THE RELATIVE EFFECTIVENESS OF THREE APPROACHES TO
TEACHING READING TO THIRD GRADE
NEGRO CHILDREN

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CHAPTER I

INTRODUCTION

Academic underachievement on the part of some children has long been a matter of concern to school personnel. The child who is performing consistently below the level of his potentiality is inevitably influencing his own self-concept, his peer-group status, and ultimately his behavioral role as an adult.

Not all of the children learn to read, but the failure of these children is not easily explained. Some causes are low intelligence, emotional problems, poor teaching, physical problems, or poor home environment. Because of the inability to point to a single factor for reading failure, many approaches have been introduced within the last few years. This investigation was concerned with the following approaches:

The basal reader approach is the one most commonly used in the United States today. The coordinated series of reading textbooks and workbooks, known in this country as a basal or basic reading series, undoubtedly forms the core of the American reading program. A recent survey of 474 schools in 46 states found that 92 per cent of the schools surveyed used basal readers (25, pp. 46-49).
The individualized approach traces its origin to a series of principles of child development: seeking, self-selection, and pacing. These principles are attributed by leaders of the individualized movement to the research and observations of the child development specialist, Willard C. Olson, who first suggested their relevance to the teaching of reading (24, p. 150). An individualized reading approach is a way of thinking about reading which involves newer concepts concerned with class organization, materials used, and the approach to the individual child.

The SRA Reading Laboratory is a multi-level developmental reading improvement program. It is designed to offer individualized reading instruction to students in their regular classroom under the direction of their regular classroom teacher. The laboratory may be used as an auxiliary to the ongoing reading program, either to further individualize the work, or to put more stress on the instructional content of the program. In this study the laboratory was used as an auxiliary to the basal reading program.

Statement of the Problem

The purpose of this study was to determine the relative effectiveness of the use of an individualized reading approach, a combination basal-SRA approach, and a basal reader approach, when taught to third grade Negro children. The areas investigated in this study include overall reading
achievement, vocabulary, comprehension, and attitude toward reading.

Hypotheses

The following hypotheses were formulated to test relative reading effectiveness on the basis of four variables:

1. Overall reading achievement,
2. Vocabulary,
3. Comprehension, and
4. Attitude toward reading.

It was hypothesized that

1. Third grade Negro elementary children who were taught an individualized reading approach would show a greater gain in overall reading achievement, vocabulary, and comprehension than would similar children taught a combination basal-SRA reading approach.

2. Third grade Negro elementary children who were taught an individualized reading approach would show a greater gain in overall reading achievement, vocabulary, and comprehension than would similar children taught a basal reader approach.

3. Third grade Negro elementary children who were taught an individualized reading approach would show a greater gain in positive attitudes toward reading than would similar children who were taught with a combination basal-SRA reading approach.
4. Third grade Negro elementary children who were taught an individualized reading approach would show a greater gain in positive attitudes toward reading than would similar children who were taught a basal reader approach.

5. Third grade Negro elementary children who were taught a basal-SRA reading approach would show a greater gain in overall reading achievement, vocabulary and comprehension than would similar children taught a basal reader approach.

6. Third grade Negro elementary children who were taught a basal-SRA reading approach would show a greater gain in positive attitudes toward reading than would similar children taught a basal reader approach.

Significance of the Study

The culturally disadvantaged child, currently in the public eye, has not suddenly been thrust upon us. He has been with us all along, but there is a new awareness and a new concern for his identification and learning. The identification of background deficiencies and the provision of appropriate experiences for these children must be made before reading instruction is to be effective for this group.

Parker's study was an attempt to determine whether the SRA reading laboratory, elementary edition, would improve the teaching of reading in grades four, five, and six when used in conjunction with the basal reading program. The control groups used a basal reading program. The combined basal-SRA
groups in grades four and five showed a significant difference in mean gains in reading rate, and grade five made a significant gain in total reading achievement (20). According to evidence presented in this study, it appears that an individualized reading program may be used to improve total reading achievement and reading rate in the intermediate grades. The SRA laboratory, as taught in this study, seems to be most helpful in improving reading rate of pupils in grade five, which was already the high group in reading achievement. It appears to be least helpful to the low reading group in reading achievement and to pupils in grade six.

The experiment by Huser (10) sought to determine the effect on achievement and attitude of intermediate grade children when taught by a traditional textbook approach and when taught by an individualized reading approach. Overall achievement was not significantly greater for groups taught by an individualized approach, but separated into classes, the sixth grade made significant gains in attitude toward reading than did those using the basal reading approach.

Gaudette (9) compared three approaches to reading, SRA primary level Ia and elementary level IIb, a controlled reader approach, and a developmental reading approach. No significant difference was found between any of the techniques.

Maxwell (18) compared the effectiveness of three approaches to the teaching of reading, the basal reader, programmed material, and SRA laboratories Ia and I. The
results favored the basal reader approach. Olson's discussion of growth patterns of children in 1950 contributed to increased interest in the individualized method of teaching reading (19). Russell wrote in 1950,

During the last ten years reading programs have increasingly given attention to individualized methods of instruction and a wide variety of reading activities leading to well rounded reading abilities and interests (21, p. 4).

Veatch (41) says that, although reading achievement is improving in this country, it is not improving enough; and the blame for this too meager growth rests on those, who, perhaps knowing no better, have led children to read books and other materials which are remote from their purpose.

Barbe (2) reemphasizes Olson's concepts of seeking, pacing, and self-selection, which assumes that the child will want to read and will seek out ways of learning to read. Today many teachers are developing individual reading with classes composed entirely of slow readers. Their experience with these children has led to some general conclusions, as evidenced by the statement of Lazar.

In individualized reading there are special modifications to be made for the slower readers. Perhaps it is merely adaptation to different needs. It is worth the effort because tremendous values accrue to the slow child. Many of these children are characterized by negative feelings, insecurity and lack of confidence, low ego status, seeming disinterest, suspicion and distrust, lack of necessary reading skills, and lack of knowledge of the wonder of books (17, p. 22).

The studies made by Bloom (11) show that the home is the single most important influence on the intellectual and
emotional development of children, particularly in the preschool years. Children from deprived homes, then, come to school with a set of preschool experiences which are different from those of children from middle-class homes, and the expectations of the school do not take into consideration those differences in preschool experiences. The significance of reading cannot be overestimated because all too often the deprived child remains retarded in all other subjects due to his inability to read.

Johnson (21, pp. 26-28) states that the sub-cultural areas of large metropolitan communities, where the children receive little psycho-social stimulation, 50 per cent or more of the children can appropriately be designated as slow learners.

Family income, according to Sexton (23) is one index to social class. The occupation of the father, type of housing, and educational levels are good indications of social-class. A "lower class" family will tend to have a low income, lower status occupations, poor housing, and low educational levels. Freeland (3, p. 155) says that in recognizing the child's various environments, the teacher strives to supplement in the classroom what is lacking in the home or community.

In a study to determine whether a combination of self-selection with a basal reading program is more effective than a basal reading program alone; Talbert (26, pp. 186-193) found that the two groups were not significantly
different. A study just released by the Milwaukee schools (28) found that children in the individualized reading program gained significantly higher scores in reading achievement than children in a basal reading program.

The Educational Policies Commission stated in its study of the disadvantaged American,

But the fact remains that the economy has less and less need for the poorly educated. As the technology becomes more complex, it becomes harder to help the poorly educated to develop marketable skills...the long range solution is an increase in the length and effectiveness of schooling (7, p. 9).

Horne (12, pp. 26-28), in her study of changes in interpersonal relations in children's books, points out that children meet few welders, carpenters, electricians, or plumbers, and can develop little understanding of the values of being a waitress, hairdresser, gardener, or garbage men.

Hill (11, pp. 265-270) investigated socio-economic status and its relationship to vocabulary achievement and reading comprehension of third grade children. The means obtained indicates that third grade children from the high socio-economic group made significantly greater gains in vocabulary and reading comprehension than did children in the third grade group from the low socio-economic. The results of this study strengthen the accumulative evidence that socio-economic status affects school achievement.

Sartain (22, pp. 277-281) compared reading methods in ten second grade classes. Five of the classes, randomly
chosen, started the school term with individualized reading and continued to use it for three months. The other five classes started with the basal reading program. At the end of the three-month period, the teachers switched to the other method for a three-month period. The greatest gains were made during the first three-month period, regardless of the method used. Capable students made approximately the same gains under both methods. Slower students made greater gains under the basal reader approach. Sartain suggested that children who complete the basal reader series would profit from individualized reading for the rest of the year and that children in the top reading group could effectively use the basal reader part of the day and individualized reading the rest of the day.

A study by Aronow (1, pp. 86-91), involving children in the fourth and fifth grades in an individualized reading program, showed a significant gain in reading scores over the scores of children in the non-individualized reading program. Bohnhorst's (3, pp. 185-190) study was intentionally an exploratory study comparing the basal and individualized approaches; he reports that all groups made consistent gains. He suggests further research before his findings are accepted. Johnson (11, pp. 902-904) investigated the relative effectiveness of a basal and an individualized approach to teaching reading. The group taught by the individualized approach performed significantly higher, and Johnson concluded that
individualized reading classes in those aspects of reading now measured by standardized tests can achieve as well or perhaps better than basal reading classes. Lane (16) studied three approaches to reading and reported no clearcut superiority of any one of the approaches.

Available evidence does not justify the claim that one reading approach is superior to any other. Each of the three approaches, the basal reader approach, the SRA approach, and the individualized approach seems to have distinct advantages. Unfortunately, there is no panacea for the difficulties which teachers encounter in attempting to teach children to read. The teacher who is concerned only with the development of reading skills will not achieve the objectives of a good reading program, nor will the teacher who is concerned only with development of favorable attitudes toward reading.

