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## Reading Difficulties In A Low Ninth Grade Group At The Lincoln High School Dallas, Texas, 1948-1949

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READING DIFFICULTIES IN A LOW NINTH GRADE  
GROUP AT THE LINCOLN HIGH SCHOOL.

DALLAS, TEXAS, 1948-1949

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BLUITT

1950

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AT THE LINCOLN HIGH SCHOOL  
DALLAS, TEXAS, 1948-1949

BY

LEROY BLUITT 41

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Submitted in partial fulfillment of the requirements for  
the degree of Master of Science in the Graduate  
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"Accepted by the faculty of the Graduate School  
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ical College as fulfilling the thesis  
requirements for the degree of Master of  
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Director of Thesis

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CHAPTER I  
INTRODUCTION

Today the American high schools are beginning to be more concerned than ever about the reading difficulties of their pupils. Reading difficulties of high school pupils have long been known, but very little has been done to correct them. Many high schools now realize that they, too, must assume their share of the responsibility in teaching the mastery of the reading skills along with the efforts made by the elementary schools, if their pupils are to do satisfactory work.

When pupils enter high school it is assumed by the average teacher that they have acquired a satisfactory use of the reading skills, yet many of them arrive with only a moderate or a poor command of these skills. It is true, however, that many high school pupils have little difficulty with their reading; on the other hand, a considerable number of them have serious difficulty with theirs.

High school surveys using certain standardized tests show a range of reading ability from third grade level to junior college level. Many pupils are found who are virtually non-readers. Kottmeyer<sup>1</sup> made a survey of the reading abilities of all eighth-grade graduates in the schools of

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<sup>1</sup>Kottmeyer, William. "Improving Reading Instruction in the St. Louis Schools," The Elementary School Journal 40: 33-38, September, 1944.

St. Louis, Missouri by means of the Traxler Silent Reading Tests in June 1943 and January 1944. The following results were obtained from the survey.

Distribution of Reading Abilities of Eighth-Grade Graduates in the St. Louis, Missouri Schools

Grade Norm Attained	June, 1943 Pupils	January, 1944 Pupils
Below 4th Grade	86	52
4	223	130
5	385	287
6	598	408
7	744	526
8	603	429
9	604	517
10	455	365
11	294	203
12	145	141
13 and above	<u>99</u>	<u>86</u>
Total	4236	3144

Statement of Problem

The writer has attempted to discuss the following questions in order to locate the reading difficulties of the pupils in the low ninth grade at Lincoln High School, Dallas Texas:

1. What are some of the reading difficulties found in

the pupils in the low ninth grade at Lincoln High?

2. What can be done to correct the reading difficulties of these students?
3. What criteria can we use to select the pupils for this study?
4. What remedial treatment should we give on the basis of these data?
5. How effective is the remedial treatment used?

#### Importance of Study

The writer thinks this study important because it reveals the reading difficulties of a low ninth grade group in Lincoln High School. The writer also thinks that the 12 pupils selected for this study are in need of and can profit from remedial treatment. This study should reveal some of the shortcomings as well as the excellencies in the teaching of reading in the elementary schools. In this study the author is attempting to find whether any inconsistencies do exist in the methods and techniques employed by the elementary schools in the teaching of those reading skills that will be necessary for satisfactory high school work. This study is important because it gives some of the criteria upon which the reading programs of the elementary and high schools will be evaluated. This study is important because it gives administrators and teachers an idea of the things to expect in the reading program of a modern school.

Helen Rand Miller makes the statement that:

Every teacher should be a teacher of reading. Now we know that everyone can learn to read, that everyone can improve his reading, that no one knows all the methods of learning to read. Unprecedented progress is possible if we experiment together and put together what we learn. Every teacher needs to know what he can do to be a teacher of reading. In this age of specialization it is the responsibility of the English teachers to find out how people learn to read and to tell the other teachers.<sup>2</sup>

### Purpose of Study

The specific purposes of this study are: (1) To show the need of certain pupils in the group for remedial reading, as shown by a series of standardized tests given to ascertain which pupils could not read up to ninth grade level; (2) to diagnose the reading difficulties of each retarded pupil; (3) to study each retarded pupil and his background in order to discover, if possible, the causative factors behind his reading difficulties; (4) to work out for each pupil a sixteen-week remedial program for the purpose of correcting his difficulties, as far as possible; and (5) to measure, if possible, the amount of progress made by each pupil during the remedial program by using another set of standardized tests at the close of the sixteen-week period.

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<sup>2</sup>Miller, Helen Rand. "Every Teacher a Teacher of Reading." Education 70: 333-34, January, 1950

## Scope of Study

The first step in a survey of a reading program or in an actual diagnosis of pupil's difficulties in reading, is a careful consideration of the areas of development in the teaching of reading, which have been summarized by Eva and Guy L. Bond into the following five major categories: "(1) the development and refinement of reading techniques and skills; (2) the development of vocabulary and background concepts; (3) the development of reading interests and tastes; (4) the development of independence in reading; and (5) the development of a differentiated attack."<sup>3</sup>

Because of the wide range in the areas of development for the teaching of reading, this study has been confined to the first and third areas mentioned above; namely, the development and refinement of reading techniques and skills and the development of reading interests and tastes. Under these areas the following items are important:

1. The ability to recognize new words.
2. The ability to locate materials quickly.
3. The ability to understand quickly what is read.
4. The ability to organize what is read.
5. The ability to read for pleasure or fun.

Further limitations of this study are that it is confined to the experiences that occurred and results incurred

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<sup>3</sup>Bond, G. L. and Bond, E. Developmental Reading in High School. p. 40.

while teaching 12 pupils of the low ninth grade in a remedial reading class the fall of 1949. Their reading abilities as shown by the Iowa Silent Reading Test, ranged from third to sixth grade level. The reading difficulties revealed by this test were the basis for this study.

Only those areas on the sub-tests indicated by scores of less than 140 were selected for investigation.

### Sources of Data and Methods of Study

The method of this study is based upon the philosophy implied by Lyman in the following statement:

"The testing movement in education has brought important changes in school procedure, making available objective data for use in measuring quantitatively the attainment of a given school, grade or pupils; through tests also are secured data for diagnosing the specific needs of particular groups or individuals; and a technique of testing has developed which has improved classroom work.<sup>4</sup>

The following methods were used by the writer to identify those pupils most in need of remedial treatment: (1) observation of pupils for physical defects while they study; (2) studying eye movements to determine rate of speed; (3) the use of data from cumulative records, questionnaires, and interest inventories; (4) the use of standardized reading tests; and (5) the use of a group intelligence test.

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<sup>4</sup>Lyman, R. L. Summary of Investigation Relating to Grammar, Language, and Composition. p. 111.

All freshmen in the high school were given the Iowa Silent Reading Test at the beginning of the second semester in 1948-1949 and were retested at the close of the semester with another form of the Iowa Silent Reading Test. For better diagnostic purposes an intelligence test was given to those pupils involved in this study.

The reading tests used in this study were the Iowa Silent Reading Tests,<sup>5</sup> Forms: Am and Bm for grades nine to twelve and college. The unit skills measured by these tests are as follows:

- Test 1. Rate and Comprehension
- Test 2. Directed Reading
- Test 3. Poetry Comprehension
- Test 4. Word Meaning
- Test 5. Sentence Meaning
- Test 6. Paragraph Comprehension
- Test 7. Location of Information

The usual techniques of establishing the validity of the test were used. The teachers of English, mathematics, science, and social science agreed that the skills covered in the tests were fundamental. The basic vocabularies of their textbooks were checked to establish this agreement. On the basis of these criteria studied and facts reported in the manual relative to the validity of the test, this

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<sup>5</sup>Greene, H. A., Jorgensen, A. N., and Kelley, V. H. Iowa Silent Reading Tests. World Book Company, Advanced, 1943.



instrument was accepted as valid for our purpose.

For the purpose of measuring the intelligence of the pupils tested, the Otis Self-Administering Tests of Mental Ability<sup>6</sup>, Intermediate Examination, Form A, for grades four to nine, were used.

The test, designated in the study as the retest, was administered at the end of the remedial period during the second semester for the purpose of determining the amount of progress made through instruction since the first test was given.

The principal assumptions upon which this study is based are the following:

1. That standardized tests in reading will reveal some of the knowledge and skills that a pupil possesses.
2. That a semester's study in a remedial reading class will increase some of these knowledges and improve some of these skills.
3. That an effective diagnostic program must include a knowledge of the pupil's intelligence and family background.
4. Improvement in the basic skills of reading will enhance the personality.
5. A knowledge of the basic skills in reading is

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<sup>6</sup>Otis, A. S. Otis Self-Administering Tests of Mental Ability, Intermediate. World Book Company, 1928

invaluable to everyone. The pupil in the elementary and secondary schools, the student in the college and university, the skilled and unskilled worker, the business man and woman, and the professional man and woman, all require a knowledge of the basic in reading. It is with a belief in these assumptions, that this study is undertaken.

#### Previous Related Studies

The Eliot Junior High School<sup>7</sup> of Washington, D. C. in 1936, made a study of the reading difficulties of 80 pupils selected from the seventh, eighth and ninth grades on the basis of the results obtained from the Metropolitan Reading Test. Since the I.Q.'s. of these pupils were calculated in many cases, from group intelligence tests requiring reading, it was felt that the low mental ages might, in some cases, be merely another indication of their poor reading ability. Hence the pupils mental ages were not used as an important criterion for the selection cases.

The pupils were divided into three groups; 26 from the low seventh grade, 37 from the high seventh grade, and 17 special pupils selected from the seventh, eighth and ninth grades, whom the teachers felt were in need of and

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<sup>7</sup> Monroe, M. and Backus, B. Remedial Reading.  
pp. 113-19.

could profit by the remedial treatment. The two seventh grade sections were taught by their regular English teachers. The 17 special pupils met once a week in groups of two to four with the counselors for their remedial work. The pupils were retested after 14 weeks of remedial instruction. The group of 26 pupils made a median gain of 1.2 years in reading achievement. The group of 37 pupils made a median gain in reading of 0.5 year. The group of 17 pupils made a median gain of 0.9 year. The tests used in this study were the "Metropolitan Reading Test", the "Sangren-Woody Silent Reading Test", the "Gray's Oral Check Test", and a word-discrimination test devised by the counselors. This study showed that smaller groups respond with greater amount of progress. This study further showed that groups of pupils can be successfully given remedial-reading treatment by these methods at the junior high school level.

The Randall Junior High School<sup>8</sup> in Washington, D. C. made studies of the reading difficulties of 34 pupils of the high seventh grade. The pupils were selected on the basis of achievement, intelligence tests, and teachers' judgments. These pupils also showed the greatest amount of retardation in reading. These pupils were grouped in one section under their home-room teacher who was also their English teacher. The regular English period was discontinued

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<sup>8</sup>Ibid., pp. 123-29.

for the remedial-reading period. The following reading tests were used in the study: "Gates Silent Reading Tests", "Gray's Oral Reading Paragraphs", "New Stanford Achievement Test in Reading", "Monroe Silent Reading Test", and "Iota Word Test". The grade-equivalent scores on each of these tests were averaged to obtain the child's reading level. A comparison of his abilities in the different types of tests served as a basis for determining the types of reading in which each pupil needed practice. A profile of errors in reading was made for each pupil and the three highest peaks of errors served to indicate the weaknesses of the pupils. Cumulative records were combed for physical and mental weaknesses as well as family backgrounds. Individual conferences were held with each pupil in order to assemble personal histories, estimate emotional factors, and determine reading habits, interests, hobbies and other pertinent information that might be helpful to the teacher. The class organized a "library club" which proved to be a popular feature of the remedial-reading work. The group showed a median gain of 0.7 year in the mechanics of reading and 1.3 years in silent reading during the 14 week remedial period. This study showed that remedial work in reading is effective at the junior high school level when given according to the conditions and methods described in this study. This study also showed that gains of more than two years were accomplished, greater interest in reading and favorable

changes in behavior by these methods.

Delpha Davis<sup>9</sup> made a study of the reading difficulties of 53 freshmen pupils in the Union High School, Phoenix, Arizona the fall of 1948. She used the Revised Beta Examination to calculate the intelligence of the pupils, Form A, Progressive Reading Tests, Advanced, was used to locate the reading difficulties while Form B was used to show the amount of improvement in reading skills and abilities made during the remedial period (eight months). Of the 53 pupils who took both "A" and "B" forms of the Progressive Reading Tests, 42, better than 79 per cent, showed gains ranging from 0.8 (normal) to 2.6 (phenominal);  $7\frac{1}{2}$  per cent gained 2.0 to 2.6; 47 per cent gained more than one but less than two years in the eight-month remedial period.

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<sup>9</sup>Davis, Delpha. "Remedial Reading; A School Checks Its Values." The Clearing House. 24: 291-292, January 1950

## CHAPTER II

## ANALYSES OF THE READING PROBLEMS OF PUPILS

## Selection of Pupils

The average reading level of the pupils entering the low ninth grade of the Dallas high schools is 6.5<sup>1</sup>. This reading level is equivalent to a score of 140 on the Iowa Silent Reading Advanced Test, Forms Am and Bm. At the beginning of the second semester the Iowa Silent Reading Test Advanced Form Am was given to all the pupils entering the low ninth grade for the first time in Lincoln High School. Those pupils who made median scores less than 140 were in two reading classes.

From these two classes 12 pupils were selected at random for this investigation. The difficulties of these pupils were determined by a score of less than 140 on the sub-tests.

