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Teachers' beliefs about reading as compared with research findings

Ethel Delores Simmons
Atlanta University

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TEACHERS' BELIEFS ABOUT READING AS COMPARED WITH RESEARCH FINDINGS

A THESIS

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE
OF MASTERS OF ARTS

BY

ETHEL DELORES SIMMONS

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY

ATLANTA, GEORGIA
AUGUST, 1959
TEACHERS' BELIEFS ABOUT READING AS COMPARED
WITH RESEARCH FINDINGS
ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to all of those who have assisted in making possible the completion of this research. Specifically, she wishes to express her heartfelt thanks to the following individuals and/or groups: (2) to the teaching-personnel who executed the questionnaire which constituted the basic source of the data for this study; (b) to Mr. Paul West, Superintendent of the Fulton County Schools, for the approval of this study; (c) to Mrs. Cathryn Johnson, Instructional Supervisor, and Mrs. Myrtle Sinclair, Acting Instructional Supervisor of Fulton County Schools, for their approval and cooperation in the conduct of this study.

The writer is indebted for advice and assistance to Dr. Lynette Saine, Adviser, and Dr. Paul I. Clifford, Co-Adviser.

E. D. S.
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CHAPTER 1

INTRODUCTION

Rationale. -- We are on the brink of an epoch in reading instruction. Reading "musts" are clearly defined. Reading instruction today must concern itself with more than pedagogy. It must mesh more directly into the gears of pressing social problems and needs. Teachers must strive, as never before, to develop wide, permanent carry-over interest in reading. Social change is striding across the habits of America with a heavy tread. Reading is now faced with many competing agencies. Radios, televisions, movies, and picture magazines afford the average person about all the entertainment and information that he desires. Rather than accept a brief summary of news items from commentators, together with their particular interpretation, citizens of America need to read widely for themselves, to draw their own conclusions. All of this means that efforts must be made as never before in developing vigorous, permanent interest in reading.

To develop more abiding interest, teachers must be certain that instruction in reading is increasingly attractive to children. They must put to work enthusiasm, energy, wisdom and ingenuity, not only in making the most of every reading situation which arises, but also in causing every
reading activity to be a fascinating one to pursue. The child must be met on his own ground and in his own world if his interest is to be deepened and held.

Not only must teachers help pupils to develop a more gripping interest in reading but they must also develop the ability and habit of abstracting deeper meaning from what is read. If future America is to meet its pressing problems, it must be an informed country. An informed American must understand fully what it is that he is reading. Passive acceptance of surface meanings is not enough.

The definition of reading as summed up by Bond and Tinker involves recognition of printed or written symbols which serve as experience. New meanings are derived through manipulation of concepts already in his possession. The organization of these meanings is governed by the clearly defined purpose of the reader.¹

The teacher of today must stimulate children to react in many different ways to the meanings which reading conveys. Children should be taught to question, reason, compare, draw inferences, generalize, interject ideas of their own, seek interaction of these ideas with others and draw conclusions. Thinking in connection with reading, must be cultivated.

vigorously in order that deeper meaning behind the symbols and between the lines may be completely understood.

In addition to stimulating thoughtful reading, teachers must place emphasis upon critical reading, which involves getting the facts and interpreting deeper meanings as discussed above. Finally Smith\(^1\) points out that a great "must" which presently civilization exacts from teachers is that of developing a new streamline type of reading ability.

The ability to read well constitutes one of the most important skills a person can acquire. In fact, satisfactory adjustment to living in our complex modern world requires effective reading. Our world is a reading world. It is difficult to discover any activity, whether in school, in business, even in recreational pursuits and daily life, that does not require more or less reading in order to do it as well as it should be done. In many situations, reading constitutes the indispensable avenue of communication.

Observation of childrens' reading confirms that the quality of reading is inferior today. If this is true, the explanation may be twofold: first, the lack of comprehensive understanding of the reading process and normal stage of development through which children pass in learning to read, and (2) second, the inadequate preparation of classroom

teachers to teach reading. The writer believes that teachers' beliefs concerning reading reveal the goals, methods and materials utilized in reading instruction. It should be emphasized that the difficulty existing might not be in the amount of time given to teaching reading but the failure to use the time effectively.

Institutions preparing elementary teachers have broad programs in which general and basic professional education are emphasized. From these programs there have resulted some neglect of the techniques of teaching. This is especially true of elementary teachers whose professional backgrounds often neglect certain preparation, due to the numerous requirements placed on them for general mastery in many different fields.

There is considerable information on what research has to say about reading instruction and procedures. In fact Hildreth begins her review of research in the field of reading with this statement:

There is no best way to teach reading, but there are conditions for learning that are more favorable than others. Chief among these are flexibility in the program of class activity, development of self-reliance in the pupils, and provision for diversity in the range and use of materials. Training children in literacy is not achieved through any one narrow method or set of drills but through many approaches, skillfully combined.\(^1\)

Evolution of the problem.— For a number of years, the Fulton County schools have encouraged inservice consideration of the problem of improving reading, however, observation of pupils' reading confirms the fact that the quality of reading in this situation is yet inferior.

Discussions, courses in reading, along with observations and demonstrations of reading concerning specific techniques and procedures, led the writer to become interested in the study in an effort to supply specific information as to whether teachers are in accord with research findings and best pedagogical writings in reading.

Since no real effort has been made to take this step in this situation, it was the belief of the writer that some specific information would be fruitful.

Possible values of the study.— The data gathered and interpreted in this study should be beneficial in the following manner:

1. Create an awareness of the developmental nature of reading and of the contributing factors influencing it.

2. Reveal areas in reading where teachers' reaction might be indicative of strengths and or weaknesses.

3. Present information that will aid teachers in planning reading for their pupils.

Teachers becoming aware of the varying rates of growth in reading development and the organized diversified methods of instruction as will be emphasized in this study, might
eliminate or decrease some serious difficulties in reading.

Statement of the problem.-- The problem involved in this study was to determine the extent to which the primary teachers' beliefs concerning the organization, approach and educational practices utilized in teaching reading were in accord with research findings and best pedagogical writings.

Limitation of the study.-- This study was conducted in Fulton County Schools; therefore, conclusions derived probably will apply only to those schools and the thirty-seven teachers studied.

Data which formed the basis for this study were obtained through a questionnaire and therefore this study is subject to all the limitations of the questionnaire-type study. The questionnaire restricted itself to general aspects in the teaching of reading and not specific procedures followed by the teachers.

Purpose of the study.-- The general purpose of this study was to determine the thinking undergirding the teaching of reading in Fulton County primary grades; more specifically the purposes were:

1. To determine viewpoints held by teachers in each of the following areas:
   a. The goals of reading instruction as identified by teachers.
   b. The definition of reading as identified by teachers.
   c. The reading readiness program as identified by teachers.
d. The basal reading system as identified by teachers.

e. Classroom analysis of reading needs as identified by teachers.

f. Teachers' opinion of the following:
   (1) Grouping for instruction,
   (2) Motivation of reading instruction,
   (3) Silent reading instruction,
   (4) Oral reading instruction,
   (5) Word recognition techniques,
   (6) Reading interests and tastes,
   (7) Development of basic comprehension abilities,
   (8) Corrective and remedial instruction,
   (9) Reading in content areas,
   (10) Basic methods of teaching reading.

g. Typical steps taken in systematic reading instruction as identified by teachers.

h. Categories of disabled readers as identified by teachers.

i. Teachers' classification of reading disabilities.

j. Effective instruction on reading skills as identified by teachers.

k. Causes of reading disabilities as identified by teachers.

2. To compare the latter findings with research and best pedagogical writings.

3. To draw implications and recommendations for improvement in the teaching of reading in the schools studied.
Definition of terms.— There are certain terms that were used in this study. For the purpose of clarity and preciseness of understanding, these terms were defined as follows:

1. "Reading"— refers to the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through the reader's past experience.

2. "Developmental reading program"— refers to a reading program directed toward bringing all pupils—superior, average and poor readers—up to their maximum reading capacity.

3. "Corrective reading"— refers to the type of reading instruction used to correct detected learning difficulties before they become serious or complex.

4. "Remedial reading"— refers to a type of instruction designed to correct highly complex difficulties which require highly specialized treatment. Often the terms, corrective and remedial are used synonymously.

5. "Basic methods of teaching reading"— refers to all the approaches employed in reading instruction in present-day classroom practice.

6. "Levels of reading instruction"— refers to the following:

   a. Independent reading— when reading is rhythmical and well phrased, silent reading is faster than oral and free from tension.

   b. Instructional level— reads with generally good
understanding of materials and grasp of vocabulary concepts, but needs to be taught at this point in his development.

c. Frustration level -- reads without rhythm and in unnatural voice, comprehends less than half of what is read.

d. Probable capacity level -- the reader comprehends and answers questions regarding material that has been read to him.

Locale and period of the study.-- This study was conducted during the school year, 1958-1959, at the following elementary schools in Fulton County:

1. Bailey-Johnson - located to the extreme northern end of the county in Alpharetta, Georgia.
2. J. F. Beavers - located to the south of Atlanta in College Park, Georgia.
3. East Point Elementary - located in East Point, Georgia which is to the south of Atlanta, Georgia.
4. Stonewall - located in Stonewall, Georgia, which is south of Atlanta.
5. Fairburn - located south of Atlanta in Fairburn, Georgia.
6. Palmetta - located to the extreme south of the county in Palmetta, Georgia.

The problem involved in this study developed in Fulton County, Georgia. The population of Fulton County is steadily increasing.

The six above consolidated elementary schools are brick structures consisting of thirty-seven classroom teachers. Each of the schools is a modern plant with a cafeteria,
kitchen, library, principal's office, lounge, first aid room and all but two of the schools have sufficient classrooms to accommodate all of the children in one session.

The economic status of many of the families is below the average, however, much progress is being made toward alleviating this situation.

Method of research. -- The Descriptive Survey Method of Research was used in this study, with the questionnaire as the main instrument for the collection of data.

Description of subjects. -- The subjects used in this study were thirty-seven teachers of primary grades of Fulton County schools. Of the thirty-seven teachers, sixteen were teaching first grade, eleven were teaching third grade as listed in Table 1.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>First</td>
<td>16</td>
<td>43.2</td>
</tr>
<tr>
<td>Second</td>
<td>11</td>
<td>29.7</td>
</tr>
<tr>
<td>Third</td>
<td>10</td>
<td>27.0</td>
</tr>
</tbody>
</table>

Table 1 indicates that 16 or 43.2 per cent of the teachers were teaching grade one; eleven or 29.7 per cent taught second, while 10 or 27.0 per cent taught third grade.
Table 2 reports age group of teachers included in Table 1. The data show that 20 or 54.0 per cent of the teachers were 35 years old.

**TABLE 2**

**AGE GROUPS OF TEACHERS PARTICIPATING IN THE STUDY**

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>35 or under</td>
<td>20</td>
<td>54.0</td>
</tr>
<tr>
<td>Above 35</td>
<td>17</td>
<td>45.9</td>
</tr>
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</table>

A survey made of the teachers revealed that their experience ranged from one to forty years and on the primary level from six months to forty years. Of the thirty-seven teachers Table 3 shows that 15 or 40.5 per cent had between 6 and 10 years of experience; nine or 24.3 per cent had 0 to 5 years of experience; five or 13.5 per cent had worked between 11 and 15 years; similarly, five or 13.5 per cent had worked between 21-25 years; two or 5.4 per cent had worked between 26-30 years, while 1 or 2.7 per cent of the respondents had worked between 36-40 years. Sixteen or 43.2 per cent of the subjects, with from 6 to 10 years of experience, had worked on the primary level; ten or 27.0 per cent had from 0 to 5 years of experience on the primary level; four or 10.8 per cent had between 11 and 15 years; four or 10.8 per cent had between 21-25 years; two or 5.4 per cent had between 26 and 30 years, while 1 or 2.7 per cent had between 36 and 40 years of experience on the primary level.
<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
<th>Number of Years on Primary Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-40</td>
<td>1</td>
<td>2.7</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>31-35</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26-30</td>
<td>2</td>
<td>5.4</td>
<td>2</td>
<td>5.4</td>
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<td>21-25</td>
<td>5</td>
<td>13.5</td>
<td>4</td>
<td>10.8</td>
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<td>16-20</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>11-15</td>
<td>5</td>
<td>13.5</td>
<td>4</td>
<td>10.8</td>
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<td>6-10</td>
<td>15</td>
<td>40.5</td>
<td>16</td>
<td>43.2</td>
</tr>
<tr>
<td>0-5</td>
<td>9</td>
<td>24.3</td>
<td>10</td>
<td>27.0</td>
</tr>
</tbody>
</table>

The levels of training of the teachers ranged from three years of college to the completion of graduate work. Within this group many of the teachers had majored in elementary education, others had done graduate work in elementary education, while a smaller group had done their work on the secondary level. Thirty-one of the subjects had had special courses in reading. All of the subjects were females.

Description of instrument.—The questionnaire used in this study was designed specifically to secure the necessary data. It consisted of items based on (1) information gathered from Bond and Tinker's book *Reading Difficulties*.
and Durrell's book, *Improving Reading Instruction*, (2) sug-
gestions from authorities acquainted with the data related
to the problem, and (3) consideration of information found
on oral and silent reading rates. The questionnaire was
divided into subheadings in order to compass the specific
purposes of the study.