A survey of the literature does not reveal any comparative studies concerned exclusively with teaching Negro elementary children. There was, therefore, a need for this investigation to determine the relative effectiveness of an individualized reading approach, a combination basal-SRA reading approach, and a basal reader approach when third grade Negro children were taught by these approaches. The outcome of this study may lead teachers to take a new look at the possibilities of new approaches or combination of approaches to teaching reading in the classroom. New confidence in the use of new techniques may lead to their application in other aspects of teachers'
classroom activities. Results of this study may indicate that the research studies most profitable to local schools will be those in which teachers personally involved will play an important role.

Definition of Terms

The following are definitions of terms as used in this study:

1. **Individualized Reading**.—Self-selection of reading materials by the pupils that are best suited to meet the needs and abilities of the child. The individualized reading approach is based upon the child's own desire to discover, explore and react to stimuli in his environment. Basic to this approach is the principle of learning theory which recognizes that each individual learner is most genuinely motivated in terms of his own needs and that when provided with the appropriate environment, guidance, and materials he will tend to choose materials most suitable to his maturity, reading ability and interests.

2. **Basal Reader Approach**.—The teaching of reading using the state-adopted reading textbook with its accompanying teacher's manual and the workbook designed for the children's use. For this study the Scott, Foresman series was used. These readers present a sequential organization for development of reading skills. A controlled vocabulary is utilized in presenting and providing for this sequential
organization. To provide for the differences in abilities of pupils, three or more flexible groups in the class are utilized. Pupils may advance at different speeds through this sequential program but all must follow the predetermined sequence.

3. SRA Reading Laboratory Ia.--This laboratory provides reading material from grade level 1.4 through grade level 4.0, and is designed to be used independently to provide instruction in listening, reading, and word-study skills. The variety, flexibility, and range of the materials make it possible for this laboratory to be the basis for a good reading program. This program is composed of three parts, the listening skill builders, power builders, and work game program. The multilevel procedures of this laboratory have been worked out in actual classroom research over a period of fourteen years, and represent good thinking in applying the psychology of individual differences, certain principles of learning psychology, and findings in the field of child development.

4. Reading Interest.—Active seeking, self-selection, and using reading materials that satisfy the need for pleasure or the need to solve individual problems.

5. Reading Achievement.—The child's achievement in reading as measured by the California Reading Test, and reported in age levels or grade levels.

6. Reading Attitude.—The child's attitude toward reading as measured by the Inventory of Reading Attitude, an
instrument developed to be used as part of a reading study in San Diego County, California, in 1959. (See Appendix.)

7. Slow Learner.—A child who does not have the capacity or potentiality to learn intellectual things, such as reading, at the same rate as average children. Generally, children with I. Q.'s of 50 to 69 are classed as slow learners.

8. Culturally Deprived.—This term refers to those who have not benefited from such aspects of middle-class culture as education, books, and formal language. For the purposes of this study the terms culturally deprived and low socio-economic groups will be used interchangeably.

Limitations of the Study

Limitations of this study are as follows:

1. This study was limited to eight third-grade classes of Negro elementary children.

2. The population represented a low socio-economic Negro area, and the findings of this study are limited in their application to children in similar circumstances.

Summary

An attempt has been made to state the problem clearly in order to provide the framework for a basis of this study. A survey of the literature concerning the significance of this study has been presented, terms basic to this study have been defined, and limitations established.


CHAPTER II
A REVIEW OF RELATED RESEARCH

The purpose of this experiment was to determine the effects on pupils' attitudes toward reading and on reading achievement attributable to the approach used in teaching reading. An examination of the literature on the individualized reading approach indicates that even though many experiments have been made, few were designed to provide for statistical analysis and replication.

Barbe (2) states several problems that could be solved through the use of individualized instruction: (1) those who are capable of reading better than at present, (2) those who are incapable of reading better than at present, and (3) those who know how to read but do not. The greatest amount of attention has been given to those who are capable of reading better than they are presently doing. Barbe further states that far too much attention has been devoted to the children who take time away from other students which cannot be justified. The largest number of students fall into the last category, those who can read but do not.

Veatch reports on a study made by Lazar that gathered information about school personnel's understanding of the approach to problems in individualized instruction and
reactions to such a program. Seventy classes were visited and forty-six were studied intensively. Among the findings were

1. The concept of individualized reading was well understood. The teachers and supervisors recognized the three basic principles of seeking, self-selection, and pacing.

2. The values of the approach were well recognized and appreciated.

3. Teachers showed great initiative, resourcefulness, flexibility, and insight in working out immediate and/or long-range procedures.

4. Teachers were developing the skills with greater insight and zeal than ever before.

5. Various methods of evaluation were used, both formal and informal.

6. Teachers and children found the materials were more appropriate, interesting, and stimulating; the children were enjoying the act of reading.

7. Interest in the approach among children, teachers, supervisors, and parents was much greater than in previous programs.

8. Children were showing definite growth in reading in vocabulary development, in certain creative writing, in oral expression, and in critical thinking (29, pp. 35-36).

In contrast to the statements of Barbe and Lazar, some possible disadvantages are cited by Gage (6). Gage is of the opinion that

... possible disadvantages are those of basing reading upon present interests having no goal for the reading but pupil interest, and making demands for careful time scheduling, intimate knowledge of each child, and vast information concerning books; these demands may be greater than the average teacher can meet (6, p. 35).

Groff states the following objections to an individualized reading approach:

1. Individualized reading procedures are too disorganized, irregular, and time consuming for the average teacher.
2. Individual reading is too unsystematic to allow for sequential learning.
3. Individualized reading does not develop children's reading tastes and interests.
4. Parents do not want their children to use individualized reading.
5. Reading achievement is low. Reading skills are neglected and faulty word recognition habits and weak study skills result.
6. There is no possibility for group learning with individualized reading.
7. Most teachers do not have the personality or the knowledge of books, children, and reading procedures to use individualized reading.
8. There is not enough control or repetition of vocabulary. The reading level of tradebooks (non-textbooks) is unknown. There is no provision for reading readiness.
9. There are not enough books in most schools to make individualized reading work.
10. Individualized reading will not work with slow learners (11, pp. 47-50).

The following experiments were rigorously controlled in that they used both a control group and experimental group. Individualized reading is favored in these studies.

A longitudinal study conducted by the Lakeshore Curriculum Study Council (16) used fourteen first grade experimental and fourteen first grade control classrooms. The classes were grouped heterogeneously and a concerted effort was made to equal the time periods and materials. Grades one, two, and three were studied. Measurement of the subjects was made at the beginning of the first year of the study and the end of the first, second, and third years. There was no significant difference at grade one in the intelligence quotients of the subjects. There was a significant difference in reading readiness at the .05 level in favor of the basal reading group. At
the end of grade one the individualized reading group showed significantly higher results on achievement tests in word recognition, word discrimination, reading comprehension, and arithmetic. At the end of the third year the individualized reading group scored significantly higher on all measures except spelling on the Metropolitan Test Battery. Girls in both the individualized reading and the basal textbook reading program obtained higher achievement test scores than the boys in their respective programs. This report did not include the second grade data.

Huser (11) reports on a study by Acinapuro that compared three classes of individualized reading students with three classes who were grouped according to their ability in reading in grades four, five, and six. There were found to be statistically significant differences favoring the individualized reading group in silent and oral reading. He also observed markedly improved attitudes toward reading and a reduction of discipline problems. The study also found that children read more books under the plan of self-selection with individualized instruction.

Arnov's (1, pp. 66-91) study with fourth and fifth grade children was concerned with growth in reading as measured by standardized reading test scores. The subjects were selected at random for the experimental classes from a volunteer group. From the remaining group a sample was drawn which was equivalent to the individualized reading group in mean and standard
deviation of reading as well as in intelligence test scores. The group included 176 boys and 175 girls from New York City. The random sample was drawn from those having had individualized reading in grades four and five. The sample was drawn while the group was in the sixth grade. The intelligence quotients ranged from 67 to 129. The Metropolitan Reading Test range was 1.6 to 5.9 plus years. In the two years, four months of the experiment, the subjects in the experimental program had on the average gained more in reading test grades. The difference between the means indicated a difference beyond the .01 level of confidence. The experimental group showed greater gains in silent reading, comprehension, oral reading, and numbers of books read; however, no significant difference was found in the vocabulary achievement.

Gordon and Clark (9, pp. 112-113) conducted an experiment to determine the effectiveness of individualized reading in a small town with limited resources. Two heterogeneous second grades were given tests in reading achievement and intelligence. The results showed that the experimental group gained over its original standardized test score more than did the control group. In less than four months, the control group gained an average of 3.04 months while the experimental group gained 7.32 months. The spread in the experimental group was increased from two years, two months to three years, two months. The control group range stayed at a two year, nine month spread. Only one child did
poorer at the end of the experiment than at the beginning from the experimental group, whereas, five children in the control group showed a loss and two showed no gain. This program in a small town with limited facilities was measurably superior to the standard reading program.

Talbert and Herritt (27) made a study to determine the effectiveness of a combination basal-individualized reading approach and a basal reading program. Eighteen fifth grade classes enrolled in the Tucson School District. Nine classes used the basal reading approach exclusively, and the other nine classes used the combination of self-selection and a basal reading program. There was no significant difference found between the groups although both groups of children made significant gains in reading achievement.

In a four-month study using a basal reading program with five classes and individualized reading approach with five other classes of fourth, fifth, and sixth graders, Duker (5) found the individualized approach superior to the basal reader approach. He reported an average gain of six months by the experimental classes and two months gain by the control classes. The experimental classes' gain in paragraph comprehension was three months, while the control classes showed an average loss of one month. These differences were significant at the .01 level in favor of the individualized reading approach.
Cutts (4) reported a two-semester study with eighteen teachers in grades four, five, and six. Three groups used respectively the basal reader, individualized reading, and a combination of the two. There were no statistical differences between gains made by the three groups on speed, accuracy, and comprehension. The individualized reading approach seemed to be inferior in developing study skills, while individualized and basal-reader approaches were superior in vocabulary development. Teachers and pupils seemed to favor the two experimental approaches over the basal-reader approach.