Table I shows the distribution of the median scores, grade and age equivalents of the pupils in the reading classes and those selected for the study. The table further shows the median standard scores to range from 116 to 139, with grade equivalents from 3.9 to 6.4 and age equivalents from 7.9 to 10.7.

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<sup>1</sup>Interview with Mrs. M. T. Voyer, Consultant in Child Adjustment. Dallas School System. January 19, 1949.

TABLE I. GRADE AND AGE EQUIVALENTS CORRESPONDING TO MEDIAN STANDARD SCORES

Median Standard Score	Grade Equivalent	Age Equivalent	Frequency	
139-142	6.4 - 6.8	10.7 - 10.11	1	2
135-138	5.9 - 6.3	10.1 - 10.5	1	4
131-134	5.4 - 5.8	9.7 - 10.0	1	4
126-130	4.9 - 5.3	9.0 - 9.6	4	20
121-125	4.4 - 4.8	8.4 - 8.10	3	19
116-120	3.9 - 4.3	7.9 - 8.3	2	5
Total			12	54

The Otis Self-Administering Test of Mental Ability (Intermediate Grade) was used to calculate their I. Q's. Since this is a group intelligence test requiring reading, it was felt that their low mental ages might, in some cases, be merely another indication of their poor reading ability. Hence the mental ages in this study were not used as an important criterion for the selection of the cases. The I. Q's. ranged from 70 to 100. These data are shown in Table II, page 15.

The median scores for the February test ranged from 116 to 139. The highest median score (139) on this test was one point less than the median for the Dallas Public Schools, (140) and 22.3 points lower than the national median (161.3)

TABLE II. INTELLIGENCE RATINGS, CHRONOLOGICAL AND MENTAL AGES, MEDIAN SCORES AND MENTAL GRADES IN FEBRUARY FOR TWELVE REMEDIAL CASES

Case number	I. Q.	C. A.	M. A.	Median score	Reading level
1	100	13.11	10.7	139	6.4
2	97	14.5	10.1	135	5.9
3	93	16.3	9.9	132	5.5
4	77	15.4	9.6	130	5.3
5	76	13.11	9.4	129	5.2
6	80	15.7	9.3	128	5.1
7	70	14.2	9.0	126	4.9
8	81	15.8	8.9	124	4.7
9	67	15.2	8.6	122	4.5
10	83	14.6	8.4	121	4.4
11	87	14.6	8.3	120	4.3
12	78	16.4	7.8	116	3.9

score. The grade equivalent for the median score 140 is 6.5 and the age equivalent is 10.8. The grade equivalent for the median score 161.3 is approximately 9.9 and the age equivalent is approximately 13.10. When the score 139 was compared with the median score 140 of the Dallas high schools, there was a retardation in grade equivalent of .1 years and in age equivalent of .1 years. When compared with the national median 161.3, there was a retardation in grade equi-



valent of 3.5 and in age equivalent of 3.3. Table II, page 15, further shows the lowest score when compared with Dallas high school median, has a retardation in grade equivalent of 2.6 and an age equivalent of 3. When compared with the National median has a retardation in grade equivalent of 5.9 and age equivalent of 6.1.

### Indications of Sub-Tests Scores

The Iowa Silent Reading Test Advanced is divided into seven sub-test<sup>s</sup>, each designed to measure a different skill in silent reading. The unit skills measured by the Iowa Silent Reading Test are as follows:

Test 1. Rate and Comprehension

Science material  
Social studies material

Test 2. Directed Reading

Test 3. Poetry Comprehension

Test 4. Word Meaning

Social studies, Science  
Mathematics, English

Test 5. Sentence Meaning

Test 6. Paragraph Comprehension

Selection of central idea of paragraph  
Identification of details essential to  
the meaning of the paragraph

Test 7. Location of Information

Use of index  
Selection of key words

The writer has attempted to discover some of the reading difficulties, through an analysis of the sub-test scores made by the 12 pupils selected for the study. Greene, Jorgensen and Kelley say that "by analyzing the scores made by individual pupils on the various parts of the test, certain of the specific weaknesses or strengths of individual members may be discovered."<sup>2</sup>

In the spring of 1942, 17 communities in 11 states widely distributed geographically, administered all four forms of the revised Iowa Silent Reading Advanced Test to students in grades 9 through 12. Two-thirds of these communities tested all students in all four grades; all but three of the remaining communities tested all students in grades 9 through 11. Approximately 7000 students took the Advanced Test. The median testing date was the eighth month of the school year.<sup>3</sup>

The retest in this investigation was given at the end of the sixteenth week.

The Iowa Silent Reading Advanced Test, Forms Am and Bm, are divided into seven sub-tests. The first test has two parts, Rate and Comprehension. This test was designed to see how well and how rapidly the pupil could read. The highest score on Form Am was 151 and the lowest score was

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<sup>2</sup>Greene, H. A., Jorgensen, A. N., and Kelley, V. H. "Iowa Silent Reading Tests, Advanced," Manual of Directions. p. 2.

<sup>3</sup>Ibid., p. 6.

112. The highest score on Form Bm was 213 and the lowest score was 151. It is significant to note that the highest score made on Form Am corresponds to the 24th percentile of the ninth grade standardization group and is 14.8 standard score points below the national median. While on the retest (Form Bm) the highest score corresponds to the 99th percentile of the ninth grade standardization group and is 47.2 standard score points above the national median. The lowest score corresponds to the 1st percentile of the ninth grade standardization group and is 53.8 standard scores below the national median (Form Am). While the lowest score on the retest corresponds to the 24th percentile of the ninth grade standardization group and is 14.8 standard score points below the national median. The group median on Form Am is 142.5 and the group median on Form Bm is 176.5. This shows an improvement in the grade percentile rank of 54 points. These data are shown on Table III, page 19.

Table IV, page 20 shows the highest score made on Test 1-B Comprehension Form Am was 148 and the lowest was 112. The highest score made on Form Bm was 161. The highest score on Form Am corresponds to the 25th percentile of the ninth grade standardization group and is 11.8 standard score points below the national median. The highest score on Form Bm was 161 which corresponds to the 52nd percentile of the ninth grade standardization group and is 4.8 standard score points below the national median. The lowest score made on Form Am

TABLE III. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST I-A RATE FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	144	16	175	67	51
2	151	24	175	67	43
3	144	16	172	62	46
4	141	13	151	24	11
5	144	16	178	72	56
6	134*	7	187	84	77
7	147	19	213	99	80
8	147	19	178	72	53
9	112*	1	178	72	71
10	130*	5	151	24	19
11	134*	7	181	76	69
12	124*	2	163	45	43
Median (G)	142.6 <sup>‡</sup>	14	176.5 <sup>‡</sup>	68	54
Median (N)	165.8 <sup>#</sup>	47	165.8 <sup>#</sup>		
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

<sup>\*</sup> Gain in grade percentile rank.

<sup>‡</sup> Group median for pupils in study.

<sup>#</sup> National median established by the test.

<sup>/</sup> Median for the Dallas High Schools.

TABLE IV. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST I-B COMPREHENSION FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	122 <sup>*</sup>	1	130	6	5
2	140	14	130	6	0
3	144	19	154	38	19
4	130 <sup>*</sup>	6	135	9	3
5	130 <sup>*</sup>	6	158	45	39
6	112 <sup>*</sup>	1	151	31	30
7	126 <sup>*</sup>	3	144	19	16
8	148	25	140	14	0
9	122 <sup>*</sup>	1	130	6	5
10	126 <sup>*</sup>	3	161	42	49
11	112 <sup>*</sup>	1	154	38	37
12	106 <sup>*</sup>	1	126	3	2
Median (G)	126.5 <sup>*</sup>	3	142 <sup>*</sup>	16	13
Median (N)	159.8 <sup>#</sup>	38	159.8 <sup>#</sup>	48	
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

\* Gain in grade percentile rank.

\* Group median for pupils in study.

# National median established by the test.

/ Median for the Dallas high schools.

was 106 and corresponds to the 1st percentile of the ninth grade standardization group and is 53.8 standard score points below the national median. The group median on Form Am is 126.5 which is 33.3 standard score points below the national median. The group median on Form Bm is 142 which is 17.8 standard score points below the national median. Table IV also shows a grade percentile improvement of 13 score points for the group median on Form Bm. It is significant to note that only one pupil made a score above the national median on Form Bm while six pupils made scores above the Dallas high school median. This was an indication that the majority of the pupils in this study were retarded in area of this test at the end of the investigation.

The highest score made on Test 2, Directed Reading, Form Am, was 128 and the lowest was 121. The highest score made on Form Bm (Retest) was 169 and the lowest score was 135. It is significant to note that the lowest score on the retest (Form Bm) was higher than the highest score on the original test (Form Am). The highest score on Form Am corresponds to the 4th percentile of the ninth grade standardization group and is 9.8 standard score points above the national median. The lowest score made on Form Am corresponds to the 2nd percentile of the ninth grade standardization group and is 39.8 standard score points below the national median. The lowest score made on Form Bm corresponds to the 7th percentile and is 25.8 standard score points below

the national median. The group median on Form Am is 39.3 standard score points below the national median. The group median on Form Bm is 18.8 standard score points below the national median. Table V shows a grade percentile improvement of approximately 12 score points for the group median on Form Bm. The scores on Form Am reveal the weaknesses of the entire group to follow directions in their reading. However, the scores on Form Bm show a satisfactory improvement in ability to follow directions. These data are shown on Table V, page 23.

Table VI shows the highest score made on Test 3, Poetry Comprehension, Form Am, was 141 and the lowest was 115. The highest score made on Form Bm (Retest) was 177 and the lowest was 135. The highest score on Form Am corresponds to the 15th percentile of the ninth grade standardization group and is 21.7 standard score points below the national median. The highest score on Form Bm corresponds to the 74th percentile of the ninth grade standardization group and is 14.3 standard score points above the national median. The lowest score on Form Am corresponds to the 1st percentile of the ninth grade standardization group and is 43.7 standard score points below the national median. The lowest score on Form Bm to the 9th percentile of the ninth grade standardization group and is 27.7 standard score points below the national median. The group median is 12.5 standard score points below the Dallas high school median

TABLE V. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST 2 DIRECTED READING FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case Number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	128 <sup>*</sup>	4	135	7	3
2	121 <sup>*</sup>	2	149	26	24
3	121 <sup>*</sup>	2	169	66	64
4	128 <sup>*</sup>	4	135	7	3
5	121 <sup>*</sup>	2	149	26	24
6	128 <sup>*</sup>	4	149	26	22
7	121 <sup>*</sup>	2	149	26	24
8	121 <sup>*</sup>	2	135	7	5
9	122 <sup>*</sup>	2	159	46	44
10	121 <sup>*</sup>	2	135	7	5
11	121 <sup>*</sup>	2	135	7	5
12	121 <sup>*</sup>	2	135	7	5
Median (G)	121.5 <sup>*</sup>	2	142 <sup>*</sup>	14	12
Median (N)	160.8 <sup>#</sup>	49	160.8 <sup>#</sup>	49	
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

\* Gain in grade percentile rank.

\* Group median for pupils in study.

# National median established by the test.

/ Median for the Dallas high schools.



on Form Am. The group median is 12.5 standard score points above the Dallas high school median and 10.2 below the national median on Form Bm. It is significant to note only one pupil on the retest failed to exceed the Dallas high school median.

The highest score made on Test 4, Word Meaning, Form Am., was 139 and the lowest score was 103. The highest score made on Form Bm (Retest) was 152 and the lowest score was 119. The highest score on Form Am corresponds to the 14th percentile of the ninth grade standardization group and is 20.7 standard score points below the national median. The highest score on Form Bm corresponds to the 34th percentile of the ninth grade standardization group and is 7.7 standard score points below the national median. The lowest score on Form Am corresponds to the 1st percentile of the ninth grade standardization group and is 56.7 standard score points below the national median. The lowest score on Form Bm corresponds to the 2nd percentile of the ninth grade standardization group and is 40.7 standard score points below the national median. The group median on Form Am is 122.5 and is 37.2 standard score points below the national median. The group median on Form Bm is 127.5 and is 32.2 standard score points below the national median. Table VII shows a grade percentile improvement of 3 score points for the group median on Form Bm. Table VII will be found on page 27.

TABLE VI. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST 3 POETRY COMPREHENSION FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	141 <sup>*</sup>	15	141	15	0
2	135 <sup>*</sup>	9	141	15	6
3	119 <sup>*</sup>	1	163	51	50
4	135 <sup>*</sup>	9	152	30	29
5	125 <sup>*</sup>	3	168	62	59
6	135 <sup>*</sup>	9	177	74	65
7	119 <sup>*</sup>	1	135	9	8
8	130 <sup>*</sup>	6	177	74	68
9	130 <sup>*</sup>	6	152	30	24
10	121 <sup>*</sup>	2	141	15	13
11	115 <sup>*</sup>	1	157	40	39
12	115 <sup>*</sup>	1	152	30	29
Median (G)	127.5 <sup>*</sup>	4	152.5 <sup>*</sup>	31	27
Median (N)	162.7 <sup>#</sup>	49	162.7 <sup>#</sup>	49	
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

\* Gain in grade percentile rank.

\* Group median for pupils in study.

# National median established by the test.

/ Median for the Dallas high schools.

