire to engage in reading more books as indicated by the responses expresses for item 6. Forty-eight percent of the group reacted unfavorably to the assumption that reading is a "turn on" as depicted in item 3.

Posttest results relating to the positive items, as presented in Table 14 showed that, more than seventy percent responded favorably to item 3 which indicated a forty percent increase in positiveness relating to

TABLE 13. --Basic computations resulting from pretest responses to positive items expressed by the experimental group on the Estes' Attitude Scale

No.	Items	Agree		Undecided		Disagree		No Response	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.	Money spent on books is well spent.	10	40	3	12	10	40	2	8
2.	Reading is a good way to spend spare time.	12	48	3	12	8	32	2	8
3.	Reading turns me on.	5	20	6	24	12	48	2	8
4.	Reading is rewarding to me.	10	40	4	16	6	24	5	20
5.	There should be more time for free reading during the school day.	10	40	6	24	8	32	-	-
6.	There are many books which I hope to read.	15	60	3	12	7	28	-	-
7.	A certain amount of summer vacation should be set aside for reading.	6	24	7	28	10	40	2	8
8.	Books make good presents.	11	44	5	20	9	36	-	-

TABLE 14. --Basic computations resulting from posttest responses to positive items expressed by the experimental group on the Estes' Attitude Scale

No.	Items	Agree		Undecided		Disagree		No Response	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.	Money spent on books is well spent.	20	80	2	8	3	12	-	-
2.	Reading is a good way to spend spare time.	22	88	0	0	3	12	-	-
3.	Reading turns me on.	18	72	4	16	3	12	-	-
4.	Reading is rewarding to me.	19	76	1	4	3	12	1	4
5.	There should be more time for free reading during the school day.	18	72	3	12	3	12	1	4
6.	There are many books which I hope to read.	20	80	3	12	2	8	-	-
7.	A certain amount of summer vacation should be set aside for reading.	13	52	6	24	6	24	-	-
8.	Books make good presents.	20	80	-	-	5	20	-	-

this item. Seventy-six percent of the subjects agreed that reading is "rewarding." This percentage score represented a thirty percent change in attitude for the participants on item 4. The lowest increase in percentage was reported for item 6. The experimental subjects expressed a positive attitude for this item, on both the pretest and posttest results. It should be noted that "undecided" and "no response" reactions were made by forty percent of the participants with regard to books in general as revealed in items 6 and 8.

An analysis of negative responses to the pre-instruction attitude scale items in Table 15, revealed that although forty-four percent of the participants agreed that "nothing is to be gained from reading books," sixty percent of the experimental subjects disagreed with the notion that "free reading doesn't teach anything" as suggested in item 9. Thirty-two percent of the subjects rejected the idea that "reading becomes boring after an hour," with forty percent agreeing that "most books are too long and dull," as indicated by item 8. More than 20 percent of the respondents were undecided with regard to this item. Fifty-two percent of the subjects didn't favor item 5, that "reading is only for kids looking for good grades." In contrast, thirty-six percent of the subjects did not want to engage in sharing books in class as indicated by their responses to item 4.

Post-instruction results regarding the negative items, as presented in Table 16, indicated that eighty percent of the experimental subjects disagreed with item 2, "there is nothing to be gained from reading books." This figure represented a forty percent change in attitude in regard to this item for the experimental subjects. The features involving "dullness" and

TABLE 15. --Basic computations resulting from pretest responses to negative items expressed by the experimental group on the Estes Attitude Scale

No.	Items	<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>		<u>No Response</u>	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.	Reading is for learning but not enjoyment.	9	36	1	4	14	56	1	4
2.	There is nothing to be gained from reading books.	11	44	0	0	14	56	-	-
3.	Books are a bore.	8	32	1	4	13	52	3	12
4.	Sharing books in class is a waste of time.	9	36	3	12	13	52	-	-
5.	Reading is only for kids looking for good grades from the teacher.	10	40	2	8	13	52	-	-
6.	Books aren't usually good enough to finish.	7	28	7	28	10	40	1	4
7.	Reading becomes boring after about an hour.	11	44	6	24	8	32	-	-
8.	Most books are too long and dull.	10	40	7	28	7	28	1	4

TABLE 15--Continued

9. Free reading doesn't teach anything.	6	24	3	12	15	60	1	4
10. Books should not be read except for class.	7	28	1	4	15	60	2	8
11. Reading is something I can do without.	7	28	3	12	14	56	1	4
12. Reading is dull.	7	28	5	20	10	40	3	12

TABLE 16. --Basic computations resulting from posttest responses to negative items expressed by the experimental group on the Estes Attitude Scale.

No.	Items	<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>		<u>No Response</u>	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.	Reading is for learning but not enjoyment.	5	20	3	12	16	64	1	4
2.	There is nothing to be gained from reading books.	5	20	0	0	20	80		

TABLE 16--Continued

3. Books are a bore	1	4	0	0	20	80	4	16
4. Sharing books in class is a waste of time.	2	8	3	12	20	80	-	-
5. Reading is only for kids looking for good grades from the teacher.	5	20	1	4	19	76	-	-
6. Books aren't usually good enough to finish.	3	12	4	16	17	68	1	4
7. Reading becomes boring after about an hour.	2	8	5	20	15	60	3	12
8. Most books are too long and dull.	4	16	3	12	15	60	3	12
9. Free reading doesn't teach anything.	0	0	0	0	24	96	1	4
10. Books should not be read except for class.	0	0	2	8	23	92	-	-
11. Reading is something I can do without.	3	12	3	12	18	72	1	4
12. Reading is dull.	3	12	2	8	20	80	-	-

"boredom" of books, ranked favorably with eighty percent and sixty percent of the experimental group who disagreed with the statements, "Reading is dull" and "Reading becomes boring."

These figures represented a change in attitude regarding books, from negative to positive, for the experimental group. Approximately twenty percent of the participants, however, continued to reflect indecisiveness relating to item 7. The highest increase was noted on item 9. Ninety-six percent of the participants responded favorably to the item, "Free reading doesn't teach anything."

It should be noted that responses to the "undecided" choice of rating was exercised throughout on ninety-five percent of the items presented.

Control Group

An analysis of positive pretest items from the attitude scale, as presented in Table 17, revealed that more than ninety percent of the control subjects responded favorably to items 1 and 2. In contrast, fifty-two felt favorably about the "rewards" of reading, as indicated in item 4. Thirty-two percent of the control subjects were undecided in regard to this item. Sixty-eight percent of the control participants agreed that "Reading is a good way to spend spare time," as indicated by item 2. An estimated eight percent was undecided about this item. Forty-eight percent reacted negatively to "setting aside time for reading during summer vacation" as revealed by item 7. Twenty-four percent of the control group was undecided and four percent failed to respond. Conversely, sixty percent expressed the desire to engage in reading more books, as suggested by the responses

TABLE 17. --Basic computations resulting from pretest responses to positive items expressed by control group on the Estes Attitude Scale

No.	Items	<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>		<u>No Response</u>	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.	Money spent on books is well spent.	9	36	5	20	10	40	1	4
2.	Reading is a good way to spend spare time.	17	68	2	8	6	24	-	-
3.	Reading turns me on.	4	16	7	28	12	48	2	8
4.	Reading is rewarding to me.	13	52	8	32	2	8	2	8
5.	There should be more time for free reading during the school day.	5	20	2	8	17	68	1	4
6.	There are many books which I hope to read.	15	60	3	12	5	20	2	8
7.	A certain amount of summer vacation should be set aside for reading.	6	24	6	24	12	48	1	4
8.	Books make good presents.	5	20	8	32	11	44	1	4

expressed on item 6. As with the experimental group, forty-eight percent of the control participants reacted unfavorably to the assumption that reading is a "turn on" as expressed in item 3. Posttest results relating to the positive items, as presented in Table 18, showed that only twenty percent agreed with this item, representing a slight four percent change for item 3. Forty-eight percent agreed that reading is "rewarding." This percentage represented a four percent decrease in positiveness, for the participants on item 4. Thirty-six percent of the control group was indecisive, in regard to this item. The lowest increase was reported for items 2 and 6. The control subjects reflected a positive attitude for these items, on both the pretest and posttest results. It should be noted that percentages relating to "undecided" and "no response" reactions ranged from one to thirty-six percent.

An analysis of negative items on the pretest performances, as presented in Table 19 revealed that approximately thirty-six percent of the control participants agreed that "nothing is to be gained from reading books." More than seventy percent of the subjects further agreed that "free reading doesn't teach anything," as suggested in item 9. Forty percent of the subjects rejected the idea, "reading becomes boring after about an hour" with twenty-eight percent agreeing that "books are too long and dull," as indicated by item 8. More than 30 percent of the control subjects were undecided with regards to this, with no response from two of the participants. More than 40 percent of the subjects, didn't favor the item, that "reading is only for kids looking for good grades." In contrast, forty percent of the pupils did not want to engage in sharing books in class, as suggested by their responses to item 4. Posttest results regarding the

TABLE 18. --Basic computations resulting from posttest responses to positive items expressed by the control group on the Estes Attitude Scale

No.	Items	<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>		<u>No Response</u>	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.	Money spent on books is well spent.	9	36	5	20	9	36	2	8
2.	Reading is a good way to spend spare time.	18	72	2	8	5	20	-	-
3.	Reading turns me on.	5	20	6	24	11	44	3	12
4.	Reading is rewarding to me.	12	48	9	36	2	8	2	8
5.	There should be more time for free reading during the school day.	13	52	4	16	7	28	1	4
6.	There are many books which I hope to read.	16	64	3	12	4	16	2	8
7.	A certain amount of summer vacation should be set aside for reading.	4	16	3	12	16	64	2	8
8.	Books make good presents.	15	60	8	24	0	0	4	16

No.	Items	Agree		Undecided		Disagree		No Response	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.	Reading is for learning but not enjoyment.	15	40	1	4	9	36	-	-
2.	There is nothing to be gained from reading books.	9	36	3	12	11	44	2	8
3.	Books are a bore.	6	24	5	20	10	40	4	16
4.	Sharing books in class is a waste of time.	10	40	5	20	10	40	-	-
5.	Reading is only for kids looking for good grades from the teacher.	11	44	1	4	10	40	3	12
6.	Books aren't usually good enough to finish.	6	24	9	36	9	36	1	4
7.	Reading becomes boring after about an hour.	10	40	8	32	5	20	2	8
8.	Most books are too long and dull.	7	28	4	32	8	32	2	8

TABLE 19--Continued

9. Free reading doesn't teach anything.	18	72	5	20	2	8	-	-
10. Books should not be read except for class.	7	28	4	16	14	56	-	-
11. Reading is something I can do without.	6	24	2	8	14	56	3	12
12. Reading is dull.	5	20	8	32	11	44	1	14

TABLE 20. --Basic computations resulting from posttest responses to negative items expressed by the control group on the Estes Attitude Scale

No.	Items	<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>		<u>No Response</u>	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.	Reading is for learning but not enjoyment.	12	48	1	4	11	44	1	4
2.	There is nothing to be gained from reading books.	10	40	4	16	9	36	2	8
3.	Books are a bore.	5	20	4	16	11	44	5	20

TABLE 20--Continued

4. Sharing books in class is a waste of time.	7	28	5	20	12	48	1	16
5. Reading is only for kids looking for good grades from the teacher.	12	48	2	8	7	28	4	16
6. Books aren't usually good enough to finish.	5	20	8	32	11	44	1	4
7. Reading becomes boring after about an hour.	9	36	7	28	8	32	1	4
8. Most books are too long and dull.	8	32	3	12	12	48	2	8
9. Free reading doesn't teach anything.	6	24	2	8	16	64	1	4
10. Books should not be read except for class.	10	40	3	12	12	48	-	-
11. Reading is something I can do without.	9	36	5	20	9	36	2	8
12. Reading is dull.	5	20	4	16	14	56	2	8

negative items, as presented in Table 20, indicated that thirty-six percent of the control subjects disagreed with item 2, "There is nothing to be gained from reading books." This figure represented an eight percent decline in positiveness of attitude regarding this item. The features involving "dullness" and "boredom" of books, ranked unfavorably and fell within the nineteen percent range. Only a slight percentage change was noted. Further, thirty-two percent of the participants continued to express indecisiveness relating to item 7, "reading becomes boring after an hour," as indicated by responses. The highest increase was noted on item 9. More than sixty percent of the control subjects responded favorably to "free reading doesn't teach anything," representing a fifty-seven percent increase in positiveness regarding attitude toward reading. In general, the experimental subjects, tended to respond more favorably to specific items of the Attitude Scale, than did the control group.