Veatch (28) reported on Antoinette McChristy's master's thesis on individualized reading conducted in California. McChristy matched eight second grades on years attendance and age, mental status, socio-economic class, reading grade status, as well as teachers' background, experience and competency. The control class used three groups based on ability reading. Results of this study showed that individualized reading produced significantly greater gains than conventional methods in areas of reading vocabulary, comprehension, and total reading achievement. McChristy concluded that the individualized reading program could be used at the second grade and would yield superior results to a three ability group basal reading program.

The following reports are of experimental type research which do not find the individualized approach to reading as the best method.
Safford (24, pp. 266-270) reports on seven classes in grades three to six who had been identified as having been taught an individualized reading approach. The scores of the 183 subjects were compared with the national norm of 1.0 year gain and the district norm of 1.25 years gain in reading. Forty-eight students were identified as "normal" with an intelligence quotient of 90-110. These students were taken from the sample of 183. These seven classes were identified, labeled, and "observed" after the teaching and measurements were completed. The results showed that no group reached the national norm gain of 1.0 year growth. Only forty-nine students or 26.7 per cent of the subjects gained one year in reading.

The report by Karlin (15, pp. 283-292) gives an account of an experiment conducted in Michigan by Claire Walker in which two groups were matched on intelligence quotients, reading ability, and socio-economic status. They were taught by student teachers under the supervision of a critic teacher. There was no significant difference between the groups in reading gains. Karlin expressed doubt as to the advisability of using individualized reading based on evidence now available.

Sartain's (25, pp. 277-281) study used ten classes of second grade students at Roseville, Minnesota. Using a rotation plan of teaching three months with an individualized reading method and then three months with the basal textbook
method, the groups were then compared. The average of the intelligence quotients was 114. Five classes were randomly selected for the experimental group and five classes for the control group. The study began September 9 and continued until March 10. The groups changed reading methods December 1. On December 2 and March 10 standardized tests were given. The findings reported greater gains made during the first three months of school irregardless of the method used. The slower readers made greater gains in vocabulary with the basal reading method than with the individualized reading method. The capable subjects made gains regardless of the approach used in reading. Sartain concludes that because this study and others show that individualized reading does not produce better reading gains than a strong basal program, there is no reason to forfeit the advantages of a well-planned individualized program. Instead the benefits of the individual conference should be obtained by their addition to the basic reader plan.

In a study with three second and three third grades, Carlisle (3) compared the results of reading achievement of eighty-three children in an individualized reading group and sixty-six in a conventional reading program. She reported no significant difference in achievement when the top third, middle third, and lower third were compared. There was no significant difference in rate of growth between the entire control group and the experimental group.
A study by Lane (19) was concerned with three different approaches to the teaching of reading: the basal approach, the individualized approach, and the language experience approach. The study was made in grades one through six in selected school districts in California. No clear-cut superiority of any one of the approaches, when compared in terms of pupil gains, was indicated by the findings of the study.

The following reports are concerned with the use of SRA materials.

Groff states that there are several sets of self-testing, graded materials that can be utilized in the individualized reading program. Relative to the Science Research Associates Reading Laboratory, he states:

The newest and most elaborate as well as the most expensive of these is the SRA Reading Lab. This is a box of 150 short stories and factual articles and 150 rate building exercises printed on cards and written at ten different grade levels from grade two through grade nine. The child first reads a story or article and then self-tests himself, keeping a record of his degree of comprehension. When he is able to read one level of difficulty with the prescribed percentage of comprehension and speed, he moves on to the next more difficult level. The SRA Reading Lab fits into the individualized reading program well because the teacher does no bookkeeping and keeps no score on the reading done by the child. It does not interfere with the time available for the individual conferences that the teacher holds with each child. During the conference the teacher would want to discuss with the child his record graph of reading scores and give suggestions for future work. The materials as set up can be used to both test reading skills as well as develop reading (10, pp. 1-7).
Jones and Van Wyk (16, pp. 36-45) studied the effect of the Science Research Associates Reading Laboratory on vocabulary and reading comprehension in the fourth grade. One hundred four pupils, in two control classes and two experimental classes participated. No significant differences between experimental and control groups were found in vocabulary or reading comprehension. Training with the SRA Reading Lab resulted in significant within-groups differences in the pre to post change scores of pupils at different achievement levels. High achievers made the greatest gains in vocabulary followed by low and middle achievers, respectively. Low achievers made the greatest gains in reading comprehension followed by the middle and high achievers, in that order. There were no significant differences in the pre-test to post-test performance of control group pupils of various achievement levels. Experimental pupils of the three achievement levels made no greater post-training vocabulary and reading comprehension gains than did their matched controls.

Parker's (23) study was an attempt to determine whether the SRA Reading Laboratory, elementary edition, would improve the teaching of reading in grades four, five, and six when used in conjunction with the basal reading program. The control groups used a basal reading program. The combined basal-SRA groups in grade four and five showed a significant difference in mean gains in reading rate, and grade five made a significant gain in total reading achievement.
The investigation by Gurney (12, pp. 277-280) attempted to demonstrate the effectiveness of an individualized reading program (SRA) in inducing a more positive attitude toward reading on the part of elementary children, and to determine if any differences in reading level might accrue along with more positive attitudes should they become apparent. It was hypothesized that a group of pupils using an individualized reading approach would show a more positive attitude toward reading than a similar group engaged in the more usual grade text approach, and that the same group of pupils would show greater gains in reading level than a similar group in the regular reading program. The results showed that, while no significant differences existed between the beginning of the program, there was a significant difference in the number of times that reading was chosen at the end of the fourteen weeks. This investigation tentatively supports the hypothesis that pupils in an individualized reading program will show more positive attitudes toward reading, but rejects the second hypothesis since no significant differences in reading level were apparent.

Parker (23) cites a study made by Bullock and Von Brock involving forty-six fifth grade pupils taught with Science Research Associates materials for thirty sessions of fifty minutes each. Improvement in rate of reading was significant at the .1 per cent level, reading comprehension was significantly different at the .1 per cent level in directed reading,
paragraph comprehension was significantly different at the 5 per cent level, and there was no significant difference at the 5 per cent level in word meaning. Subjects in the upper quartile of intelligence (I.Q. of 126 and above) showed a mean difference of one year two months in reading achievement, while the subjects in the lower quartile of intelligence (I.Q. of 111 and below) showed a mean difference of two months in reading achievement.

Working with a group of eighty-six seventh graders, Walker (30) compared the Science Research Associates Reading Lab and a more strictly individualized reading program with a conventional reading program. The study was conducted over a six weeks period for forty-five minutes each day. No significant differences were reported between any two classes in the final test scores, although the per cent of increase by each class favored the highly individualized group, followed by the Science Research Associates Laboratory group. Significant differences in both the individualized groups were found in the lower halves of each class. Gain in vocabulary and comprehension was much greater among slower pupils using the two individualized approaches.

The following studies are concerned with attitude formation.

Goldberg (8, pp. 393-396) states that, "A reading program should be built upon the interest and needs of the learners. In stimulating a program of wide reading, the classroom teacher
must be alert to the specific needs of the children with whom she is working." The basic educational objective for elementary children, Goldberg declares, should be "the creation and stimulation of a love of books." Teaching the mechanics of reading is not sufficient; the schools must "stimulate the child's love for reading." Goldberg proposes that an interest in reading can be fostered by letting children read what they are interested in at the time the reading skills are also being taught.

Lazar reports on research carried out in New York City during the years 1956 and 1957 involving forty-six classes. There were no statistical findings but the anecdotal reports showed that the pupils enthusiastically favored individualized reading. They enjoyed their new independence and felt that this gave them real status in the classroom . . . The anecdotes emphasized the child's appreciation of self-selection, independence in rate of reading and self-management, not having to keep up with other children, wider knowledge of books, and greater pleasure in reading (20, p. 75).

Witty (31, p. 154) states that a frequently cited merit of individualized reading is reinforcement of efforts to cultivate a lasting interest in reading.

According to Smith (26) the culturally disadvantaged child is severely handicapped by an environment which he did not request and over which he has no control. Such a child may read and perform in other subjects at a level far below that he is capable of achieving. The disadvantaged child
(a) is not interested in his school work, (b) sees little value in it, and (c) finds himself forced into a strange and often a hostile environment.

Kalpass (21, pp. 475-482) says that learning has been found to be most efficient if the learner has the opportunity to start at the point at which he meets a reasonable degree of success, and if he is allowed to move ahead as fast and far as his learning rate and capacity will let him. In exploring these relationships between student perception of school and achievement in school Kalpass found that a positive relationship existed between attitudes and current academic success.

Healy (13, pp. 255-277) reports on a study which was conducted in the Miami area. Ten year olds were used because "authorities agree that a person's reading behavior is crystallized by the age of twelve years." The findings reported that the pupils' attitudes toward reading could be changed by Plan A in which the children were allowed to choose their reading group according to interest and to select their own reading materials. Those subjects developed a genuine liking for reading. Plan B, with its rigid grouping proved to be less conducive to changing attitudes favorably toward reading, especially was this true for those who disliked reading at the beginning of the year. A combination of small group instruction, reading partners, and individual instruction appeared promising to the investigator of this study.
The purpose of Johnson's study (17) was to describe the reading programs in the Eugene School District, determine whether there were differences in attitudes of children toward reading in the schools, and determine whether there were differences in reading achievement test scores and the expected levels of reading achievement of children in each school. Four elementary schools were selected for this study. School A incorporated individualized reading practices in addition to basal reading instruction. Children in School B were organized into heterogeneous groups for basal reading instruction, and School C used the basal reading program in interclass homogeneous groups in self-contained classrooms. School D used interclass homogeneous grouping. Children's attitude toward reading was assessed through using an Inventory of Reading Attitude. Results showed that teachers in all four schools used the basal reading method as the primary method of teaching reading regardless of the organizational patterns used. In addition, all teachers in all schools used individualized reading practices and the language experience approach. The main difference in reading instruction in the four schools was the amount of individualized reading included. Teachers in all the schools differed widely in their concept of individualized reading, and in their application of this method of teaching reading. Significant differences in attitude toward reading were found
between the different grade levels, but no significant difference in attitude toward reading was found between schools.