The highest score made on Test 5, Sentence Meaning, Form Am was 150 and the lowest score was 121. The highest score made on Form Bm (Retest) was 158 and the lowest score was 121. The highest score on Form Am corresponds to the 29th percentile of the ninth grade standardization group and is 10 standard score points below the national median. The highest score on Form Bm (Retest) corresponds to the 46th percentile of the ninth grade standardization group and is 2 standard score points below the national median. The lowest score on Form Am corresponds to the 2nd percentile of the ninth grade standardization group and is 39 standard score points below the national median. The lowest score on Form Bm (Retest) also corresponds to the 2nd percentile and is 39 standard score points below the national median. The group median on Form Am is 121.5 and is 38.5 standard score points below the national median. The group median on Form Bm is 129.0 and is 31.0 standard score points below the national median. Table VIII shows a grade percentile improvement of 3 score points on the Form Bm for the group median. Table VIII is shown on page 28.

The highest score made on Test 6, Paragraph Comprehension, Form Am was 141 and the lowest score was 105. The highest score made on Form Bm (Retest) was 170 and the lowest score was 116. The highest score on Form Am corresponds to the 14th percentile of the ninth grade stand-

TABLE VII. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST 4 WORD MEANING FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	139 <sup>*</sup>	14	152	34	20
2	134 <sup>*</sup>	8	139	14	6
3	129 <sup>*</sup>	6	139	14	8
4	121 <sup>*</sup>	2	127	5	3
5	129 <sup>*</sup>	6	142	17	11
6	108 <sup>*</sup>	1	127	5	4
7	108 <sup>*</sup>	1	122	3	2
8	124 <sup>*</sup>	3	142	17	14
9	119 <sup>*</sup>	2	119	2	0
10	127 <sup>*</sup>	5	127	5	0
11	106 <sup>*</sup>	1	127	5	4
12	103 <sup>*</sup>	1	121	1	0
Median (G)	122.5 <sup>*</sup>	3	127.5 <sup>*</sup>	5	2
Median (N)	159.7 <sup>#</sup>	51	159.7 <sup>#</sup>	51	
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

\* Gain in grade percentile rank.

\* Group median for pupils in study.

# National median established by the test.

/ Median for the Dallas high schools.

TABLE VIII. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST 5 SENTENCE MEANING FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	121 <sup>*</sup>	2	137	11	7
2	121 <sup>*</sup>	2	158	46	44
3	121 <sup>*</sup>	2	121	2	0
4	121 <sup>*</sup>	2	121	2	0
5	121 <sup>*</sup>	2	121	2	0
6	121 <sup>*</sup>	2	151	31	29
7	150 <sup>*</sup>	29	140	14	0
8	121 <sup>*</sup>	2	140	14	12
9	121 <sup>*</sup>	2	121	2	0
10	121 <sup>*</sup>	2	156	42	40
11	121 <sup>*</sup>	2	121	2	0
12	121 <sup>*</sup>	2	121	2	0
Median (G)	121.5 <sup>*</sup>	2	129.0 <sup>*</sup>	4	2
Median (N)	160 <sup>#</sup>	50	160 <sup>#</sup>	50	
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

\* Gain in grade percentile rank.

\* Group median for pupils in study.

# National median established by the test.

/ Median for the Dallas high schools.

ardization group and is 8.2 standard score points above the national median. The lowest score on Form Am corresponds to the 1st percentile of the ninth grade standardization group and is 56.8 standard score points below the national median. The lowest score on Form Bm corresponds to the 1st percentile of the ninth grade standardization group and is 45.8 standard score below the national median. The group median on Form Am is 117.0 and is 44.8 standard score points below the national median. The group median on Form Bm is 148.5 and is 13.3 standard score points below the national median. Table IX shows a grade percentile improvement of 24 score points for the group median on Form Bm. Table IX is shown on page 30.

The highest score on Test 7, A Use of Index, Form Am, was 155 and the lowest score was 111. The highest score made on Form Bm (Retest) was 181 and the lowest score was 135. The highest score on Form Am corresponds to the 39th percentile of the ninth grade standardization group and is 5.4 standard score points below the national median. The highest score on Form Bm corresponds to the 85th percentile of the ninth grade standardization group and is 21.4 standard score points above the national median. The lowest score on Form Am corresponds to the 1st percentile of the ninth grade standardization group and is 49.4 standard score points below the national median. The low-

TABLE IX. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST 6 PARAGRAPH COMPREHENSION FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	141 <sup>*</sup>	14	141	14	0
2	118 <sup>*</sup>	1	153	34	33
3	132 <sup>*</sup>	7	150	29	22
4	138 <sup>*</sup>	11	116	1	0
5	109 <sup>*</sup>	1	153	34	33
6	114 <sup>*</sup>	1	125	2	1
7	127 <sup>*</sup>	4	153	34	30
8	120 <sup>*</sup>	1	129	5	4
9	114 <sup>*</sup>	1	170	67	66
10	109 <sup>*</sup>	1	147	23	22
11	105 <sup>*</sup>	1	163	52	51
12	116 <sup>*</sup>	1	135	8	7
Median (G)	117 <sup>*</sup>	1	148.5 <sup>*</sup>	25	24
Median (N)	161.8 <sup>#</sup>	50	161.8 <sup>#</sup>	50	
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

\* Gain in grade percentile rank.

\* Group median for pupils in study.

# National median established by the test.

/ Median for the Dallas high schools.

est score on Form Bm was 135 and corresponds to the 8th percentile of the ninth grade standardization group and is 25.4 standard score points below the national median. The group median for Form Am is 135.5 and is 24.9 score points below the national median. The group median for Form Bm is 143.5 and is 16.9 score points below the national median. Table X shows a grade percentile improvement of 8 score points for the group median on Form Bm. Table X is shown on page 32.

The highest score made on Test 7-B, Selection of Key Words, Form Am, was 161 and the lowest score was 128. The highest score made on Form Bm (Retest) was 169 and the lowest was 131. The highest score on Form Am corresponds to the 47th percentile of the ninth grade standardization group and is 1.3 standard score points below the national median. The highest score on Form Bm corresponds to the 63rd percentile of the ninth grade standardization group and is 6.7 standard score points above the national median. The lowest score on Form Am corresponds to the 3rd percentile of the ninth grade standardization group and is 34.3 score points below the national median. The lowest score on Form Bm corresponds to the 4th percentile of the ninth grade standardization group and is 31.3 score points below the national median. The group median for Form Am is 136 and is 26.3 score points below the national median. The group median for Form Bm is 149 and is 13.3 score



TABLE X. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST 7-A USE OF INDEX FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	143 <sup>*</sup>	17	155	39	22
2	143 <sup>*</sup>	17	135	8	0
3	143 <sup>*</sup>	17	143	17	0
4	150 <sup>*</sup>	28	135	8	0
5	155 <sup>*</sup>	39	175	78	39
6	135 <sup>*</sup>	8	169	68	60
7	111 <sup>*</sup>	1	143	17	16
8	135 <sup>*</sup>	8	143	17	9
9	127 <sup>*</sup>	4	181	85	81
10	119 <sup>*</sup>	1	150	28	27
11	120 <sup>*</sup>	1	143	17	16
12	111 <sup>*</sup>	1	135	8	7
Median (G)	135.5 <sup>*</sup>	8	143.5 <sup>*</sup>	17	9
Median (N)	160.4 <sup>#</sup>	50	160.4 <sup>#</sup>	50	
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

\* Gain in grade percentile rank.

\* Group median for pupils in study.

# National median established by the test.

/ Median for the Dallas high schools.

points below the national median. Table XI shows a grade percentile improvement of 13 score points for the group median on Form Bm. Table XI is shown on page 34.

TABLE XI. GRADE PERCENTILES CORRESPONDING TO STANDARD SCORES ON SUB-TEST 7-B SELECTION OF KEY WORDS FOR THE IOWA SILENT READING ADVANCED TEST FORMS AM AND BM

Case number	Form Am	Rank	Form Bm	Rank	Gain <sup>*</sup>
1	131 <sup>*</sup>	4	141	11	7
2	161 <sup>*</sup>	47	156	36	0
3	145 <sup>*</sup>	16	153	29	13
4	128 <sup>*</sup>	3	141	11	8
5	131 <sup>*</sup>	4	141	11	7
6	141 <sup>*</sup>	11	131	4	0
7	131 <sup>*</sup>	4	153	29	25
8	128 <sup>*</sup>	3	169	63	60
9	141 <sup>*</sup>	11	145	16	5
10	156 <sup>*</sup>	36	159	42	6
11	141 <sup>*</sup>	11	156	36	25
12	131 <sup>*</sup>	4	135	7	3
Median (G)	136 <sup>*</sup>	7	149 <sup>*</sup>	22	15
Median (N)	162.3 <sup>#</sup>	49	162.3 <sup>#</sup>	49	
Median (D. H. S.)	140 <sup>/</sup>	14	140 <sup>/</sup>	14	

\* Pupils selected with low abilities in the area of this test.

\* Gain in grade percentile rank.

\* Group median for pupils in study.

<sup>#</sup> National median established by the test.

<sup>/</sup> Median for the Dallas high schools.

### Summary

The important principles derived from the data presented in this chapter may be summarized as follows:

1. That the pupils enrolled in the two reading classes were considerably below the norm of the nation.
2. That there was quite a range of scores on the various sub-tests which suggest individual diagnosis and treatment.
3. That the I. Q. of a pupil is no indication of the amount of silent reading abilities the pupil will reveal in tests.
4. That purposeful well planned group and individual instruction will increase the knowledge of the principles in the mastery of silent reading skills.
5. That an individual analysis of each pupil's test result is necessary for any final answer to the problem of locating difficulties and improving reading abilities.

## CHAPTER III

## REMEDIAL TECHNIQUES EMPLOYED AND RESULTS ACHIEVED

The data in Chapter II reveal that for the full use of the test results in the improvement of reading abilities and skills of pupils, there must be an item analysis of the difficulties made for each person in the study. This item analysis will indicate the material needed in the individual instruction, the material that needs greater emphasis in group instruction, and will give a preview of difficulties that hinder each pupil as well as those most difficult to eradicate. It is only through an analysis of the reading difficulties that the teacher of reading can set up her objectives, her remedial techniques and means of evaluation. What pupils need is a more adequate sense of word, sentence and paragraph comprehension, a wider perception span, a quicker method of locating information. For the foregoing purposes this chapter attempts to disclose the techniques used in raising the reading levels and improving the reading abilities and skills of the 12 pupils of the low ninth grade in Lincoln High School selected for this study on the basis of the data given by the Iowa Silent Reading Advanced Test Form Am.

## Library Study

The 12 pupils selected for the investigation were permitted to go directly to the library instead of the study hall, if they desired, for study periods. This agreement was approved by the librarian and study hall teacher.

Before their first trip to the library, the pupils were requested to turn in the answers to the following questions:

1. What are your leisure time activities?
2. Do you spend much of your leisure time in reading?
3. Do you have a library card?
4. How often do you go to the library?
5. What kind of stories do you like to read?
6. Do you ever read aloud to any one at home?
7. Who in your family likes to read?
8. Do you have a daily newspaper in your home?
9. What magazines do you like to read?
10. Name as many books as you can remember, that you have read in the past year.

The questions revealed that only a few of the pupils liked to read and these had a most limited knowledge of reading having literary value. For the most part, their reading list consisted of such titles as follows: True Stories, True Romance, Detective Stories, Western Magazines and Comic books.

Encouragement in the use of the library will not develop for all pupils the ability to locate materials independently. Systematic instruction in the use of the many aids available must be provided. It was necessary that instruction be given to enable the pupil to make thorough use of the library facilities. For this undertaking it was necessary to secure the services of the librarian. Necessary also were the trips to the library where specific problems such as those indicated in the inventory devised by Bennett.<sup>1</sup>

#### Personal Inventory

1. Explore your library, noting the location of:
  - a. The card catalogue.
  - b. The delivery or charging desk.
  - c. Reference books.
  - d. Indexes and guides.
  - e. Bound periodicals.
  - f. Current periodicals and newspapers.
  - g. Reserve books.
2. Explore the stacks, noting the sequence of numbers and the general location of books.
3. Choose a current topic or problem in which you are interested. Locate a reference to a magazine article on this topic in the Reader's Guide

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<sup>1</sup>Bennett, M. E. College and Life. pp. 165-166

to Periodical Literature.

4. Locate several of the reference books in your library and secure the following information about each:

a. Scope of the work as revealed on the title page and introduction.

b. Limitations or specialities claimed.

c. Editor.

d. Arrangement:

(1) Alphabetical by word?

(2) Alphabetical by subject?

(3) Any other type of arrangement?

e. Are there cross references?

f. Are there bibliographies?

g. Is there an index? If not, why?

h. Is there a table of contents? If not, why?

i. Date of publication.

j. Copyright date.

k. Publisher.

l. Is it the first edition, or has it been revised?

m. Number of volumes.

### Securing the Pupil's Interest

The reading interests of disability cases were usually meager and immature. This was due to the fact that



the task of reading was difficult. Even though the pupil may be very desirous of improving in reading ability, the difficulty of the task and his constant frustration made him tend to avoid reading. If he was shown that he could become successful and if materials were adjusted to his reading ability and to his natural interests, he would in most cases attempt to overcome his frustration. He has found through experience that a lack of ability prevents him from following up his natural interest through reading.

Bond<sup>2</sup> says that to improve the interest of the student in reading, the remedial teacher must find material at the reading level of the student that has intrinsic interest for him.

The following devices and aids were used to improve the interest of the pupils in reading.