The data in Tables 21 and 22 present a summation of the data presented above. The positive feature which reflected the greatest difference in attitude change between the two groups for an item was "reading turns me on." For this item, seventy-two percent of the experimental subjects, and twenty percent of the control group were in agreement, representing a fifty-two percent difference in response for the groups. The highest ranking positive items as indicated by responses from both groups were items 2 and 6, "Reading is a good way to spend spare time," and "there are many books which I hope to read." The lowest ranking positive item, as reflected by responses from the experimental and the control groups was item 7, "a certain amount of summer vacation should be set aside for reading." Only fifty-two percent of the experimental subjects and sixteen percent of the control subjects were in agreement with this item.

TABLE 21. --Comparison of posttest percentages resulting from responses to positive items expressed by the experimental and the control groups on the Estes Attitude Scale

No.	Items	<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>		<u>No Response</u>	
		Experi- mental Percent	Con- trol Percent	Experi- mental Percent	Con- trol Percent	Experi- mental Percent	Con- trol Percent	Experi- mental Percent	Con- trol Percent
1.	Money spent on books is well spent.	80	36	8	20	12	36	-	8
2.	Reading is a good way to spend spare time.	88	72	0	8	12	20	-	-
3.	Reading turns me on.	72	20	16	24	12	44	-	12
4.	Reading is rewarding to me.	76	48	4	36	12	8	4	8
5.	There should be more time for free reading during the school day.	72	52	12	16	12	28	4	4
6.	There are many books which I hope to read.	80	64	12	12	8	16	-	8
7.	A certain amount of summer vacation should be set aside for reading.	52	16	24	12	24	64	-	8
8.	Books make good presents.	80	60	-	24	20	0	-	16

No.	Items	Agree		Undecided		Disagree		No Response	
		Experi- mental Percent	Con- trol Percent	Experi- mental Percent	Con- trol Percent	Experi- mental Percent	Con- trol Percent	Experi- mental Percent	Con- trol Percent
1.	Reading is for learning but not enjoyment	20	48	12	4	64	44	4	4
2.	There is nothing to be gained from reading books.	20	40	0	16	80	36	-	8
3.	Books are a bore.	4	20	0	16	80	44	16	20
4.	Sharing books in class is a waste of time.	8	28	12	20	80	48	-	4
5.	Reading is only for kids looking for good grades from the teacher.	20	48	4	8	76	28	-	16
6.	Books aren't usually good enough to finish.	12	20	16	32	68	44	4	4
7.	Reading becomes boring after about an hour.	8	36	20	28	60	32	12	4
8.	Most books are too long and dull.	16	32	12	12	60	48	12	8

TABLE 22--Continued

9. Free reading doesn't teach anything.	0	24	0	8	96	64	4	4
10. Books should not be read except for class	0	40	8	12	92	48	-	-
11. Reading is something I can do without.	12	36	12	20	72	36	4	8
12. Reading is dull.	12	20	8	16	80	56	-	8

The negative feature which portrayed the greatest difference in attitude between groups, for an item, was reflected in item 5, "Reading is only for kids looking for good grades from the teacher." Seventy-six percent of the experimental subjects and twenty-eight percent of the control subjects disagreed with this item, representing a forty-eight percent difference in attitude between groups for this item. The greatest difference in attitude change for the negative features between the two groups was reflected in item 2. For this item, "there is nothing to be gained from reading books," a twenty percent to eighty percent range in increased difference in attitude was revealed which favored the experimental group. The highest ranking negative items, as portrayed by the percentage of both groups agreeing with those items, was reflected in items 1 and 5, "Reading is for learning, but not enjoyment," and "reading is only for kids looking for good grades from the teacher." For the lowest ranking negative items, the responses were widely distributed for both groups, indicating no particular item as low in rank for this category. It is noteworthy that for many of the items, participants in both groups either continued to reflect indecisiveness in regard to some items, or rendered no response. Further, it should be noted that numerical data revealed a higher increase in positiveness in attitude for the experimental group, following the use of soul music as supplementary instruction than for the control group, following the use of basal materials as supplementary instruction in reading comprehension.

Interpretation of Findings--Attitude Change

An analysis of attitude ratings established by The Estes Attitude Scale focused upon pre and posttest responses as expressed by the experimental and control participants. These ratings were used to determine attitude toward reading in general and to determine if differences in attitude were present after instruction in reading comprehension. Response data from positive and negative features of the scale were examined for both the experimental and the control groups. Results of pretest data revealed that both groups were essentially positive toward particular features prior to exposure to supplementary instruction in reading comprehension.

Pre-evaluative data showed that the experimental group responded favorably to the positive features "money spent on books is well spent," "reading is a good way to spend spare time," and "reading turns me on." On the posttest analysis, the percentage of positive responses increased for these items indicating that the instructional treatment aided in maintaining and expanding the level of positiveness demonstrated by the experimental group. Further, it was noted that pretest data revealed unfavorable responses to positive features, "reading is rewarding to me," and "a certain amount of summer vacation should be set aside for reading." Posttest results for these features showed a dramatic swing from negative to positive for "reading is rewarding to me." This indicated that firmness in establishing an overall positive attitude relating to this feature was facilitated by supplementary instruction in reading comprehension. It should be noted that uncertainty and indecisiveness prevailed prior to and following treatment for the feature "a certain amount of summer vacation should be set aside

for reading." This may be an indication that, generally, pupils are not in favor of reading during summer vacation.

Pretest data regarding the negative features showed that the experimental group was in disagreement with, but not totally opposed to, the negative items "nothing is to be gained from reading books," "free reading doesn't teach anything," and "books should not be read except for class." Posttest results showed a change from essentially positive to firmly positive for these features for the experimental group. This firmness in attitude change was further demonstrated in regard to other negative features which included "books are a bore," "sharing books in class is a waste of time," and "reading is dull." On the posttest results, percentages of positive responses increased, indicating that change in attitude was probably due to intervening instruction. It should be noted that uncertainty to some degree prevailed for the item "reading becomes boring after about an hour," indicating that while pupils may be positive toward reading in general, they may not enjoy reading for extended periods of time. It is noteworthy that this and other negative features relating to "time spent reading," showed increased positive responses following the use of soul music as supplementary instruction in reading for the experimental group.

Pretest data for the control group showed that the participants favored the positive features "reading is a good way to spend spare time" and "there are many books which I hope to read." On the posttest analysis, the percentage of positive responses were reduced for these items, indicating a decrease in positiveness relating to these features. Further, it was noted that pretest data revealed unfavorable responses to "reading turns me

on" and "a certain amount of summer vacation should be set aside for reading." Posttest results for these features showed persistence in negativism relating to attitude change for those items. This indicated that supplementary instruction failed to improve the control participants' attitude toward reading for those features. It should be noted that uncertainty prevailed for the positive features, "reading is rewarding to me" and "books make good presents" on the posttest results.

Pretest data regarding the negative features, "books should not be read except for class" and "reading is something I can do without," revealed a degree of positiveness for the control group. This positiveness was reduced following instruction. A substantial increase in positiveness was noted for "free reading doesn't teach anything." This indicated that, to some extent, intervening reading activities helped members of the control group to understand the value of free reading activities.

A comparison of test data shows that the feature which reflected the greatest difference in attitude between the two groups, for an item, was "reading turns me on." This feature represented the greatest positive change for the experimental group. The lowest ranking positive item for both groups was "a certain amount of summer vacation should be set aside for reading." This finding supports the notion that children do not like to read during the summer.

The negative feature which demonstrated the greatest difference in attitude change was reflected in the features "reading is only for kids looking for good grades from the teacher," and "there is nothing to be gained from reading books." Both items favored the experimental group in attitude

change. It is noteworthy that for many of the items, participants in both groups either continued to reflect indecisiveness in regard to some items such as "books aren't usually good enough to finish," or they did not respond to items which could have reflected an indecisive attitude.

In terms of the purposes of this study, quantitatively, comparative data show a significantly higher increase in positiveness in attitude for the experimental group following the use of soul music as supplementary instructional materials than for the control group following the use of basal materials as supplementary instructional materials for reading comprehension.

A Comparison of Comprehension Achievement and
Attitude Change Between the Experimental
and the Control Groups

This section of Chapter II will present summary data from an Analysis of Covariance used to compare comprehension achievement and attitude change for the experimental and control groups in this study. The purpose of this analysis was to allow for statistical control of any initial discrepancies between the two groups.

Table 23 shows data analysis for the means scores and adjusted mean scores for each variable tested for both the experimental and the control groups.