The questionnaire was designed and validated as follows:

1. Very careful formulation by the writer and arrange-
ment into sections dealing with aims and definition
of reading program, basal reading system, classroom
analysis of reading needs, grouping, motivation,
interest and taste, silent and oral reading, reading
difficulties effective instruction, categories of
the disabled reader and classification of reading
difficulties.

2. Submission to experts for advice and correction.

3. Tryout on teachers included in the sampling used
in this study.

4. Duplication of the questionnaire in its final form.

A copy of the questionnaire appears in the appendix.

Operational steps: The necessary steps for developing
this study proceeded as follows:

1. The necessary permission from the proper school
officials was secured.

2. Literature related to the problem was considered,
digested and presented in the thesis.
3. The questionnaire was sent to the subjects involved in the study.

4. The data collected were assembled into appropriate tables as a basis for analysis and interpretation.

5. Findings of the study were summarized, conclusions drawn and recommendations formulated.

6. The results of the study were presented to the school of Education of Atlanta University.

Survey of related literature.-- In the survey of related literature the writer has considered (1) Suggestions concerning contemporary trends in the teaching of reading in the elementary school as a base on which this study rests, and, (2) Findings from related studies. The literature is therefore presented in two major sections.

The first area of the survey of related literature provides contemporary trends in the teaching of reading. In appraising the reading program Russell\(^1\) summarizes trends in reading which seek to answer vital questions for teachers who are planning an effective reading program at the primary level as follows:

1. Reading is considered a functional skill instead of an isolated exercise, emphasis is on the purpose rather than the process.

2. Reading is integrated with the activities of the

---

entire school program.

3. There is more recognition of the ways children in a single class may vary in reading interest and abilities; therefore, reading achievement goals are set for children in terms of individual capacities and learning aptitudes rather than rigid class standards.

4. There is a tendency toward flexibility in methods and varied instructional techniques.

5. Methods are combined with greater emphasis upon "whole" methods using thought units.

6. A single basic text has less place in the reading program than formerly and is supplemented by other printed materials.

7. Meaning rather than mechanical features of the reading program are emphasized.

8. Reading is delayed in the primary grades until children are mature enough to profit by instruction in it.

9. Readiness is emphasized at all levels. A more informal introduction to reading is provided.

10. A gradual approach to reading tasks is provided in the primary grades through controlled introduction of new words, providing adequate repetition of these words, gradually increasing lengths of sentences and paragraphs.

11. Reading instruction is more individualized.
12. Teachers plan for a balance between oral and silent reading in terms of the needs of the group.

13. Phonics activities are viewed as one technique of word analysis and not as a system of learning to read.

14. Vocabulary work emphasizes meaning and use rather than isolated word drill.

15. More stress is on reading for enjoyment and satisfaction of individual motives.

16. There is continuous diagnosis of strengths and weakness and evaluation of the reading program in terms of reading achievement but in relation to the children's interest in and use of reading in their daily lives.

Other writers in accord with Bond and Wagner,¹ are Bond and Tinker² and Traxler.³ Inherent in these trends is the idea that the teaching of reading is a continuous process which involves progress toward several goals. Such goals include the basic understanding of words, sentences, paragraph and stories; maturity in reading habits and attitudes;


Independence in reading; maturity in comprehension, which requires the use of several special abilities; maturity in adjusting to a variety of reading demands; breadth of reading interest and maturity in reading tastes. The total program is an integral part of the development of the child and thus must be in line with his growth pattern if it is to be highly effective.

Emphasis should be shifted from teaching the child how to learn by being taught - that is, waiting to be told what exercise to do, what book to read, what details to study - to learning how to learn. Concerning principles of reading instruction Gates implies that the typical school provides work by a whole class or subgroups, typically groups of six or ten pupils, but little with the smaller units. As greater skills in self-learning and understanding appear, a greater specialization in grouping should be possible in spite of the now widely held feeling that three or four groups are about all a teacher can contend with. He specifically states:

Studies of ways in which children can learn themselves and teach others in various arrangements by pairs, trios and quartettes should be launched.¹

That a good reading program includes the recognition of the principles of continuity, sequence, and integration in the development of reading skills should be kept in mind.

when planning a program of reading instruction.\textsuperscript{1} The use of varied reading methods and materials appropriate to the wide range of student abilities and the development of understanding, skills and taste at all levels of reading ability are of importance in planning instruction.\textsuperscript{2} Supporting this idea is Larrick.\textsuperscript{3} A well stocked library is the very heart of a good elementary school. It is this heart from which flows the life blood for effective teaching in reading and content areas in every classroom. Harris says:

A good reading program and a good library are inseparable.\textsuperscript{4}

One does not exist without the other. The basic essential for beginning reading is an interest in books, a desire to know what the books contain. The library is a central depository for instructional material and equipment.

It is apparent that virtually all the reports of research studies and best pedagogical writings indicated that in planning for reading instruction, consideration should be given to the pupil's progress more-so than the theoretical

\textsuperscript{1}Eleanor M. Johnson, "Do You Teach Reading Every Day," My Weekly Reader, XXXV (Columbus, Ohio American Education Publication. February, 1958).


\textsuperscript{4}Ben N. Harris, "Put Your Elementary Library to Work," The School Executive, Volume 78 (February, 1959), pp. 54-65.
consideration of the curriculum, the practical exigencies of administering a reading program, or the analysis of reading as an art or a science. Some of the major sources of research information, which are valuable and useful to the classroom teacher as well as some suggestions for putting into practice the changes indicated by research was pointed out by Townsend.¹

This section of the review of literature presents findings from related studies.

In studying reading readiness and beginning reading Henig² compared the predictive values of the Lee Clark Reading Readiness Test with that of teachers' estimate for a group of 98 first grade pupils. It was found that teachers' forecasts based upon about three weeks' observation of each pupil and about the same predictive value as the test scores.

Similarly, Kottmeyer compared the judgement of 142 teachers in the St. Louis Public Schools with the results of readiness tests and intelligence tests. The teachers predicted success about as well as did the test.³ It should be kept in mind, however that in both of these studies the teachers' estimates were obtained only after the teachers had


had an opportunity to observe the children for a considerable period of time. If test had an advantage over teachers estimate, it is that prediction of the first grade or even before the children enter Grade 1.

In studying teachers' opinions concerning handwriting, Johnson compared research findings with teachers' opinions. The result was that to a great extent teachers are in accord with research findings.

Wilt summarized data obtained from questionnaire answered by teachers to discover what percentage of the school day elementary pupils are expected to listen, whether teachers recognize the amount of time children are expected to listen, and the relative importance teachers place upon reading, speaking, listening and writing. It was found that while teachers believe children spend more time learning through reading, observation of classes reveals that more than half of the classroom time is actually oriented toward "learning through listening."

In a study concerning different aspects of the entire reading program Russell and Anderson report the opinions of 110 reading experts. They found that the majority of the experts agreed that (1) material in reading should have

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centers of interest related to the general curriculum and children's interest, (2) a generally equal division of factual and fictional content was desirable, and (3) some vocabulary control should be exercised at least in grade 4. Dictionary work was advocated for vocabulary building.1

Summary of related literature.-- In reviewing contemporary trends in the teaching of reading and findings from studies related to this problem the writer concluded:

1. There is a dire need for teachers of reading to be familiar with the nature of the reading process, normal reading growth, goals of reading instruction, and what constitutes a good teacher.

2. There is variation in the modern approaches to reading.

3. The best results will be obtained by instruction based upon an integration of several of the modern methods.

4. There is a need to integrate reading with the whole school curriculum.

5. There is a need to portray reading as a functional skill acquired through meaningful experience in connection with other aspects of the school curriculum.

6. It has been demonstrated that there is a possibility of an effective job being done in public schools.

7. Teachers' forecasts after observation for a period of time have about the same predictive value as test scores.

8. To a great extent, teachers' opinions and research findings were in harmony concerning handwriting.

9. While teachers feel that children spend more time learning through reading, observation reveals that more than half of the classroom time is actually oriented toward "learning through listening."
CHAPTER II

CONSENSUS OF RESEARCH CONCERNING THE MAJOR AREAS OF THIS STUDY

The major areas about which the subjects of this study were asked included: (1) what reading is, (2) goals of reading instruction, (3) reading readiness, (4) aspects of the reading program, (5) reading in the content areas, (6) methods of teaching reading, (7) grouping for instruction, (8) silent and oral reading, (9) word recognition techniques, (10) reading disabilities, (11) reading disability cases, and (12) corrective and remedial instruction. The sections which follow are intended to summarize consensus of research and theory concerning them. Through this survey the writer was guided in evaluation of responses made to the various sections of the questionnaire.

What reading is. — Reading is both a subject of instruction and a tool employed in studying in the subject matter fields. Both views have a place and should be co-ordinated in the balanced program of instruction. At all grades levels, proper instruction should be given in adapting the skills acquired to the reading matter material. Special skills should be taught as they are needed. Furthermore,
they should be taught in appropriate context. Even though such a procedure places emphasis upon reading as a tool, it is teaching reading. Reading is recognized as a very complex process. It includes mastering the mechanics of reading along with understanding and reflecting upon what is read. Bond and Tinker maintain definitely that reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through the reader's past experiences.

New meanings are derived through manipulations of concepts already in his possession. The organization of these meanings is governed by the clearly defined purposes of the reader. The process if reading actually becomes a substitute for sensory experiences. As implied by Hildreth, reading is a mental process involving the interpretation of signs perceived through the sense organs.

**Goals of reading instruction.** Trends usually bear a close relationship to the accepted goals of instruction. As indicated in the section on contemporary trends in Chapter I, goals are wider than they were in former times.

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The dominant idea presented in the literature related to goals of reading specifically state that the over-all goal of reading instruction is to help each child become as able and as diversified a reader as his capabilities, the available facilities, and the instructional program permit. ¹

Others sharing this opinion are Tinker ² and McKim. ³ To achieve the general goal, certain instructional goals must be considered. These goals should be presented during the early reading experiences and grow more apparent as reading matures up through the grades. Russell recognizes the interdependence among the goals of reading instruction. One goal is not necessarily more important than the other. ⁴ Research makes the assumption that teachers should plan to develop instructional goals as (1) the basic understanding of words, sentences, paragraphs and stories, (2) maturity in reading habits and attitudes, (3) independent reading, (4) efficiency in the use of basic study skills, (5) maturity of comprehension abilities, and (6) breadth of interest of reading and maturity of taste in all fields of human experience. ⁵ These goals imply

¹Guy L. Bond and Miles A. Tinker, op. cit., p. 24.
⁵Bond and Tinker, op. cit., pp. 24-27.
that the teacher helps the child to learn to read and read to learn. They suggest that children grow in and through reading. They underline the fact that children develop not only in reading skills but, rather, permanent habits and attitudes. The aim set forth above suggests that reading can do much for the child, but it can do so only if instruction is planned and executed not in the light of adult ambitions but in terms of the child himself.

**Reading readiness.**-- Readiness for reading is only one aspect of the total readiness for learning in the full school program. Today the concept of readiness for reading is highly accepted, both as applied to beginning stages and higher levels as well. Readiness for beginning stages in reading involves traits that are physical and constitutional as well as cultural and environmental. Hildreth specifically states:

A pupil who shows maturity in characteristics as, mental and linguistic maturity, interest in books and story-telling, experiential background, social and emotional adjustment, sensory acuity manual competence is at an advantage in learning to read.1

The statement of Hildreth is supported by Bradley,2 Williams,3 and McKim.4 Betts implies that these factors form

1Gertrude Hildreth, op. cit., p. 168.


4Margaret C. McKim, op. cit., Chapters 1-2.
When a given element is missing or lacking in potency, the other elements take on different characteristics. Nothing is gained by giving instruction in reading before the child is physically, mentally, socially and linguistically ready to read. A practical suggestion that emerges from the study of reading readiness, is that the skillful teacher takes advantage of readiness whenever it appears and neither holds the child back who is ready to read nor plunged him into reading prematurely. Morrow and Traxler are of the opinion that before planning reading for a group the teacher should ascertain the readiness of the group.

Aspects of the reading program.— According to Bond and Wagner there are four aspects of the reading program: basal reading, experience unit reading, personal and recreational reading, and re-educative and corrective reading. This section of the review deals with the first aspect, basal reading, which is the most widely emphasized in that it is designed to

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teach the fundamentals of reading. Gray and Reese\(^1\) support this belief by stressing the fact that in so complex a learning as reading a sequential organization is essential. And is provided by the basal reading program. Instruction in this program is concerned primarily with systematic development of reading abilities. The material in basal readers is a set of reading experiences selected to teach the essential abilities and techniques of reading. In this phase of the program the child is shown how to read.\(^2\) In the basal reading program the pupil is shown how to work with words so that he becomes quick and accurate in recognizing them. It gives initial experiences in such comprehension abilities as reading for information, to organize, to evaluate, to interpret and for appreciation. The basal reading program gives the child the background training in various reading skills.

Each basic reading series provides a teacher's guidebook or manual to accompany each of the readers. The manual includes suggestions and aids in instruction as well as lesson procedures for each story. Teachers should follow steps in the manual to help children extract all the values possible from a given story. Gray and Reese list these steps as (1) preparation for the story, (2) guided reading of the

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\(^2\)Guy Bond and Eva Wagner, *op. cit.*, p. 17.
activities for applying new ideas. 1 These steps have arisen in response to the child's needs. Gray and Reese2 indicated how the steps listed in the manual will help satisfy them.