The classroom library. -- If books of all kinds, big ones and little ones, old ones and new ones, informational books and fictional books, books for boys and books for girls, books that challenge the ability of the best reader and books that are readable by the slowest reader, are made accessible during the reading and study periods, every pupil will read more naturally and under less tension than when reading is limited to a time schedule. The

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<sup>2</sup>Bond, G. L. and Bond, E. Developmental Reading in High School. p. 294.

reading classroom had several sets of graded texts that ranged from fourth to eighth grade. These books were supplemented by magazines and personal books lent to the class by the pupils themselves. When working on "Reading Problems" the pupils were urged to use any or all of the books that were available in the classroom library; when this work was completed, he was encouraged to spend some of his leisure time in reading for pleasure.

Reading aloud to the group. -- Enjoyment in various types of literature was increased by hearing it read aloud. Bits of poetry, biographies, short descriptions, travelogues, when read to the group by the writer, often stimulated interest in further reading. The pupils were especially interested in hearing stories about boys and girls of other lands. During the reading pupils were encouraged to ask questions about words or phrases that were not understood by them. Many of these stories were read from the graded texts that were part of the class-room library. During the oral reading period pupils were encouraged to pay special attention to the pronunciation and enunciation of familiar and unfamiliar words.

The Cumulative Reading Record. -- The Cumulative reading Record was an inexpensive record sheet devised by Margaret M. Skinner.<sup>3</sup> This record sheet was found to be

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<sup>3</sup>Skinner, Margaret M. Cumulative Reading Record. A Reading Card. W. Wilbur Hatfield Co., Chicago, 1933. pp. 4

a most efficient device for stimulating the reading of pupils. The record sheet was used by the pupils for required and voluntary readings. The record sheets were turned in at the close of the semester and were filed alphabetically by subjects, such as animal, aviation, sports and the like. This file was accessible at all times, and pupils were encouraged to consult it when looking for a book to read.

The Bulletin Board. -- The bulletin board was made attractive by the various book jackets borrowed from the library. Many clippings were posted pertaining to new and interesting books, photographs of scenes, characters, and authors. Pupils were asked to bring hand bills from the theaters in order that the group might know which picture pertained to a well known novel or drama. Clippings from magazines and news papers often used as supplements, afforded attractive and suggestive material. Pupils in art classes were encouraged to submit paintings, correlating their reading and art.

Dorothy Dakin makes the statement that:

"One of the purposes of the bulletin board that you should have in your classroom is to encourage reading. Not only does the bulletin board promote interest in reading, but it also enhances knowledge of current affairs. If you like, you can appoint a committee whose duty it is to post each week significant clippings from books or magazines. One alert teacher whom I once knew had a weekly quiz over the material posted on the bulletin board. In this way she insured the reading of the clippings posted. Whether or not you make a board a part of your

classroom activities, you will, I know, want one as a part of your classroom equipment, because of the part it plays in enlarging the interest and knowledge of your boys and girls."<sup>4</sup>

Improving Reading Skills. -- The workbook<sup>5</sup> used in the course, Basic Reading Skills, was written especially for use in the ninth grade. It contained well balanced, comprehensive materials for reviewing and reteaching the basic skills that were vital to the interpretation and appreciation of worthwhile literature. The index of interpretive skills in this book shows that the emphasis was always on meaning, which is the true basis of interpretation and appreciation.

The following exercises to improve reading abilities and skills were stressed in the book:

1. Skimming or reading for speed.
2. Finding central, key or main thought.
3. Making inferences.
4. Outlining and organizing.
5. Reading with a purpose.
6. Special study skills.
  - a. How to study the dictionary.
  - b. How to use the index.

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<sup>4</sup>Dakin, D. Talks to Beginning Teachers of English. pp. 373-374.

<sup>5</sup>Monroe, Marion; Horsman, Gwen; Gray, William S. Basic Reading Skills for High School Use. pp. 160

- c. How to read graphs and figures.
  - d. How to find definitions.
  - e. How to read pictures.
7. Phonetic analysis.
8. Methods of attacking new words.
- a. Prefixes and suffixes.
  - b. Root words.
  - c. Synonyms, antonyms, and homonyms.

The materials in this book were used in many ways, for pupils of different levels of ability. The book provided ample material for those pupils who entered high school with gaps in their previous reading abilities, by reteaching and consolidating those skills they had failed to acquire or had forgotten in the elementary schools. The content materials were carefully chosen and adapted with respect to the interests of the ninth grade pupil and his emotional reactions. The book contained exercises for developing one hundred and fifty skills.

Agnes McCarthy commenting on the book said that:

"The book seems much better adapted for remedial work with retarded readers than it does for developing the ability of the average ninth grade student to cope with the type of reading he has to do in his various subjects. There is little that would challenge his ability, and it is doubtful that he would be interested in the form of many of the drills. In the exercises for developing phonetic analysis, plates of small pictures like those in primary reading tests and seat work are used. Word-study drills are largely made up of work-type sentences, often unrelated, with blanks to be filled in or choices to

be underlined. For the most part, the reading selections for developing abilities in comprehension, interpretation, or evaluation are short and easy. On the whole, the exercises seem better suited to the interests of children at the grade level for which they were originally intended."<sup>6</sup>

### Results of the Program

The pupils in the study were retested at the end of ~~sixteen~~ weeks by means of comparable forms of the Iowa Silent Reading Advanced Test, Form Bm. Nolan says that "It is important that a definite check-up by re-tests be instituted, to determine what positive, concrete progress has been made toward objectives."<sup>7</sup>

The data on Table XII reveal definite growth in reading levels for all the pupils. Significant gains were made all through the test area by all but two of the pupils in the group. The individual gains in mental ages range from .3 years to 4.4 years and individual gains in grade levels from .2 to 4.2. The group showed a median gain in mental ages of 2.9 years and a median in grade levels of 2.7 at the end of the program. The greatest improvement was made by case number 11. The pupil showing least improvement was case number 1. It is significant

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<sup>6</sup>McCarthy, A. "A High School Reading Workbook." The English Journal 38: 53-54. January, 1949.

<sup>7</sup>Nolan, E. G. "Correcting Reading Difficulties of High School Students." Education 67:500-04, April 1947.

to note that case number 1 had the highest grade level at the beginning of the study. Case number 12 was the only member of the group who was not brought up to the Dallas high school median, 6.5. However, the table further shows that he had the lowest grade level at the beginning of the study. The table also shows that his reading level was raised two grades, a satisfactory improvement for the short time of the study. Gains in the reading abilities and skills, by several members of the group were accompanied by greater interest in reading and noticeable changes in behavior. Gates says that "there is considerable evidence that failure in reading may frequently be a contributing cause of juvenile delinquency and all sorts of anti-social behavior."<sup>8</sup>

Special Features of the Study. -- The remedial reading study carried on in this high school had the following features: (1) the study was inaugurated and carried on without the assistance of a trained specialist, (2) the study was administered without disrupting the regular school schedule of the pupils, (3) pupils receiving remedial instruction were not handicapped by the omission of planned subject matter and were given credit toward graduation, (4) the study was successful in that it gave more impetus to the remedial program in our school by developing a deeper

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<sup>8</sup>Gates, A. I. "Maladjustments Due to Failure in Reading." School Executive 55:379-80, June, 1936.

TABLE XII. GAINS IN MENTAL AGES AND GRADE LEVELS AFTER RE-MEDIAL WORK, LINCOLN HIGH SCHOOL

Case	I.Q.	C.A.	Before		After		Gain	
			M.A.	Grade level	M.A.	Grade level	M.A.	Grade level
1	100	13.11	10.7	6.4	10.10	6.6	.3	.2
2	97	14.5	10.1	5.9	11.10	7.7	1.0	1.8
3	93	16.3	9.9	5.5	12.5	8.3	2.6	2.8
4	77	15.4	9.6	5.3	10.1	5.9	.5	.6
5	76	13.11	9.4	5.2	12.5	8.3	3.1	3.1
6	80	15.7	9.3	5.1	12.1	8.0	2.8	2.9
7	70	14.2	9.0	4.9	11.10	7.7	2.10	2.8
8	81	15.8	8.9	4.7	10.8	6.5	1.9	1.8
9	67	15.2	8.6	4.5	12.3	8.2	3.7	3.7
10	83	14.6	8.4	4.4	12.0	7.9	3.6	3.5
11	87	14.6	8.3	4.3	12.7	8.5	4.4	4.2
12	78	16.4	7.8	3.9	10.1	5.9	2.3	2.0
Median (G)			9.1*	5.0*	11.10*	7.7*	2.9*	2.7*
Median (C)			10.8*	6.5*				
Median (N)			13.9*	9.8*				

\* Group median  
 \* City median  
 \* National median



sense of reading consciousness on the part of all the teachers, (5) all pupils in the study were permitted to use their study periods in the library instead of the study hall, at which time they were encouraged to read for fun as well as information, and (6) the following Coronet films were shown:

1. How to read a book.
2. Improve your reading.
3. Know your library.
4. How to study.

## CHAPTER IV

## REPORTS ON INDIVIDUAL READING CASES

The case below shows the need of remedial reading to increase the rate of comprehension in proportion to his rate of reading.

## Case 1

Name - Ray                      Chronological Age -- 13 years and  
    11 months  
    School Grade -- 9.0

Ray is a poorly dressed boy of medium height. He does not make a fine appearance. He is quiet and polite and not too sensitive about his shabby clothes. His sallow complexion indicates that he may be suffering from malnutrition. His most troublesome subjects at present are algebra and Latin. He realizes that not being able to read well is a great handicap to him.

Ray's eyes were tested by means of the Snellen Chart and his hearing was tested with the Puretone audiometer. His vision was 20-20 and no defects were found in his hearing. His school attendance has never been affected by ill health, but by the illness of his sisters and brothers. He has two sisters and two brothers. He is underweight for his height which is four feet and two inches, but this condition is frequently found among boys of low income families. He does most things, including writing, with his left hand.

Ray does not engage in any extra-curricula activities or follow any sports. Hence no work outside of school, except that of occasionally mowing a neighbor's lawn. During the spring he has helped his mother with the garden. Ray likes movies very much and generally goes every Saturday, if he is able to earn his fare. His favorite school subject at the present time is General Science.

There are six other members in Ray's family; the father and mother, both between thirty and forty years of age; two brothers, ages nine and eleven; and two sisters, ages seven and twelve. Ray's father completed the sixth grade and his mother graduated from High School. The father works as a day laborer and has an annual income of approximately \$1500.00. The family

is probably of low economic status, but they own their four room home on an unpaved street. There is not much incentive to read at home for there are few books. There are no magazines, however, a daily newspaper comes regularly.

Ray did his elementary school work at the H. S. Thompson School in Dallas. He entered school at the age of six years and three months. His record for the last semester there is as follows:

Arithmetic	75
English	75
History	75
Reading	70

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	7.0	13.0
Comprehension	4.5	5.3
Directed Reading	5.1	5.9
Poetry Comprehension	6.6	6.6
Word Meaning	6.4	8.2
Sentence Meaning	4.4	6.1
Paragraph Comprehension	6.6	6.6
Use of Index	6.9	8.6
Selection of Key Words	5.4	8.3

#### Mental Test Data.

	I.Q.
Kuhlmann-Anderson	75
Otis Self Administering (Elementary)	96
Otis Self Administering Tests of Mental Ability, Intermediate, Form A	100

Ray entered Lincoln High School at the age of thirteen years and eleven months. His record for the first semester there is as follows:

English	C
Algebra	D
Latin	D
General Science	C

Ray was informed early in the study about his reading difficulties. In order to correct these difficulties as much as possible, he was given special assignments designed to improve his reading habits and skills in those areas of most serious retardation. Ray could have been taught to read if proper methods had been employed.

On the basis of the data presented, it appears that most of Ray's difficulties would be solved if his home conditions could be improved. It was recommended to his homeroom adviser that he be given General Mathematics instead of Algebra and Social Science instead of Latin. All of his teachers were advised to give him exercises in word study and sentence meaning. Though his improvement was slight he developed an interest in reading the daily papers and magazines.

#### Case 2

Name -- Luther      Chronological Age -- 14 years and  
5 months  
School Grade -- 9.0

Luther is a tall well-dressed boy who makes a fine appearance. He is polite and seems to be well poised. He is not too talkative but has a very high energy output, which indicates that he is not suffering from malnutrition. His most troublesome subjects at present are Spanish and algebra. He admits that not being able to read is a great handicap to him.

Luther's eyes were tested by means of the Snellen Chart and his hearing was tested with the Puretone audiometer. His vision was 20-20 and no defects were found in his hearing. His school attendance has never been affected by ill health. He is slightly underweight for his height, which is five feet and four inches, but this condition is frequently found among boys of his age. He does most things, including writing, with his

right hand.

Luther is a member of the Student Council, Camera Club, and the track team. He has no work outside the school, except that of running errands for the neighbors. During the spring he has helped his mother with the flower garden. Luther likes movies very much and generally goes two or three times per week. His favorite school subject at the present time is General Science.

There are three other members in Luther's family; the father and mother, both between thirty and forty years of age; and a sister age nine. The father is an ardent sport fan and subscribes to two daily papers and several sport magazines. The father graduated from high school, and has a job as head waiter in a night club. The father's income amounts to approximately \$4500.00 per year. The mother subscribes to the Good Housekeeping and Ladies' Home Journal magazines and has a personal library of many popular fiction books. The mother graduated from high school and spent two years in Wiley College. They own a six room frame house on a paved street, with all modern conveniences, including a television set and a nice automobile. Luther's mother is worried about his lack of interest and poor ability in reading. Luther enjoys reading only comic and funny books.