Table 24 summarizes the data resulting from this analysis. For the Stanford Diagnostic Comprehension Tests, results did not indicate any significant difference in comprehension performance. The F values for each variable were (1.978) literal comprehension, (1.107) inferential

TABLE 23. --Means, standard deviations, and adjusted means on the Stanford Diagnostic Test and the Estes Attitude Scale obtained by the experimental and control groups

Variable Tested For Each Group	<u>Stanford Diagnostic Test</u>				
	Mean	S.D.	Adj. Mean	Cov Mean	Cov S.D.
<u>Literal Comprehension</u>					
Experimental	19.4	7.28	20.7	13.2	6.22
Control	19.6	7.09	18.3	17.3	8.41
<u>Inferential Comprehension</u>					
Experimental	17.9	5.95	18.7	11.8	4.16
Control	17.8	6.21	17.0	15.1	6.30
<u>Total Comprehension</u>					
Experimental	37.2	13.00	39.5	25.4	10.02
Control	36.2	12.43	33.9	33.2	13.26
<u>Estes Attitude Scale</u>					
<u>Attitude</u>					
Experimental	82.2	10.31	82.2	57.3	11.29
Control	72.5	5.75	72.2	57.6	11.40

TABLE 24. --Analysis of covariance for comparisons of comprehension performance and attitude change between the experimental and control groups

Tests	Source	SS	DF	MS	F	P
<u>Stanford Diagnostic</u> Literal Comprehension Subtests	Total	1563.88	48			
	Error	1500.74	47	31.93		
	Groups	63.14	1	63.14	1.978	0.1662
<u>Stanford Diagnostic</u> Inferential Comprehension Subtest	Total	1473.95	48			
	Error	1440.03	47	30.64		
	Groups	33.93	1	33.93	1.107	0.2981
<u>Stanford Diagnostic</u> Total Comprehension Subtest	Total	5725.52	48			
	Error	5373.68	47	114.33		
	Groups	351.84	1	351.84	3.077	0.0859
<u>Estes' Attitude Scale</u>	Total	3776.92	48			
	Error	2585.34	47	55.01		
	Groups	1191.58	1	1191.58	21.662	0.00001

comprehension, and (3.077) total comprehension. It should be noted that results of numerical data from all measures showed that the experimental group consistently outperformed the control group. Additionally, the F value for total comprehension was substantially close to significance for the treated group, which is an indication that a slightly larger sample population would have resulted in significance in regard to this area.

For the Estes Attitude Scale, results indicated a significant difference in positiveness of attitude change toward reading. The F value for this measure was 21.662. This significance indicated growth resulting from the use of soul music as supplementary instruction in reading.

Interpretation of Findings--Pre and Post Data

The analysis and interpretation of the data revealed in Chapter II seemed to warrant the following summary of results according to the purposes of this study.

Pretest and posttest analysis in comprehension achievement for the experimental group showed that:

1. The scores obtained by the experimental participants on the pretests were below average for their grade level.
2. In the area of comprehension achievement, for the experimental group, data indicated that there were significant differences in performances on pre and post tests.
 - a) In literal comprehension, thirty-six percent fewer subjects scored below grade level on the posttest than on the pretest. A "t" value of 2.96 indicated a significant difference between pre and posttest results at the .01 level of confidence.

- b) In inferential comprehension, twenty-two percent fewer subjects scored below grade level on the posttest than on the pretest. A "t" value of 2.14 indicated a significant difference between the pre and post tests in inferential comprehension at the .05 level of confidence.
- c) In total comprehension, forty-four percent experimental subjects scored below grade level on the posttest than on the pretest. A "t" value of 2.85 indicated a significant difference between the pre and posttests in inferential comprehension at the .01 level of confidence.

Pretest and posttest analysis in comprehension achievement for the control group showed that:

1. The scores obtained by the control participants were below average for their grade level.
2. In the area of comprehension achievement for the control group, data indicated that there was a significant difference between pre and posttest data only in inferential comprehension. Findings were as follows:
 - a) In literal comprehension, for the control group, only four percent fewer subjects scored below grade level on the posttest. A "t" value of 1.00 indicated that there was no significant difference in the level of literal comprehension.
 - b) In inferential comprehension, twelve percent fewer subjects scored below grade level on the posttest than on the pretest, with twelve percent more scoring within the 8.5 to 10.4 range on the posttest. No scores were reported within the 8.5 to 10.4 ranges on the pretest. A "t" value of 4.58 indicated that there was a significant difference in pre and post levels of inferential comprehension.
 - c) In total comprehension, seventy-six percent of the control subjects scored below grade level. A "t" value of .232 indicated that there was not a significant difference in the level of total comprehension.

Pretest and posttest comparison of data in attitude change for the experimental and control groups yielded these findings:

1. The experimental group reflected more positiveness toward reading than the control group.
2. For both groups, the positive feature which reflected the greatest difference in attitude for an item was "reading turns me on." Seventy-six percent of the experimental group and twenty percent of the control group were in agreement with this item.
3. The most dramatic difference in attitude change between the two groups was, "there is nothing to be gained from reading books." A twenty percent was recorded for the control group and eighty percent for the experimental group as indicated by posttest results.
4. The negative feature which reflected the greatest difference in attitude between the two groups for an item was shown in responses to the item, "Reading is only for kids looking for good grades from the teacher." The percentages showed that seventy-six percent of the experimental group and only twenty-eight percent of the control group disagreed with this item.
5. The highest ranking positive item for both the control and the experimental groups was, "Reading is a good way to spend spare time." The results revealed that eighty-eight percent of the experimental group and seventy-two percent of the control group agreed with this item.
6. The lowest ranking positive item for both groups was "a certain amount of summer vacation should be set aside for reading." For this item posttest results revealed that only four percent of the experimental group and sixteen percent of the control group agreed with this item.

An analysis of covariance used to compare comprehension performance and attitude change between the experimental and the control groups yielded these findings:

1. The F tests in comprehension were (1.978) literal comprehension, (1.107) inferential comprehension, and (3.077) total comprehension. These results revealed that, statistically, there was no significant difference in comprehension achievement for the treated group.
2. Results showed that the experimental group consistently outperformed the control group in comprehension achievement which may have resulted in significance, had a larger sample been tested.
3. The F value for the Attitude Scale was 21.662. This statistical significance shows that growth occurred and attitude change was effected toward positiveness in reading for the experimental group. This change in attitude was apparently due to the participants' enthusiasm for the soul music program.

CHAPTER III

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Recapitulations of Basic Elements Regarding the Underlying Factors and Development of the Study

Effective learning in any subject area depends largely upon proficiency in reading. Reading is essential for significant adjustment in applying new learnings to everyday life activities as well as to academic endeavors. Competence in particular strategies involved in the process of reading is important to both primary and middle-grade pupils.

In recent times research has focused on the middle-grade pupil. Authorities agree that the middle-grade pupil experiences radical physiological changes, erratic intellectual growth, and at any given time, he may behave quite differently, intellectually from a given peer. At this time in his life, he is striving to develop basic attitudes about himself. The uniqueness of these characteristics requires a unique school curriculum. Educators are particularly concerned with problems in reading during the middle-grade years, especially in the area of comprehension.

In planning a reading program for the middle-grade pupil, continuous assessment and instruction in both the cognitive and affective domains for varying abilities require procedures based on the identification of skills

in defined categories. The goals of programs designed to improve reading comprehension should, therefore, provide for the improvement of attitudes and the development of interests. A child may be disinterested in identifying main ideas, recalling details or detecting the sequence in a lesson requiring him to use a textbook or other printed "school" material, but at the same time may be able to adequately utilize those same skills when using material he understands and in which he is interested.

Many Black middle-grade pupils experience much failure in school and, consequently, are poorly motivated due to undeveloped interests, negative attitudes and lack of goals. In spite of these factors, some Black middle-grade pupils do succeed in school. Pupils who experience success in academic achievement find success and are motivated to undertake new academic tasks. Experiences which are related to environmental surroundings become meaningful to the learner as new concepts are acquired. Concepts are easily learned if experiences and interests are utilized in instruction.

Of the many existing environmental influences which have significance for determining basic foundations for developing reading concepts through familiar channels of learning, popular music in our society today is among the influences which should be examined by educators concerned with relevance in the school's curriculum.

Soul music is a product of Black culture, and may be classified as a music hybrid, with features paralleling those which are comparable to rhythm and blues. Distinctive features of soul music are the lyrical and rhythmic feelings of emotions portrayed by performing artists, which

sometimes demand participation in verbal response by the audience. A recent survey revealed that approximately forty-five percent of the middle-grade population listens to, enjoys, and is interested in popular soul music.¹ Results also indicated that some pupils acquire a sizeable collection of recordings, and are familiar with the works of numerous performers. In addition they appear to be motivated by music in a classroom setting while responding positively to questions concerning the contents of a song.

The lyrics of popular soul tunes appear to be compatible to varying techniques for instruction involving intermediate reading comprehension. If soul music is considered and utilized as a supplementary source for reading instruction, the dual impact of its motivational and cultural influences may serve as an incentive for helping the "turned off" reader realize his potential for success in achievement.

The writer was encouraged to conduct this study through participating in a program resulting from a project developed and implemented by the writer. The project, "A Soul Music Approach to Early Reading," was based on the idea that children enter school with a variety of experiences that can supplement basic readiness programs and instructional procedures.

The desire of teachers to investigate the effectiveness of using environmental materials common to the everyday lives of the learners in other areas of reading led the writer to seek some quantitative evidence of the efficacy of using soul music to supplement the regular basal reading program in the intermediate grades. Because questions concerning the original effort are yet unanswered, it would seem a worthwhile task to determine the effectiveness of using soul music in reading instructional

¹See Appendix 1.

programs.

This study was undertaken to investigate the effectiveness of the use of familiar, culturally-oriented materials in promoting specific language processing skills.

More specifically the purposes were to:

1. Determine differences, if any, between the achievement scores in literal comprehension of pupils who received basal reading instruction with supplemental instruction using soul music and pupils who received basal instruction with supplemental instruction using basal materials.
2. Determine differences, if any, between the achievement scores in inferential comprehension of pupils who received basal reading instruction with supplemental instruction using soul music and pupils who received basal instruction with supplemental instruction using regular basal materials.
3. Determine differences, if any, between the achievement scores in total comprehension of pupils who received basal reading instruction with supplemental instruction using soul music and pupils who received basal instruction with supplemental instruction using regular basal materials.
4. Determine differences, if any, between attitude toward reading of pupils who receive basal reading instruction with supplemental instruction using soul music and pupils who received basal instruction with supplemental instruction using regular basal materials.

This study was confined to one school, Kelley Lake Elementary School, DeKalb County, Georgia and the findings were based on results relating to this school. Subjects who were involved in this study were fifty participants from a total population of ninety sixth-grade learners performing below the system's average in reading comprehension. Limitations of this

study pertained to factors relating to the Hawthorne effect, maturation of the participants, pretest effects, native capabilities of participants, limited samples, and other instruction which may have affected changes in the results.

The instruments used in this study were The Stanford Diagnostic Test, Form A, Literal Comprehension subtest; The Stanford Diagnostic Test, Form A, Inferential Comprehension subtest; and The Estes Attitudinal Scale

Basic reading instruction for the subjects followed regular procedures with supplemental instruction in comprehension using soul music as the primary supplemental material. The control received supplemental instruction in comprehension, but commercially prepared basal materials were utilized. One teacher executed instruction for both groups for a period of forty-five days.

Methods of Data Analysis

The experimental method was utilized in this research project. To determine statistical significance of pre-post gain scores for each group, t-tests were employed. The comparisons of mean gains between experimental and control groups were made using an analysis of covariance with pretest scores as covariates. An f-ratio value was computed to determine significance of mean differences.

Summary of Related Literature

The review of related literature focused upon: 1) innovative possibilities for supplementary instruction; 2) attitudinal influences on learning; 3) factors influencing reading comprehension; 4) the validity of

selected instruments; and 5) the use of music as supplementary instruction in reading.