Summary

All of the literature reviewed in this chapter is related to this study in that each offers data which are relevant to the achievement gains or attitudes formed by children while they were being taught reading in an experimental situation. Of the research reviewed, that of McChristy, Safford, and Sartain is most closely related to the present study in the area of individualized reading. McChristy's work was concerned with growth in reading vocabulary, comprehension and total reading achievement by second grade children when taught an individualized reading approach. This study investigated an added factor, that of attitude toward reading.

Safford's study was concerned with children in grades three to six who were taught an individualized approach, but did not take into account the area of attitude toward reading. Sartain's study involved second grade children taught by an individualized reading approach. Gaudette's study parallels this study in that SRA primary level materials were used in an experimental study, and the study by Parker is similar to the present investigation in that SRA materials were used in conjunction with a basal reading program.
The studies by Lazar and Johnson described programs concerned with attitude formation, resulting from having been taught an individualized approach to reading. These studies are similar to the present one in that they attempted to measure attitude in reading. However, the present study has the additional factor of testing for gains in vocabulary, comprehension, and total reading achievement.

The findings of research are inclusive as to the relative effectiveness of an individualized method over a basal reading program in the primary grades. Much of the research questions the use of any one reading approach. This study was designed to add some knowledge in the area of individualized reading and particularly as it pertains to teaching third grade Negro children.

The problems of teaching reading to deprived Negro children in Mississippi are tremendous, but a review of the literature does not reveal any studies concerned with teaching reading to these children. The purpose of this study was to investigate the reading needs of these Negro children, and to point the way to further research in this area.
CHAPTER BIBLIOGRAPHY


27. Talbert, Dorothy G. and C. B. Merritt, "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V," The Reading Teacher, XIX, No. 3 (December, 1965), 186-193.


CHAPTER III

ORGANIZATION AND DESIGN OF THE STUDY

In this chapter the selection of schools, teachers and students is described. The procedures for administering and evaluating the study, and the instruments used in measuring the results are described in detail.

Selection of Schools and Teachers

Negro children in eight third grade classes were chosen as subjects for this study. These children were enrolled in the public schools in a community of approximately 35,000 people located in South Mississippi. These schools had been designated as project schools by the Federal Government. The families of the subjects were in low socio-economic circumstances, with incomes well below $3,000.00 per year. There were four Negro elementary schools, three of which were utilized in this study. The population in the experiment was fairly stable since the Negro community was a well established part of the city. Assignments to the groups were made through the regular scheduling procedures used at the beginning of the school year. Approximately 250 children participated in this study.

The two supervisors and the investigator visited the schools and discussed the study with the principals and the
third grade teachers. The teachers served voluntarily, but the investigator, principals, and supervisors decided with the teachers which would use the experimental materials and which would serve as controls in order to equate the teachers as nearly as possible. The librarians in the schools were included in the above described meeting, and the role of the librarian in the experiment was defined.

The following table illustrates the attempt to equate the teachers as nearly as possible on the basis of certification, years of college training, and years of experience.

TABLE I

MATCHING OF TEACHERS ON THE BASIS OF CERTIFICATION, YEARS OF EXPERIENCE, AND YEARS OF COLLEGE TRAINING

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Certified</th>
<th>Years of Experience</th>
<th>Years of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Control</td>
<td>Yes</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>2. Experimental</td>
<td>Yes</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>3. Control</td>
<td>Yes</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>4. Experimental</td>
<td>Yes</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>5. Control</td>
<td>Yes</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>6. Experimental</td>
<td>Yes</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>7. Control</td>
<td>Yes</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>8. Experimental</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

A summary of the data in Table I indicates that all of the control group teachers and all of the experimental group
teachers were certified; the mean years of experience for the control group equalled 9.5 while the mean years of experience for the experimental group equalled 11.5; the mean years of college training for the control group equalled 4.75 while the mean years of college training for the experimental group equalled 5.25. All teachers were Negro women teaching the third grade.

Procedures for Collecting Data

In February of the 1967-68 school year the children were given the following tests by the supervisors and the investigator:

1. The California Short-Form Test of Mental Maturity, Level I.--The most general observation made by Buros (1, p. 443) is that overall, the California Test of Mental Maturity, Short-Form is most useful at kindergarten through the third grade. Factor Analysis by the Thurstone Centroid method produced four discrete factors, which form major interpretive units of the 1963 Short-Form. The composition of Factor I, Logical Reasoning, has been considerably revised in the new Short-Form. In the 1963 revision, the Inferences test has been removed and the Analogies and Opposites tests have been added to the factor. New factor analyses were done to justify changes made in the subtests whose scores are summed to yield factor scores.
2. The California Reading Test.--The 1957 edition of the California Reading Test was standardized on a stratified sample representing 311 school systems in the 48 states. Reliability coefficients are uniformly high for the various levels and the item discrimination data are indicative of the efficient functioning of nearly all items. In summary, the 1957 edition of the California Reading Test represents a well constructed achievement battery designed to measure the basic fundamentals of reading, mathematics, and language from grades one through fourteen. This test battery has many desirable features and can be recommended for the measurement of general achievement at the grade levels indicated (2, p. 313).

3. Inventory of Reading Attitude.--This instrument was developed to be used as a part of a reading study in San Diego County, California in 1959. This inventory originally consisted of 111 items which were administered to 1750 elementary school students. Through item analysis the twenty-five most discriminating items were chosen. The final form was administered to 757 elementary school students. The application of the Spearman-Brown Prophecy Formula to estimate the correlation which would have been obtained had data on two separate administrations of the inventory been available resulted in a reliability coefficient for the entire inventory of .89. The authors of the inventory felt that the method of selection of the final items should produce a valid instrument (3).
The four experimental and four control groups were equated by use of the California Test of Mental Maturity, Short-Form, Level I. This level was recommended by the test bureau for use with the population in this study. Table II illustrates the matching of the control and experimental groups of children.

TABLE II
DIFFERENCES IN DATA TAKEN FROM THE CALIFORNIA TEST OF MENTAL MATURITY

<table>
<thead>
<tr>
<th>Area</th>
<th>Experimental Group No.=115</th>
<th>Control Group No.=123</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological Age (Months)</td>
<td>107.2087</td>
<td>107.6016</td>
<td>-4.161</td>
<td>N. S.</td>
</tr>
<tr>
<td>Language Mental Age</td>
<td>77.5043</td>
<td>81.5691</td>
<td>-8.974</td>
<td>N. S.</td>
</tr>
<tr>
<td>Non-Language Mental Age</td>
<td>94.2087</td>
<td>84.8196</td>
<td>2.3139</td>
<td>.05</td>
</tr>
<tr>
<td>Total Mental I. Q.</td>
<td>82.8522</td>
<td>79.5854</td>
<td>.7304</td>
<td>N. S.</td>
</tr>
<tr>
<td>Language I. Q.</td>
<td>79.3826</td>
<td>79.6911</td>
<td>-1.164</td>
<td>N. S.</td>
</tr>
<tr>
<td>Non-Language I. Q.</td>
<td>88.7739</td>
<td>82.7236</td>
<td>2.1598</td>
<td>.05</td>
</tr>
<tr>
<td>Total Language I. Q.</td>
<td>81.3565</td>
<td>78.3902</td>
<td>1.0085</td>
<td>N. S.</td>
</tr>
</tbody>
</table>

As noted in Table II above, the data indicate that the experimental and control groups are significantly different.
only in the area of Non-Language Mental Age, which favors the experimental group, and in the area of Non-Language I.Q., which also favors the experimental group.

Meetings were held with the teachers and supervisors and certain standards for teaching the three approaches to reading were agreed upon. Four control groups were taught a basal reader approach, the Scott, Foresman series with the accompanying workbooks. The third grade text was used, and, when needed, the first and second grade texts were taught. The control groups were divided into two groups in each classroom for the reading period. Two of the control groups were visited once each week by the investigator. The purpose of these visits was to determine whether the expectation of a visit by the investigator would significantly improve the level of teaching by that particular classroom teacher. The results of these visits are reported in Chapter IV. Children in all control classes were given notebooks to record the books read during the duration of the study. These classes were assigned two library periods each week as were the children in the experimental classes.

The two experimental classes who were taught the basal-SRA materials used the Scott, Foresman third grade series with the accompanying workbook. The first and second grade texts were utilized when needed. Two groups were formed for instruction during the reading periods when the basal materials were being taught. The
Tuesday, and Wednesday, and on Thursday and Friday the basal materials were taught. The teacher had a conference with each pupil once each week during the fourteen weeks of the experimental period. The teacher kept a record of all conferences, and each pupil kept a notebook of all books read during this period. A teacher plan book was furnished each teacher to expedite the keeping of records. The investigator visited these two experimental classes once each week to observe the materials being taught, and to discuss the project with the teacher.