Luther did his elementary school work at the H. S. Thompson School in Dallas. He entered school at the age of six years and two months. His record for the last semester there is as follows:

Arithmetic	70
English	75
History	70
Reading	70

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	8.0	13.0
Comprehension	6.5	5.3
Poetry Comprehension	5.9	6.6
Directed Reading	4.4	7.7
Paragraph Comprehension	4.1	8.3
Word Meaning	5.8	6.4

	Grade Level	
	Am	Bm
Sentence Meaning	4.4	9.2
Use of Index	7.9	5.9
Selection of Key Words	9.8	8.8

Mental Test Data.

	I.Q.
Kuhlmann- Anderson	86
Otis Self Administering Test of Mental Ability, Intermediate, Form A	97

Luther entered Lincoln High School at the age of fourteen years and five months. His record for the first semester there is as follows:

English	C
Algebra	D
Spanish	D
General Science	C

Luther was informed early in the study about his reading difficulties. In order to correct these difficulties as much as possible, he was given special assignments designed to improve his reading habits and skills in those areas of most serious retardation. Luther could have been taught to read if proper methods had been employed.

On the basis of the data presented, it appears that most of Luther's reading difficulties would be solved if his home provided those reading materials that would challenge his interests and curiosities. It was recommended to his mother to buy him a set of reference books and to give him a year's subscription to the Popular Mechanic magazine. It was also recommended to his home-room adviser that he be given general mathematics instead of algebra and social science or shop instead of Spanish. All of his

teachers were asked to give him various exercises in word study and sentence meaning. Though his improvement was slight, he developed an interest in reading newspapers, art and sport magazines.

### Case 3

Name -- Ester      Chronological Age -- 16 years and  
3 months  
School Grade -- 9.0

Ester is a quiet soft-spoken girl with a pleasing personality. She makes a fine appearance in her neat, but inexpensive clothes that are always clean and well pressed. Her parents died in infancy and she was reared by an aunt. Her most troublesome subjects at present are Spanish and clothing. She admits that not being able to read well is a handicap. She is greatly concerned about the effect of her reading on her grades.

Ester's eyes were tested by means of the Snellen Chart and her hearing was tested with the Puretone Audiometer. Her vision was 20-20 and no defects were found in her hearing. Her school attendance has not been affected by ill health. She is slightly overweight for her height which is five feet and two inches, but this condition is often found among girls of her age. She does most things, including writing, with her left hand.

Ester lives with an aunt and uncle who have two children of their own, a boy seventeen and a girl fifteen years old. The uncle and aunt are between thirty and forty years. The uncle is a porter in an office building and the aunt works as a made in a department store. The total income of her aunt and uncle is approximately \$3000.00 per year. The aunt and uncle completed the eighth grade and their reading interests are mostly biblical. A daily paper comes regularly to the home and the uncle brings various magazines from his job. They live in a five room frame house which rents

for fifty dollars per month. Ester enjoys reading comic and movie magazines.

Ester did her first, second and third grade work in a small rural school. She entered the first grade at the age of eight, and transferred to the J. P. Starks School in Dallas at the age of eleven years and two months. Her record for the last semester there is as follows:

Arithmetic	75
English	75
History	75
Reading	70

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	7.0	12.4
Comprehension	7.0	8.5
Directed Reading	4.4	11.6
Poetry Comprehension	4.2	10.2
Word Meaning	5.2	6.4
Sentence Meaning	4.4	4.4
Paragraph Comprehension	5.5	7.0
Use of Index	6.9	6.9
Selection of Key Words	7.2	8.3

#### Mental Test Data.

I.Q.

Otis Self Administering Test of Mental Ability, Intermediate, Form A 93

Ester entered Lincoln High School at the age of sixteen years and three months. Her record for the first semester there is as follows:

English	B
General Mathematics	C
Spanish	C
Clothing	E

Ester was informed early in the study about her reading difficulties. In order to correct these diffi-



culties as much as possible, she was given special assignments designed to improve her reading habits and skills in those areas of most serious retardation. Her improvement during the study was generally satisfactory.

On the basis of the data presented, it appears that most of Ester's reading difficulties are due to her language facility outrunning her basic experiences. It was recommended to her home-room adviser that she be given music literature instead of Spanish and Art instead of clothing. Her English teacher was asked to make special assignments in Poetry Comprehension, Sentence Structure and Paragraph Comprehension. At the end of the study, she had begun to develop an interest in the reading of Art magazines.

#### Case 4

Name -- Ruth      Chronological Age -- 15 years and  
4 months  
School Grade -- 9.0

Ruth is a loud loquacious girl with a semi-pleasing personality. She makes a fine appearance in her expensive clothes that are always clean and well pressed. She is the baby of the family and has always had every thing she wanted. She does not like school and all of her subjects are most troublesome. She does not admit that her inability to read well is a serious handicap and enjoys reading Love Stories, True Romances and Comic books. She was the most uncooperative of the pupils in the study.

Ruth's eyes were tested by means of the Snellen Chart and her hearing was tested with the Puretone audiometer. Her vision was 20-20 and no defects were found in her hearing. She missed ten days from school because of illness during the second six-week period. The nurse says that her weight and height are average for her age. She does most things, including writing, with her right hand.

Ruth is a member of the Girl Scouts and basketball team. She has no work outside of school except to help her mother serve parties on week-ends. Ruth loves movies and dances and goes to them three or four times a week. She admits that she has neither a favorite subject nor a teacher, however she prefers men teachers to women teachers. Her favorite hobbies are swimming, dancing and tennis.

There are six other members in Ruth's family; the father and mother, both between fifty and sixty years of age; three brothers, ages twenty, twenty-four, twenty-six, and a sister age twenty-two. The father is a pullman porter, who quit school in the eighth grade. The mother is a caterer, who graduated from high school. The annual income of the father and mother combined is approximately \$5500.00 per year. The family is of medium economic status and owns a seven room brick veneer home with all the modern conveniences including a television set, as well as a large new automobile. They have a good library in their home which contains the Harvard Classics, a set of encyclopedias, and many of the current popular novels. They subscribe to two daily papers and two Negro papers. The father and mother collect all kinds of magazines while on their jobs.

Ruth did her elementary school work at the N. W. Harllee School in Dallas. She entered school at the age of seven years and four months, and her record there the last semester is as follows:

Arithmetic	70
English	70
History	70
Reading	65

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	6.6	8.0
Comprehension	5.3	5.9
Directed Reading	5.1	5.9
Poetry Comprehension	5.9	8.2
Word Meaning	4.4	5.0
Sentence Meaning	4.4	4.4
Paragraph Comprehension	6.2	3.9

	Grade Level	
	Am	Bm
Use of Index	7.9	5.9
Selection of Key Words	5.1	6.6

Mental Test Data.

I.Q.

Otis Self Administering Test of Mental Ability, Intermediate, Form A 77

Ruth entered Lincoln High School at the age of 15 years and four months. Her record for the last semester there is as follows:

English	C
Social Science	E
Algebra	D
Spanish	D

Ruth was informed early in the study about her reading difficulties. In order to correct these difficulties as much as possible, she was given special assignments designed to improve her reading habits and skills in those areas of most serious retardation. Her improvement during the study was satisfactory despite the fact that she was absent twelve days.

On the basis of the data presented, Ruth's difficulties would be solved if by some means she could learn to read with more power of comprehension. She is in good health, has good mental ability, a good perception span, but is retarded in Word Meaning about three grades and Sentence Meaning about five grades. Her mother and father do not have any control over her whatever. This may be a contributing factor to her reading difficulties.

The lack of control by parents over Ruth precludes a lack of parental influence. Parental vocation may be regarded as a contributing factor.

## Case 5

Name -- Jean            Chronological Age -- 13 years and  
  11 months  
  School Grade -- 9.0

Jean is a quiet unassuming girl with a pleasing personality, who always wears a winning smile. She is always neat in her appearance and sensibly dressed. She is aware of her inability to read well and admits that it is a serious handicap. She lives with her mother, a step-father, two brothers and a sister. Her most troublesome subjects are English and algebra. She enjoys reading mystery stories and comic books. She shows a moderate interest in love stories.

Jean's eyes were tested by means of the Snellen Chart and her hearing was tested with the Pure-tone audiometer. Her vision was 20-20 and no defects were found in her hearing. She missed five days from school during the third six-week period because of illness. The nurse says that she is slightly underweight for her age and height. She does most things, including writing, with her left hand.

Jean is a member of the Pep Squad and Home-making Club. She has no work outside of school except to help her auntie who is a laundress. Jean loves movies but cares very little for dancing. She plans to take swimming lessons this summer at the Y.W.C.A. She likes to read novels once in a while, but that it takes her many days to finish a book because of her limited vocabulary. Her favorite movie star is Bettie Davis.

There are five other members in Jean's family; the step-father and mother, both thirty-five and forty-five years of age; two brothers, ages nine and eleven; and a sister age fifteen. The father is a very poor reader; he left school while in the fifth grade to help support the family after the death of his father. Jean's mother completed the tenth grade and married her father soon afterwards. Her brothers are in the third and fifth grades and her sister is in the eleventh grade. The father works as a day laborer for a utility company and makes approximately \$1500.00 per year. The mother works by the day in various homes and her income is approximately \$20.00 per week. They live in a housing project with all modern conveniences. Their library contains a bible, dictionary, a medical book, and various magazines brought home by the mother. There are no daily papers in the home as they

get all of their news from the radio. Occasionally they buy a Negro paper or magazine.

Jean did her elementary school work at the J. C. Frazier School in Dallas. She entered school at the age of six years and seven months, and her record there the last semester is as follows:

Arithmetic	70
English	75
History	75
Reading	70

#### Diagnostic Test Data

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	7.0	13.0
Comprehension	5.3	9.2
Directed Reading	4.4	7.7
Poetry Comprehension	4.8	11.3
Word Meaning	5.2	6.8
Sentence Meaning	4.4	4.4
Paragraph Comprehension	3.2	8.3
Use of Index	8.6	13.0
Selection of Key Words	6.6	5.4

#### Mental Test Data.

I.Q.

Otis Self Administering Test of Mental Ability, Intermediate, Form A 76

Jean entered Lincoln High School at the age of 13 years and eleven months. Her record for the last semester there is as follows:

English	E
Social Science	D
Algebra	D
Foods	B

Jean was informed early in the study about her reading difficulties. In order to correct these difficulties as much as possible, she was given special assignments designed to improve her reading habits and

skills in those areas of most serious retardation. Her improvement during the study was most satisfactory despite the fact she showed no improvement in Sentence Meaning and Selection of Key Words on the retest.

On the basis of the data presented, Jean's difficulties would be solved if by some means she could learn to increase her power of comprehension in proportion to her perception span. Jean was advised to do some work in phonics, since her oral reading showed a lack of skill in phonetic analysis. She is in good health, has fair mental ability, a limited vocabulary, but is retarded in Sentence Meaning about five grades. She will never be able to carry college or university work successfully with her present reading handicap. It was recommended to her English and Social Science teachers that she be given all the work possible that would develop her power of comprehension.

#### Case 6

Name -- Sue            Chronological Age -- 15 years and  
                              7 months  
School Grade -- 9.0

Sue is a quiet attractive girl with a pleasing personality, a lovely complexion, who always seems to have a far away look in her eyes. She is always neat in appearance and sensibly attired. She is aware of her inability to read well and she has become greatly concerned about it. Her most troublesome subjects are Spanish and English. She enjoys reading True Stories, Detective Stories and Comic books.

Sue's eyes were tested by means of the Snellen Chart and her hearing was tested with the Puretone audiometer. Her vision was 20-20 and no defects were found in her hearing. Her attendance record was per-

fect during the first semester. The nurse says that she is slightly overweight for her age and height. She does most things, including writing, with her left hand.

Sue is a member of the Pep Squad, Square Dance Team and the Homemaking Club. She has no work outside of school except to keep an aunt's baby on weekend nights. Sue loves movies, dancing and swimming. She does not care for novels as it takes too long to read them. Her favorite movie star is Tyrone Power.

There are seven other members in Sue's family; the father and mother, both between thirty and forty years of age; three brothers, aged three, nine and eleven; and two sisters, aged five and thirteen. The father graduated from high school and the mother completed the eleventh grade. Her brothers are in the third and low seventh grades and her sisters are in kindergarten and the low seventh grade.

The father is a janitor in a department store and makes approximately \$1600.00 per year. The mother receives a small pension from the government. They own their five room home which has all modern conveniences. Their library contains the bible, current magazines and novels and some reference books. They also subscribe to a daily paper. *comicals*

Sue did her elementary school work at the Wheatley School in Dallas. She entered school at the age of six years and seven months, and her record there the last semester is as follows:

Arithmetic	70
English	70
History	70
Reading	70

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	5.8	13.0
Comprehension	3.5	8.0
Directed Reading	5.1	7.7
Poetry Comprehension	5.9	13.0
Word Meaning	3.1	5.0
Sentence Meaning	4.4	8.0
Paragraph Comprehension	3.7	4.8

## Grade Level

	Am	Bm
Use of Index	5.9	10.4
Selection of Key Words	6.6	5.4

## Mental Test Data

I.Q.