Snider's study, which examined the use of poetry as a means for ascertaining changes in cognitive and affective understandings lend support to the idea that the use of poetry can enhance responses to behavioral objectives in a classroom setting. Wright reviewed findings which recognized the comic book as a useful instructional tool in reading comprehension. This material has been tested for readability found to be comparable to the difficulty range of trade books. Adams and Harrison conducted a study which analyzed commercial television and its value in influencing the development of reading skills. The results of this study revealed that printed material presented during television commercials, news reports, documentaries and other programs, can serve as supplemented material for instruction in reading comprehension. Hilkert's study involving the use of television in instruction contend that television is a vehicle which motivates and inspires the learner in varied interest areas. In this study children were encouraged to choose topics of interest and prepare their own video-taped productions. Increased reading in an area of interest subsequently led to success in basic reading. Marsee and Long's study reported the newspaper in reading construction as a valuable supplementary material. These writers used behavioral objectives to correlate newspaper sections and articles to reading related tasks.

The literature examined factors which influence reading comprehension. Asher, Hymel and Wigfield's study indicated that comprehending the printed pages is affected by the pupils' level of interest in the

material. Steffensen, Joag-Dev, and Anderson agreed that an individual's background of experiences provide the framework for understanding what is read. They further contend that a scheme which embodies the individual's experiences facilitates comprehension in reading. Findings in this same study revealed that pupils are able to recall a higher percentage of what for them is important, than that which for them is unimportant, or of no cultural significance.

Researchers investigated influences in reading. A survey conducted by Bennie resulted in the finding that pupils who could not recognize the relevance of programs tended to show negativism in attitude toward that program. Mueller contended that teachers play an important part in influencing the learner's attitude toward reading. Estes' development of an attitude scale has been found to be useful in helping teachers to measure how learners feel about reading.

The use of music as supplementary reading instruction was examined. McKenna analyzed a selection of popular songs for classroom instruction. This author found that the musical structure of a song provides a setting for language which motivates the reluctant reader. Newson developed skills sheets for selected popular tunes and conducted a study to examine the possibility of using music to teach vocabulary and comprehension skills. Rated responses following this study indicated a high motivational level in regard to this technique. Based on findings from the literature related to this study, it can be concluded that: 1) factors which contribute to reading comprehension should encompass a scheme in background experiences with materials which are interesting to the learner; 2) relevance in

instruction and materials facilitate positiveness in attitude toward reading; and 3) educators have begun to accept non-traditional techniques and materials which include the use of music as a supplementary tool for instruction.

Findings

The analyses and interpretation of the data revealed in this study warrant the following results according to its purposes.

Pretest and posttest analysis in comprehension achievement for the experimental group showed that:

1. The scores obtained by the experimental participants on the pretests were below average for their grade level.
2. In the area of comprehension achievement, for the experimental group, data indicated that there were significant differences in performances on pre and post tests.
 - a) In literal comprehension, thirty-six percent fewer subjects scored below grade level on the posttest than on the pretest. A "t" value of 2.96 indicated a significant difference between pre and posttest results at the .01 level of confidence.
 - b) In inferential comprehension, twenty-two percent fewer subjects scored below grade level on the posttest than on the pretest. A "t" value of 2.14 indicated a significant difference between the pre and posttests in inferential comprehension at the .05 level of confidence.
 - c) In total comprehension, forty-four percent experimental subjects scored below grade level on the posttest than on the pretest. A "t" value of 2.85 indicated a significant difference between the pre and posttest in inferential comprehension at the .01 level of confidence.

Pretest and posttest analyses in comprehension achievement for the control group showed that:

1. The scores obtained by the control participants were below average for their grade level.
2. In the area of comprehension achievement for the control group, data indicated that there was a significant difference between pre and posttest data only in inferential comprehension. Findings were as follows:
 - a) In literal comprehension, for the control group, only four percent fewer subjects scored below grade level on the posttest. A "t" value of 1.00 indicated that there was no significant difference in the level of literal comprehension.
 - b) In inferential comprehension, twelve percent fewer subjects scored below grade level on the posttest than on the pretest, with twelve percent more scoring within the 8.5 to 10.4 range on the posttest. No scores were reported within the 8.5 to 10.4 ranges on the pretest. A "t" value of 4.58 indicated that there was a significant difference in pre and post levels of inferential comprehension.
 - c) In total comprehension, seventy-six percent of the control subjects scored below grade level. A "t" value of .232 indicated that there was not a significant difference in the level of total comprehension.

Pretest and posttest comparison of data in attitude change for the experimental and control groups yielded these findings:

1. The experimental group reflected more positiveness toward reading than the control group.
2. For both groups, the positive feature which reflected the greatest difference in attitude for an item was "reading turns me on." Seventy-six percent of the experimental group and twenty percent of the control group were in agreement with this item.

3. The most dramatic difference in attitude change between the two groups was, "there is nothing to be gained from reading books." A twenty percent was recorded for the control group and eighty percent for the experimental group as indicated by posttest results.
4. The negative feature which reflected the greatest difference in attitude between the two groups for an item was shown in responses to the item, "Reading is only for kids looking for good grades from the teacher." The percentages showed that seventy-six percent of the experimental group and only twenty-eight percent of the control group disagreed with this item.
5. The highest ranking positive item for both the control and the experimental groups was, "Reading is a good way to spend spare time." The results revealed that eighty-eight percent of the experimental group and seventy-two percent of the control group agreed with this item.
6. The lowest ranking positive item for both groups was "a certain amount of summer vacation should be set aside for reading." For this item posttest results revealed that only four percent of the experimental group and sixteen percent of the control group agreed with this item.

An analysis of covariance used to compare comprehension performance and attitude change between the experimental and the control groups yielded these findings:

1. The F tests in comprehension were (1.978) literal comprehension, (1.107) inferential comprehension, and (3.077) total comprehension. These results revealed that, statistically, there was no significant difference in comprehension achievement for the treated group.
2. Results showed that the experimental group consistently outperformed the control group in comprehension achievement which may have resulted in significance, had a larger sample been tested.

3. The F value for the Attitude Scale was 21.662. This statistical significance shows that growth occurred and attitude change was effected toward positiveness in reading for the experimental group. This change in attitude was apparently due to the participants' enthusiasm for the soul music program.

Conclusions

An analysis of the basic findings of this study warranted the formulation of the following conclusions:

1. That supplementary materials, so designed, will promote growth in the level of reading achievement.
2. That culturally-oriented materials promote a higher degree of growth than traditional cultural irrelevant materials.
3. That the amount of growth in achievement is dependent upon the design and objective of specific materials.
4. That materials which children are enthusiastic about promote growth in academic achievement.
5. That the use of culturally-oriented materials for supplementary instruction promotes growth in:
 - a) the level of performance in literal comprehension;
 - b) the level of performance in inferential; and
 - c) the level of performance in total comprehension.
6. That the use of soul music as material for supplementary instruction in reading comprehension is just as effective as the use of traditional materials in instruction.
7. That the use of soul music in the school's curriculum is both culturally and academically sound in supplementary instruction.

8. That supplementary instruction, if so designed, promotes change in attitude toward reading,
9. That traditional materials may not effect the same level in attitude change toward reading as that of culturally relevant materials.
10. That the subjects' enthusiasm for the soul music program led to a higher degree of improved attitudes than did basal materials, regarding reading in general.

Implications

On the basis of the aforementioned findings and conclusions the following implications were determined.

1. The reading program must be seriously examined, then designed to meet the needs of learners who respond to culturally-oriented reading materials.
2. There appears to be a need to involve more than one approach to teaching reading comprehension. Approaches which encompass multi-cultural materials are apparently useful in improving skills in reading.
3. There was apparent improvement in attitude, self-motivation, work habits and increased enthusiasm for reading as indicated by the soul music approach to teaching reading comprehension.
4. It may be conjectured that perhaps over a longer period of time than that which was allotted for this study, positive attitude changes would result in significant gains in reading comprehension achievement for the low-achieving learner.
5. There is apparently a continuous need for teachers and school administrators to constantly explore new methods and innovative techniques for improving instruction in reading.

Recommendations

The summary, findings, conclusions and implications gave justification to the following recommendations:

1. That serious consideration be given to implementing instruction with culturally-oriented methods and materials, to be used in conjunction with basal reading programs.
2. That teachers and administrators become aware of the significance of relevance in materials and instruction in the school's curriculum.
3. That educators be made constantly aware of the importance of the necessity of developing positive attitudes toward reading.
4. That the use of soul music as supplementary instruction be considered as an aid to enhancing reading comprehension in the school's curriculum.
5. That future studies be made wherein longer periods of time and extension of instructional techniques be employed.

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APPENDIXES

APPENDIX 1

I. Please respond to the following. Check either yes or no.

	<u>Yes</u>	<u>No</u>
1. Do you listen to the radio?	_____	_____
2. Do you have a tape recorder or record player?	_____	_____
3. Do you listen to station WAOK or WVEE?	_____	_____
4. Do you enjoy soul music?	_____	_____
5. Are you familiar with the latest soul tunes and star performers?	_____	_____
6. Do you enjoy listening to lyrics (words) of popular soul tunes?	_____	_____
7. Do you like to memorize soul tunes?	_____	_____
8. Do you enjoy singing along with performers as you listen?	_____	_____
9. Do you watch disco programs such as Soul Train, American Bandstand, etc.?	_____	_____
10. Are you familiar with the top ten soul recordings for this week?	_____	_____
11. Would you enjoy using soul music as a reading lesson at your school?	_____	_____

II. Please read the following. Respond by writing your answer.

1. Name three soul tunes you know from memory.

2. Who is your favorite female performer?

3. Who is your favorite male performer?

4. What soul group is currently sweeping the country?

(Continued on next page)

5. Give two reasons why you would enjoy reading and/or explaining a favorite song to your classmates.

6. Explain why you think soul music should be a part of your reading program.

III. Complete the following:

A. Stevie _____

B. Aretha _____

C. You're once, twice, three times a _____.

D. LT _____

E. _____ Cole

F. Don't Make Your Move Too _____

G. Gladys Knight and the _____

H. _____ Royce

APPENDIX 2

SAMPLE LESSON PLAN #1

- I. OBJECTIVE - To develop literal and inferential skills.
- II. MOTIVATOR - Play "Shining Star" by Earth, Wind & Fire.
 - A. Material(s) - Index cards, recording, reproduced lyrics.
 - B. Experience - Listen to recording by Earth, Wind & Fire.
- III. DISCUSSION - Discuss members of the group, lyrics, title.
- IV. DICTATION - Have pupils dictate their own lyrics to a "buddy".
- V. READ - Have children read the lyrics.
- VI. SKILL(S) DEVELOPMENT - Encourage to write answers to questions on cards. Have them make their own questions (3 details).
- VII. REREAD AND WRITE - Ask them to rewrite lines 12 and 13 using their own words.
- VIII. FURTHER EXTENSION OF SKILLS - Ask these questions: "What is the main idea of "Shining Star"? "Why do you think this song was written"?