Step 1. Preparation for the Story

a. Motivating interest
   This procedure meets the child's need to be interested in something before he will expend the effort to learn it.

b. Presenting new words, phases and concepts
   This satisfies the child's need to feel secure.

c. Checking (reviewing) new words
   This also meets the child's need for security.

Step 2. Guided Reading

a. Asking the major motivating questions
   This meets the child's need to see a reason, or purpose for doing something.

b. Asking other questions to guide the child through the story
   These questions, like the major motivating questions meet the child's need to have a purpose for reading a specific part. The teacher's questions are designed to cause the child to read silently, to visualize character, scene, and action. Finding the answers build up the child's self-reliance. When the child reads orally the part which he thinks will answer the teacher's guiding questions, two needs are being satisfied; the need to achieve; and the need to share.

c. Answering the major questions
   This meets the child's need to resolve tension by finding the answer to a question.

Step 3. Skills and Drills

a. Using the exercises in the workbook accompanying

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1Lillian Gray and Dora Reese, op. cit., p. 155.
2Ibid., pp. 155-57.
the reader
This meets the child's need for repetition, which, in turn, helps to build security.

b. Checking over the exercises with the child
This meets the need of the child for self-reliance since he is led to recognize his mistakes and to correct them.

c. Using blackboard drills for consonant substitution, vowel rules, and structural analysis
This meets the child's need for security by developing independence in word recognition.

d. Providing experiences which improve silent and oral reading skills, such as comprehension, retention, and speed
These experiences meet the child's need for security in the area of silent reading. Reading orally to a group satisfies the child's need to share something in common with others and to communicate opinions and share enjoyment.

Step 4. Follow-up Activities

a. Discussing the point of the story and relating it to personal experience
This meets the child's need to recognize the value of what he is asked to do.

b. Agreeing or disagreeing with ideas in print
This meets the child's need for self-assertion.

c. Expressing ideas about the story orally
This meets the child's need for self-expression.

d. Thinking about and acting upon the ideas gained from print
This meets a child's need for personal benefit.

Russell's plan for the use of basic readers is similarly stated,¹ along with Gray,² and O'Donnell.³

It is generally assumed that if teachers follow the suggestions outlined for teaching reading, there will be fewer gaps in the child's progress and his needs will be met more systematically.

**Reading in the content areas.** The learning necessary for proficient reading in the content areas is reviewed in some detail. This review considered the basic skills and specialized abilities necessary for effective reading of the content subjects.

In modern instructional programs reading in the content or subject matter fields is introduced during the primary school years. Gray and Reese state that specific instruction should be given for reading in different content areas at every grade level above second grade. Normal progress in acquiring the basic reading skills is essential for effective reading in the content areas. This involves development from grade to grade in the abilities necessary for adequately recognizing words, an adequate vocabulary, skills in reading by thought, and finally, both basic and special comprehension abilities as they occur in the developmental reading program.

Artley maintains that one of the first steps involved in improving reading in the content fields is to build as good

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1Lillian Gray and Dora Reese, *op. cit.*, Chap. 12.

a foundation as possible in the basic habits and skills.\textsuperscript{1}

Shores shares Artley's thinking with regard to the importance of basic skills in all content areas and then emphasizes the need for giving attention to skills combinations peculiar to a given content area.\textsuperscript{2} All findings support the view that teachers face the responsibility, not only in developing basic competencies in reading but also the specialized abilities and adjustments essential in reading effectively in the various content fields.\textsuperscript{3} Spache inferred that there is a dire need for adjusting reading skills and abilities in each subject matter field. Comprehension abilities employed and rate of reading depend upon the nature, organization, difficulty of material and the purpose for which reading is done.\textsuperscript{4} Instruction should be of such that the pupil will understand that there is no one rate that is proper for all reading.\textsuperscript{5} This opinion is shared by Harris.\textsuperscript{6}

\begin{flushright}
\textsuperscript{3}E. Elona Sochor, "Special Reading Skills Are Needed in Social Studies, Science, and Arithmetics," The Reading Teacher, VI (March, 1958), pp. 47-49.
\textsuperscript{5}Bond and Tinker, op. cit., pp. 349-371.
\textsuperscript{6}Albert J. Harris, How to Increase Reading Ability, (New York: Longmans Green Company, 1956), Chap. 7-8.
\end{flushright}
Methods of teaching reading.-- A variety of methods of reading instruction is employed in present-day classroom practice. No one specific approach is suitable for all children or in all reading situations.\textsuperscript{1} Hildreth maintains that training children in literacy is not achieved through any one narrow method or set of drills, but through many approaches, skillfully combined.\textsuperscript{2}

Similarly Larrick explains that a good teacher uses many different methods of teaching reading, so that the children will develop all ways to approach reading that they will need throughout life.\textsuperscript{3}

Gray writes:

If the learning of children is to be fundamental, they must do something rather obviously. I am coming increasingly to the conviction that they have got to do something in addition to muttering words. There needs to be a considerable amount of bodily action which involves the fruitful use of ears and the eyes as well as the muscles. Talk and reading are educative only if the words that are spoken and read are rooted in a substantial amount of direct, first hand perceptual experience.\textsuperscript{4}

Today a combination of methods seems best since each method, while having advantages, usually has limitations

\textsuperscript{1}Bond and Tinker, \textit{op. cit.}, p. 28.

\textsuperscript{2}Gertrude Hildreth, \textit{op. cit.}, p. 17.


also. If all methods are used at appropriate times in the learning process they each reinforce the other. Bond and Wagner\(^1\) have described the six modern approaches to reading instruction as (1) teaching word recognition, (2) teaching oral reading, (3) teaching silent reading, (4) reading experience charts, (5) teaching reading as a thought-getting process centered around purposeful activities, and (6) effecting a well organized co-ordination of all the methods. Supporting Bond and Wagner's approaches are Betts,\(^2\) McKim,\(^3\) Strang,\(^4\) and Yoakam.\(^5\) The best methods of teaching reading are not to teach reading per se but to provide the occasion in which reading functions. Let the children read to learn, incidentally they will learn to read.\(^6\)

**Grouping for instruction.**—Because classes differ so widely, there is no one plan for grouping that fits every need. The range of ability within a class, the age of the pupils, the previous experience of the pupil, the materials available and the teacher's competence, all have to be

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1Guy L. Bond and E. A. Wagner, *op. cit.*, Chap. 2.
considered when grouping children. Similarly, Gray implies that the success of grouping depends on the ability of the teacher. By far the most common practice for carrying on instruction in reading is the use of the three group organization according to ability. The three groups are usually classified as superior, average and slow.

Bond and Tinker refer to the following methods of grouping children according to ability: (1) group into classes according to general mental ability, (2) fixed reading groups within a class, (3) flexible groups within a class. These authors tend to favor flexible grouping. If a class is organized into three instructional groups, the range within the upper and lower groups will still be so great that further individualization is required as indicated by Dawson and Lazar. The composition of these groups must not be rigidly fixed. The emphasis is clearly on flexibility which prevents the forming of rigid lines between

1 Albert J. Harris, op. cit., p. 109.
3 Bond and Tinker, op. cit., pp. 57-63.
good and poor readers.¹ No plan of grouping eliminates individual differences. The range and variation are reduced, in successful grouping to the point where the group can profitably work together.² Other authorities, such as Betts,³ Harris,⁴ Russell,⁵ and Strang and McCullough⁶ hold this belief. Durrell recommends the use of several small groups rather than two or three larger groups.⁷

Silent and oral reading.-- Silent and oral reading are assumed to be distinct processes, however, the two processes have much in common. In both processes the reader is guided by clues to meaning from words and word parts.⁸ The difficult element in oral reading is the pronunciation of each word distinctly enough to be understood while the reader holds in mind the meaning of the passage.⁹ Practice in oral reading


²Miles A. Tinker, op. cit., Chap. 11.


⁴Albert J. Harris, op. cit., Chap. 5.

⁵David H. Russell, op. cit., Chap. 15.

⁶Strang, McCullough and Traxler, op. cit., Chap. 11.


⁸Bond and Tinker, op. cit., pp. 28-29.

contributes directly to fluency in silent reading because it familiarizes the reader with words and recurring phrases. Strang implies that both silent and oral reading are visual as well as auditory, and both should have a definite place in the reading program. It is the consensus of writers in the field of reading that the mechanics of oral and silent reading are much the same so far as eye span is concerned but the articulation required in oral reading slows down the process. Gray's belief is supported by Buswell.

One suggestion shared by Strang is that teachers use a combination of oral and silent reading. Teachers use oral reading as motivating for effecting skills, to diagnose difficulties and as a springboard in word recognition skills. Oral reading is more successful in small groups and should be carefully planned as well as silent reading. Silent reading is used by teachers to give children practice in reading for information. McDade specifically states the following results of study of non-oral and oral, readers:

\begin{itemize}
  \item That children trained to read silently from the beginning comprehended better, showed greater independence, had more interest in reading, and
\end{itemize}

\begin{flushright}
1Albert J. Harris, op. cit., p. 88.
3Lillian Gray and Dora Reese, op. cit., p. 222.
\end{flushright}
read more rapidly than children trained by oral method, because inner speech was eliminated.

On the basis of evidence obtained concerning silent and oral reading, authorities contend that silent reading should begin in the first grade at the same time as oral reading; however, McDade advocates teaching oral reading only after silent reading habits are established.

There are certain contributing factors to silent and oral reading that were discussed very extensively by authorities in the field of reading. Noteworthy are the following that will be discussed separately: (1) comprehension abilities and (2) reading taste, interest and motivation.

1. Comprehension Abilities. To read well means to read with comprehension. A good speed of reading is that rate which materials comprehended according to the purpose for which it is being read. There is need for developing rates appropriate to materials and purpose. In good teaching practice, all the approaches to basic meaning development will be co-ordinated into the sequential program. Bond and Tinker,

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2Mildreth, op. cit., pp. 204-205.
3McDade, op. cit., Chap. 10.
5Bond and Tinker, op. cit., p. 259.
Harris, and McKee, agree that this program will include the following: (a) various methods of acquiring word meaning, (b) phrasing into thought units, (c) sentence comprehension (d) paragraph meaning and organization, and (e) story organization and sentence sense. These aspects of comprehension are involved in all reading of stories and descriptive materials. Listening comprehension runs ahead of reading comprehension in the early grades. As the mechanics of reading mature, reading comprehension tends to become superior to listening comprehension.

Basically, comprehension depends upon a group of concepts or meanings evolved through experience, Bond and Tinker specifically state:

To be used in reading, the concepts acquired through experience must be attached to words or groups of words as symbols of meaning. Such words become a part of one's understanding and speaking vocabulary, then when the reader recognizes a word or a group of words, perception of the printed symbols stimulate the recalling of construction of meaning for which the symbol stands.

The role of experience in the acquisition of word meaning in early childhood was well portrayed by the Literature Committee of the Association of Childhood Education, Told Under the Blue Umbrella, (New York: The MacMillan Company, 1947), pp. 158-159.

1H. J. Harris, op. cit., Chaps. 9-10.
2Paul I. McKee, op. cit., Chap. 9.
3Miles A. Tinker, op. cit., Chap. 9.
4Guy L. Bond and Miles A. Tinker, op. cit., pp. 259.
Committee of the Association of Childhood Education in the statement that follows:

Inquiring eyes and eager hands aid the child on the discovery of a wealth of meanings. The fitting of names to things becomes an intellectual adventure. Sensitive ears delight in sounds which invite repetition and encourage free experimentation with language as a medium. Out of their world of familiar sights, sounds, smell, and objects, large and small, children establish a variety of relationships through enumeration of sounds, objects, names of persons and repetition of rhythmic phases.1

Witty and Kopel,2 Strang, McCullough and Traxler,3 and Russell and Karp4 hold the opinion that the evaluation of a child's background of experience is best ascertained through an informal procedure. Standardized tests are useful for diagnosing grade level in word, sentence and paragraph comprehension.

2. Reading Interest, Taste and Motivation. The development of reading skills is only a part of the total reading program. Equally as important is the development of interest and taste in reading.5 It is up to the school to provide the

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The modern trend is to base reading progress upon children's needs as these are reflected in interest patterns. These patterns can provide strong motivation to achieve in school reading and then to pursue wide and lasting recreational reading.1

There is ample evidence to show that children make greater progress in their reading when they are able to read something that is highly interesting to them. Larrick implies that under such conditions fifty per cent of the battle is won.2 Interest breeds motivation; therefore, in addition to providing strong motivation for learning to read it is necessary to find out the child's interest. To identify and evaluate a child's specific interest patterns the teacher or clinician may make use of questionnaires, interviews and observations of his behaviors as indicated by Harris,3 Witty4

1Bond and Tinker, op. cit., pp. 407-408.
3Albert J. Harris, op. cit., Chap. 17.
4Paul Witty, Reading in Modern Education, (Boston: Ginn and Company, 1949), Chap. 2.
Russell1 and Traxler and Townsend.2

Taste is evaluated in terms of increased happiness, satisfaction and all around welfare. Factors which condition the development of taste include reading ability, interest patterns, amount and variety of voluntary reading, availability of materials, time for leisure reading and skills of the teacher.3 As pointed out by Tinker,4 Gray and Reese,5 Smith6 and Hildreth,7 a higher level of taste will be achieved when the pupil's background of experience has become broad enough to permit cultivated discrimination of those reading materials which contribute to the fulfillment of such needs as security, love, achievement and drive toward personal and social adjustment.