Otis Self Administering Test of Mental Ability, Intermediate, Form A 80

Sue entered Lincoln High School at the age of 15 years and seven months. Her record for the last semester there is as follows:

English	C
General Mathematics	B
Spanish	D
Clothing	C

Sue was informed early in the study about her reading difficulties. In order to correct these difficulties as much as possible, she was given special assignments designed to improve her reading habits and skills in those areas of most serious retardation. Her improvement during the study was fair. She failed to show any improvement in the Selection of Key Words and very little improvement was shown in Word Meaning and paragraph comprehension on the retest.

On the basis of the data presented, Sue's difficulties would be solved if by some means she could improve her background of basic experiences in proportion to her language facility. Sue was advised to do a great amount of work in word study and essay writing. She is in good health, has fair mental ability, a limited vocabulary and good vision. She will never be able to do college work successfully with her present reading handicap.



## Case 7

Name -- Aline      Chronological Age -- 14 years and  
                                     2 months  
                                     School Grade -- 9.0

Aline is an unattractive girl, very talkative with a sallow complexion and a haughty disposition. She is rather sloven in appearance and seldom has on a clean dress. She is aware of her inability to read will but is not concerned about it. Her most troublesome subjects are Spanish and General Science. She enjoys reading True Stories, True Romances and any literature of an obscene nature.

Aline's eyes were tested by means of the Snellen Chart and her hearing was tested with the Puretone audiometer. Her vision was 20-20 and no defects were found in her hearing. Her attendance record was poor during the first semester, as she was absent seventeen days. The nurse says that she is underweight for her age and height. She does most things, including writing, with her right hand.

Aline does not seem to possess unusual talents in any field, although she dances well and is fairly good at swimming. Aline does not engage in any extra-curricular activities, however, at one time she was a member of the Square Dance Team. She has no work outside of school, except to help her mother with the family's washing. She is especially fond of Western movies and murder stories. Her favorite movie star is Bill Elliot.

There are nine other members in Aline's family; the father and mother, both between forty-five and sixty years of age; five brothers, aged sixteen, eighteen, twenty, twenty-two and twenty-four; a sister age twelve and a cousin age thirty. The father completed the third grade and the mother the seventh grade. Her brothers and cousin do not attend school, and the sister is in the high seventh grade. The father is a day laborer for a utility company and makes approximately \$1500.00 per year. The mother is a laundress and makes approximately \$750.00 per year. They rent a small four room house with lights, running water, outside toilet and butane gas. They do not have a library of any kind in the home, and do not subscribe to daily papers nor weekly magazines. They have a family bible that is about worn out.

Aline did her elementary school work at the J. C. Frazier School in Dallas. She entered school at the age of six years and two months, and her record

there the last semester is as follows:

Arithmetic	70
English	70
History	70
Reading	65

Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	7.4	13.0
Comprehension	4.9	7.0
Directed Reading	4.4	7.7
Poetry Comprehension	3.8	13.0
Word Meaning	3.1	4.5
Sentence Meaning	7.9	6.5
Paragraph Comprehension	5.0	8.3
Use of Index	3.4	6.9
Selection of Key Words	5.6	8.3

Mental Test Data.

	I.Q.
Otis Self Administering Test of Mental Ability, Intermediate, Form A	70
Kuhlmann-Anderson	82

Aline entered Lincoln High School at the age of 14 years and two months. Her record for the last semester there is as follows:

English	B
General Mathematics	D
Spanish	C
General Science	D

Aline was informed early in the study about her reading difficulties. In order to correct these difficulties as much as possible, she was given special assignments designed to improve her reading habits and skills in those areas of most serious retardation. Her improvement during the study was fair despite the fact that her attendance was very poor.

On the basis of the data presented, Aline's difficulties would be solved if by some means she could improve her power of comprehension in proportion to her perception span. She was given special assignments by her English teacher in vocabulary building and the use of the dictionary. She is in good health, has good mental ability, a limited vocabulary and good vision. I believe with proper methods of instruction Aline can do college work successfully. Her home conditions have contributed greatly to her reading difficulties.

## Case 8

Name -- Lem              Chronological Age -- 15 years and  
  8 months  
  School Grade -- 9.0

Lem is a stocky, well built boy who does not make a fine appearance because of shabby clothes. He is quiet, unassuming and not too sensitive about his appearance. He admits that not being able to read well is a handicap to him. He likes grocery store work, but thinks that people do not make much money at it. His desire is to make lots of money. His most troublesome subjects at present are algebra and general science. Lem plans to finish high school but does not have plans for further training.

Lem's eyes were tested by means of the Snellen Chart and his hearing was tested with the Puretone audiometer. His vision was 20-20 and no defects were found in his hearing. His school attendance has never been affected by ill health. The nurse says that he is overweight for his height and age, but this condition is frequently found among boys of his age. He does most things, including writing, with his left hand.

Lem is a member of the track and basketball teams. He works at a cafe in the afternoon, as his schedule is arranged for him to leave at the end of the sixth period. Lem likes movies but prefers swimming and tennis. His favorite school subject at the

present time is general science. He likes to read comic and detective stories.

There are three other members in Lem's family; the father and mother, both between thirty and forty years of age; and a sister age thirteen. The father completed the tenth grade and the mother graduated from high school. The father works as a night watchman at a dairy and has an annual income of approximately \$1800.00. The mother works as a maid in a dress shop and receives a weekly salary of \$20.00. The mother is given various magazines on her job. A daily paper comes regularly to the home. They rent a four room frame house with all modern conveniences. The home is located on a paved street near a play park. The father and mother refused to buy Lem's clothes because of his refusal to give them two or three dollars per week for food. Lem is saving his money to buy a car. Lem's mother is worried about his slovenliness and reading difficulties and is anxious to work with the school on any program that will help her son. The sister is in the high sixth grade.

Lem did his elementary school work at the N. W. Harllee School in Dallas. He entered school at the age of six years and eight months and was retained two semesters while in elementary school. His record for the last semester there is as follows:

Arithmetic	70
English	70
History	70
Reading	65

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	7.4	13.0
Comprehension	7.6	6.5
Directed Reading	4.4	5.9
Poetry Comprehension	4.2	5.9
Word Meaning	4.7	6.8
Sentence Meaning	4.4	6.5
Paragraph Comprehension	4.3	5.2
Use of Index	5.9	6.9
Selection of Key Words	5.1	11.6

## Mental Test Data

I. Q.

Otis Self Administering Test of Mental Ability, Intermediate, Form A 81

Lem entered Lincoln High School at the age of fifteen years and eight months. His record for the first semester there is as follows:

English	C
Algebra	D
Spanish	B
General Science	D

Lem was informed early in the study about his reading difficulties. In order to correct these difficulties as much as possible, he was given special assignments designed to improve his reading habits and skills in those areas of most serious retardation. Lem's sister loves to read and is a good reader according to a statement from her mother and homeroom teacher. Lem feels that he is not wanted by his parents and that his sister gets all of the affection and attention.

Lem apparently got off to a poor start in reading in the primary grades due to his meager mental ability and the poor instructional methods of his teachers. Little effort was made by his teachers to adjust the work in reading to his ability and stage of readiness. In the meantime as a high school freshman, he is being asked to read materials in the content subjects which are far beyond his background experiences.

Taking all the data into account, it appears that most of Lem's difficulties would be solved if his parents could make him feel that he does have their love and affection. It has been recommended to the parents by his homeroom teacher that they buy lem some nice clothes in order that he may

come to school dressed like the other boys in his group. Lem's improvement in the study was most unsatisfactory.

### Case 9

Name -- Herbert Chronological Age -- 15 years and  
2 months  
School Grade -- 9.0

Herbert is a small round-faced, fidgety boy, who has a slight impediment of speech and a limp in his walk. He is very polite, loquacious and a little sensitive about his impediment of speech. His most troublesome subjects at present are English and Spanish. He realizes that not being able to read well and his impediment of speech will be a handicap to him in high school.

Herbert's eyes were tested by means of the Snellen Chart and his hearing was tested with the Pure-tone audiometer. His vision was 20-20 and no defects were found in his hearing. His school attendance has never been affected by lack of good health. The nurse says that he is underweight for his age and height which is four feet and two inches, but his condition is frequently found among boys of low income groups. He does most things, including writing, with his left hand.

Herbert does not engage in any extra-curricula activities nor follow any sports at the present. He plans to take swimming lessons this summer. He works at a neighborhood store in the afternoons and on Saturdays. Herbert likes movies very much and often goes on Sunday afternoons. His favorite hobby is feeding peanuts to the elephants at the zoo. His favorite subject is general mathematics.

There are six other members in Herbert's family; the father and step-mother, both between thirty-five and fifty years of age; and three sisters, aged twenty, twenty-two and twenty-four; one brother age eighteen who is a candidate for graduation in this school. The three sisters are also graduates from this school. The father completed the fifth grade and the step-mother completed the tenth grade. The mother was killed accidentally when Herbert was six years old. The father works as a day laborer and has an annual income of approximately \$1500.00. The step-mother is a day worker in private homes and earns approximately

\$17.50 per week. They live in a housing project with all modern conveniences. A daily paper comes to the home and the family bible is the only book in the library.

Herbert did his elementary school work at the J. C. Frazier School in Dallas. He entered school at the age of six years and two months and was retained two semesters while in the elementary school. His record for the last semester there is as follows:

Arithmetic	75
English	65
History	70
Reading	70

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	3.5	13.0
Comprehension	4.5	5.3
Directed Reading	4.4	9.4
Poetry Comprehension	5.3	8.2
Word Meaning	4.2	4.2
Sentence Meaning	4.4	4.4
Paragraph Comprehension	3.7	13.0
Use of Index	5.0	13.0
Selection of Key Words	6.6	7.2

#### Mental Test Data.

I.Q.

Otis Self Administering Test of Mental Ability, Intermediate, Form A 67

Herbert entered Lincoln High School at the age of fifteen years and two months. His record for the first semester there is as follows:

English	D
General Mathematics	C
Spanish	E
Mechanical Drawing	D

Herbert was informed early in the study about

his reading difficulties. In order to correct these difficulties as much as possible, he was given special assignments designed to improve his reading habits and skills in those areas of most serious retardation. He complained of teachers allowing his classmates to laugh at his stammering.

Among the significant facts revealed by the data are the following:

1. Herbert's chief weakness in reading is found to be in his power of comprehension.
2. The great improvement shown on the retest in Rate, Paragraph Comprehension, and Use of Index is doubtful.
3. Stammering is a contributing factor to some of his reading difficulties.
4. Herbert does not read much because it is a slow and tedious process. Especially without a dictionary in the home. He likes books dealing with comics and wild animals.
5. Herbert comes from a home which is low in economic and moral standards and an environment that is not conducive to the finer things of life.

Taking all the data into account, it appears that many of Herbert's difficulties would be solved if by some means he could have his stammering cured and removed from his environment. However, with his present mental ability, we cannot expect him to read above sixth grade level. He has been advised by his homeroom teacher to take auto mechanics the next semester, as he has shown an interest in



motors.

Case 10

Name -- Charles      Chronological Age -- 14 years and  
6 months  
School Grade -- 9.0

Charles is a tall poorly dressed boy with a sullen disposition. He is quick-tempered, uncouth and often comes to school with unkept hair and dirty hands and clothes. His most troublesome subjects at present are mechanical drawing and Spanish. He does not admit that he has a reading disability and has asked to be dropped from the class roll.

Charles's eyes were tested by means of the Snellen Chart and his hearing was tested with the Puretone audiometer. His vision was 20-20 and no defects were found in his hearing. His school attendance has never been affected by ill health. His attendance has been seriously affected by home responsibilities. The nurse says that he is underweight and seriously undernourished. He does most things, including writing, with his right hand.

Charles does not engage in any extra-curricula activities nor follow any sports. He has no work outside of school except that of helping his mother to care for ten little brothers and sisters. Charles likes movies but cannot afford to attend them. His favorite school subject at the present time is mechanical drawing. He would like to become an architect some day.

There are twelve other members in Charles's family; the father and mother, both between thirty and forty years of age; five brothers, aged one, five, seven, eleven and thirteen; five sisters, aged three, five, nine, thirteen and seventeen. The father completed the fifth grade and the mother the tenth. The poor economic condition of the family has forced all of the children to drop out of school. When the father worked his income was approximately \$25.00 or \$30.00 per week. During the last six-week period the father deserted the family. The family has been unable to get help from the Public Welfare Department and is being helped at present by neighbors and friends. They are living in a four-room box house, without any modern conveniences, except electricity. They owe two or three months back-rent

and are expecting to be ejected any day. The thirteen and seventeen year old girls have been sent to live with relatives. The home does not have a comfortable chair to sit in.

Charles did his elementary school work at the J. D. Frazier School in Dallas. He entered school at the age of six years and six months. His record for the last semester there is as follows:

Arithmetic	75
English	70
History	70
Reading	65

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	5.3	8.0
Comprehension	4.9	9.8
Directed Reading	4.4	5.9
Poetry Comprehension	4.2	6.6
Word Meaning	4.4	5.0
Sentence Meaning	4.4	8.8
Paragraph Comprehension	3.4	7.4
Use of Index	4.2	7.9
Selection of Key Words	8.8	9.4

#### Mental Test Data.

I.Q.

Otis Self Administering Tests of Mental Ability, Intermediate, Form A 83

Charles entered Lincoln High School at the age of 14 years and six months. His record for the first semester there is as follows:

English	E
General Mathematics	D
Spanish	D
Mechanical Drawing	B

Charles was informed early in the study about his reading difficulties. In order to correct these

difficulties as much as possible, he was given special assignments designed to improve his reading habits and skills in those areas of most serious retardation.