(Continued on next page)

Shining Star
as performed by Earth, Wind & Fire

When you wish upon a star, dreams will take you very far.
But when you wish upon a dream, life ain't always what it seems.
What'd you see on night so clear, in the sky so very dear...
You're a shining star, no matter who you are.
Shining bright to see, what you can truly be...
Shining star comes into view, to shine its watchful light on you,
Give you strength to carry on, make your body big and strong...
Born a man, child of the sun, saw my work had just begun,
Found I had to stand alone, bless it now I've got my own...
So if you find yourself in need
Why don't you listen to these words of heed?
Be a giant or a grain of sand, words of wisdom yes I can
You're a shining star, no matter who you are,
Shining bright to see what you can truly be,
You're a shining star, no matter who you are,
Shining bright to see what you can truly be
Shining star for you to see what your life can truly be
Shining star for you to see what your life can truly be
Future roads for you to grasp,
Light the way of your rugged path,
That shining star that looked at you,
Was sayin' for real to yourself be true.

Questions Relating to the Song

1. Can you identify a line or phrase in the song that compares to an experience in your life? (comparison)
2. How do you feel about the line, "Born a man, child of the sun"? (emotional response) What does it mean? (imagery or author's use of language)
3. Which phrase comes closest to how you feel about the world? (emotional response to content)
4. Identify a part of the song that causes you to feel happy or sad. (imagery or emotional response)
5. What is meant by the author's use of the word heed? (author's use of language)

SAMPLE LESSON PLAN #2

- I. OBJECTIVE - To develop literal and inferential comprehension.
(See questions accompanying the reproduced lyrics).
- II. MOTIVATOR - Play 45 rpm recording, "I'm in a Different World" -
Jermaine Jackson.
 - A. Material(s) - Reproduced lyrics, recording, index cards,
questions.
 - B. Experience - Listen to recording - follow along with printed
lyrics.
- III. DISCUSSION - Discuss title of song, performer, lyrics (unfamiliar
words).
- IV. DICTATION - Have children write lyrics as they are dictated.
- V. READ - Have children read lyrics and questions. Answer questions.
- VI. SKILL(S) DEVELOPMENT - Write answers to questions on cards.
- VII. REREAD AND WRITE - Reread and write in "your own words."
- VIII. FURTHER EXTENSION OF SKILLS - Have pupils discuss main idea of song,
author's purpose. Have them predict
what might have happened if. . .

(Continued on next page)

I'm in a Different World
as performed by Jermaine Jackson

114

In this world of ups and downs my dreams fall through;
Things just don't seem to work out right, no matter what I do.
Dissapointment haunts me through each lonely day;
The world around me I see is only shades of gray.

CHORUS:

But when the love light shines upon my face,
I'm in a different world -
A world I never knew.
I'm in a different world -
A world so sweet and true.

I'm no longer just another face in the crowd;
Look into my eyes and see I'm strong and I'm proud.
You are all the sweetness of my life you see;
You brought heaven right here on earth for me.
(REPEAT CHORUS)

On the stage of life I played a fool at heart;
It seems like I've been down since the very start.
Every time I lift my face up off the ground;
Something happens to bring the curtain down.
(REPEAT CHORUS)

Each time you speak to me or put your hand in mine;
An empty life I lived, I leave it far behind.
Girl you gave me love that I truly felt;
But most of all you gave me belief in myself.

I'm in a different worls -
A world so sweet and true.
I'm in a different world -
A world I never knew.
I'm in a different world.

Questions Relating to the Song

1. What is his life like at the begining of the song? (detail)
2. What happens to his life as the song goes on? (main idea)
3. What causes his life to change? (main idea)
4. Describe how he is different after his life changes. Tell three things that happen to him in the order that they happen. (sequence)
5. Do you think that love can cause a change in someone's life? Why? (inference and judgment of reality)

(Continued on next page)

6. Tell how you think he feels after the change in his life.
(inference)
7. What does he mean by an "empty life" in verse four?
(vocabulary)
8. How does it feel to be lonely? (vocabulary)
9. Do you think his life will be better now? (predicting
outcomes)

APPENDIX 3

A LIST OF RECORDINGS USED IN THIS STUDY

45 rpm Recordings

- Boogie Wonderland
as recorded by the Emotions and Earth, Wind & Fire.
- Car Wash
as recorded by Rose Royce.
- Cruising
as recorded by Smokey Robinson.
- Disco Lady
as recorded by Johnny Taylor.
- Don't Ask Your Neighbor
as recorded by the Emotions.
- Ego Tripping Out
as recorded by Marvin Gaye.
- I'm in a Different World
as recorded by Jermaine Jackson.
- Ladies' Night
as recorded by Koll and The Gang.
- Let's Get Serious
as recorded by Jermaine Jackson.
- Midnight Train to Georgia
as recorded by Gladys Knight and The Pips.
- Mr. Melody
as recorded by Natalie Cole.
- Please Don't Go
as recorded by K.C. and The Sunshine Band.
- Rock With You
as recorded by Michael Jackson
- Sail On
as recorded by the Commodores

(Continued on next page)

She's Out of My Life
as recorded by Michael Jackson.

Shining Star
as recorded by Earth, Wind and Fire.

Still
as recorded by the Commodores.

When Love is New
as recorded by Arthur Prysock.

You're the Best Thing
as recorded by Gladys Knight and The Pips.

You Are The Sunshine of My Life
as recorded by Stevie Wonder.

Albums

Disco Nights
as recorded by G. W. (Arista).

Harvest For The World
as recorded by the Isley Brothers.

Identify Yourself
as recorded by the O'Jays.

Midnight Magic
as recorded by the Commodores.

Neither One of Us
as recorded by Gladys Knight and The Pips.

Off The Wall
as recorded by Michael Jackson.

Quiet Storm
as recorded by Smokey Robinson.

Stay Free
as recorded by Ashford and Simpson.

We Are Family
as recorded by Sister Sledge.

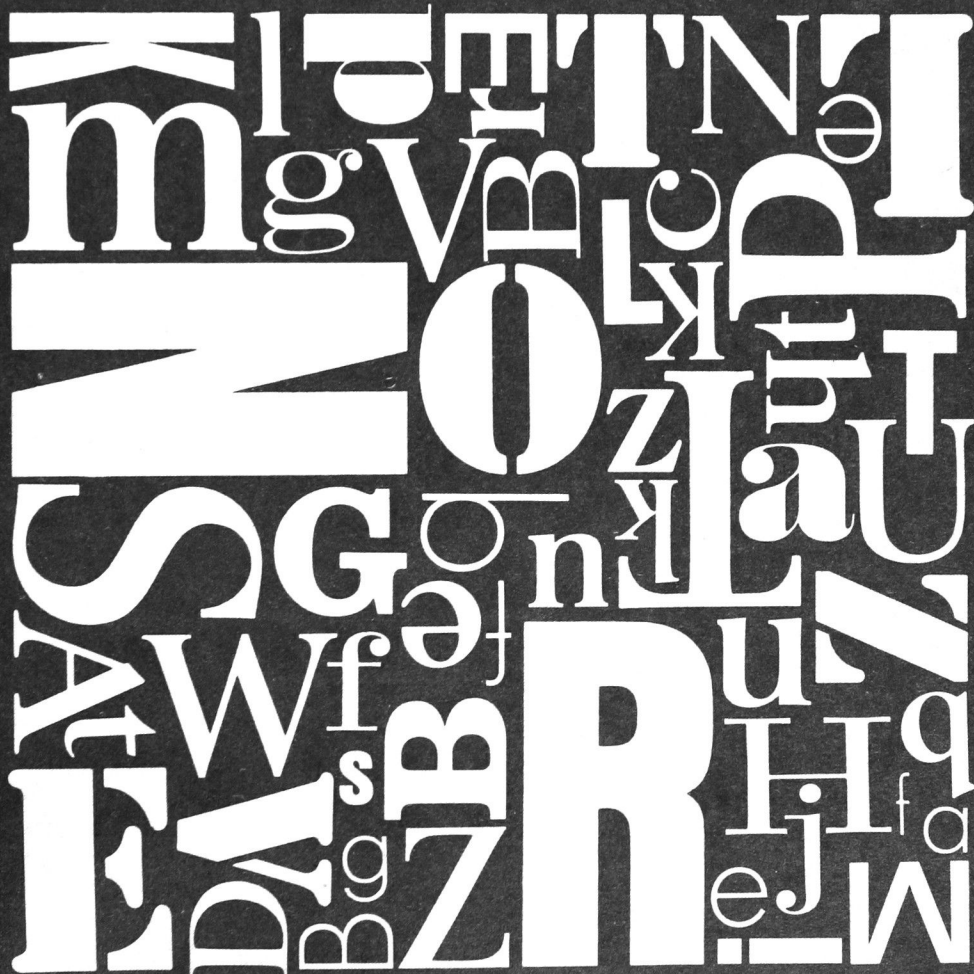
Where's There's Smoke
as recorded by Smokey Robinson.

APPENDIX 4

Stanford Diagnostic

Reading Test

Bjorn Karlsen
Richard Madden
Eric F. Gardner



 HARCOURT BRACE JOVANOVIICH, INC. New York

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TEST 1: Auditory Vocabulary

DIRECTIONS: Listen to the sentence that is read to you. Then, choose the word that best completes the sentence. On your answer folder, fill in the space that has the same letter as the word you have chosen.

SAMPLES

- | | | | |
|---|--------|----------|-------------|
| A | a game | b job | c answer |
| B | d win | e finish | f disappear |

- | | | | | | | | |
|----|---------------|----------------|--------------------|----|------------------|---------------|---------------|
| 1 | a angry | b tired | c excited | 17 | a orchestras | b singers | c pianos |
| 2 | d pictures | e graphs | f maps | 18 | d treaty | e ticket | f gift |
| 3 | a breathing | b exercising | c sleeping | 19 | a plant | b plastic | c cloth |
| 4 | d doorway | e hallway | f closet | 20 | d burn it | e overlook it | f win it |
| 5 | a also | b somehow | c little by little | 21 | a postponed | b denied | c granted |
| 6 | d friendly | e restful | f familiar | 22 | d worthless | e sufficient | f unnecessary |
| 7 | a an epidemic | b a depression | c an emergency | 23 | a ocean | b mountains | c railroad |
| 8 | d foolish | e young | f sick | 24 | d in the daytime | e every day | f all day |
| 9 | a strange | b foreign | c ridiculous | 25 | a respect it | b neglect it | c resist it |
| 10 | d sweeter | e weaker | f darker | 26 | d an estimate | e a clue | f an average |
| 11 | a complete | b compact | c complicated | 27 | a capital | b president | c land |
| 12 | d copy | e machine | f file | 28 | d movement | e comfort | f confusion |
| 13 | a explained | b forgotten | c changed | 29 | a remarkable | b desirable | c available |
| 14 | d serious | e smart | f shy | 30 | d realistic | e effective | f sturdy |
| 15 | a situation | b destination | c transportation | 31 | a bring together | b stand out | c take apart |
| 16 | d important | e exact | f obvious | 32 | d channel | e gulf | f peninsula |
| | | | | 33 | a true | b certain | c likely |
| | | | | 34 | d attractive | e energetic | f creative |
| | | | | 35 | a dancing | b painting | c poetry |
| | | | | 36 | d cozy | e neat | f small |
| | | | | 37 | a reduce | b continue | c help |
| | | | | 38 | d an element | e an atom | f an ore |
| | | | | 39 | a rejected | b rewritten | c discussed |
| | | | | 40 | d dangerous | e unclear | f funny |

TEST 2: Reading Comprehension

DIRECTIONS: Read each passage. Then read each question about the passage. When you have found the best answer to each question, fill in the space on your answer folder that has the same letter as the answer you have chosen.