There should be a sequential program for broadening interest and cultivating tastes. Such a program should be an integral part of the developmental program throughout the grades. Broadening interest and cultivating taste is a gradual


4Miles A. Tinker, op. cit., p. 157.

5Lillian Gray and Dora Reese, op. cit., p. 68.


7Hildreth, op. cit., pp. 503-29.
process. Continuous exposure to a variety of good materials is mandatory. The program for each child must start where he is. It is the consensus of authorities that the main objective of this program is to get the child to read widely with enjoyment.¹

Word recognition techniques.—Word recognition is difficult and complex in that it involves the development of a highly integrated and flexible set of skills and abilities. Skill in word recognition is a fundamental part of the equipment of a capable reader at any level. As the child matures in reading, the materials and methods used in teaching him gradually demand more and more independent word recognition. Word recognition is the foundation on which is lain efficient, rapid silent reading of phrases and sentences.² Vinache³ implies that word recognition depends on skills in word perception. Children, like adults, recognize words by various clues: length, total configuration, striking details, and oral association. The chief clues to word recognition were classified by Hildreth as (1) visual clues, (2) recall of pronunciation of the whole word or parts, (3) recognition of the word, and (4) context clues used in anticipating or confirming a word from the sentence context.⁴ Constant practice

¹Paul Witty, op. cit., Chap. 2.
⁴Hildreth, op. cit., p. 110.
in the use of the clues is needed. Words are easy or difficult to recognize due to the reader's familiarity or lack of familiarity with the words and their meaning.

Authorities, such as Brueckner and Bond, Yoakam, Parke, and Smith imply that instruction in word study should aim at two types of outcomes. The first is to expand vocabulary meaning and word study techniques so that meaning accompanies the identification of the symbols. The second outcome of instruction in word study is the development of a set of flexible skills and knowledges that will enable the child to recognize words he already knows and identify new words with speed and understanding. Several general suggestions for promoting word-recognition skills are presented by Durrell, Hester, and Glass. Implicit in them is the


5Donald D. Durrell, Improving Reading Instruction, (Yonkers, N. Y.: World Book Company, 1956), Chap. 7.


suggestion that there is no one system for learning words and their meanings, but multiple impressions gained from many experiences reinforce memory for particular words. Some of this experience is incidental; some of it is planned and directed by the teacher. Workbook exercises that accompany the basal readers are among the best source of idea for developing word-recognition skills and knowledge.

Reading disabilities. — Reading disability may be mild, moderate or even severe, but whatever its degree, it must be assumed that there is present a cause or a pattern of causes which so handicap a child that he cannot make normal progress in reading. The program of instruction most effectively designed to relieve a case of reading disability is based upon a knowledge of this cause or these causes. If we want to identify these we must make an inquiry into a large number of possible impeding factors. These factors may be educational, environmental, or both.¹

As emphasized by authorities, reading disability tends to be due to multiple causation. Several hindering factors co-operate as a pattern in producing the disability. The factors causing disability in reading are classified as (1) physical, (2) emotional, (3) educational, and (4) intellectual.² Because of the wealth of information concerning each of these factors they were reviewed individually.

¹Guy L. Bond and Miles A. Tinker, op. cit., Chaps. 17-18.
²Ibid., pp. 84-121.
1. Physical Factors. Specialists in the field refer to visual, hearing, motor, speech and glandular deficiencies, general health, and lateral dominance as physical deficiencies.

(a) Visual—Robinson implies that ocular comfort and visual efficiency are desirable prerequisites for easy reading. Although the evidence concerning the relation between specific eye defects and reading disability is not unequivocal, the following relevant trends appear: (1) Eye defects appear frequently among both good and poor readers and can be a handicap to a child in either group. (2) Positive evidence indicates that far sightness, binocular in coordination, fusion difficulties, and aniseikonia may contribute to reading disability in certain cases. (3) Visual examinations are essential in diagnosing causes of reading disability. These conclusions are shared by Betts,\(^1\) Harris,\(^2\) Burri,\(^3\) Knox\(^4\) and Robinson.\(^5\)

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2A. J. Harris, *op. cit.*, Chaps. 9-10.


(b) Hearing. Hearing impairment can be a handicap in learning to read. This is particularly true when the hearing loss is severe enough to interfere with normal auditory discrimination. The consensus of reports summarized by Dahl reveals that the I.Q. measured by a verbal or Binet type test is about seven points lower for the hard-of-hearing child than for the child of normal hearing. But when measured on non-language test, there is no significant difference between the two groups. Apparently language development is retarded somewhat among the hard of hearing children. A similar study was made by Bond. He concluded that if a pupil is exposed to an oral phonetic type of instruction, auditory ability seems to be an important factor in reading disability. This relation appears to be less for children taught by predominantly "look and say" method.

While impairment of hearing seldom appears to be the sole cause of reading disability, it might be an important contributing factor in a pattern of causes.

(c) Motor, Speech and Glandular Disturbances. An appreciable number of disabled readers exhibit poor motor coordination. This is manifested by awkwardness of walking, running, writing and athletic activities. Tests of motor

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precision tend to yield better scores for superior readers than for non-readers. Monroe suggests that in certain cases, lack of precise motor control may be an important concomitant of reading disability. Defects in articulation which complicate word discrimination and recognition may contribute to reading disability. Any severe emotional involvement created by speech defects tends to inhibit effective progress in learning to read. Supporting Monroe's thinking are Hannig and Judas, Robinson, and Blair, also Bond and Tinker who cite evidence that glandular dysfunction particularly hypothyroidism, may contribute to reading disability.

(d) General Health. As implied by Bond and Tinker, learning is a complicated and, more often than not, an arduous task. For success, the child must be alert, attentive, and able to concentrate and participate vigorously in the classroom reading activities. Any physical condition which lowers a child's vitality so that he is in a continuous state of fatigue makes it impossible for him to give sustained attention to the task at hand. Malnutrition and loss of sleep

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5Bond and Tinker, op. cit., pp. 95-7.
are examples. The child who is in a state of chronic fatigue may become almost continuously, or at least intermittently inattentive. When this happens, the child in particular, fails to learn words or technique which are necessary for progress in later lessons.1

(e) Lateral Dominance. The evidence that left-handedness, mixed dominance, or lack of dominance may be involved in reading disability is equivocal. The evidence in this area needs further analysis.2 Such writers as Harris,3 Robinson4 and Gates5 are in agreement that dominance anomalies can be a contributing cause of reading disability in certain clinical cases. They provide for measuring dominance in diagnosis. Traxler6 is in accord with these authors.

2. Emotional Factors. Reading disability is generally accompanied by emotional involvement which adversely influences the personal and social adjustment of the child. This personality maladjustment may be due to pressures in the child's environment, to constitutional factors, or to failure in

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1Ibid., p. 98.
2Ibid., p. 99.
3A. J. Harris, op. cit., Chaps. 9-10.
4Robinson, op. cit., Chaps. 2-8.
reading. Examination of the available data presented by Karlson, Sernson, Harris, Robinson, Sandin, and Strang suggested the following consensus:

(a) In a relatively small proportion of the cases, the children are emotionally upset. The origin of their personality difficulty may be something constitutional or it may be from unfortunate environmental conditions. Many of these children will encounter difficulties in their attempt to learn to read.

(b) In a relatively large proportion of reading cases, the children will have formed well-adjusted personalities before they arrive at school. The frustration from failure to learn to read results in some degree of personality maladjustment. In these cases, reading disability causes the emotional difficulty.

(c) Emotional maladjustment may be both effect and a cause of reading disability in many cases. The emotional disturbances produced by failure to learn to read may then become a handicap to

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3 J. Harris, op. cit., Chap. 10.

4 Helen M. Robinson, op. cit., Chaps. 2, 8.


further learning. A vicious circle is formed, that is, there is a reciprocal relationship between the emotional conditioning and the reading disability.

(d) If the personal and social maladjustment is due to reading disability, it tends to disappear in most cases when the child becomes a successful reader.

3. Educational Factors. Educational factors play an important role in the causation of reading disability. Any administrative policy which prevents either adjustment of instruction to individual differences or proper emphasis upon reading readiness hinders effective progress in reading.\(^1\) Failure to acquire the necessary learning or the acquisition of faulty learning is most frequently due to ineffective teaching. One or more of the following factors may be involved in the ineffective teaching which brings about reading disability; too rapid progress in the instructional schedule, isolation of reading instruction from other school activities, inappropriate emphasis upon some technique or skill, or treating reading as a by-product of content studies. Frequently, the difficulty occurs because the instructional program has failed to maintain a proper balance in the growth of a larger number of skills and abilities.\(^2\) Dolch,\(^3\) and Bond and Tinker\(^4\)


\(^{2}\)Paul McKee, op. cit., p. 201.


\(^{4}\)Bond and Tinker, op. cit., pp. 113-119.
gave definite support to McKee's view.

4. Intelligence. It is most accurate to say in most instances tested intelligence is not itself a direct cause of reading disability, but that it may lead indirectly to reading disability. This occurs when reading instruction of the slow learner during the early years of school is not adapted to his needs. Noteworthy are the studies of such authorities as Wheeler,¹ Karlsen,² Bond and Fay,³ and Schummers.⁴ Strang made a similar study and specifically states:

Lower than normal intelligence need not be a cause of reading disability. But when instructional procedures are not adjusted to a child's slow learning ability, an accumulation of partial learnings will eventually make it impossible for him to profit by regular classroom instruction.⁵

Reading disability cases.-- The classification of a


⁴J. L. Schummers, "A Follow-up Study of 52 Clinical Reading Cases Four Years after Clinical Training," (University of Minnesota Psycho-Educational Clinic, 1955).

disabled reader rather than just a poor reader is based upon a child's opportunity to learn, his verbal ability, his demonstrated ability to apply himself in learning situations other than reading and his general mental ability.

It is the consensus of writers as Bond and Tinker, \(^1\) Gates\(^2\) and Tinker\(^3\) that the disabled reader can be grouped into descriptive categories according to the seriousness of the problem and the nature of the adjustment needed. Simple retardation cases are those children whose reading ability is generally immature but otherwise well balanced. Children with specific retardation are low in one or more types of reading but are competent in basic skills and abilities. Children with limiting disability are deficient in basic reading abilities that preclude further growth in reading. Children with complex disability in reading are those who are generally blocked in reading because of deficiencies in basic reading abilities complicated by their rejection of reading, accompanying personality problems and frequently by sensory or physical handicaps.

Corrective and remedial instruction.— The corrective or remedial instruction is complicated by the complex nature of the reading process and by many difference in children

\(^1\) G. L. Bond and Miles A. Tinker, \textit{op. cit.}, pp. 81-82.

\(^2\) Author I. Gates, \textit{op. cit.}, Chap. 1.

\(^3\) Miles A. Tinker, \textit{op. cit.}, Chap. 12.
and their environment. No two cases confront the teacher or diagnostican with the same problem. It is, therefore, apparent that any attempt to give remedial instruction must be based on an adequate diagnosis. A variety of tools and techniques is employed in diagnosing reading proficiency. Each has an important function in the diagnostic program. The following instruments and techniques were classified by Bond and Tinker: (1) group survey test, (2) group diagnostic tests, (3) informal procedures, and (4) detailed individual techniques. Others sharing the same conclusions are Harris, Gray and Reese; however, the latter authors implied that the use of standardized measurement is essential for reliable diagnosis of reading disability.

The diagnosis of a disabled reader must be directed toward improvement of instruction. Therefore, the therapeutic type of diagnosis must assess the mental, physical sensory emotional and environmental factors that could impede progress. The diagnosis must be efficient; it should proceed only as far as necessary to formulate a remedial program and no farther.

2Bond and Tinker, op. cit., p. 187.
3Albert J. Harris, op. cit., Chaps. 7-8.
This idea is definitely supported by Brueckner and Bond.\textsuperscript{1} Bond and Tinker made the scrutinizing observation that some children's instructional needs can be appraised by general diagnosis, others will need a thorough study by analytical means, and still others may need a complete clinical case study of their reading disability.\textsuperscript{2}

The remedial program is planned by first taking into account the diagnostic findings and then arranging a learning situation that will enable the child to grow in reading at an accelerated rate, and therefore, there can be no universal approach in all cases. There are some basic principles underlying remedial instruction irrespective of the specific nature of a particular reading disability. There are certain common elements among corrective programs, whether the case treated is a comprehension case, a problem of word recognition or an oral reading limitation. Bond and Tinker list the important categories of principles underlying the treatment of disabled readers as follows: (1) treatment must be based on an understanding of the child's instructional needs; (2) remedial program must be highly individualized; (3) remedial instruction must be carefully organized; (4) the reading process must be made meaningful to the learner; (5) consideration of the child's personal worth is necessary; (6) the reading


\textsuperscript{2}Bond and Tinker, op. cit., pp. 125-133.
program must be encouraging to the child; (7) materials and exercises must be suitable to the child's reading ability and instructional needs; and (8) sound teaching procedures must be employed. In all remedial work, sound teaching procedures should be used and artificial devices as well as artificial drill should be avoided. Other studies in which similar conclusions were presented were reported by Bond and Wagner and Tinker.

Conclusions.--After reviewing literature related to the major areas of this study, the writer concluded that the statements which follow represent the prevailing consensus of authorities who have contributed to the foregoing discussions.