The two experimental classes who were taught the individualized reading approach were provided with 100 to 125 books on a rotating basis. This number provided every child at all times with from one to three books on his own reading level. A list of available sources for reading materials is listed in the Appendix. The children were provided with notebooks for listing all books read during the experimental period. The teachers were provided with a teacher plan book to record the conferences held with each child and other pertinent information concerning his progress. A minimum of three conferences each week was held with each child for the duration of the study. The investigator visited these groups once each week during the experimental period, observing the materials being taught and discussing the materials with the teachers and children.
Near the end of the semester the previously described tests were again administered with the exception of the California Test of Mental Maturity which was used only for the initial matching of groups.

The statistical treatment of the pre-test and post-test data is described in the following chapter.

Description of the Three Approaches to Teaching Reading

Criteria for Teaching the Basal-Reader Approach

The teacher assessed the reading ability of each student for the purpose of establishing reading groups. For this purpose the results of standardized reading tests, observation of the student, intelligence tests, and cumulative records were used. On the basis of the above information, two reading groups were formed in each room. During the reading period of one hour, fifteen minutes the teacher worked with each group separately. The teacher followed the suggestions in the teacher's manual which was supplied with the basal reading series. While the teacher was working with one group, the other group was working with workbooks, word games, and other seatwork activities. The instruction plan for each group followed a definite procedure: setting the purpose of the lesson, introducing new vocabulary, teaching necessary word-attack skills, reading silently, reading orally, and developing comprehension and study skills. Word attack skills were taught
in the sequence outlined in the basal reader. Supplementary activities for this period were independent reading, sharing stories with others, creative activities, writing "how to do" projects, reporting on stories read, group work for the purpose of developing certain word-attack skills or pronunciation skills, and viewing filmstrips (5).

**Criteria for Teaching the SRA Reading Laboratory Ib**

The experimental group using the combination basal-SRA reading program followed this procedure: Monday, Tuesday, and Wednesday the SRA materials were taught, and on Thursday and Friday the basal program was taught. The SRA Laboratory Ib included the listening skill builders, the power builder program, and the word game program.

In teaching the listening skill builders the teachers followed the directions given in the teacher's manual. The teacher presented each of the listening skill builders to the class as a whole, and the pupils responded to the exercises on the appropriate pages of the student book called "My Own Book for Listening." Guided by the teacher the pupils then checked, scored, and evaluated their own record pages and discussed how and why they made their mistakes. Before completing each listening session, the pupils recorded their scores on a progress chart in "My Own Book for Listening." Pupils evaluated their own work on the listening skill builder.
When the power-builder program was being taught the pupil obtained a power-builder at his designated color level from the lab box. The pupil also obtained a record blank on which to write his responses to the exercises. The pupil read the selection at his desk and completed the exercises accompanying it, writing his responses on the separate record page. The pupil then scored his own work, using the power-builder key, and recorded his score on the right number line of his record page. The teacher had an individual conference with each student once each week. At this time the teacher reviewed the pupil's record pages and progress charts with him and asked him to discuss ideas of his own progress. The pupil was asked to read a power-builder aloud from time to time, and especially before advancing to a new level. During this conference the teacher helped the child master any reading difficulties he had encountered. The teacher was also available during each reading period for helping the child on needed reading skills (4, pp. 8-15).

The word game was presented to the whole class, and pairs of pupils were taught to play. The pupils took the check tests to make sure that the skills were learned, and the teacher gave help as needed. The pupils recorded their progress on their word game progress charts.

Criteria for Teaching an Individualized Reading Approach

Seventy-five to one hundred books on a rotating basis were made available for each child on his own reading level.
This provided each child from three to five books at all times. The reading material was self-selected and read by the children under the general guidance of the teacher. The materials represented varying degrees of reading difficulty, interest, content, and style. These materials became the media for reading instruction. The teacher planned the classroom arrangement with the following points in mind: single seats for individual concentrated work, tables for quiet independent group work, floor space for several children to work together, a special place in a quiet spot in the room for the individual conference, and enough room was possible for traffic to and from the book center and other special work centers in the room.

To prepare the children for an individualized reading approach the teacher engaged in the following activities:

1. The teacher explained how individualized reading was to be done and why. A detailed explanation is given elsewhere in this study.

2. The teacher helped to "sell the books" to the children by discussing a number of books to arouse interest.

3. The teacher developed the routines necessary for smooth class management; making books easily accessible to children, and making provisions for difficulties that might arise such as helpers for children who needed to know words in reading or writing, designating appropriate ways to change
activities between classes, and giving detailed instructions for group and independent work.

4. The teacher acquainted the children with the book arrangement, where the books would be kept and how they would be grouped (shelves for animal stories, biographies, science stories). The teacher also prepared the children for initial selection of materials for reading by guiding them in developing effective techniques for appraising printed materials quickly. This included examination of introduction, table of contents, index, and pictures.

5. The teacher taught the children how to keep a record of books read. (See Appendix.) A notebook was provided by the investigator for this purpose.

6. The teacher placed the emphasis in the beginning on books and reactions, and getting the children acquainted with different types of books. Each child was trained to select books that he liked and that he could read.

7. Guidance in reading skills, vocabulary, interest and attitude was provided by the teacher through scheduled individual conferences with each student once every three days.

The following outline indicates the approximate time allotments and the types of experiences for the seventy-five-minute reading period:
a. The first fifteen minutes

The teacher called the class to attention, and this time was spent making individual and group plans. This involved planning for the total reading period. This time was spent in self-selection of books, planning activities for the independent work period, designating certain pupils who would come for an individual conference, and organization of groups to work together on certain skills.

b. The next fifty minutes

This time was concerned with the independent work period and the individual conference. During the independent work period the child read silently his own reading material. When he had finished reading silently he proceeded to whatever previous plan he had developed with the teacher. This included activities as developing a report for the class, intensive reading of a portion of material to be presented to the teacher in a conference, working on spelling, writing, or sharing a book with others. Whatever it included, he worked independently, or in a group until the work period was over. Suitable centers for independent or group work during this period were provided by the art center, science corner, the book tables, and the materials center, containing construction type materials, toys and playthings.

Each child had an individual conference with the teacher once every three days, a minimum of twenty-two conferences, during the duration of the experiment. These conferences
lasted from five to ten minutes, and provided a setting in which the child shared his interests, goals, and his anxieties, as well as a time for intensive instruction in reading skills. These were not a set of skills planned in advance, but taught as the need arose. This individual conference gave the teacher an opportunity to explore the following areas: word attack skills, comprehension, and general knowledge of the content of a book. The individual conference also provided the teacher an opportunity to help the child overcome adverse attitudes toward reading and other school activities due to failure in reading. In the area of bibliotherapy, particular books were provided as a means of helping the child to better personal adjustment by seeing himself and his problems in a selection of literature. Evaluation of pupil progress was made by checking on vocabulary development, understanding of what was read, oral reading ability, oral and written reports of books, interest in reading, and changed attitude toward reading.

c. The last fifteen minutes

For the last fifteen minutes all the children came together for sharing ideas, reaction to books, and planning for the next reading period. This planning period, for example, was used for selecting the next book, giving assignments on word skills, or discussing ways and means of reporting on books. The child's record of books read was
brought up to date during this time. An example of a pupil-teacher conference, the child's record book, and the teacher's record is included in the Appendix.

Near the end of the semester all subjects were tested with the California Reading Test and Inventory of Reading Attitude. The California Short-Form Test of Mental Maturity was used only for equating the groups at the beginning of the study. The test results were treated statistically to attempt to determine effectiveness of the three above described approaches to teaching reading when taught to third grade Negro children.

Summary

In this chapter the selection of schools, teachers and students is described. The procedures for administering and evaluating the study, and the instruments used in measuring the results are described in some detail.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to ascertain the relative effectiveness of three approaches to teaching reading to third grade Negro children: an individualized reading approach, Approach A, a basal-SRA approach, Approach B, and a basal reader approach, Approach C. The data obtained from all tests used in this study were processed at the University of Southern Mississippi at Hattiesburg. A t test was applied to determine whether there was a significant difference in mean gains between the experimental and control groups. The 5 per cent level of significance was used to test the significance of each of the four variables: overall reading achievement, vocabulary, comprehension, and attitude toward reading. The following tables outline the results of the study as obtained through the use of the t test.

Individualized Approach vs. Combination Basal-SRA Approach: Overall Reading Achievement, Vocabulary, and Comprehension

The first hypothesis was that third grade Negro children taught an Individualized approach to reading would show a greater gain in overall reading achievement, vocabulary, and comprehension than would similar Negro children taught a
The data presented in Table III do not support the hypothesis that children in experimental group A, taught the individualized reading approach, would show a greater gain in overall reading achievement than would similar children who were taught a combination basal-SRA approach. Experimental group B made a significant gain in reading achievement at the .05 level of significance over experimental group A.
Table IV shows the difference between the initial and final reading vocabulary test means for experimental group A and experimental group B.

**TABLE IV**

**MEAN CHANGES IN READING VOCABULARY SCORES: EXPERIMENTAL GROUP A AND EXPERIMENTAL GROUP B**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A</td>
<td>2.5077</td>
<td>2.6692</td>
<td>.1615</td>
<td>.2980</td>
<td>N.S.</td>
</tr>
<tr>
<td>No. = 52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group B</td>
<td>2.6603</td>
<td>2.3603</td>
<td>.2000</td>
<td>N.S.</td>
<td></td>
</tr>
<tr>
<td>No. = 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table IV do not support the hypothesis that children in experimental group A, taught the individualized approach, would show a greater gain in reading vocabulary than would similar children who were taught a combination basal-SRA approach significance.

Table V shows the difference between the initial and final reading comprehension test means for experimental group A and experimental group B.
The data in Table V reject the hypothesis that children in experimental group A, taught the individualized approach,

TABLE V
MEAN CHANGES IN READING COMPREHENSION SCORES: EXPERIMENTAL GROUP A AND EXPERIMENTAL GROUP B

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>2.0407</td>
<td>2.7269</td>
<td>-.1135</td>
<td>3.7212</td>
<td>.05</td>
</tr>
<tr>
<td>Group A</td>
<td>No.=52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>2.6762</td>
<td>3.0317</td>
<td>-.3556</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group B</td>
<td>No.=63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

would show a greater gain in reading comprehension than would similar children taught a basal-SRA approach.