A team of British scientists recently discovered the secret of the common flea's ability to jump. They learned that the flea does not depend on its legs alone to hop into the air. Although these tiny insects do have very large hind legs for their size, they are good jumpers because of a substance called "resilin." Found near the flea's hind legs, the resilin stretches like a rubber band when the flea is ready to jump. Then, it snaps back into shape and sends the tiny flea soaring.

- 1 The flea can jump mainly because of—
 - a its large hind legs
 - b its strong muscles
 - c rubber bands
 - d resilin

- 2 The word "team," as used in the first sentence, means a group of—
 - e trained fleas
 - f the same kinds of insects
 - g people working together
 - h baseball players

- 3 According to the paragraph, what is the secret of the flea?
 - a Fleas are very smart.
 - b Fleas are too small to see.
 - c Fleas can be trained to do tricks.
 - d Fleas have something special in their bodies.

- 4 Which title best tells what this paragraph is about?
 - e Why Fleas Like to Jump
 - f Training Fleas to Jump
 - g How Fleas Jump
 - h Jumping As High As a Flea

The oldest part of the city, the medina, is surrounded by thick walls. Inside is a tangle of narrow streets and tiny shops where all kinds of wares are sold. All around, there are people—far too many people—many beggars and children in rags. The noise is deafening. There is little protection from the broiling sun, and the sharp odors are almost strong enough to make one faint. How different from the clean, wide avenues in the modern part of the city!

- 5 At what time of day is the medina described?
 - a Early afternoon
 - b Evening
 - c Sundown
 - d Late at night

- 6 The medina is in that part of the city that is the—
 - e most famous
 - f coldest
 - g prettiest
 - h oldest

- 7 The medina can best be described as—
 - a an attractive village
 - b a crowded place
 - c a friendly place
 - d a shopper's dream

- 8 According to the paragraph, the sounds of the medina are—
 - e humming
 - f echoing
 - g faint
 - h loud

It is very interesting to watch a potter make a stoneware bowl. First, he must have the right kind of clay, which he can either mine himself or buy from someone who has already mined it. Then, he chooses how to shape his bowl. Some potters start by making coils of clay and placing them on top of each other. Others place the clay on a potter's wheel and shape the bowl as the wheel spins around. After the bowl has been shaped, it is set aside to dry. Then it is placed in a very hot furnace to be fired. After the bowl has been fired once, a glaze is painted on the bowl, and it is fired again. The glaze and bowl harden together. The potter now has a finished bowl—called stoneware because of its hardness.

9 The paragraph explains how to—

- a spin a wheel
- b mine clay
- c start a fire
- d make something

10 After a bowl has been glazed, it is—

- e polished
- f refired
- g reshaped
- h set aside to harden

11 The word “stoneware” is used to describe bowls that are—

- a very hard
- b made from stone
- c very heavy
- d unbreakable

12 A potter's wheel is used for—

- e firing
- f glazing
- g shaping
- h mining

13 Where are bowls fired?

- a In a furnace
- b Over a hot stove
- c In a fireplace
- d In an open fire

14 According to the paragraph, a person who does *not* have a potter's wheel makes pottery by—

- e waiting longer for the bowl to harden
- f buying clay from someone who has a wheel
- g using an extra hot fire
- h placing coils of clay on top of each other

15 This paragraph would most likely be found in a book about—

- a rocks
- b wheels
- c handicrafts
- d mining

Becoming an opera singer isn't easy. Before singers can appear in operatic roles, they must study for years to prepare their voices. And, since operas are written in different languages, singers must learn to sing in foreign languages. Singers must also learn to act, since opera, after all, is drama. To prepare themselves for singing in opera, singers train their voices much as athletes train their bodies.

Opera singers must also take very good care of their voices. They cannot sing too often or sing parts that are either too high or too low for them. They must always watch out for their health, because a cold or sore throat might make them unable to sing. They can't lose weight too fast or eat too much. Some singers won't even talk on the day they are to sing.

16 According to the passage, an opera singer might hurt her voice by—

- e traveling too much
- f breathing through her mouth
- g keeping quiet all the time
- h not paying attention to her health

17 In order to succeed, opera singers must be—

- a proud
- b friendly
- c attractive
- d determined

18 According to the writer, the process of becoming an opera singer is—

- e dull
- f silly
- g difficult
- h enjoyable

19 Besides preparing their voices, opera singers must also learn how to—

- a play the piano
- b direct other singers
- c perform on the stage
- d lead the orchestra

20 Opera singers have to study foreign languages because—

- e other singers often do not speak English
- f music schools require a foreign language
- g language study helps strengthen the voice
- h operas are written in different languages

21 An opera singer might not talk on the day of a performance because she would—

- a want to rest her voice
- b be very nervous
- c be too busy practicing
- d spend all her time studying her lines

22 In the passage, a singer's training is compared to that of—

- e an athlete
- f a composer
- g an actor
- h a dancer

23 This passage was written in order to—

- a criticize modern singers for lack of training
- b make fun of singers' superstitions
- c explain how opera singers train
- d explain why there are no great singers today

Before there were billboards, there were signs to greet travelers on the highways. These were often painted on covered bridges, barns, or rocks by the side of the road. Traveling sign-painters often made them, sometimes to advertise inns or taverns, or sometimes just to amuse themselves. The sign-painter went from town to town with his box of paints and brushes, to be hired by whoever needed a sign. When he was tired of traveling, sometimes he would settle in a town and paint signs for the local businesses and sometimes even portraits of the town's residents. William Dean Howells, in his novel, *The Rise of Silas Lapham*, tells about a man who painted signs on rocks to advertise his paint company.

- | | |
|---|--|
| <p>24 According to the paragraph, signs along the highway were sometimes painted to—</p> <ul style="list-style-type: none">e tell who owned the landf advertise innsg warn of dangerh give a speed limit <p>25 If a sign-painter grew tired of traveling, he would often—</p> <ul style="list-style-type: none">a settle in townb go into another line of workc get someone else to travel for himd give up painting for a while <p>26 Before there were billboards, signs were often painted on—</p> <ul style="list-style-type: none">e storesf treesg housesh barns | <p>27 Why did Silas Lapham paint signs?</p> <ul style="list-style-type: none">a To amuse travelers on the highwayb To make himself rich and famousc To help roadside businesses get more customersd To advertise his business <p>28 Sometimes a sign-painter would also paint—</p> <ul style="list-style-type: none">e fencesf housesg portraitsh wagons <p>29 Who was William Dean Howells?</p> <ul style="list-style-type: none">a A sign-painterb The owner of a paint companyc An authord A character in a novel <p>30 Which title best tells what this paragraph is about?</p> <ul style="list-style-type: none">e Famous Billboard Paintersf How the Billboard Got Its Nameg How Billboards Are Madeh Before the Billboard |
|---|--|

Volcanoes have brought about fear and wonder in people for thousands of years. The crater-like tops of these cone-shaped mountains are openings in the earth's surface. They may remain quiet for centuries, and then suddenly start to smoke and rumble. Sometimes they explode, sending flaming hot rocks for miles and pouring melted stone down onto the towns below.

Long ago, people did not understand why volcanoes erupted. They thought that Vulcan, the god of fire, was angry and was punishing them. Scientists now know that there are hot rocks and gases deep inside the earth that build up pressure over time. When the gases explode through a weak spot in the earth's surface, the volcano is said to erupt. Volcanoes, however, are still a mystery. Although we now understand why they erupt, we do not know how to prevent the explosions or how to predict when they will awaken from their slumber.

- 31 Vulcan was the god of—
a thunder c fire
b light d mountains
- 32 According to the passage, the tops of volcanoes look like—
e craters g chimneys
f smokestacks h needles
- 33 Long ago, people thought that volcanoes erupted because—
a lightning had struck
b gases had built up pressure
c there was a weak spot in the earth
d Vulcan was angry
- 34 The word "erupt" as used in this passage means—
e destroy g burst forth
f interrupt h melt away

- 35 The title that best describes this passage is—
a How Volcanoes Were Formed
b The Angry God
c Facts About Volcanoes
d How the Volcano Got Its Name
- 36 Volcanoes are considered to be a mystery because we don't know—
e what causes them to erupt
f when they will explode
g where they can be found
h how to describe them
- 37 The expression "awaken from their slumber" suggests that—
a volcanoes are quiet most of the time
b volcanoes usually erupt during the day
c the god of sleep controls volcanoes
d volcanoes can destroy a peaceful town

The number of fish gathered from ocean fisheries has been rising rapidly and doubles about every ten years. However, we could get even more food from our oceans if we had as much experience in this field as we do in farming the land. For example, fencing has long been used on land to keep herds of animals together. It is only recently that this idea has been tried in the sea. Sardine fisheries in Maine are using "bubble fences" to keep fish within certain boundaries. These fences are made by forcing air through holes in pipes to form bubbles around the fish. However, because no one country owns the open seas, such fish farming is not likely to become widespread. While we are developing new forms of aquaculture, we must also find ways to share the wealth of the seas in peace and harmony.

- | | |
|--|---|
| <p>38 The word "aquaculture" is used in this paragraph to describe—</p> <ul style="list-style-type: none"> e sea farming f special fish tanks g underwater fences h sardine processing <p>39 Where are the bubble fences being used?</p> <ul style="list-style-type: none"> a England b California c Russia d Maine <p>40 According to the paragraph, we could get more fish from the ocean if we had more—</p> <ul style="list-style-type: none"> e money f experience g ships h fishermen <p>41 Bubble fences are used to—</p> <ul style="list-style-type: none"> a keep the water fresh b keep seaweed out of the fisheries c protect small fish d keep fish within certain areas | <p>42 According to the writer, one problem in starting ocean fisheries is that—</p> <ul style="list-style-type: none"> e no country owns the ocean f it is hard to work underwater g cold weather prevents people from fishing h the fishermen will not cooperate <p>43 The writer thinks of the ocean as an important source of—</p> <ul style="list-style-type: none"> a water b food c fuel d air <p>44 What is the main idea of this paragraph?</p> <ul style="list-style-type: none"> e Better bubble fences should be used. f Aquaculture should not be used unless it is necessary. g We should apply our experience on land to the sea. h Countries must decide which part of the ocean they want. |
|--|---|

One of the few post offices in the United States still to receive its letters by mule train is located in the village of Supai, Arizona. This village lies in Havasu Canyon, 2400 feet below the South Rim of the Grand Canyon. It can be reached only by helicopter, or by a narrow, dusty trail. Surprisingly, more than fifteen thousand people visit Supai each year.

The village of Supai is part of an Indian reservation, one of the smallest and most isolated in the United States. It is also one of the most beautiful. Unlike the other side-canyons of the Grand Canyon, the narrow valley of Havasu Canyon is green and fertile because of the waters of Havasu Creek. A mile and a half below Supai, the clear blue-green water rushes over the first of three large waterfalls and drops down almost 200 feet to form a pool of "swimming water." The temperature of this pool always remains at 70°, even in the hottest weather.