1. Reading is not a single, simple process that applies to all situations involving printed materials. Rather, it is a highly skillful, complex process which includes many different reading situations.

2. The chief goal of reading instruction is to promote personal development.

3. Reading readiness is emphasized at all levels and involves traits that are physical and constitutional as well as cultural and environmental.

4. The aspects of the reading program are highly interrelated and interdependent. They include basal

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1 Bond and Tinker, op. cit., Chaps. 7-8.
2 Bond and Wagner, op. cit., Chap. 11.
3 Tinker, op. cit., Chap. 12.
reading, experience unit reading, personal and recreational reading and re-educative and corrective reading.

5. The basal reading program is designed to teach the fundamentals of reading, and use of the suggestions outlined in guides for the teaching of reading, will cause fewer gaps in the child's progress and a more systematic meeting of his needs.

6. There is dire need for adjusting reading skills and abilities in each subject matter field.

7. There is no best method of teaching reading, but rather a tendency toward flexibility in methods and varied instructional techniques.

8. Emphasis is on flexible grouping which prevents the forming of rigid lines between good and poor readers.

9. The teacher should plan for a balance between oral and silent reading in terms of the needs of the group.

10. Comprehension depends upon a group of meanings evolved through experience.

11. A sequential program for broading interest and cultivating taste should be an integral part of the developmental program throughout the grades.

12. Word recognition involves the development of a highly integrated and flexible set of skills and abilities, as (1) the ability to recognize many words at sight and to associate meaning with
symbols; (2) skill in using context clues and other meaning aids to anticipate words to be recognized and to check on his accuracy; (3) skill in employing a flexible and efficient set of techniques in visually analyzing words into usable recognition elements; (4) knowledge of wider variety of visual, structural and phonetic elements; and (5) skill in both auditory blending and visual synthesis of words parts and word wholes.

13. Reading disability tends to be due to multiple causation.

14. Reading disability cases may be grouped into descriptive categories according to the seriousness of the problem and the nature of the adjustment needed.

15. In all remedial work, sound teaching procedure should be used and artificial devices and drills should be avoided.

16. Although the corrective and remedial work for each disabled reader must be different in certain respects, there are some common elements among the programs.
CHAPTER III

OPINIONS OF THE RESPONDENTS REGARDING READING

This chapter presents opinions of the respondents who participated in this study. The data were gathered through the utilization of a specifically constructed questionnaire designed to ascertain teachers' beliefs concerning aspects of reading instruction. The accompanying tables present data in terms of teachers' beliefs concerning:

- Goals of reading instruction
- Definition of reading
- The reading readiness program
- The basal reading system
- Typical steps in systematic reading instruction
- Classroom analysis of reading needs
- Grouping for instruction
- Silent reading instruction
- Oral reading instruction
- Word recognition techniques
- Reading interest
- Motivation of reading instruction
- Reading taste
- Comprehension abilities
- Corrective and remedial instruction
- Reading in content areas
- Basic methods of teaching reading
- Reading disability cases
- Causes of reading disabilities
- Classification of reading difficulties
- Effective instruction in reading skills

The tables present data in terms of numbers and percentages of responses. Through personal contact it was possible to secure a 100 per cent response on all items; therefore, the report represents the opinions of 37 individuals who participated in this study.

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Goals of Reading Instruction

The main items to be considered in terms of appropriateness of goals of reading were: "effective word attack," "independence in reading," "a growing sight vocabulary," "critical thinking," and "oral and silent reading." Table 4 reports responses to these items.

Specific responses regarding goals of reading instruction.-- Twenty-six or 70.2 per cent of the respondents rated effective word attack as a "very desirable" goal, while the remaining 11 or 29.7 per cent of the respondents rated it as "desirable." Twenty-three or 62.4 per cent gave independence in reading a rating of "very desirable," while one respondent was "undecided." Twenty-two or 59.4 per cent rated a growing sight vocabulary "very desirable;" thirteen or 35.1 per cent rated it "desirable," while 2 or 5.4 per cent were "undecided." Twenty-one or 56.7 per cent gave critical thinking a rating of "very desirable;" fourteen or 37.3 per cent rated it "desirable," whereas 2 or 5.4 per cent were "undecided." Twenty-three or 62.1 per cent of the respondents rated oral and silent reading as "very desirable;" eleven or 29.7 per cent gave it a rating of "desirable;" on the other hand, 3 or 5.1 per cent were "undecided."

Interpretive summary.-- It might be concluded that even though a small per cent of the respondents were "undecided," none rated any items "undesirable." The teachers tended to feel the importance of all of the goals but there was a slight preference for effective word attack as the main goal
of reading instruction. Independence in reading and critical thinking are closely related, however, more of the respondents slightly favored independence in reading. From consideration of the responses given to the items in Table 4 it was concluded that the teachers were in essential agreement with research concerning goals of reading instruction, but possibly their emphasis on word attack skills differ from the current effort to place these techniques into a meaningful program which aims at independence in the reading process.

Table 4
GOALS OF READING INSTRUCTION; NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSE GIVEN BY FULTON COUNTY ELEMENTARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Desirable</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective word attack</td>
<td>26 70.2</td>
<td>11 29.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Independence in reading</td>
<td>23 62.4</td>
<td>13 35.1</td>
<td>1 2.7</td>
<td></td>
</tr>
<tr>
<td>3. A growing sight vocabulary</td>
<td>22 59.4</td>
<td>13 35.1</td>
<td>2 5.4</td>
<td></td>
</tr>
<tr>
<td>4. Critical thinking</td>
<td>21 56.7</td>
<td>14 37.8</td>
<td>2 5.4</td>
<td></td>
</tr>
<tr>
<td>5. Oral and silent reading</td>
<td>23 62.1</td>
<td>11 29.7</td>
<td>3 8.1</td>
<td></td>
</tr>
</tbody>
</table>
Definition of Reading

Items to be considered as suitable definition of reading were: "a subject matter tool," "acquisition of meaning, plus the reader's interpretation, evaluation and reflection," "recognition of stimuli and recall," and "a relatively simple process." All of these items with the exception of the one which classified reading as a relatively simple process are supported by research. Table 5 reports responses to these items.

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. A subject matter tool</td>
<td>19 51.3</td>
</tr>
<tr>
<td>2. Acquisition of meaning, plus the reader's interpretation, evaluation and reflection</td>
<td>12 32.4</td>
</tr>
<tr>
<td>3. Recognition of stimuli and recall</td>
<td>19 51.3</td>
</tr>
<tr>
<td>4. A relatively simple process</td>
<td>10 27.0</td>
</tr>
</tbody>
</table>

Specific responses regarding the definition of reading.

Nineteen or 51.3 per cent of the respondents rated as "very desirable" the idea that reading is a subject matter tool
while 14 or 37.8 per cent gave it a rating of "desirable." One or 2.7 per cent rated it "undesirable; on the other hand, 3 or 8.1 per cent were "undecided." Twelve or 32.4 per cent appraised as "very desirable" the position that reading is the acquisition of meanings, plus the reader's interpretation and reflection; twenty or 54.0 per cent gave it a rating of "desirable," while the remaining 5 or 13.5 per cent were "undecided." Nineteen or 51.3 per cent rated recognition of stimuli and recall as "very desirable"; eleven or 29.7 per cent rated it as a "desirable" definition, whereas 2 or 5.4 per cent rated it as "undesirable." Five or 13.5 per cent were "undecided." Ten or 27.0 per cent of the respondents rated a relative simple process "very desirable"; ten or 27.0 per cent rated it "desirable"; nine or 24.3 per cent gave it a rating of "undesirable," while the remaining 8 or 21.6 per cent were "undecided."

Interpretative summary.-- Since a higher per cent of the respondents considered subject matter tool and recognition of stimuli and recall as "very desirable" definitions it was concluded that teachers place more emphasis on a routine definition of reading and do not conceptualize their definition of reading in harmony with research findings which emphasis the highly meaningful nature of the process.

Reading Readiness

The items included with respect to reading readiness were: "getting background for beginning reading," "Perceiving
spoken word sounds," "learning letter names and forms," and "acquiring beginning sight vocabulary." Table 6 reports responses to these items.

**TABLE 6**

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Getting background for beginning reading</td>
<td>30 81.0</td>
</tr>
<tr>
<td>2. Perceiving spoken word sounds</td>
<td>17 45.9</td>
</tr>
<tr>
<td>3. Learning letter names and forms</td>
<td>24 64.8</td>
</tr>
<tr>
<td>4. Acquiring beginning sight vocabulary</td>
<td>19 51.3</td>
</tr>
</tbody>
</table>

Specific responses regarding the reading readiness period. — Thirty or 81.0 per cent of the respondents rated the idea of getting background for beginning reading as "very desirable," while the remaining 7 or 18.9 per cent gave it a rating of "desirable." Seventeen or 45.9 per cent rated perceiving spoken word sounds "very desirable," whereas 17 or 45.9 per cent gave it a rating of "desirable." There were 3 or 8.1 per cent "undecided" about this item. Twenty-four or 64.8 per cent gave learning letter names and forms a rating of "very desirable"; eleven or 29.7 per cent rated it "desirable," whereas 2 or 5.4 per cent rated it "undesirable."
acquiring beginning sight vocabulary was rated "very desirable" by 19 or 51.3 per cent; fourteen or 37.8 per cent rated it "desirable"; two or 5.4 per cent gave it a rating of "undesirable," while 2 or 5.4 per cent "undecided."

Interpretive summary.—The teachers tended to recognize the import of all the items concerning reading readiness, but there was a distinct preference for getting background for beginning reading which is a general way of referring to the over-all reading readiness period. Even though a relatively low per cent of the respondents gave learning letter names and forms and acquiring beginning sight vocabulary a rating of "undesirable" and were "undecided" about perceiving spoken word sounds and acquiring beginning sight vocabulary it was concluded that many of the teachers were in essential agreement with authorities in this area; whereas on the other hand, a low per cent do not accept learning names and forms and acquiring beginning sight vocabulary.

The Basal Reading System

The five advantages of the basal reading system, as pointed out in this section were: "time saving to the teacher," "helpful for beginning teachers," "providing orderly practice of sight vocabulary," "perceptual abilities, adapting to individual differences," and "giving advice for motivating instruction." Table 7 reports responses to these items.

Specific responses regarding the basal reading system.—Sixteen or 43.2 per cent of the teachers rated time saving to teachers as "very desirable"; five or 13.5 per cent rated it
"desirable," eleven or 29.7 per cent gave it a rating of "undesirable"; on the other hand 5 or 13.5 per cent were "undecided." Twenty-five or 67.5 per cent gave helpful for beginning teachers a rating of "very desirable"; on the other hand, 11 or 29.7 per cent rated it "desirable." The remaining 1 or 2.7 felt "undecided." Twenty-six or 70.2 per cent gave a "very desirable" rating to the idea that the basal reading system provide orderly practice of sight vocabulary and perceptual abilities, while the remaining 11 or 29.7 per cent rated it "desirable." Seventeen or 45.9 per cent rated adapting to individual differences "very desirable," on the other hand, 18 or 48.6 per cent gave it a rating of "desirable." Two or 5.4 per cent felt "undecided." Eighteen or 48.6 per cent of the respondents indicated giving advice for motivating instruction as "very desirable," while 17 or 45.9 per cent gave it a rating of "desirable." One or 2.7 per cent rated it "undesirable" whereas 1 or 2.7 per cent felt "undecided."

Interpretive summary.-- A higher per cent of the respondents were inclined to recognize the significance of all the items; however, there was a meager preference for "providing orderly practice of vocabulary and perceptual abilities." Observing the "undesirable" and "undecided" responses it was concluded that many teachers did not think of the basal system as highly important in the development of motivational and individualized practices.
TABLE 7

BASAL READING SYSTEM: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Time saving to teachers</td>
<td>16</td>
</tr>
<tr>
<td>2. Helpful for beginning teachers</td>
<td>25</td>
</tr>
<tr>
<td>3. Providing orderly practice of sight vocabulary and perceptual abilities</td>
<td>26</td>
</tr>
<tr>
<td>4. Adapting to individual differences</td>
<td>17</td>
</tr>
<tr>
<td>5. Giving advice for motivating instruction</td>
<td>18</td>
</tr>
</tbody>
</table>

Typical Steps in Systematic Reading Instruction

The five steps to be considered as to their appropriateness were: "preparation for reading by the teacher and pupil," "guiding reading from the book," "group interpretation," "skill building procedures," and "extending and enriching activities." Table 8 reports responses to these items.

Specific responses regarding typical steps in reading instruction.— Thirty-seven or 100 per cent gave preparation
for reading by teacher and pupil a rating of "very desirable."
Twenty-nine or 78.3 per cent rated guided reading from the
book "very desirable"; on the other hand, eight or 21.6 per
cent appraised it "desirable." Thirty-seven or 100 per cent
indicated group interpretation as a "very desirable" step in
systematic reading instruction. Thirty-seven or 100 per cent
gave skill building procedures a rating of "very desirable."
Thirty-seven or 100 per cent rated extending and enrichening
activities "very desirable." It was interesting to note that
none of the teachers were "undecided" or felt that any of the
items were "undesirable."