On the basis of the data presented, it appears that most of Charles's difficulties would be solved if he could be placed in a clean home with pleasant and cheerful surroundings. His health is good despite the fact that he is undernourished, has good mental ability, as the mental test did not give a true picture of his mental capacity. He has a good reading rate and comprehension level, although on the retest he scored low on Directed Reading and Word Meaning. Charles' improvement during the study was good although he was absent fifteen days. At the end of the study Charles was seen frequently in the library reading magazines. He had on clean clothes and a smile was seen on his face. Charles plans to finish high school but has no hope of going to college.

#### Case 11

Name -- Carl          Chronological Age -- 14 years and  
6 months  
School Grade -- 9.0

Carl is a tall stout well-dressed boy who makes a fine appearance at all times. He is unusually large for his age. He is always calm, polite, unassuming and seems to be well poised. His most troublesome subjects are English and Latin. When asked what he thought was his trouble in English and Latin with reference to the cause for his poor showing, he replied, "I have never liked grammar and I don't understand Latin." He did say, however, that he expects to go to trade school

after he had finished high school. He further stated that he would like to take a course in general wood work next semester. Other than that he was very indefinite with respect to his future plans.

The vision and hearing tests which were administered to him revealed no defects. His eyes were tested by means of the Snellen Chart and ears with the Puretone audiometer. A medical examination given the previous year to all boys participating in softball showed him to be physically sound. According to school records, he has seldom been absent because of illness.

Carl is treasurer of his class, a member of the student council and captain of the junior football team. He has no work outside of school except that of taking care of his front and back yard. Carl likes swimming and fishing but is afraid of boats. He does not have a favorite school subject at the present time.

There are two other members in Carl's family; the father and mother, both between thirty and forty years of age. Carl's father finished high school and attended Tuskegee Institute for two years. He is a contractor and has an annual income of approximately \$5000.00 per year. The mother does not work. They own a six-room brick veneer home, a new Buick car, a television set, four rent houses and a small farm in East Texas. His mother is a college graduate and has formerly taught school. They have an excellent library in the home, including two daily papers, two weekly papers (Colored) and several weekly and monthly magazines. Carl's mother is disgusted with his poor reading ability and has tried desperately to improve it. She believes that he will eventually become interested in reading as he grows older.

Carl did his elementary school work at the H. S. Thompson School in Dallas. He entered school at the age of six years and six months. His record for the last semester there is as follows:

Arithmetic	70
English	65
History	70
Reading	70

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	5.8	13.0
Comprehension	3.5	8.5
Directed Reading	4.4	5.9
Poetry Comprehension	3.8	9.0
Word Meaning	2.9	5.0
Sentence Meaning	4.4	4.4
Paragraph Comprehension	2.8	10.2
Use of Index	4.3	6.9
Selection of Key Words	6.6	8.8

Mental Test Data.

	I.Q.
Kuhlman-Anderson	69
Otis Self Administering Test of Mental Ability, Intermediate, Form A	87

Carl entered Lincoln High School at the age of fourteen years and six months. His record for the first semester there is as follows:

English	E
Social Science	D
General Mathematics	D
Latin	E

Carl was informed early in the study about his reading difficulties. In order to correct these difficulties as much as possible, he was given special assignments designed to improve his reading habits and skills in those areas of most serious retardation. Carl's experiences with reading, however, have been very unpleasant over a period of years. Carl's teachers have required him to read materials beyond his interests and abilities. Carl's mother attempts to select all of his reading materials.

On the basis of the data presented, Carl's chief reading weakness is found to be in his vocabulary. His rate of reading as well as his pronunciation is good, but words are just empty symbols to him. During the study special work was given to him in sentence structure, word

study and vocabulary building. His improvement at the end of the study was satisfactory. His homeroom teacher has been advised to give woodwork next semester instead of Latin. His mother has been advised to allow him to help plan his own reading program. Carl likes to draw house plans and can be seen showing some of his plans to his classmates.

### Case 12

Name -- Arthur      Chronological Age -- 16 years and  
4 months  
School Grade -- 9.0

Arthur is a tall, quiet boy who always wears a smile and is very polite and courteous. He feels a little sensitive about his age and size but is trying very hard to adjust himself to a smaller group of boys and girls. His most troublesome subjects are Spanish and mechanical drawing. He is very definite with respect to his future. He is very anxious to finish high school and enter a trade school to study painting and paper hanging.

The vision and hearing tests which were administered to him revealed no defects. His eyes were tested by means of the Snellen Chart and ears with the Maicon audiometer. A medical examination, given the previous semester, (Arthur brought his health record with him from his last school) to all boys participating in basketball, showed him to be physically sound. According to his previous school records, he has seldom been absent because of illness.

Arthur is a member of the track and basketball teams. He has a job in the afternoon, leaving school at the end of the sixth period. He likes movies and dancing but prefers swimming and fishing.

There are three other members in Arthur's family; the father and step-mother, both between thirty and forty-five years of age and a sister age seventeen. The father finished the ninth grade and the step-mother graduated from high school. The sister is a senior in this school. The father is a head

waiter in a hotel and has an annual income of approximately \$3500.00. The step-mother is a maid in a dress shop and earns thirty dollars per week. Their library contains popular novels, a set of reference books, the Bible, daily papers and current magazines. Arthur has a study nook with a desk in the living room. They own a six-room frame house with all modern conveniences.

Arthur did his elementary school work at the Wheatley school in Dallas. He entered school at the age of seven years and four months, and his record there the last semester is as follows:

Arithmetic	70
English	70
History	70
Reading	65

#### Diagnostic Test Data.

Iowa Silent Reading Tests, Advanced, Forms Am and Bm

	Grade Level	
	Am	Bm
Rate	4.7	10.2
Comprehension	2.9	4.9
Directed Reading	4.4	5.9
Poetry Comprehension	3.8	8.2
Word Meaning	2.6	4.4
Sentence Meaning	4.4	4.4
Paragraph Comprehension	3.9	5.9
Use of Index	3.4	5.9
Selection of Key Words	5.4	6.6

#### Mental Test Data.

	I. Q.
Otis Self Administering Test of Mental Ability, Intermediate, Form A	78
Kuhlman-Anderson	68

Arthur entered Lincoln High School at the age of sixteen years and four months. His record for the first semester there is as follows:

English	E
General Mathematics	C
Spanish	E
Mechanical Drawing	E

Arthur was informed early in the study about his difficulties. In order to correct these difficulties as much as possible, he was given special assignments designed to improve his reading habits and skills in those areas of most serious retardation.

On the basis of the data presented, two main points are revealed: First, that Arthur is an individual of inferior intelligence and consequently incapable of doing work at the high school level. Second, that Arthur has been a victim of poor instructional methods and successive promotions into failure. His improvement in the study was satisfactory despite the fact that he was the most serious retarded of the pupils studied.



## CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary

The large number of children entering the high schools today with serious reading difficulties justifies the need for a remedial reading program. Remedial reading is needed by, not just a few pupils, but by a large percentage of the schools' population. These numbers are so large that schools can no longer fail to provide for the needs of such a large group of their pupils.

The writer on the basis of the data for this study as presented in Chapters II, III, and IV has attempted to answer the following questions:

1. What are some of the reading difficulties found in the pupils in the low ninth grade at Lincoln High School?
2. What can be done to correct the reading difficulties of these pupils?
3. What criteria can we use to select the pupils for this study?
4. What remedial treatment should we give on the basis of these data?
5. How effective is the remedial treatment used?

The summary of the findings of this study will be presented according to the following areas:

Analyses of the reading problems of pupils. -- The first step in any remedial program is to identify those pupils with difficulties. The Iowa Silent Reading Tests, Advanced, Form Am was used to identify the retarded readers in this study. Those pupils who made scores less than 140 on the various sub-tests were considered to have difficulties in the areas of those tests. Fifty-four pupils were found with median scores less than 140 and reading levels below 6.5, the Dallas high schools median for the low ninth grade pupils. Twelve pupils with grade levels that ranged from 3.9 to 6.4 inclusive were selected from this number for the study. Form Am showed the following number of pupils to have difficulties in these areas:

1. Rate	5
2. Comprehension	9
3. Directed reading	12
4. Poetry comprehension	11
5. Word meaning	12
6. Sentence Meaning	11
7. Paragraph Comprehension	11
8. Use of the index	7
9. Selection of key words	6

From Form Bm, which was used to show the amount of progress made during the remedial period, the following data was gathered. For the following number of cases showed progress in the indicated areas:

1. Rate	12
2. Comprehension	11
3. Directed Reading	12
4. Poetry Comprehension	11
5. Word Meaning	5
6. Sentence Meaning	5
7. Paragraph Comprehension	10
8. Use of Index	9
9. Selection of Key Words	10

Remedial techniques employed and results achieved.

The interest inventories revealed a small number of the pupils liked to read materials having literary value. True Stories, True Romances, Detective Stories, Western Magazines, and comic books were found to be the most popular reading materials with the pupils in the study. Their knowledge of library facilities and their uses were meager. The elementary schools had failed to adapt the reading materials to their interests, needs and reading levels. Through the use of personal inventories, oral and choral reading, cumulative reading records, the bulletin board, workbooks, graded texts and library studies and movies, the pupils were stimulated to read for fun as well as information. Gains of .2 to 3.7 years in grade levels were made on the retest. Gains in reading abilities and skills were accompanied by greater interest in reading and noticeable changes in behavior.

Reports on individual reading cases. -- The case studies revealed many of the causative factors that contributed to the reading difficulties of the pupils. Some of the more serious factors were:

1. Poor home conditions,
2. Dislike for certain subjects,
3. Poor parental control,
4. Lack of parental control,
5. Failure of elementary schools to adapt reading program to interests, needs and experiences of pupils,
6. Inadequate library facilities in the home,
7. Dislike for school and teachers;
8. Language facility exceeds experience background,
9. Too many outside interests; and
10. Malnutrition.

### Conclusions

The important principles derived from the data presented in this study may be concluded as follows:

1. That the pupils selected for this study were considerably below the national norm.
2. That retardation in reading exists when the language facility of the pupil is greater than his background of basic experiences.
3. That the analysis of reading problems may begin

with the administration of a standardized test of reading achievement, but it is not completed until a study is made of the child as he reacts to the instructional materials in the classroom.

4. That pupils who come from homes of the upper and middle classes of our group have similar reading difficulties to those pupils who come from homes of the lower class of our group.
5. That those children with severe reading difficulties appeared to achieve some measure of improvement when the instructional program was adapted to their needs.
6. That the elementary schools in many instances are failing to adapt the reading materials to the interests, needs, and experience background of the pupils.
7. That there was quite a range of scores on the various sub-tests, which suggest individual diagnosis and treatment.
8. That the I.Q. of a pupil is no indication of the silent reading abilities the pupil will reveal in tests.
9. That purposeful well planned group and individual instruction will increase the knowledge of the basic principles in the mastery of the silent reading skills.

10. That an individual analysis of each pupil's test result is necessary for any final answer to the problem of locating difficulties and improving reading abilities.

#### Recommendations

In the light of the findings of this study the following recommendations are made concerning the program in reading at Lincoln High School:

1. That the school carry forward and improve the plan of diagnostic and remedial work begun the second semester of the 1948-1949 session, of which this study is a part.
2. That the complete revelation of this study be made a part of the discussion of the first faculty meeting, in order to motivate the faculty to participate in the on going program for the improvement of reading.
3. That all English and social science teachers be thoroughly acquainted with the results of this study and that they use it as a basis for projecting their plans for the 1950-1951 school year.
4. That in the light of the findings of this study each low ninth grade pupil be subjected to a thorough diagnostic program in reading and to

remedial instruction suitable to his needs as revealed upon his entering school.

5. That retests by standardized reading tests be given two weeks before the close of the second semester for the purpose of checking the progress of the pupils.
6. That the complete revelation of this study be made available to the five elementary schools in the Lincoln High School District.

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APPENDIX



Questionnaire

Parents ( Check One )

Living with (Check One) Mother and Father ----, Mother and Stepfather ----, Stepmother and Father ---, Mother --, Father --, Other Relatives ---,

Number of Children in Family ----,

Education of Parents (Grade attained)

Father -----Mother -----

Occupation of Parents Father -----Mother-----

Approximate Income of Family (Check One) Monthly

\$50 - \$100 --, \$100-\$200--, \$200-\$300--, \$300-\$500--, Over \$500

Home

Rent ----, Own Home ----, Single Family Dwelling ----, Rooming ----, Low Cost Housing Project ----, (Check One)

Number of Rooms ----,

Utilities (Check) Electric Lights ---, Gas ---, Bath Room --, Running water in house ----,

Location of Home (Answer Yes or No)

Do you live on a paved street ? ----

Do you live near a car or bus line ? ----

Do you live near a play park ? ----

( In Home )

Reading Materials

Magazines (Name them) \_\_\_\_\_

Newspapers (Name them) \_\_\_\_\_

Books (Name them) \_\_\_\_\_

Recreation (Answer Yes or No)

Do you have a radio in your home ? ----

Do you have a television set in your home ? ----

Do you take dancing lessons ? ----

Do you take piano lessons ? ----

What other forms of recreation do you have in your home ? ----

Do you study at home ? -----

Do you have privacy in your home for study ? ----

(Answer in Detail)

What kind of work do you do after school ?