There are no newspapers, television sets, or automobiles in Supai. In its only store, the prices are high because of the long haul by truck and trail from Peach Springs, Arizona. All profits from the store go into a fund for village improvements. A riding horse or a pack horse for a trip in and out of the canyon rents for about eighteen dollars. Some Supai residents own as many as 40 horses and earn most of their money with the animals. As someone said, "Happiness in Supai is spelled h-o-r-s-e-s."

45 You would *not* be able to reach Supai by—

- a helicopter
- b car
- c pack horse
- d mule train

46 According to the passage, Supai has *no*—

- e stores
- f water
- g newspaper
- h post office

47 About how many people visit Havasu Canyon each year?

- a 1800
- b 15,000
- c 24,000
- d 150,000

48 The valley of Havasu Canyon is green and fertile because of its—

- e hot springs
- f underground river
- g rainfall
- h creek

49 The prices are high in Supai because of the—

- a transportation costs
- b number of tourists
- c need for village improvements
- d high taxes

50 According to the passage, some people in Supai earn a living by—

- e leading tours
- f selling their crafts
- g mining gold
- h renting horses

51 People probably visit Supai because—

- a they want to help the Indians
- b it is very beautiful
- c they like to swim
- d there are many different things to do

52 The writer would probably describe most of the side-canyons of the Grand Canyon as—

- e grassy
- f muddy
- g barren
- h shallow

53 This passage was written in order to—

- a tell a funny story
- b describe an unusual place
- c give a scientific argument
- d explain how a canyon was formed

Dust is a serious problem in industry. When workers breathe the dust-filled air, some of the dust remains in their lungs. Although breathing any kind of dust may make workers ill, the most dangerous kinds of dust are those that come from irritating substances, such as lead or asbestos. Coal miners can get “black lung” from years of breathing coal dust. To make matters worse, the most common way of removing coal dust from the air is “rockdusting”—spreading the coal surfaces with powdered limestone.

A government report has suggested several ways of removing dust from the air that workers breathe: hoods should be built over dust-producing machines; as much dust as possible should be removed by fans, vacuum cleaners, and water sprays; and workers should use masks or other devices that will protect them from the dust. All these may help to solve the problems that dust causes.

- | | |
|---|---|
| <p>54 The writer discusses a danger that people face in their—</p> <ul style="list-style-type: none"> e homes f jobs g schools h cars | <p>57 What does the writer suggest to people who are exposed to a lot of dust?</p> <ul style="list-style-type: none"> a Be examined by a doctor daily b Do deep-breathing exercises c Wear a mask while working d Buy a vacuum cleaner |
| <p>55 Dust is dangerous because of its effect on people’s—</p> <ul style="list-style-type: none"> a eyes b noses c throats d lungs | <p>58 What substance is used in rockdusting?</p> <ul style="list-style-type: none"> e Coal f Limestone g Lead h Asbestos <p>59 This passage would most likely be found in a—</p> <ul style="list-style-type: none"> a history book b collection of adventure stories c geography book d news magazine |
| <p>56 According to a government report, one way to reduce dust in factories is to—</p> <ul style="list-style-type: none"> e install fans f slow down machines g open the windows h clean equipment more carefully | <p>60 What is the main idea of this passage?</p> <ul style="list-style-type: none"> e Dust is a problem in industry. f The government makes good suggestions. g “Black lung” is very serious. h Factory work is unhealthy. |

TEST 3: Phonetic Analysis

DIRECTIONS: Look at each line. The underlined letter or letters in the first word stand for a sound. You'll find the same sound in one of the other three words. Choose the word that has the same sound. Then, on your answer folder, fill in the space that has the same letter as the word you have chosen.

SAMPLES

A above a comb b dove c behind

B candy d pan e rain f east

1 read a sweet b steal c wire

2 yellow d you e my f money

3 sit a this b his c is

4 knife d plane e seven f phone

5 jet a finger b cage c yet

6 speak d cider e nice f cone

7 clock a chalk b color c enclose

8 grove d drove e disgrace f merge

9 sleep a aisle b slide c island

10 held d could e should f colder

11 belt a bullet b salty c kettle

12 honest d listen e lesson f style

13 chair a each b ache c school

14 sure d sun e chase f motion

15 them a either b beneath c think

16 wish d chore e watch f special

17 teeth a other b thank c father

18 wrong d doing e range f signal

19 sand a blame b master c care

20 pencil d check e detail f earth

21 bottom a total b torch c topic

22 build d cried e busy f fruit

23 couple a loud b some c would

24 ahead d weak e field f weather

25 iron a inch b kitchen c lime

26 unit d under e used f up

27 booth a mood b foot c floor

28 train d certain e obey f giant

29 pie a believe b piece c reply

30 below d drown e open f growl

31 glare a parent b party c heart

32 doubt d round e four f soup

33 camel a hotel b tunnel c helmet

34 bear d dear e bread f hair

35 mother a cheer b paper c there

36 toy d point e today f power

TEST 1: Auditory Vocabulary

SAMPLES

A ○●○

B ○○○

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 ○○○ | 2 ○○○ | 3 ○○○ | 4 ○○○ | 5 ○○○ | 6 ○○○ | 7 ○○○ | 8 ○○○ | 9 ○○○ | 10 ○○○ | 11 ○○○ | 12 ○○○ | 13 ○○○ | 14 ○○○ | 15 ○○○ | 16 ○○○ | 17 ○○○ | 18 ○○○ | 19 ○○○ | 20 ○○○ | 21 ○○○ | 22 ○○○ | 23 ○○○ | 24 ○○○ | 25 ○○○ | 26 ○○○ | 27 ○○○ | 28 ○○○ | 29 ○○○ | 30 ○○○ | 31 ○○○ | 32 ○○○ | 33 ○○○ | 34 ○○○ | 35 ○○○ | 36 ○○○ | 37 ○○○ | 38 ○○○ | 39 ○○○ | 40 ○○○ |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|

Score

TEST 2: Reading Comprehension

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 ○○○○ | 2 ○○○○ | 3 ○○○○ | 4 ○○○○ | 5 ○○○○ | 6 ○○○○ | 7 ○○○○ | 8 ○○○○ | 9 ○○○○ | 10 ○○○○ | 11 ○○○○ | 12 ○○○○ | 13 ○○○○ | 14 ○○○○ | 15 ○○○○ | 16 ○○○○ | 17 ○○○○ | 18 ○○○○ | 19 ○○○○ | 20 ○○○○ | 21 ○○○○ | 22 ○○○○ | 23 ○○○○ | 24 ○○○○ | 25 ○○○○ | 26 ○○○○ | 27 ○○○○ | 28 ○○○○ | 29 ○○○○ | 30 ○○○○ | 31 ○○○○ | 32 ○○○○ | 33 ○○○○ | 34 ○○○○ | 35 ○○○○ | 36 ○○○○ | 37 ○○○○ | 38 ○○○○ | 39 ○○○○ | 40 ○○○○ | 41 ○○○○ | 42 ○○○○ | 43 ○○○○ | 44 ○○○○ | 45 ○○○○ | 46 ○○○○ | 47 ○○○○ | 48 ○○○○ | 49 ○○○○ | 50 ○○○○ | 51 ○○○○ | 52 ○○○○ | 53 ○○○○ | 54 ○○○○ | 55 ○○○○ | 56 ○○○○ | 57 ○○○○ | 58 ○○○○ | 59 ○○○○ | 60 ○○○○ |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

Literal Score

Inferential Score

Total Score

TEST 3: Phonetic Analysis

SAMPLES

A ○●○

B ○○○

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 ○○○ | 2 ○○○ | 3 ○○○ | 4 ○○○ | 5 ○○○ | 6 ○○○ | 7 ○○○ | 8 ○○○ | 9 ○○○ | 10 ○○○ | 11 ○○○ | 12 ○○○ | 13 ○○○ | 14 ○○○ | 15 ○○○ | 16 ○○○ | 17 ○○○ | 18 ○○○ | 19 ○○○ | 20 ○○○ | 21 ○○○ | 22 ○○○ | 23 ○○○ | 24 ○○○ | 25 ○○○ | 26 ○○○ | 27 ○○○ | 28 ○○○ | 29 ○○○ | 30 ○○○ | 31 ○○○ | 32 ○○○ | 33 ○○○ | 34 ○○○ | 35 ○○○ | 36 ○○○ |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|

Consonant Sounds Score

Vowel Sounds Score

Phonetic Analysis Score

TEST 4: Structural Analysis Part A

DIRECTIONS: The word on each line has three parts, or syllables. These parts can help you say the word. Look at the word in the first column. Then, in the second column, mark the spaces that show how the word should be divided into syllables. Each word should be marked in two, and only two, places. Make only two marks, but always two marks for each word.

SAMPLES	
A fisherman	f o i s h e r m a n
B wonderful	w o n d e r f u l
C diagram	d i a g r a m
1 membership	m e m b e r s h i p
2 imperfect	i m p e r f e c t
3 carpenter	c a r p e n t e r
4 neighborly	n e i g h b o r l y
5 location	l o c a t i o n
6 lumberjack	l u m b e r j a c k
7 misinform	m i s i n f o r m
8 excursion	e x c u r s i o n
9 delightful	d e l i g h t f u l
10 absolute	a b s o l u t e
11 overlook	o v e r l o o k
12 enforcement	e n f o r c e m e n t
13 gingerbread	g i n g e r b r e a d
14 furthermore	f u r t h e r m o r e
15 prevailing	p r e v a i l i n g
16 calculate	c a l c u l a t e
17 amendment	a m e n d m e n t
18 confusion	c o n f u s i o n
19 disgraceful	d i s g r a c e f u l
20 forthcoming	f o r t h c o m i n g
21 concentrate	c o n c e n t r a t e
22 carnation	c a r n a t i o n
23 paperweight	p a p e r w e i g h t
24 feverish	f e v e r i s h

STOP!

TEST 4: Structural Analysis Part B

DIRECTIONS: In each line there are four syllables. Three of the syllables, when put together, will make a real word. The other syllable is extra. The syllables that make the word are in the correct order from left to right. Mark the space beside the *extra* syllable.