Individualized Reading Approach vs. Basal Reader Approach: Overall Reading Achievement Vocabulary and Comprehension

The second hypothesis was that third grade Negro children taught an individualized reading approach would show a greater gain in overall reading achievement, vocabulary, and comprehension than would similar children taught a basal reader approach. The difference between the initial and final overall reading achievement test means for experimental
group A and the control group taught a basal reader approach is shown in Table VI.

**TABLE VI**

**MEAN CHANGES IN OVERALL READING ACHIEVEMENT SCORES:**
**EXPERIMENTAL GROUP A AND CONTROL GROUP**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group A No.=52</td>
<td>2.6942</td>
<td>2.7151</td>
<td>.0212</td>
<td>1.7734</td>
<td>.05</td>
</tr>
<tr>
<td>Control Group No.=123</td>
<td>2.7171</td>
<td>2.9134</td>
<td>.2244</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table VI do not support the hypothesis that children taught an individualized approach to reading, experimental group A, would show a greater gain in reading achievement than would the control group children taught a basal reader approach. The control group, in fact, showed a significant gain at the .05 level over experimental group A.

Table VII shows the difference between the initial and final vocabulary test means for experimental group A and the control group. Both groups made appreciable gains but did not approach significance. The data do not support the hypothesis that experimental group A, taught an individualized
approach, would show a greater gain in vocabulary than would the control group taught a basal reader approach. Both groups made appreciable gains but did not approach significance.

TABLE VII

MEAN CHANGES IN READING VOCABULARY SCORES: EXPERIMENTAL GROUP A AND CONTROL GROUP

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Difference</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A No.52</td>
<td>2.5077</td>
<td>2.6692</td>
<td>.1615</td>
<td>.9398</td>
<td>N. S.</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group No.123</td>
<td>2.7390</td>
<td>3.0171</td>
<td>.2780</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table VIII shows the difference between the initial and final reading comprehension test means for experimental

TABLE VIII

MEAN CHANGES IN READING COMPREHENSION SCORES: EXPERIMENTAL GROUP A AND CONTROL GROUP

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Difference</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A No.52</td>
<td>2.8140</td>
<td>2.7269</td>
<td>-.1135</td>
<td>2.6889</td>
<td>.05</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group No.123</td>
<td>2.6683</td>
<td>2.6675</td>
<td>.1992</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
group A and the control group. The data presented do not support the hypothesis that experimental group A, taught an individualized approach, would show a greater gain in reading comprehension than would a control group taught a basal reader approach. The control group made a significant gain at the .05 level over experimental group A in reading comprehension. Group A actually showed a decline in reading comprehension as indicated by the post-test mean.

**Individualized Approach vs. Basal-SRA Approach: Attitude Toward Reading**

The third hypothesis was that third grade Negro children taught an individualized reading approach would show a greater gain in positive attitudes toward reading than would a similar group of third grade Negro children taught a combination basal-SRA reading approach. Table IX shows

**TABLE IX**

**MEAN CHANGES IN READING ATTITUDE: EXPERIMENTAL GROUP A AND EXPERIMENTAL GROUP B**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group A No.=52</td>
<td>5.9231</td>
<td>6.1731</td>
<td>.2500</td>
<td></td>
<td>.5760</td>
</tr>
<tr>
<td>Experimental Group B No.=63</td>
<td>5.6349</td>
<td>6.0159</td>
<td>.3810</td>
<td></td>
<td>N. S.</td>
</tr>
</tbody>
</table>
the difference between the initial attitude toward reading means and the final means for experimental group A and experimental Group B, as shown by the San Diego Reading Attitude Inventory.

The data presented in Table IX do not support the hypothesis that children in experimental group A, taught an individualized reading approach, would show a greater gain in attitude toward reading than would children in experimental group B taught a combination basal-SRA approach. Both groups made gains, but the gains did not approach significance.

Individualized Approach vs. Basal Reader Approach: Attitude Toward Reading

The fourth hypothesis was that third grade Negro children who were taught an individualized approach would show a greater gain in positive attitudes toward reading than would

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>MEAN OF DIFFERENCES</th>
<th>t</th>
<th>LEVEL OF SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A No. = 52</td>
<td>5.9231</td>
<td>6.1731</td>
<td>.2500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group No. = 123</td>
<td>5.7317</td>
<td>5.9919</td>
<td>.2602</td>
<td></td>
<td>.0507 N. S.</td>
</tr>
</tbody>
</table>
similar children who were taught a basal reader approach. Table X shows the difference between the initial attitude toward reading test means as shown by the San Diego Reading Inventory and the final means obtained from the same test for experimental group A and the control group.

The data presented in Table X do not support the hypothesis that experimental group A, taught an individualized approach would show a greater gain in attitude toward reading than would a control group taught a basal reader approach. Some gain was made by both groups, but the gain did not approach significance.

**Basal-SRA Approach vs. Basal Reader Approach: Overall Reading Achievement, Vocabulary and Comprehension**

The fifth hypothesis was that third grade Negro children taught a basal-SRA reading approach would show a greater gain in overall reading achievement, vocabulary and comprehension than would children taught a basal reader approach. Table XI shows the difference between the initial and final overall reading achievement means for experimental group B and the control group.

The data presented in Table XI do not support the hypothesis that children taught a basal-SRA approach, group B, would show a greater gain in overall reading achievement than would a control group taught a basal reader approach. Both groups scored gains, but the gains did not reach significance.
### TABLE XI

**MEAN CHANGES IN OVERALL READING ACHIEVEMENT SCORES:**

**EXPERIMENTAL GROUP B AND CONTROL GROUP**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group B</td>
<td>2.6651</td>
<td>2.9429</td>
<td>.2773</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.=63</td>
<td></td>
<td></td>
<td></td>
<td>-.9951</td>
<td>N. S.</td>
</tr>
<tr>
<td>Control Group</td>
<td>2.7171</td>
<td>2.9415</td>
<td>.2244</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.=123</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table XII shows the difference between the initial and final reading vocabulary test means for experimental group B and the control group.

### TABLE XII

**MEAN CHANGES IN PRE-TEST AND POST-TEST READING VOCABULARY SCORES:**

**EXPERIMENTAL GROUP B AND CONTROL GROUP**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group B</td>
<td>2.6603</td>
<td>2.3603</td>
<td>.2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.=63</td>
<td></td>
<td></td>
<td></td>
<td>1.0120</td>
<td>N. S.</td>
</tr>
<tr>
<td>Control Group</td>
<td>2.7390</td>
<td>3.0171</td>
<td>.2780</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.=123</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The data presented in Table XII do not support the hypothesis that children in experimental group B, taught a basal-SRA approach, would show a greater gain in vocabulary than would children in a control group taught a basal reader approach.

Table XIII shows the difference between the initial and final reading comprehension test means for experimental group B and the control group.

**TABLE XIII**

**MEAN CHANGES IN READING COMPREHENSION SCORES: EXPERIMENTAL GROUP B AND CONTROL GROUP**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>2.6762</td>
<td>3.0317</td>
<td>0.3556</td>
<td>2.1114</td>
<td>.05</td>
</tr>
<tr>
<td>Group B No.=63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td>2.6683</td>
<td>2.6675</td>
<td>0.1992</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.=123</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table XIII support the hypothesis that children in experimental group B, taught a basal-SRA approach, would show a greater gain in reading comprehension than would a control group taught a basal reader approach. Experimental group B made a significant gain over the control group, significant at the .05 level.
Basal-SRA Approach vs. Basal Approach:  
Attitude Toward Reading

The sixth hypothesis was that third grade Negro children taught a combination basal-SRA reading approach would show a greater gain in positive attitudes toward reading than would a similar group of third grade Negro children taught a basal reader approach. Table XIV shows the difference between the initial attitude toward reading means for the experimental group B and the control group as shown by the San Diego Reading Inventory and the final means obtained from the same test.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group B</td>
<td>5.6349</td>
<td>6.0159</td>
<td>.3810</td>
<td>- .5497</td>
<td>N. S.</td>
</tr>
<tr>
<td>No. =63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td>5.7317</td>
<td>5.9919</td>
<td>.2602</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. =123</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table XIV do not support the hypothesis that children in experimental group B taught an individualized approach, would show a greater gain in attitude toward reading than would a group of children in a control group taught a basal reader approach.
Control Group A vs. Control Group B: Overall Reading Achievement, Vocabulary, Comprehension, and Attitude Toward Reading

Two of the control groups were visited each week to determine whether the expected visit of the investigator would be an incentive for those teachers to improve their teaching procedures. Table XV shows the difference between the overall reading achievement test means for the control group A, visited, and control group B, not visited by the investigator.

**TABLE XV**

**MEAN CHANGES IN OVERALL READING ACHIEVEMENT: CONTROL GROUP A AND CONTROL GROUP B**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group A No. = 60</td>
<td>2.6067</td>
<td>2.7850</td>
<td>.1783</td>
<td>1.1870</td>
<td>N.S.</td>
</tr>
<tr>
<td>Control Group B No. = 63</td>
<td>2.3222</td>
<td>3.0905</td>
<td>.2638</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table XVI shows the difference between the initial and final reading vocabulary test means for control group A and control group B.

The data presented in Table XVI do not indicate that the control group A, visited, made a significant gain in vocabulary over control group B, not visited by the
investigator. Both groups made gains, but the gains did not approach significance.