TABLE 8

TYPICAL STEPS IN SYSTEMATIC READING INSTRUCTION: NUMBER
AND PERCENTAGE OF "VERY DESIRABLE, DESIRABLE,
UNDESIRABLE AND UNDECIDED RESPONSES
GIVEN BY FULTON COUNTY ELEMENTARY
TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Desirable</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for reading by the teacher and pupil</td>
<td>37</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guiding reading from the book</td>
<td>20</td>
<td>78.3</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>3. Group interpretation</td>
<td>37</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Skill building procedures</td>
<td>37</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Extending and building enrichening activities</td>
<td>37</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretive summary.— The teachers' responses to all
of the items concerning typical steps in systematic reading
instruction indicated that they were in agreement with authorities to a high degree. Even though "guiding reading from the book" did not get a one-hundred per cent rating of "very desirable," as did preparation for reading by the teacher and pupil, group interpretation, skill building procedures and extending and enriching activities, a higher per cent rated it as such, while the remaining teachers rated it "desirable."

Classroom Analysis of Reading Needs

The four items to be considered in classroom analysis of reading needs were: "administering informal tests," "taking inventory of various needs for special instruction," "observing faulty habits and weaknesses in regular reading test," and "administering standardized tests." Table 9 reports the responses.

Specific responses regarding classroom analysis of reading needs.-- Nineteen or 51.3 per cent of the respondents gave "administering informal test" a rating of "very desirable," while the remaining 18 or 48.6 per cent rated it "desirable." Twenty-two or 59.4 per cent rated taking inventory of various needs for special instruction as "very desirable" fourteen or 37.3 per cent rated it "desirable," while the remaining 1 or 2.7 per cent felt "undecided." Twenty-two or 59.4 per cent rated observing faulty habits and weaknesses in regular reading test "very desirable," whereas the remaining 15 or 40.5 per cent rated it "desirable." Twenty or 54.0 per cent
rated administering standardized tests "very desirable"; sixteen or 45.2 per cent gave it a rating of "desirable," while 1 or 2.7 per cent felt "undecided."

![Table 9](image)

**TABLE 9**

CLASSROOM ANALYSIS OF READING NEEDS: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON ELEMENTARY TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Administering informal tests</td>
<td>19</td>
</tr>
<tr>
<td>2. Taking inventory of various needs for special instruction</td>
<td>22</td>
</tr>
<tr>
<td>3. Observing faulty habits and weaknesses in regular test</td>
<td>22</td>
</tr>
<tr>
<td>4. Administering standardized tests</td>
<td>20</td>
</tr>
</tbody>
</table>

Interpretative summary.-- Although most of these items were rated "very desirable" or "desirable" the idea of taking inventory of various needs for special instruction and observing faulty weaknesses in regular reading tests was slightly favored. Since only 1 or 2.7 per cent of the teachers felt "undecided" about observing habits and weaknesses in regular reading tests and administering standardized reading tests; and there were no "undesirable" rating,
it was concluded that teachers were in accord with authorities on classroom analysis of reading needs.

Grouping for Instruction

The four items to be considered in grouping for instruction were: "grouping into classes according to general mental ability," "fixed reading groups within a class," "flexible groups within a class" and "school-wide homogeneous grouping." Table 10 reports responses to these items.

TABLE 10

GROUPING FOR INSTRUCTION: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grouping into classes according to general mental ability</td>
<td>Very Desirable 37 100.0</td>
</tr>
<tr>
<td>2. Fixed reading groups within a class</td>
<td>Desirable 10 72.9</td>
</tr>
<tr>
<td>3. Flexible groups within a class</td>
<td>Undesirable 14 62.1</td>
</tr>
<tr>
<td>4. School-wide homogeneous grouping</td>
<td>Percentage 14 40.5</td>
</tr>
</tbody>
</table>

Specific responses regarding grouping for instruction.--

Thirty-seven or 100 per cent of the respondents gave grouping
into classes according to general mental ability a rating of "very desirable." Twenty-seven or 72.9 per cent rated fixed reading groups within a class "very desirable"; ten or 27.0 per cent rated it "desirable." Twenty-three or 62.1 per cent rated flexible groups within a class "very desirable," while the remaining 14 or 37.8 per cent rated it "desirable." Fifteen or 40.5 per cent rated homogeneous grouping "very desirable," similarly, 15 or 40.5 per cent rated it "desirable," while 7 or 18.9 per cent were "undecided."

Interpretive summary.-- The teachers did not highly favor school-wide homogeneous grouping. They tended to feel the need for fixed and flexible grouping, however, they did not give them ratings of "very desirable." The idea that pupils should be grouped into classes according to general mental ability was given a high rating. The teachers indicated that it is the most desired method of grouping; on the other hand, authorities tended to feel that among the four methods the flexible grouping plan, reinforced by materials written on multiple levels of difficulty, seem to hold the most promise. From consideration of the responses to items concerning grouping it was concluded that a high per cent of the teachers were not in agreement with research findings.

Silent Reading Instruction

Items to be considered pertaining to silent reading were: "security and comprehension are assured"; "lip movement indicates lack of complex transfer from oral reading";
"specific help is needed in transferring from oral to silent reading"; "silent reading level is best determined by the use of the standardized tests"; "speed should be adjusted to different situations"; "silent reading begins in the first grade at the same time as oral reading"; "silent and oral reading cannot be separated"; "there is little conflict between skills in silent and oral reading"; "a common problem among primary grades is insecurity in silent reading"; and "questions after silent reading are too late to help children in comprehension." Table 11 reports responses to these items.

Specific responses regarding silent reading instruction.-- Thirty or 81.0 per cent of the respondents rated as "very desirable" the idea that security and comprehension are assured in silent reading; four or 10.8 per cent rated it "desirable"; two or 5.4 per cent rated it "undesirable" while 1 or 2.7 per cent were "undecided." Twenty or 54.0 per cent gave a "very desirable" rating to the idea that specific help is needed in transferring from oral to silent reading; fifteen or 40.5 per cent rated it "desirable," whereas 2 or 5.4 per cent were "undecided." Eighteen or 48.6 per cent rated as "very desirable" the idea that lip movement indicates lack of complete transfer from oral reading; fourteen or 37.6 per cent rated it "desirable"; two or 5.4 per cent rated it "undesirable," while 3 or 8.1 per cent rated it "undecided." Twelve or 32.4 per cent appraised as "very desirable" the position that silent reading level is best determined by use of standardized tests; on the other hand, 15 or 40.5 per cent rated it "desirable"; six or 16.2 per cent rated it "undesirable,"
<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Security and comprehension are assured</td>
<td>30 61.0</td>
</tr>
<tr>
<td>2. Specific help is needed in transferring from oral to silent reading</td>
<td>20 54.0</td>
</tr>
<tr>
<td>3. Lip movement indicates lack of complete transfer from oral reading</td>
<td>18 48.6</td>
</tr>
<tr>
<td>4. Silent reading is best determined by the use of standardized test</td>
<td>12 38.4</td>
</tr>
<tr>
<td>5. Speed should be adjusted to different situations</td>
<td>10 51.3</td>
</tr>
<tr>
<td>6. Silent reading begins in the first grade at the same time as oral reading</td>
<td>30 81.0</td>
</tr>
<tr>
<td>7. Silent and oral reading cannot be separated</td>
<td>29 76.3</td>
</tr>
<tr>
<td>8. There is little conflict between skills in silent and oral reading</td>
<td>9 24.3</td>
</tr>
<tr>
<td>9. A common problem among primary grades is insecurity in silent reading</td>
<td>37 100.0</td>
</tr>
<tr>
<td>10. Questions after silent reading are too late to help children in comprehension</td>
<td>21 56.7</td>
</tr>
</tbody>
</table>
while 4 or 10.8 per cent were "undecided." Nineteen or 51.3 per cent indicated the belief that speed should be adjusted to different situations as "very desirable"; thirteen or 35.1 per cent rated it "desirable"; three or 8.1 per cent rated it "undesirable," while the remaining 2 or 5.4 per cent were "undecided." Thirty or 81.0 per cent expressed the idea that silent reading begins in the first grade at the same time as oral reading as "very desirable," while the remaining 7 or 18.9 per cent rated it "desirable." Twenty-nine or 78.3 per cent rated as "very desirable" the position that silent and oral reading cannot be separated; on the other hand, eight or 21 per cent rated it "desirable." Nine or 24.3 per cent indicated a "very desirable" reaction to the belief that there is little conflict between skills in silent and oral reading; fourteen or 37.8 per cent rated it "desirable"; eight or 21.8 per cent appraised it "undesirable," while six or 16.2 per cent "undecided." Thirty-seven or 100 per cent gave rating of "very desirable" to the explanation that a common problem among primary grades is insecurity in silent reading. Twenty-one or 56.7 per cent rated as "very desirable" the explanation that questions after silent reading are too late to help children in comprehension, while the remaining 16 or 43.2 per cent gave it a rating of "desirable."

**Interpretive summary.**—From consideration of the responses given to the items in Table 11 it was concluded that the respondents were of the opinion that a common problem among primary grades is insecurity in silent reading. There
was a fairly high per cent who gave a "very desirable" rating to the idea that lip movement indicates lack of complete transfer from oral reading; silent reading is best determined by the use of standardized test; speed should be adjusted to different situations; and there is little conflict between skills in silent and oral reading, while a relatively low per cent gave "undecided." It was concluded that even though many of the teachers agreed with research concerning silent reading instruction a noticable per cent were confused, however, all of the respondents indicated that questions should come before silent reading; that silent and oral reading cannot be separated; and that silent reading should begin in the first grade at the same time as oral reading.

Oral Reading

Items of significance in oral reading were: "should be carefully planned lessons and based upon specific needs," "should be done in small groups," "is important enough to deserve a definite place in the reading program," "aims to enable the reader to interpret to others," "is part of any well planned developmental program of reading instruction," and "requires preparation depending upon the circumstances and maturity of the reader. Table 12 reports the responses to these items.

Specific responses regarding oral reading.-- Twenty-eight or 75.6 per cent of the respondents felt that reading should be comprised of carefully planned lessons based on
TABLE 12
ORAL READING: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very desirable</td>
</tr>
<tr>
<td>1. Should be carefully planned lessons based upon specific needs</td>
<td>25 75.6</td>
</tr>
<tr>
<td>2. Should be done in small groups</td>
<td>26 70.2</td>
</tr>
<tr>
<td>3. Is important enough to deserve a definite place in the reading program</td>
<td>25 70.2</td>
</tr>
<tr>
<td>4. Aims to enable the reader to interpret to others</td>
<td>24 64.8</td>
</tr>
<tr>
<td>5. Is a part of any well planned program of reading instruction</td>
<td>24 64.8</td>
</tr>
<tr>
<td>6. Requires preparation depending upon the circumstances and maturity of the reader</td>
<td>26 70.2</td>
</tr>
</tbody>
</table>
specific needs; they rated it as "very desirable"; seven or 18.9 per cent rated it "desirable"; one or 2.7 per cent rated it "undesirable"; similarly, 1 or 2.7 per cent felt "undecided." Twenty-six or 70.2 per cent gave a rating of "very desirable" to the idea that reading should be done in small groups; on the other hand, ten or 27.0 per cent rated it "desirable"; one or 2.7 per cent felt "undecided." Twenty-six or 70.2 per cent rated as "very desirable" the belief that oral reading is important enough to deserve a definite place in the reading program; ten or 27.0 per cent rated it "desirable"; one or 2.7 per cent felt "undecided." Twenty-four or 64.8 per cent gave aims to enable the reader to interpret to others a rating of "very desirable," while the remaining 13 or 35.1 per cent rated it "desirable." Twenty-four or 64.8 per cent gave the opinion that oral reading is a part of any well planned developmental program of reading instruction a rating of "very desirable"; twelve or 32.4 per cent rated it "desirable," while the remaining 1 or 2.7 per cent felt that it was "undesirable." Twenty-six or 70.2 per cent indicated the belief that oral reading requires preparation depending upon the circumstances and maturity of the reader as "very desirable"; ten or 27.0 per cent rated it "desirable," while the remaining 1 or 2.7 per cent were "undecided."

Interpretive summary.-- The majority of the respondents expressed the idea that oral reading lessons should be carefully planned and based upon specific needs. At least two-thirds of the respondents felt that oral reading should be
done in small groups; is important enough to deserve a definite place in the reading program; and requires preparation depending upon the circumstances and maturity of the reader. A similar group expressed the idea that oral reading aims to enable the reader to interpret to others and is a part of any well planned developmental program. Many of the teachers were in agreement with research to a high degree.

Word Recognition Techniques

The six necessary items to be considered in this section were: "difficulty may be minimized by selection of materials not too difficult"; "there should be use of word recognition exercises prior to reading;" "vocabulary is a fundamental part of the equipment of the capable reader"; "the goal is to associate appropriate meaning to identified words"; the process of word recognition is a complex learning activity;" and "workbook exercises are among the best for developing these skills." Table 15 reports responses to these items.