SAMPLES				
A	● de	○ im	○ por	○ tant
B	○ un	○ der	○ pre	○ stand
1	○ plen	○ ti	○ on	○ ful
2	○ be	○ gin	○ ner	○ eve
3	○ ob	○ set	○ jec	○ tive
4	○ un	○ to	○ rav	○ el
5	○ mal	○ lead	○ er	○ ship
6	○ re	○ ob	○ flec	○ tion
7	○ pro	○ gres	○ ness	○ sive
8	○ sev	○ el	○ en	○ ty
9	○ la	○ zi	○ tion	○ ness
10	○ en	○ cir	○ ac	○ cle
11	○ ac	○ cat	○ a	○ log
12	○ trop	○ i	○ cal	○ cy
13	○ mis	○ con	○ sid	○ er
14	○ re	○ in	○ ter	○ force
15	○ tri	○ um	○ for	○ phant
16	○ sim	○ un	○ i	○ lar
17	○ vi	○ o	○ quo	○ lin
18	○ mod	○ i	○ fy	○ ern
19	○ in	○ con	○ nec	○ tion
20	○ med	○ i	○ ga	○ tate
21	○ cal	○ tor	○ en	○ dar
22	○ cul	○ ra	○ di	○ ant
23	○ vin	○ ton	○ e	○ gar
24	○ mel	○ o	○ rus	○ dy
25	○ el	○ or	○ e	○ vate
26	○ for	○ ma	○ lo	○ tion
27	○ en	○ pa	○ tri	○ ot
28	○ stren	○ op	○ u	○ ous
29	○ re	○ por	○ al	○ ize
30	○ gen	○ tel	○ u	○ ine

DIRECTIONS: This is a test to see how fast and accurately you can read. As you read the story, mark the space next to the word that best fits the meaning of the sentence.

SAMPLE
 The earth gets light and heat from the
A moon sun comet.
 It is more than 90 million miles
B away behind ahead.

The Hitch-Hiking Ghost

It was a dark, stormy night. Jack's single motorcycle lamp beamed through the fog and the cold, hard

1 mud rain rock
 as the bike sputtered and hummed along the deserted

2 highway ship water.

Jack was bent low over the handlebars; suddenly, he sat up straight, put on the brakes, and abruptly

3 sped spoke stopped.

Through the fog, the long, bright beam of the

4 candle sun headlight

had picked up a figure in white huddled beside the

5 road light beach.

"Want a ride?" he asked.

The girl stood silently. Water dripped from her long, dark hair, and her thin white dress was

6 soaked warm long.

"Get on," said Jack, and she slowly climbed on his

7 ladder bike sled.

When he felt her cold arms around his waist, he immediately realized that she did not have a

8 care friend coat.

He took off his leather jacket and helped her to

9 fold it up put it on keep it dry.

She seemed helpless, and he wondered if she could

10 run away hold on get wet.

Jack felt sorry for her, so he thought he'd better drive

11 recklessly down carefully.

He started off, and they splashed along the wet highway, and crossed a small stream over a narrow white

12 bridge board snow.

She was silent. With the noise and rain, it was hard to

13 breathe speak decide.

He drove on, and hoped they would soon reach a

14 town stream hill.

After a few minutes, he saw lights in the distance. When he came to a small restaurant by the side of the

15 car sea road,

he pulled up and stopped. But when he turned to help the

girl off the bike, he found that somehow she had
16 disappeared grown rested.

Jack was about to turn back to try to find her; but then he thought, "No, I should get someone else to

17 see help call.

She might have been hurt when she fell." He entered the

18 school restaurant yard.

The only person there was an old man standing behind the

19 desk door counter.

"I need help," Jack said. "I picked up a girl hitchhiker on my motorcycle, and somehow she must have

20 fallen off gotten wet gone home.

I didn't notice in the rain."

The old man turned around, picked up a large, steaming pot, and poured Jack a full cup of hot

21 milk water coffee.

"You didn't pick up any girl," he said.

Jack stared at him. "She's back there somewhere in the dark. She must have fallen off, and she might be

22 lost hurt tired."

Again, the old man said, "Son, you didn't pick up any

23 girl motorcycle food.

That was only Hattie."

Jack thought the old man must be crazy; he ran out of the restaurant, and, on his bike, turned back onto the

24 restaurant town highway.

He watched the road carefully. He thought he would probably find the girl lying injured somewhere in the

25 well rain corner.

But then he realized that he had just crossed the white

26 path road bridge.

He wondered what he should do. The girl was not to be

27 found hurt lost

anywhere. He saw some lights come along behind him, and heard the chug-chug-chug sound of someone's old

28 train car boat.

It stopped. The man from the restaurant rolled down the

29 window hill street

and said, "Follow me." Without knowing why, Jack

30 cried complained obeyed.

They turned off and splashed up an old muddy road to a large grove of oak trees. There, Jack and the old man

31 ate stopped talked.

It was a cemetery. The rain had stopped and the moon was

32 shining near cold.

The old man was beaming his car lights on one of the

33 flowers walls tombstones.

Jack walked over to it and read: "Hattie Moore, Age 17, 1940-1957." Draped over the grave was Jack's leather

34 belt shoe jacket.

Stanford Diagnostic Reading Test

Brown Level Form A

	TEST 3	TEST 4	TEST 1	TEST 2 Reading Comprehension			TEST 5
	Phonetic Analysis	Structural Analysis	Auditory Vocabulary	Literal	Inferential	Total	Reading Rate
Raw Score							
S T A N D I N G	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1

Pupil Information Box

Name _____			
Teacher _____		Grade _____	
School _____			
City _____		State _____	
Today's Date _____			
month	day	year	
Date of Birth _____			
month	day	year	

APPENDIX 5

ATTITUDE SCALE--Continued

	A Strongly Agree	B Agree	C Undecided	D Disagree	E Strongly Disagree
11. Reading becomes boring after about an hour.					
12. Most books are too long and dull.					
13. Free reading doesn't teach anything.					
14. There should be more time for free reading during the school day.					
15. There are many books which I hope to read.					
16. Books should not be read except for class.					
17. Reading is something I can do without.					

(Continued on next page)

ATTITUDE SCALE

1. Reading is for learning but not enjoyment.
2. Money spent on books is well spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Sharing books in class is a waste of time.
7. Reading turns me on.
8. Reading is only for kids looking for a good grade from the teacher.
9. Books aren't usually good enough to finish.
10. Reading is rewarding to me.

	A Strongly Agree	B Agree	C Undecided	D Disagree	E Strongly Disagree
1. Reading is for learning but not enjoyment.					
2. Money spent on books is well spent.					
3. There is nothing to be gained from reading books.					
4. Books are a bore.					
5. Reading is a good way to spend spare time.					
6. Sharing books in class is a waste of time.					
7. Reading turns me on.					
8. Reading is only for kids looking for a good grade from the teacher.					
9. Books aren't usually good enough to finish.					
10. Reading is rewarding to me.					

(Continued on next page)

ATTITUDE SCALE--Continued

	A Strongly Agree	B Agree	C Undecided	D Disagree	E Strongly Disagree
18. A certain amount of summer vacation should be set aside for reading.					
19. Books make good presents.					
20. Reading is dull.					

APPENDIX 6

BETTY MOORE
DIRECTOR



JAMES H. HINSON, JR.
SUPERINTENDENT

DEKALB COUNTY SCHOOL SYSTEM
DEKALB COUNTY READING CENTER
955 N. Indian Creek
Clarkston, Georgia 30021

February 11, 1980

Dr. Donald Schultz, Director
Assessment Unit
DeKalb County Board of Education
3370 North Decatur Road
Decatur, Georgia 30332

Dr. Schultz:

I am a Reading Consultant at the DeKalb Reading Center presently pursuing an Ed. S. degree at Atlanta University. I would like to conduct a research study at Kelley Lake Elementary School. This school was selected because it has sixth graders who meet needed criteria: Children who are capable in word identification skills, but who continue to experience difficulty in the area of comprehension, children who scored low in this area on standardized tests, children who are familiar with the culturally oriented program to be analyzed for its effectiveness in comprehension and children from varied socio-economic backgrounds.

Significance of the Study

It is the desire of the writer that the results of this study might provide insight as to the effectiveness of cultural-oriented materials in increasing proficiency in reading comprehension for middle grade learners. This type of school research may not only facilitate quantitative information with regard to music growing out of a particular culture, but it could provide some answers to questions which are prevalent as educators continue to probe the entire notion of multi-cultured educational programs.

Statement of the Problem

What are the effects of the use of soul music on improving comprehension skills, and attitudes of black middle grade pupils?

Purpose of the Study

The purpose of this study is to investigate the effectiveness of the use of familiar, culturally-oriented materials in promoting specific language processing skills. More specifically the purposes are to:

1. Determine differences if any, between the achievement scores in literal comprehension of pupils who received basal reading instruction with supplemental instruction, using soul music and pupils who received basal instruction with supplemental instruction using regular basal materials.
2. Determine differences if any, between the achievement scores in inferential comprehension of pupils who received basal reading instruction with supplemental instruction, using soul music and pupils who received basal instruction with supplemental instruction using regular basal material.

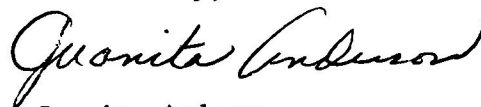
Method of Research

The experimental method will be utilized in this research project. Two classes of sixth graders will constitute the experimental group and the control group. The subjects will be randomly selected, using a series of student numbers from the computerized attendance records. Every fourth odd number will be selected. Students assigned to these numbers will become participants in the study.

The experimental group will receive supplemental instruction in comprehension using soul music as the primary supplemental material. The control group will receive supplemental instruction in comprehension, but commercially prepared basal materials will be used. A pre and post standardized instrument and a pre and post attitudinal scale will be administered to each group.

I would appreciate your granting permission for me to collect data and use school records for any needed pupil information. Parental consent will be ascertained before any testing is done. If you have any concerns regarding this study, please contact me at the Reading Center for needed clarification.

Yours truly,



Juanita Anderson

JA/js

February 11, 1980

Memo To: Dr. Donald Schultz
Through: Mr. Jephtha Greer
From: Betty Moore *B.M.*
Reference: Research Study of Mrs. Juanita Anderson

I recommend that Mrs. Juanita Anderson be granted permission to conduct the study as outlined in her letter which is attached. She has talked with the principal, Mr. Iddins, and the teacher who will be involved, and says they are both agreeable to the study.

Attachment

February 26, 1980

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Memo to: Mr. Charles Iddins
From: Donald G. Schultz
Reference: Research Study

Mrs. Juanita Anderson, reading consultant, is involved in a research study in the area of reading, determining the effect of the use of soul music on improving comprehension skills and attitudes of black middle grade pupils. Mrs. Anderson has requested permission to utilize sixth grade students at Kelley Lake School. Permission is granted subject to the following stipulations:

1. Your agreement as principal, as well as that of the teachers involved, to participate in the study.
2. Treatment of students should be carried out during the normal school time allotted for the activity and should not infringe upon other subjects in the school day.
3. Students will remain anonymous in the reporting of data.

Mrs. Anderson will meet with you to discuss the design of the study and to answer any further questions you may have. Please feel free to contact my office if needed.

cc: Mrs. Juanita Anderson

VITA

NAME: Juanita Ardenia Anderson

EDUCATION: B.S. Degree, Morris Brown College,
Atlanta, Georgia; Master's Degree,
Atlanta University, Atlanta, Georgia;
Graduate Study, University of Georgia,
Athens, Georgia.

EXPERIENCE: Presently employed as an elementary
reading consultant in the DeKalb
County School System.

PERSONAL
INFORMATION: Single. Member of International Reading
Association; Urban League Guild; Allen
Temple A.M.E. Church. Reading Teacher
of the Year, Atlanta University, 1976;
Recipient of Certificate of Merit Award,
WSB Television, 1979 -- for community
work in reading.