**TABLE XVI**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group A No.=60</td>
<td>2.6083</td>
<td>2.8635</td>
<td>.2700</td>
<td>.1680</td>
<td>N. S.</td>
</tr>
<tr>
<td>Control Group B No.=63</td>
<td>2.8635</td>
<td>3.1492</td>
<td>.2857</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table XVII shows the difference between the initial and final reading comprehension test means for control group A and control group B.

**TABLE XVII**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group A No.=60</td>
<td>2.5250</td>
<td>2.7350</td>
<td>.2100</td>
<td>-.2720</td>
<td>N. S.</td>
</tr>
<tr>
<td>Control Group B No.=63</td>
<td>2.8048</td>
<td>2.9937</td>
<td>-.1889</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The data in Table XVII do not indicate that control group A, visited, made a significant gain over group B, not visited by the investigator in the area of reading comprehension. Both groups made gains, but the gains did not reach significance.

Table XVIII shows the difference between the initial and final attitude toward reading test means for control group A and control group B.

**TABLE XVIII**

**MEAN CHANGES IN ATTITUDE TOWARD READING SCORES: CONTROL GROUP A AND CONTROL GROUP B**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group A No.=60</td>
<td>5.4667</td>
<td>5.8500</td>
<td>.3833</td>
<td>-.8879</td>
<td>N. S.</td>
</tr>
<tr>
<td>Control Group B No.=63</td>
<td>5.9371</td>
<td>6.1270</td>
<td>.8879</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table XVIII do not indicate that control group A, visited, made a significant gain over control group B, not visited, by the investigator. Both groups made gains, but the gains did not approach significance.
Control group A was composed of two classrooms, designated here as control group I, visited by the investigator, and control group II, also visited by the investigator. Table XIX shows the difference between the initial and final overall reading achievement test means for control group I and control group II.

**TABLE XIX**

**MEAN CHANGES IN OVERALL READING TEST SCORES: CONTROL GROUP I AND CONTROL GROUP II**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group I</td>
<td>2.6125</td>
<td>2.6938</td>
<td>.2813</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.=32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group II</td>
<td>2.6000</td>
<td>2.6607</td>
<td>.0607</td>
<td>-1.7369</td>
<td>.05</td>
</tr>
<tr>
<td>No.=28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table XIX indicates that control group I, visited, made a significant gain over control group II, not visited by the investigator, in the area of overall reading achievement. However, control group II, not visited by the investigator, made a slight gain over the pre-test.

Table XX shows the difference between the initial and final reading vocabulary test means for control group I and control group II.
### TABLE XX

**MEAN CHANGES IN READING VOCABULARY SCORES: CONTROL GROUP I AND CONTROL GROUP II**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group I No.=32</td>
<td>2.6625</td>
<td>3.0313</td>
<td>.3688</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group II No.=28</td>
<td>2.5464</td>
<td>2.7036</td>
<td>.1571</td>
<td>1.3295</td>
<td>N. S.</td>
</tr>
</tbody>
</table>

The data presented in Table XX do not indicate that control group I, visited, made a significant gain over control group II not visited by the investigator. Both groups made gains, but the gains did not reach the .05 level of significance.

Table XXI shows the difference between the initial and final reading comprehension test means for control group I and the control group II.

### TABLE XXI

**MEAN CHANGES IN COMPREHENSION SCORES: CONTROL GROUP I AND CONTROL GROUP II**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group I No.=32</td>
<td>2.5625</td>
<td>2.8094</td>
<td>.2469</td>
<td>-0.6555</td>
<td>N. S.</td>
</tr>
<tr>
<td>Control Group II No.=28</td>
<td>2.4821</td>
<td>2.6500</td>
<td>.1679</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The data presented in Table XXI do not indicate that control group I, visited, made a significant gain over control group II, not visited by the investigator. Both groups made gains, but the gains did not approach significance.

Table XXII shows the difference between the initial and final reading attitude test means for control group I and control group II.

TABLE XXII
MEAN CHANGES IN READING ATTITUDE SCORES: CONTROL GROUP I AND CONTROL GROUP II

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Mean of Differences</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group I No.=32</td>
<td>5.1875</td>
<td>5.4063</td>
<td>.2188</td>
<td>.9432</td>
<td>N. S.</td>
</tr>
<tr>
<td>Control Group II No.=26</td>
<td>5.7857</td>
<td>6.3571</td>
<td>.5714</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table XXII do not indicate that control group I, visited, made a significant gain over control group II not visited by the investigator. Gains were made by both groups but did not approach significance.
CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

The purpose of this study was to investigate the relative effectiveness of three approaches to the teaching of reading, an individualized approach, a basal-SRA approach, and a basal reader approach. The effectiveness of these three approaches was compared on the basis of mean gains from pre-test to post-test as measured by the California Reading Test, Form V, and the San Diego Reading Attitude Test. The findings resulting from these tests are discussed in the following paragraphs.

1. Third grade Negro children who were taught an individualized reading approach did not show a statistically significant gain in overall reading achievement, vocabulary, and comprehension over similar children taught a combination basal-SRA approach. In the areas of reading comprehension and overall reading achievement statistical support in favor of experimental group B, taught the basal-SRA approach, was found beyond the .05 level of significance.

2. Third grade Negro elementary children taught an individualized reading approach did not show a greater gain in overall reading achievement, vocabulary, and comprehension over similar children taught a basal reader approach. In the
areas of comprehension and overall reading achievement statistical support in favor of the control group, was found to be significant beyond the .05 level of significance.

3. Third grade Negro children who were taught an individualized reading approach did not show a positive gain in attitude toward reading over similar children who were taught a basal reader approach.

4. Third grade Negro children who were taught a basal-SRA approach showed a significant gain at the .05 level in reading comprehension over children taught a basal approach. The basal-SRA group did not show a gain over the control group in the areas of overall reading or vocabulary.

5. Third grade Negro children who were taught a basal-SRA reading approach did not show a greater gain in positive attitudes toward reading over children taught a basal reader approach.

6. The control group I visited by the investigator during the experiment made a significant gain in overall reading achievement over the control group II not visited by the investigator. Statistical support was found at the .05 level of significance.

Conclusions

This study was conducted in a Negro community which was economically, culturally, and educationally deprived. The results obtained from the study might have been different
had the environmental conditions been more conducive to learning. A desirable background environment for learning beginning long before school entrance is a necessity for preparing the child to benefit from his school experiences. Poor attendance in school was an important factor in determining the quality of scholarship exhibited by these children. The results of this study would have been more comparable had these conditions been more favorable.

The following conclusions were reached after carefully analyzing the results of the study.

1. Indications are that the individualized approach does not provide for adequate time for introduction of reading skills and new vocabulary.

2. The findings indicate a need for the teacher to become more familiar with the techniques of teaching, and to be versatile in the use of these if he is to meet the individual needs of the children.

3. The almost total inability of these deprived Negro children to successfully relate to the reading materials available to them indicates a need for reading materials to which they can relate, and which are not now available to them.

4. Mississippi does not have a law requiring students to be in regular attendance in school. A law pertaining to school attendance was abolished in 1954 by the State Legislature. The conclusion can be drawn that had the children
been in regular attendance, the results of this study could have been different.

5. Instructors teaching the individualized reading approaches were working with unfamiliar methods and materials, whereas, the instructors in the control groups were utilizing methods and materials familiar to them and the students. The conclusion can be drawn that this is an important factor in the lack of significant gains being made by the individualized group.

6. Indications are that these Negro children need a more structured approach to the teaching of reading.

7. The deprived Negro child needs individualized attention and the individual conference provides this special contact between teacher and child. The teachers and the investigator concluded that this conference was one of the more important aspects of this investigation.

8. The use of many and varied reading materials did not significantly change the children's attitude toward reading. The conclusion drawn is that in one semester's time the attitude toward reading on the part of these Negro children could not be materially changed. This is substantiated by the fact that for the majority of these children the home environment does not provide experiences to equip the child for the school environment.

9. The record kept by the child of each book read added materially to the interest in reading manifested by
the children. The care taken by the children of these record books substantiates this conclusion.

10. The daily record kept by the teachers utilizing the individualized approach was of value, and it is concluded that record keeping would be of equal value to teachers, whatever the approach to teaching reading.

11. The average I. Q. of these Negro children in the experimental group was 82 while the average I. Q. of the control group was 79, indicating that many of these children should be receiving special help. These students did not have access to remedial reading classes.

In conclusion, the investigator observed that the decorum of the students and teachers in this study was outstanding.

Recommendations

A research of the literature did not reveal any studies concerned with teaching Negro children. The problems of teaching these deprived children are tremendous, and there is a need for this investigation to determine the relative effectiveness of the individualized reading approach, the basal-SRA approach, and the basal approach when taught to these children. This experiment may be viewed as one which provides evidence in favor of an individualized approach to teaching reading. This evidence is found, not in the area of measurable achievement, but in terms of interest evidenced
by both teachers and children involved in this approach. The interest created during this period of research will probably lead toward greater growth in reading and vastly improved attitudes on the part of the children involved in the study.

The findings and conclusions of this experiment suggest the following recommendations:

1. That a replication of the present study be conducted over a longer period of time.

2. That an experiment be undertaken in which the same teacher conducts classes using the three different approaches on a rotating basis.

3. That a study of the attitudes of teachers toward individualized reading should be pursued.

4. That an experiment similar to the present one should be undertaken with culturally deprived children in other areas.

5. That a study be made to determine the instrument best suited to measuring the reading abilities of culturally deprived Negro children. The instruments used in this study do not adequately measure the reading abilities of these children.

6. That immediate plans be instituted to further the in-service education of teachers in the field of reading.

7. That reading materials designed for Negro children from low socio-economic backgrounds should depict an environment with which these children can identify. The Bank
Street Readers, produced by Macmillan Company, are an example of this type of book.