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

# OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY

By ARTHUR S. OTIS, PH.D.

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

## INTERMEDIATE EXAMINATION: FORM A

For Grades 4-9

20

Score.....

*Read this page. Do what it tells you to do.*

*Do not open this paper, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, birthday, etc. Write plainly.*

Name..... Age last birthday..... years  
First name, initial, and last name

Birthday..... Teacher..... Date..... 19....  
Month Day

Grade..... School..... City.....

This is a test to see how well you can think. It contains questions of different kinds. Here is a sample question already answered correctly. Notice how the question is answered:

*Sample:* Which one of the five words below tells what an apple is?

1 flower, 2 tree, 3 vegetable, 4 fruit, 5 animal..... ( 4 )

The right answer, of course, is "fruit"; so the word "fruit" is underlined. And the word "fruit" is No. 4; so a figure 4 is placed in the parentheses at the end of the dotted line. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put its number in the parentheses:

*Sample:* Which one of the five things below is round?

1 a book, 2 a brick, 3 a ball, 4 a house, 5 a box.....( )

The answer, of course, is "a ball"; so you should have drawn a line under the words "a ball" and put a figure 3 in the parentheses. Try this one:

*Sample:* A foot is to a man and a paw is to a cat the same as a hoof is to a — what?

1 dog, 2 horse, 3 shoe, 4 blacksmith, 5 saddle.....( )

The answer, of course, is "horse"; so you should have drawn a line under the word "horse" and put a figure 2 in the parentheses. Try this one:

*Sample:* At four cents each, how many cents will 6 pencils cost?.....( )

The answer, of course, is 24, and there is nothing to underline; so just put the 24 in the parentheses.

If the answer to any question is a number or a letter, put the number or letter in the parentheses without underlining anything. Make all letters like printed capitals.

The test contains 75 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

*Do not turn this page until you are told to begin.*

## EXAMINATION BEGINS HERE.

1. Which one of the five things below does not belong with the others? (Do not write on these dotted lines.) ( )  
1 potato, 2 turnip, 3 carrot, 4 stone, 5 onion.....
2. Which one of the five words below tells best what a saw is? ( )  
1 something, 2 tool, 3 furniture, 4 wood, 5 machine.....
3. Which one of the five words below means the opposite of west? ( )  
1 north, 2 south, 3 east, 4 equator, 5 sunset.....
4. A hat is to a head and a glove is to a hand the same as a shoe is to what? ( )  
1 leather, 2 a foot, 3 a shoestring, 4 walk, 5 a toe.....
5. A child who knows he is guilty of doing wrong should feel (?) ( )  
1 bad, 2 sick, 3 better, 4 afraid, 5 ashamed.....
6. Which one of the five things below is the smallest? ( )  
1 twig, 2 limb, 3 bud, 4 tree, 5 branch.....
7. Which one of the five things below is most like these three: cup, plate, saucer? ( )  
1 fork, 2 table, 3 eat, 4 bowl, 5 spoon.....
8. Which of the five words below means the opposite of strong? ( )  
1 man, 2 weak, 3 small, 4 short, 5 thin.....
9. A finger is to a hand the same as a toe is to what? ( )  
1 foot, 2 toenail, 3 heel, 4 shoe, 5 knee.....
10. Which word means the opposite of sorrow? ( )  
1 sickness, 2 health, 3 good, 4 joy, 5 pride.....
11. Which one of the ten numbers below is the smallest? (Tell by letter.) ( )  
A 6084, B 5160, C 4342, D 6521, E 9703, F 4296, G 7475, H 2657, J 8839, K 3918
12. Which word means the opposite of pretty? ( )  
1 good, 2 ugly, 3 bad, 4 crooked, 5 nice.....
13. Do what this mixed-up sentence tells you to do. ( )  
number Write the the in 5 parentheses.....
14. If we believe some one has committed a crime, but we are not sure, we have a (?) ( )  
1 fear, 2 suspicion, 3 wonder, 4 confidence, 5 doubtful.....
15. A book is to an author as a statue is to (?) ( )  
1 sculptor, 2 marble, 3 model, 4 magazine, 5 man.....
16. Which is the most important reason that words in the dictionary are arranged alphabetically? ( )  
1 That is the easiest way to arrange them. 2 It puts the shortest words first. 3 It enables us to find any word quickly. 4 It is merely a custom. 5 It makes the printing easier ..
17. Which one of the five things below is most like these three: plum, apricot, apple? ( )  
1 tree, 2 seed, 3 peach, 4 juice, 5 ripe.....
18. At 4 cents each, how many pencils can be bought for 36 cents? ( )
19. If a person walking in a quiet place suddenly hears a loud sound, he is likely to be (?) ( )  
1 stopped, 2 struck, 3 startled, 4 made deaf, 5 angered.....
20. A boy is to a man as a (?) is to a sheep. ( )  
1 wool, 2 lamb, 3 goat, 4 shepherd, 5 dog.....
21. One number is wrong in the following series. What should that number be? (Just write the correct number in the parentheses.) ( )  
1 6 2 6 3 6 4 6 5 6 7 6.....
22. Which of the five things below is most like these three: horse, pigeon, cricket? ( )  
1 stall, 2 saddle, 3 eat, 4 goat, 5 chirp.....
23. If the words below were rearranged to make a good sentence, with what letter would the last word of the sentence begin? (Make the letter like a printed capital.) ( )  
nuts from squirrels trees the gather.....
24. A man who betrays his country is called a (?) ( )  
1 thief, 2 traitor, 3 enemy, 4 coward, 5 slacker.....
25. Food is to the body as (?) is to an engine. ( )  
1 wheels, 2 fuel, 3 smoke, 4 motion, 5 fire.....
26. Which tells best just what a pitcher is? ( )  
1 a vessel from which to pour liquid, 2 something to hold milk, 3 It has a handle, 4 It goes on the table, 5 It is easily broken.....

*Do not stop. Go on with the next page.*

27. If George is older than Frank, and Frank is older than James, then George is (?) James.  
1 older than, 2 younger than, 3 just as old as, 4 (cannot say which)..... ( )
28. Count each 7 below that has a 5 next after it. Tell how many 7's you count.  
7 5 3 0 9 7 3 7 8 5 7 4 2 1 7 5 7 3 2 4 7 0 9 3 7 5 5 7 2 3 5 7 7 5 4 7..... ( )
29. If the words below were rearranged to make a good sentence, with what letter would the last word of the sentence begin? (Make the letter like a printed capital.)  
leather shoes usually made are of..... ( )
30. An electric light is to a candle as a motorcycle is to (?)  
1 bicycle, 2 automobile, 3 wheels, 4 speed, 5 police..... ( )
31. Which one of the words below would come first in the dictionary?  
1 march, 2 ocean, 3 horse, 4 paint, 5 elbow, 6 night, 7 flown..... ( )
32. The daughter of my mother's brother is my (?)  
1 sister, 2 niece, 3 cousin, 4 aunt, 5 granddaughter..... ( )
33. One number is wrong in the following series. What should that number be?  
3 4 5 4 3 4 5 4 3 5..... ( )
34. Which of the five things below is most like these three: boat, horse, train?  
1 sail, 2 row, 3 motorcycle, 4 move, 5 track..... ( )
35. If Paul is taller than Herbert and Paul is shorter than Robert, then Robert is (?) Herbert.  
1 taller than, 2 shorter than, 3 just as tall as, 4 (cannot say which)..... ( )
36. What is the most important reason that we use clocks?  
1 to wake us up in the morning, 2 to regulate our daily lives, 3 to help us catch trains,  
4 so that children will get to school on time, 5 They are ornamental..... ( )
37. A coin made by an individual and meant to look like one made by the government is called(?)  
1 duplicate, 2 counterfeit, 3 imitation, 4 forgery, 5 libel..... ( )
38. A wire is to electricity as (?) is to gas.  
1 a flame, 2 a spark, 3 hot, 4 a pipe, 5 a stove..... ( )
39. If the following words were arranged in order, with what letter would the middle word begin?  
Yard Inch Mile Foot Rod..... ( )
40. One number is wrong in the following series. What should that number be?  
5 10 15 20 25 29 35 40 45 50..... ( )
41. Which word means the opposite of truth?  
1 cheat, 2 rob, 3 liar, 4 ignorance, 5 falsehood..... ( )
42. Order is to confusion as (?) is to war.  
1 guns, 2 peace, 3 powder, 4 thunder, 5 army..... ( )
43. In a foreign language, good food = Bano Naab  
good water = Heto Naab  
The word that means *good* begins with what letter?..... ( )
44. The feeling of a man for his children is usually (?)  
1 affection, 2 contempt, 3 joy, 4 pity, 5 reverence..... ( )
45. Which of the five things below is most like these three: stocking, flag, sail?  
1 shoe, 2 ship, 3 staff, 4 towel, 5 wash..... ( )
46. A book is to information as (?) is to money.  
1 paper, 2 dollars, 3 bank, 4 work, 5 gold..... ( )
47. If Harry is taller than William, and William is just as tall as Charles, then Charles is (?) Harry.  
1 taller than, 2 shorter than, 3 just as tall as, 4 (cannot say which)..... ( )
48. If the following words were arranged in order, with what letter would the middle word begin?  
Six Ten Two Eight Four..... ( )
49. If the words below were rearranged to make a good sentence, with what letter would the third word of the sentence begin? (Make the letter like a printed capital.)  
men high the a wall built stone..... ( )
50. If the suffering of another makes us suffer also, we feel (?)  
1 worse, 2 harmony, 3 sympathy, 4 love, 5 repelled..... ( )
51. In a foreign language, grass = Moki  
green grass = Moki Laap  
The word that means *green* begins with what letter?..... ( )

Do not stop. Go on with the next page.



52. If a man has walked west from his home 9 blocks and then walked east 4 blocks, how many blocks is he from his home? ( )
53. A pitcher is to milk as (?) is to flowers.  
1 stem, 2 leaves, 3 water, 4 vase, 5 roots ( )
54. Do what this mixed-up sentence tells you to do.  
sum three Write two the four and of ( )
55. There is a saying, "Don't count your chickens before they are hatched." This means (?)  
1 Don't hurry. 2 Don't be too sure of the future. 3 Haste makes waste. 4 Don't gamble ( )
56. Which statement tells best just what a fork is?  
1 a thing to carry food to the mouth, 2 It goes with a knife, 3 an instrument with prongs at the end, 4 It goes on the table, 5 It is made of silver ( )
57. Wood is to a table as (?) is to a knife.  
1 cutting, 2 chair, 3 fork, 4 steel, 5 handle ( )
58. Do what this mixed-up sentence tells you to do.  
sentence the letter Write last this in ( )
59. Which one of the words below would come last in the dictionary?  
1 alike, 2 admit, 3 amount, 4 across, 5 after, 6 amuse, 7 adult, 8 affect ( )
60. There is a saying, "He that scatters thorns, let him go barefoot." This means (?)  
1 Let him who causes others discomforts bear them himself also. 2 Going barefoot toughens the feet. 3 People should pick up what they scatter. 4 Don't scatter things around ( )
61. If the following words were arranged in order, with what letter would the middle word begin?  
Plaster Frame Wallpaper Lath Foundation ( )
62. In a foreign language,  
many boys = Boka Hepo  
many girls = Marti Hepo  
many boys and girls = Boka Ello Marti Hepo  
The word that means *and* begins with what letter? ( )
63. A statement which expresses just the opposite of that which another statement expresses is said to be a (?)  
1 lie, 2 contradiction, 3 falsehood, 4 correction, 5 explanation ( )
64. There is a saying, "Don't look a gift horse in the mouth." This means (?)  
1 It is not safe to look into the mouth of a horse. 2 Although you question the value of a gift, accept it graciously. 3 Don't accept a horse as a gift. 4 You cannot judge the age of a gift horse by his teeth ( )
65. Which one of the words below would come last in the dictionary?  
1 hedge, 2 glory, 3 label, 4 green, 5 linen, 6 knife, 7 honor ( )
66. Which statement tells best just what a watch is?  
1 It ticks, 2 something to tell time, 3 a small, round object with a chain, 4 a vest-pocket-sized time-keeping instrument, 5 something with a face and hands ( )
67. Ice is to water as water is to what?  
1 land, 2 steam, 3 cold, 4 river, 5 thirst ( )
68. Which statement tells best just what a window is?  
1 something to see through, 2 a glass door, 3 a frame with a glass in it, 4 a glass opening in the wall of a house, 5 a piece of glass surrounded by wood ( )
69. Which of the five words below is most like these three: large, red, good?  
1 heavy, 2 size, 3 color, 4 apple, 5 very ( )
70. Write the letter that follows the letter that comes next after M in the alphabet ( )
71. One number is wrong in the following series. What should that number be?  
1 2 4 8 16 24 64 ( )
72. An uncle is to an aunt as a son is to a (?)  
1 brother, 2 daughter, 3 sister, 4 father, 5 girl ( )
73. If I have a large box with 3 small boxes in it and 4 very small boxes in each of the small boxes, how many boxes are there in all? ( )
74. One number is wrong in the following series. What should that number be?  
1 2 4 5 7 8 10 11 12 14 ( )
75. There is a saying, "Don't ride a free horse to death." This means (?)  
1 Don't be cruel. 2 Don't abuse a privilege. 3 Don't accept gifts. 4 Don't be reckless. ( )

*If you finish before the time is up, go back and make sure that every answer is right.*