Specific responses regarding word recognition.—— Twenty-two or 59.4 per cent of the respondents rated as "very desirable" the position of authorities that word recognition difficulty may be minimized by selecting materials not too difficult; twelve or 32.4 per cent rated it "desirable," 2 or 5.4 per cent rated it "undesirable," while the remaining 1 or 2.7 per cent felt "undecided." Thirty or 100 per cent appraised as "very desirable" the position that there should be word recognition exercises prior to reading. Twenty-three
### TABLE 13

**WORD RECOGNITION TECHNIQUES: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS**

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Difficulty may be minimized by selecting materials not too difficult</td>
<td>22 59.4</td>
</tr>
<tr>
<td>2. There should be use of word recognition exercises prior to reading</td>
<td>37 100.0</td>
</tr>
<tr>
<td>3. Vocabulary is a fundamental part of the equipment of the capable reader</td>
<td>23 62.1</td>
</tr>
<tr>
<td>4. The goal is to associate appropriate meaning to identified words</td>
<td>30 81.0</td>
</tr>
<tr>
<td>5. The process of word recognition is a complex learning activity</td>
<td>37 100.0</td>
</tr>
<tr>
<td>6. Workbooks are among the best for developing these skills</td>
<td>16 43.2</td>
</tr>
</tbody>
</table>
or 62.1 per cent felt that vocabulary is a fundamental part of the equipment of a capable reader. They gave it a rating of "very desirable"; on the other hand, the remaining 14 or 37.9 per cent rated it "desirable." Thirty or 81.0 per cent rated as "very desirable" the belief that the goal of word recognition is to associate appropriate meaning to identified words, while the remaining 7 or 18.9 per cent rated it "desirable." Thirty-seven or 100 per cent felt the idea that the process of word recognition is a complex learning activity was a "very desirable" statement of fact. Sixteen or 43.2 per cent appraised as "very desirable" the position that workbook exercises are among the best for developing these skills; similarly, 16 or 43.2 per cent rated it "desirable," while the remaining 5 or 13.5 per cent were "undecided."

Interpretive summary.-- There was definite preference for there should be use of word recognition exercises prior to reading. There was also high preference for the idea that word recognition is a complex learning activity. It was concluded that teachers were aware of the goals and complexity of word recognition; and that word recognition exercises should be utilized prior to reading. Evidences of the responses did not reveal that teachers highly considered workbook exercises among the best means for developing word recognition skills. It was concluded that many teachers possibly do not use workbooks properly as follow-up work for reading activities, but rather as busy work. Teachers and research findings were in
partial agreement concerning word recognition techniques.

Reading Interest

Items considered in reading interest were: "breeds motivation," "determines how much a child reads on his own," "varies from child to child of the same sex," "may be studied by the use of a questionnaire," "might be developed if the home and school are favorable to the child," and "determines the books selected to read." Table 14 reports responses to these items.

Specific responses regarding reading interest.-- Twenty-three or 62.1 per cent of the respondents appraised as "very desirable" the position that reading interest breeds motivation; twelve or 32.4 per cent of the teachers rated it "desirable"; one of 2.7 per cent rated it "undesirable," while one felt "undecided." Twenty-one or 56.7 per cent rated as "very desirable" the idea that interest determines how much a child will read on his own; fourteen or 37.8 per cent rated it "desirable"; on the other hand, 2 or 5.4 per cent felt "undecided." Twenty-five or 67.5 per cent appraised as "very desirable" the position that interest varies from child to child of the same sex, while the remaining 12 or 32.4 per cent rated it "desirable." Nineteen or 51.3 per cent expressed the belief that interest may be studied by the use of a questionnaire as "very desirable"; on the other hand, 18 or 48.6 per cent rated as "very desirable" the belief that interest might be developed if the school and home are favorable to the child;
whereas the remaining 15 or 40.5 per cent rated it "desirable." Twenty or 54.0 per cent appraised as "very desirable" the opinion that interest determines the book selected by the child to read, while the remaining 17 or 45.9 per cent rated it "desirable."

**TABLE 14**

READING INTEREST: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Breeds motivation</td>
<td>23 62.1</td>
</tr>
<tr>
<td>2. Determines how much a child reads on his own</td>
<td>21 56.7</td>
</tr>
<tr>
<td>3. Varies from child to child of the same sex</td>
<td>25 67.5</td>
</tr>
<tr>
<td>4. May be studied by the use of questionnaire</td>
<td>19 51.3</td>
</tr>
<tr>
<td>5. Might be developed if the school and home are favorable to the child</td>
<td>22 59.4</td>
</tr>
<tr>
<td>6. Determines the books selected by the child to read</td>
<td>20 54.0</td>
</tr>
</tbody>
</table>

Interpretive summary. -- The responses tended to indicate that all of the items concerning interest were of value. Even though a relatively small per cent of the respondents were
"undecided" about interest breeding motivation and determines how much a child will read on his own; and a still smaller per cent considered breeds motivation "undesirable" it was concluded that many of the respondents were in essential agreement with research about reading interest.

Motivation of Reading Instruction

Items considered in this section were that reading instruction "should have as its purpose a systematic increase in the child's desire to read," "gives a lift to all desirable personal qualities," "has a salutary effect on emotional disturbances" and "depends largely upon rate of growth, development of skills and the amount of voluntary reading." Table 15 reports responses to these items.

Specific responses regarding motivation of reading instruction.— Twenty or 54.0 per cent of the teachers rated as "very desirable" the belief that motivation should have as its purpose a systematic increase in the child's desire to read, while the remaining 17 or 45.9 per cent rated it "desirable." Sixteen or 43.2 per cent rated "very desirable" the idea that motivation gives a lift to all desirable personal qualities; nineteen or 51.3 per cent gave it a rating of "desirable," while the remaining 2 or 5.4 per cent were "undecided." Twenty-two or 56.7 per cent rated the opinion that motivation has a salutary effect on emotional disturbances "very desirable"; on the other hand, the remaining 16 or 43.2 per cent rated it "desirable." Twenty-two or 59.4 per cent appraised as "very desirable" the position that
motivation depends largely upon rate of growth, development of skills and the amount of voluntary reading, while the remaining 15 or 40.5 per cent rated it "desirable."

**TABLE 15**

**MOTIVATION OF READING INSTRUCTION: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS**

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Desirable</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Should have as its purpose systematic increase in the child's desire to read</td>
<td>20 54.0</td>
<td>17 45.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Gives a lift to all personal qualities</td>
<td>16 43.2</td>
<td>19 51.3</td>
<td>2 5.4</td>
<td></td>
</tr>
<tr>
<td>3. Has a salutary effect on emotional disturbances</td>
<td>21 56.7</td>
<td>16 43.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Depends largely upon rate of growth, development of skills and the amount of voluntary reading</td>
<td>22 59.4</td>
<td>15 40.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretive summary. -- Respondents indicated that motivation of reading depends largely upon rate of growth, development of skills and the amount of voluntary reading. Most of the teachers agreed that motivation gives a lift to all personal qualities, while only a few were "undecided." None of the teachers rated any of the items "undesirable."
The respondents and research were in essential harmony concerning motivation of reading instruction.

Reading Taste

The major items considered in the section pertaining to reading taste were: "might be good in one area and poor in another," "evolves out of past experiences," "is evaluated in terms of increased happiness, satisfactory and all around welfare of the person concerned," "is more likely developed in favorable environmental conditions," and built by a continuous process." Table 16 reports these responses.

Specific responses regarding reading taste.--- Twenty-six or 70.2 per cent of the teachers rated as "very desirable" the idea that reading taste might be good in one area and poor in another; ten or 27.0 per cent rated it "desirable," whereas 1 or 2.7 per cent felt "undecided." Twenty-two or 59.4 per cent rated as "very desirable" the position that reading taste evolves out of past experience, while the remaining 15 or 40.5 per cent rated it "desirable"; eighteen or 48.6 per cent appraised as "very desirable" the opinion that taste is evaluated in terms of increased happiness, satisfaction, and all around welfare of the person concerned while the remaining 19 or 51.3 per cent rated it "desirable." Twenty-five or 67.5 per cent rated as "very desirable" the opinion that taste is more likely developed in favorable environmental conditions; twelve or 32.4 per cent rated it "desirable." Twenty-three or 62.1 per cent gave a "very desirable" rating to the idea that taste determines
the book selected; twelve or 32.4 per cent gave it a rating of "desirable," while the remaining 2 or 5.4 per cent were "undecided."

**TABLE 16**

**READING TASTE: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON ELEMENTARY TEACHERS**

<table>
<thead>
<tr>
<th>Number and Percentage</th>
<th>Very Desirable</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Might be good in one area and poor in another</td>
<td>26 70.2</td>
<td>10 27.0</td>
<td></td>
<td>1 2.7</td>
</tr>
<tr>
<td>2. Evolves out of past experiences</td>
<td>22 59.4</td>
<td>15 40.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is evaluated in terms of increased, happiness, satisfaction and all around welfare of the person concerned</td>
<td>18 48.6</td>
<td>19 51.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is more likely developed in favorable environmental conditions</td>
<td>25 67.5</td>
<td>12 32.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Determines the books selected to read</td>
<td>23 62.1</td>
<td>12 32.4</td>
<td></td>
<td>2 5.4</td>
</tr>
</tbody>
</table>

**Interpretive summary.**—A relatively high per cent of the teachers were in accord with research on all of the items; however, there was a slight preference for taste being good in one and poor in another. Responses indicated that teachers were in agreement with research findings.
Comprehension Abilities

The items pertaining to comprehension abilities were:
"listening comprehension exceeds reading comprehension through the upper elementary levels"; "standardized tests are useful for diagnosing grade level comprehension"; "comprehension involves certain basic needs as a word and thought unit"; "it becomes harder with increased difficulty in reading materials"; and "it depends upon a group of concepts or of meaning evolved through experience." Table 17 reports these responses.

Specific responses regarding comprehension abilities.-- Sixteen or 43.2 per cent of the respondents rated listening comprehension exceeds reading comprehension through the upper elementary level as a "very desirable" statement; fourteen or 37.8 per cent rated it "desirable"; on the other hand, two or 5.4 per cent rated it "undesirable," while 5 or 13.5 per cent were "undecided." Eighteen or 48.6 per cent gave a "very desirable" rating to the idea that standardized tests are useful for diagnosing grade level comprehension, while the remaining 19 or 51.3 per cent rated it "desirable." Eighteen or 48.6 per cent rated the belief that comprehension involves certain basic needs as a word and thought unit as "very desirable"; eighteen or 48.6 per cent rated it "desirable," whereas 1 or 2.7 per cent felt "undecided." Fourteen or 37.8 gave a "very desirable" rating to the opinion that comprehension becomes harder with increased difficulty in reading materials; nineteen or 51.3 per cent rated it "desirable";
two or 5.4 per cent rated it "undesirable," whereas 2 or 5.4 per cent were "undecided." Sixteen or 51.3 per cent gave a "very desirable" rating to the idea that it depends upon a group of concepts or of meaning evolved through experiences; fifteen or 40.5 per cent appraised it "desirable," while 3 or 8.1 per cent rated it "undecided."

**TABLE 17**

**COMPREHENSION ABILITIES: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS**

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Desirable</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening comprehension exceeds reading comprehension through the upper elementary level</td>
<td>16 43.2</td>
<td>14 37.8</td>
<td>2 5.4</td>
<td>5 13.5</td>
</tr>
<tr>
<td>2. Standardized tests are useful for diagnosing grade level comprehension</td>
<td>18 46.6</td>
<td>19 51.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Comprehension involves basic needs as a word thought unit</td>
<td>18 46.6</td>
<td>18 48.6</td>
<td></td>
<td>1 2.7</td>
</tr>
<tr>
<td>4. It becomes harder with increased difficulty in reading materials</td>
<td>14 37.8</td>
<td>19 51.3</td>
<td>2 5.4</td>
<td>2 5.4</td>
</tr>
<tr>
<td>5. It depends upon a group of concepts or of meaning evolved through experience</td>
<td>19 51.3</td>
<td>15 40.5</td>
<td></td>
<td>3 8.1</td>
</tr>
</tbody>
</table>
Interpretive summary.-- In spite of the fact that a small per cent of the items was rated "undesirable" or "undecided," responses indicated that a high per cent of the teachers realized the significance of all items. There was a slight preference for the view that comprehension depends upon a group of concepts or meaning evolved through experiences. From consideration of the responses given to the items in Table 17 it was concluded that many of the respondents agreed with research, but possibly their emphasis on the development of the basic skills of comprehension differs from the more recent effort to follow a sequential development of word knowledge and comprehension skills; while a noticeable per cent rated authorities beliefs "undesirable" or "undecided." It was concluded that teachers and research findings did not completely agree on this section.

Program of Corrective and Remedial Instruction

The items to be considered as very fitting for the program of corrective and remedial instruction were: "be modified to keep abreast of changing instructional needs," "be highly individualized," "provide new experiences in skills needed in connection with purposeful reading," "be based on appropriate diagnosis," and "be based on careful teacher appraisal." Table 18 reports responses to these items.

Specific responses regarding the program of remedial and corrective instruction.-- Twenty-two or 59.4 per cent of the teachers gave a "very desirable" rating to the idea that
remedial and corrective instruction should be modified to keep abreast of changing instructional needs; on the other hand, ten or 27.0 per cent rated it "desirable"; one or 2.7 per cent rated it "undesirable," while 4 or 10.8 per cent were "undecided." Twenty-two or 59.4 per cent rated as "very desirable" the idea that remedial instruction should be highly individualized; ten or 27.0 per cent gave it a rating of "desirable"; one or 2.7 per cent rated it "undesirable," while 4 or 10.8 per cent were "undecided." Twenty-three or 62.1 per cent gave a "very desirable" rating to the idea that these services provide new experiences in skills needed in connection with purposeful reading; twelve or 32.4 per cent appraised it "desirable"; one or 2.7 per cent felt "undecided." Twenty-six or 70.0 per cent gave a "very desirable" rating to the idea that corrective and remedial instruction should be encouraging to the child; nine or 24.3 per cent rated it "desirable," while 2 or 5.4 per cent were "undecided." Twenty-seven or 72.9 per cent appraised as "very desirable" the opinion that materials for corrective and remedial programs should be readable and motivating to the child; eight or 21.6 per cent gave it a rating of "desirable," while 2 or 5.4 per cent were "undecided." Seventeen or 59.4 per cent rated it "desirable," while 1 or 2.7 per cent were "undecided."