8. That school administrators should seriously consider the limitations of only one basal reader to be used by all children in a particular grade. Basal books should be provided to take care of the individual needs of children whatever their reading level.

9. That remedial programs in reading be made available to these children and in other deprived areas.

Summary

Statistical treatment of the data taken from the tests administered before and after the experimental period of instruction did not indicate a significant improvement in overall reading improvement, vocabulary, and comprehension by the experimental groups taught an individualized approach.

In the area of overall reading achievement the data indicate a significant gain at the .05 level favoring experimental group A taught an individualized approach. In the area of reading comprehension the data indicate a significant gain at the .05 level favoring experimental group B, taught a basal-SRA approach over experimental group A, taught an individualized approach. The control group showed a significant gain in overall reading achievement and reading comprehension over experimental group A at the .05 level of significance. Experimental group B showed a significant gain
in reading comprehension over the control group taught a basal reader approach. Control group I, visited, made a significant gain over control group II, not visited, in overall reading comprehension.

Analysis of the data in the area of attitude toward reading indicated no significant differences in the initial and final mean scores of the experimental or control group.
APPENDIX

SELECTED PUPIL-TEACHER CONFERENCE

Bruce and the teacher were discussing the selection of Bruce's latest book, *The Lost Lakes*.

T.--"Why did you choose this book?"

B.--"It appealed to me because of the idea of a lake being lost. I find it difficult to read, but I want to stick with it a while before I finally decide on putting it back. A number of the words seemed quite difficult for me."

T.--"What do you do about hard words?"

B.--"I look them up in the dictionary to get the meaning. The meaning often helps me to say the word. Then I sound out the syllables. I look at the rest of the sentence or paragraph. Sometimes I can guess what it means."

The teacher and the boy selected a page of the story, and together they tested out his techniques for getting at difficult words. Then the teacher indicated to the child that if the book proved too much for him he should avail himself of the privilege of changing it. "Maybe later in the term you might wish to come back to it if you return it now."
REPRESENTATIVE LIST OF BOOKS USED FOR THERAPEUTIC VALUE

Beckley, Helen, Grandfather and I, New York, Lothrop, Lee and Shepard Co., Inc., 1959 (difference between generations), 5-8 years.

Buckley, Helen, My Sister and I, New York, Lothrop, Lee and Shepard Co., Inc., 1964 (family relationships), 5-8 years.

Calhoun, Mary, Honestly, Katie John!, New York, Harper and Row, 1963 (sex role, 6-12 years).


Clark, Billy, River Boy, New York, G. P. Putnam's Sons, 1958 (commitment to change), 9-13 years.

Clearly, Beverly, Beezus and Banana, New York, William Morrow & Co., Inc., 1955 (family relationships), 6-12 years.

Duncan, Lois, The Littlest One in the Family, New York, Dodd, Mead and Co., Inc., 1950 (family relationships), 4-8 years.

Estes, Eleanor, A Little Oven, New York, Harcourt, Brace & Co., Inc., 1955 (family relationships), 5-8 years.

Felt, Sue, Hello-Goodbye, New York, Doubleday & Co., Inc., 1960 (mobility-need to belong), 6-8 years.


SOURCES OF READING MATERIALS FOR THE
INDIVIDUALIZED READING GROUPS

1. Room Library (classroom)
2. Public Library
3. Developmental Reading Center, University of Southern Mississippi
4. Curriculum Materials Center, University of Southern Mississippi
5. Bookmobile, Forrest County
6. Mississippi School Supply
7. Curriculum film strips (individual previewers)
8. Picture books and other books donated by parents, friends
9. Books from Scholastic Book Company purchased for this experiment
10. Comic Books
11. Instructions for hand work and other projects
12. Magazines, Scholastic magazine, My Weekly Reader, Jack and Jill
13. Weather Reports
14. Coupons for premiums
15. Hymn books
16. Encyclopedias
17. Newspapers
18. Catalogues
19. Pamphlets issued by manufacturers
20. Charts and posters
21. Maps, graphs and tables
22. Games
23. Curriculum Materials Center, Public School
ROLE OF THE LIBRARIAN IN THE TEACHING OF READING

1. The school librarian is the central resource person for teachers and children alike.

2. The library is the center for all books that are not textbooks or a part of the classroom library.

3. The librarian will help teachers select suitable books for a reading program that fits the needs of the pupils in the classroom involved.

4. The librarian will help keep the library books moving from room to room. The librarian will do all within her power to advertise and promote the school library and its use to the children involved in this study.

5. The librarian will suggest possible book choices to children.

6. The librarian will arrange books, as far as possible, according to topics, instead of numbers, for easier selection by the children.

7. The librarian will not, as far as possible, arrange the books according to grade level.

8. The librarian will direct her efforts toward helping children to love and appreciate reading.
SEQUENTIAL DEVELOPMENT IN THIRD GRADE READING SKILLS

1. Vocabulary:
   a. Using meaning clues.
   b. Recognizing words of similar and opposite meanings.
   c. Recognizing variant meanings of words.
   d. Recognizing shades of meaning of words.
   e. Recognizing homonyms, synonyms, antonyms, root word forms.
   f. Using apostrophes.
   g. Using hyphenated words.
   h. Using prefixes e, be, un.
   i. Using suffixes en, er, est, ful, ish, ly, y.
   j. Recognizing syllables in words.

2. Comprehension and Interpretation:
   a. Phrase, sentence, paragraph and story comprehension.
   b. Finding main idea.
   c. Reading for details.
   d. Perceiving sequence.
   e. Recalling story facts.
   f. Following directions.
   g. Forming opinions, making judgments.
   h. Making generalizations.
   i. Noting variety in literary thinking.
   j. Critical thinking, creative thinking.
   k. Characteristics of folk tales, fables.
   l. Perceiving relevant ideas. Checking comprehension and memory.
   m. Classifying and summarizing ideas.
   n. Verifying conclusions.
   o. Visual imagery.
   p. Clarifying and expanding concepts, clarifying meaning.
   q. Unusual expressions.
   r. Making inferences and drawing conclusions.
   s. Perceiving cause-effect relationships.
   t. Predicting outcomes.
   u. Discrimination between realism - fancy; fact - opinion.
   v. Recognizing contradictory statements.
   w. Recognizing organization of content materials.
   x. Reference material, locating information in books, card catalogue.
   y. Integrating new ideas with past experience. Extending interpretation.
z. Alphabetizing.
a. Research.
b. Noting the use of figurative speech.
c. Impersonations.
d. Noting emotional aspects, noting mood.
e. Author.

3. Phonetic Skills:

a. Recognize hard and soft sound of c and g.
b. Final and initial digraphs and blends.
c. Long and short vowel sounds.
d. Diphthongs.
e. Determining vowel sounds by position in words.
f. Identifying silent consonants and vowels in words.

Herr, Selma E., Learning Activities for Reading, Dubuque, Iowa, Mn. C. Brown Co., 1951.
TEACHER'S RECORD

Name
Age
IQ
Reading Level

Name of Book
Date Checked Out
Date Checked In
Comprehension
Voice Control
Word Attack-Sounds
Oral Reading Habits
Silent Reading Habits
Selections Rejected
   Too Hard
   Not Interested
   Not Kept Long Enough to Find Reason

Physical and Special Notations

Books Suggested for Special Problems:
CHILDREN'S RECORD

Name of Child
Name of Book
Date Started
Date Finished
Name of author
Would you like for your friend to read this book: yes - no
Please tell why:
What do you like to remember about this book:
Favorite Character:
Why?
Reason for liking or disliking the book:
SAN DIEGO COUNTY INVENTORY OF READING ATTITUDE

1. Do you like to read before you go to bed? yes no
2. Do you think that you are a poor reader?
3. Are you interested in what other people read?
4. Do you like to read when your mother and dad are reading?
5. Is reading your favorite subject at school?
6. If you could do anything you wanted to do, would reading be one of the things you would choose to do?
7. Do you think that you are a good reader for your age.
8. Do you like to read catalogues?
9. Do you think that most things are more fun than reading?
10. Do you like to read aloud for other children at school?
11. Do you think reading recipes is fun?
12. Do you like to tell stories?
13. Do you like to read the newspaper?
14. Do you like to read all kinds of books at school?
15. Do you like to answer questions about things you have read?
16. Do you think it is a waste of time to make rhymes with words?
17. Do you like to talk about books you have read?
18. Does reading make you feel good?
19. Do you feel that reading time is the best part of the school day?

20. Do you find it hard to write about what you have read?

21. Would you like to have more books to read?

22. Do you like to read hard books?

23. Do you think that there are many beautiful words in poems?

24. Do you like to act out stories that you have read in books?

25. Do you like to take reading tests?
### NUMBER OF BOOKS READ

<table>
<thead>
<tr>
<th>Experimental Group I</th>
<th>Experimental Group II</th>
<th>Control Group</th>
</tr>
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<tbody>
<tr>
<td>Class 1 -- 387</td>
<td>Class 1 -- 672</td>
<td>Class 1 -- 347</td>
</tr>
<tr>
<td>Class 2 -- 640</td>
<td>Class 2 -- 376</td>
<td>Class 2 -- 239</td>
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<tr>
<td></td>
<td></td>
<td>Class 3 -- 729</td>
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<tr>
<td></td>
<td></td>
<td>Class 4 -- 1710</td>
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<tr>
<td>Total -- 1027</td>
<td>Total -- 1043</td>
<td>Total -- 3025</td>
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</tbody>
</table>
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Books


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Safford, Alton L., "Evaluation of an Individualized Reading Program," The Reading Teacher, XIII (April, 1960), 266-270.

Staiger, R. C., "How are Basal Readers Used?" Elementary English, XXXV (January, 1958), 46-49.


Talbert, Dorothy G. and C. B. Herritt, "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V," The Reading Teacher, XIX, No. 3 (December, 1965), 186-193.


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