Interpretive summary.--The responses given to items in Table 18 offered encouragement for the instructional program of corrective and remedial reading. It was concluded that the teachers considered all of the items or principles
underlying treatment of disabled readers important, nevertheless, most important in the mind of the teachers apparently was the use of materials readable and motivating to the child as the major aspects of the corrective and remedial program. Approximately three-fourths of the teachers were in agreement with research findings, while a low per cent were not.

**Table 18**

**CORRECTIVE AND REMEDIAL INSTRUCTION: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS**

<table>
<thead>
<tr>
<th>Number and Percentage</th>
<th>Very Desirable</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be modified to keep abreast of changing instructional needs</td>
<td>22 59.4</td>
<td>10 27.0</td>
<td>1 2.7</td>
<td>4 10.8</td>
</tr>
<tr>
<td>2. Be highly individualized</td>
<td>22 59.4</td>
<td>10 27.0</td>
<td>1 2.7</td>
<td>4 10.8</td>
</tr>
<tr>
<td>3. Provide new experiences in skills needed in connection with purposeful reading</td>
<td>23 62.1</td>
<td>12 32.4</td>
<td>1 2.7</td>
<td>1 2.7</td>
</tr>
<tr>
<td>4. Be encouraging to the child</td>
<td>26 70.2</td>
<td>9 24.3</td>
<td></td>
<td>2 5.4</td>
</tr>
<tr>
<td>5. Use materials readable and motivating to the child</td>
<td>27 72.9</td>
<td>8 21.7</td>
<td></td>
<td>2 5.4</td>
</tr>
<tr>
<td>6. Be based on appropriate diagnosis</td>
<td>17 45.9</td>
<td>17 45.9</td>
<td>2 5.4</td>
<td>1 2.7</td>
</tr>
<tr>
<td>7. Be based on careful teacher appraisal</td>
<td>14 37.3</td>
<td>22 59.4</td>
<td></td>
<td>1 2.7</td>
</tr>
</tbody>
</table>
Reading Content Areas

The items to be considered concerning reading in the content areas were: "it is a difficult, complicated and lengthy task"; "for effectiveness, normal progress in acquiring basic reading skills is essential"; "reading abilities overlap in different subjects"; "different content areas require specific instruction," "materials become highly specialized"; "adjustment of rate of reading for the particular requirement in subjects must be considered"; and "proficient reading in the content fields involves the application of proper comprehension abilities to a particular field."

Table 19 reports responses to these items.

Specific responses regarding reading in content areas.---

Twenty or 54.0 per cent of the teachers gave a "very desirable" rating to the idea that reading in content areas is difficult and lengthy, while the remaining 17 or 45.9 per cent rated it "desirable." Nineteen or 51.3 per cent rated as "very desirable" the belief that for effectiveness in the content areas, normal progress in acquiring basic reading skills is essential, whereas 18 or 48.6 per cent rated it "desirable." Seventeen or 45.9 per cent rated as "very desirable" the opinion that reading abilities overlap in different subjects; on the other hand, 20 or 54.0 per cent gave it a rating of "desirable." Twenty-three or 62.1 per cent rated as "very desirable" the belief that different content areas require specific instruction, while 14 or 37.8 per cent rated it "desirable." Nineteen or
### TABLE 19

READING IN CONTENT AREAS: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Desirable</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is a difficult, complicated and lengthy task</td>
<td>20</td>
<td>54.0</td>
<td>17</td>
<td>45.9</td>
</tr>
<tr>
<td>2. For effectiveness, normal progress in acquiring basic reading skills is essential</td>
<td>19</td>
<td>51.3</td>
<td>18</td>
<td>48.6</td>
</tr>
<tr>
<td>3. Reading abilities overlap in different subjects</td>
<td>17</td>
<td>45.9</td>
<td>20</td>
<td>54.0</td>
</tr>
<tr>
<td>4. Different content areas require specific instruction</td>
<td>23</td>
<td>62.1</td>
<td>14</td>
<td>37.8</td>
</tr>
<tr>
<td>5. Materials become highly specialized</td>
<td>19</td>
<td>61.3</td>
<td>18</td>
<td>48.6</td>
</tr>
<tr>
<td>6. Adjustment of rate of reading for the particular requirement in subjects must be considered</td>
<td>19</td>
<td>61.3</td>
<td>18</td>
<td>48.6</td>
</tr>
<tr>
<td>7. Proficient reading in the content areas involves the application of proper comprehension</td>
<td>21</td>
<td>56.7</td>
<td>16</td>
<td>43.2</td>
</tr>
</tbody>
</table>
51.3 per cent appraised as "very desirable" the position that materials become highly specialized, whereas 18 or 48.6 per cent rated it "desirable." Nineteen or 51.3 per cent indicated as "very desirable" the position that adjustment of rate of reading for the particular requirement in subjects must be considered, while the remaining 18 or 48.6 per cent rated it "desirable." Twenty-one or 56.7 per cent appraised as "very desirable" the opinion that proficient reading in the content fields involves the application of proper comprehension abilities to a particular field, whereas the remaining 18 or 45.9 per cent rated this item "desirable."

Interpretive summary.— The "very desirable" and "desirable" responses to all of the items in this section led the writer to conclude that teachers were of the opinion that reading instruction is not geared to any one isolated area but to all areas. The teachers rated all items relatively high, however, they indicated slight preference for the idea that different content areas require specific instruction. It was concluded that teachers highly supported research findings in this area.

Basic Methods of Teaching Reading

The four necessary methods of teaching reading to be considered were: "teaching word recognition primarily," "oral reading instruction primarily," "totally silent reading instruction," "a co-ordination of all methods," and "reading experience charts." Table 20 reports responses to these items.
### TABLE 20

**BASIC METHODS OF TEACHING READING**: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Teaching word recognition primarily</td>
<td>10 27.0</td>
</tr>
<tr>
<td>2. Oral instruction primarily</td>
<td>6 16.2</td>
</tr>
<tr>
<td>3. Totally silent reading instruction</td>
<td>10 27.0</td>
</tr>
<tr>
<td>4. A well organized co-ordination of all methods</td>
<td>26 70.2</td>
</tr>
<tr>
<td>5. Reading experience charts</td>
<td>22 59.4</td>
</tr>
</tbody>
</table>

Specific responses concerning basic methods of teaching reading.-- Ten or 27.0 per cent of the respondents felt that methods of teaching reading comprised of teaching word recognition primarily; they rated it "very desirable"; ten or 27.0 per cent gave it a rating of "desirable"; fourteen or 37.8 per cent rated it "undesirable," while 3 or 8.1 per cent were "undecided." Six or 16.2 per cent rated as "very desirable" the idea that oral instruction primarily should be the method used in teaching reading; nine or 24.3 per cent rated it "desirable"; nineteen or 51.3 per cent rated it "undesirable,"
whereas 3 or 8.1 per cent were "undecided." Ten or 27.0 per cent gave totally silent reading instruction a rating of "very desirable"; on the other hand, 14 or 37.8 per cent rated it "desirable"; twelve or 32.4 per cent gave it a rating of "undesirable," whereas 1 or 2.7 per cent felt "undecided." Twenty-six or 70.2 per cent rated as "very desirable" the position that a well organized co-ordination of all methods should be utilized in teaching reading; nine or 24.3 per cent rated it "desirable," while the remaining 2 or 5.4 per cent were "undecided." Twenty-two or 29.4 per cent appraised reading experience charts as "very desirable"; eleven or 29.7 per cent gave it a rating of "desirable"; two or 5.4 per cent indicated it as "undesirable," whereas 2 or 5.4 per cent were "undecided."

**Interpretive summary**—A relatively high per cent of the respondents favored a well co-ordination of all methods and reading experience charts, however there was preference for a well organized co-ordination of all methods, which was also highly emphasized by research. Since a fairly high per cent rated teaching word recognition primarily, oral instruction primarily, and totally silent reading instruction "undesirable" and appraised the position of a well organized co-ordination of all methods "very desirable" or "desirable" it was concluded that teachers and authorities are in partial harmony concerning the basic methods of teaching reading.

**Reading Disability Cases**

The items for consideration as to their appropriateness
in description of reading disability were: "complex disability," "limiting disability," "simple disability," and "specific disability." Table 21 reports the responses to these items.

**TABLE 21**

**READING DISABILITY CASES: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS**

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Complex disability</td>
<td>10 27.0</td>
</tr>
<tr>
<td>2. Limiting disability</td>
<td>11 29.7</td>
</tr>
<tr>
<td>3. Simple disability</td>
<td>12 32.4</td>
</tr>
<tr>
<td>4. Specific retardation</td>
<td>19 51.3</td>
</tr>
</tbody>
</table>

Specific responses regarding reading disability.--Ten or 27.0 per cent of the teachers rated complex disability as a "very desirable" way to describe disability; fifteen or 40.5 per cent rated it "desirable"; on the other hand, ten or 27.0 per cent appraised it "undesirable," while 2 or 5.4 per cent were "undecided." Eleven or 29.7 per cent gave the description, limiting disability a rating of "very desirable," whereas 16 or 43.2 per cent rated it "desirable"; 9 or 24.3 per cent rated it "undesirable," while one or 2.7 per cent felt "undecided." Twelve or 32.4 per cent rated simple retardation "very desirable"; fourteen or 37.8 per cent rated
"desirable"; ten or 27.0 per cent gave it a rating of "undesirable" while 1 or 2.7 per cent felt "undecided." Nineteen or 51.3 per cent rated specific retardation as "very desirable"; nine or 24.3 per cent rated it "desirable"; seven or 18.9 per cent gave it a rating of "undesirable," while 2 or 5.4 per cent were "undecided."

Interpretive summary.—Slightly less than half of the teachers did not feel that complex disability and simple disability are classifications of reading disability cases; on the other hand, a similar per cent did not consider limiting disability a reading disability case, while an even lower per cent felt that specific retardation is not a disability case of reading. In spite of the high per cent of "undesirable" ratings slightly more than half of the teachers classified specific retardation as a reading disability case. From consideration of responses given to items in Table 21 it was concluded that teachers were not familiar with the nature of reading disability cases and they were not in agreement with research.

Causes of Reading Disabilities

The major items to be considered as to their appropriateness as causes of reading disability were: "emotional," "educational," "intellectual," and "general physical." Table 22 reports responses to these items.

Specific responses regarding causes of reading disabilities.—Of the thirty-seven teachers responding, 22 or 59.4 per cent rated as "very desirable" the belief that a cause
of reading disability is emotional disturbances; on the other hand, thirteen or 35.1 per cent rated it "desirable," while 2 or 5.4 per cent were "undecided." Eighteen or 48.6 per cent appraised the idea of educational as a "very desirable" cause; sixteen or 43.2 per cent rated it "desirable." on the other hand, three or 8.1 per cent were "undecided." Eighteen or 48.6 per cent rated as "very desirable" the belief that intellectual is a cause of reading disability; seventeen or 45.9 per cent gave it a rating of "desirable," whereas 2 or 5.4 per cent were "undecided." Thirty-seven of 100 per cent of the teachers gave general physical a rating of "very desirable."

**TABLE 22**

**CAUSES OF READING DISABILITY, NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON ELEMENTARY TEACHERS**

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Desirable</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emotional</td>
<td>22 59.4</td>
<td>13 35.1</td>
<td></td>
<td>2 5.4</td>
</tr>
<tr>
<td>2. Educational</td>
<td>18 48.6</td>
<td>16 43.2</td>
<td></td>
<td>3 8.1</td>
</tr>
<tr>
<td>3. Intellectual</td>
<td>18 48.6</td>
<td>17 45.9</td>
<td></td>
<td>2 5.4</td>
</tr>
<tr>
<td>4. General Physical</td>
<td>37 100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Interpretive summary.* -- Even though a low per cent of the respondents were "undecided" about the idea that reading disability is caused by intellectual, emotional and educational
reasons none of them gave any of the items a rating of "undesirable." The one-hundred per cent response for general physical indicated that teachers and authorities were in complete harmony concerning this item. Consideration of the responses given to the fact that reading disability is due to emotional, educational and intellectual reasons led the writer to conclude that all teachers do not agree with the view taken by authorities that reading disability is due to multiple causation.

Classification of Reading Difficulties

The classification of reading difficulties to be considered were: "difficulties in comprehension abilities," "faulty word identification and recognition," "inappropriate directional habits," "poor oral reading," "limited special comprehension abilities," "deficiencies in basic study skills," "deficiencies in ability to adapt to needs," and deficiencies in rate of comprehension." Table 23 reports responses to these items.

Specific responses regarding classification of reading difficulties.-- Twenty-eight or 75.6 per cent of the respondents rated "very desirable" the idea that reading is comprised of difficulties in basic comprehension abilities, whereas the remaining 9 or 24.3 per cent rated it "desirable." Twenty-eight or 75.6 per cent rated faulty word identification and recognition "very desirable"; on the other hand, the remaining 9 or 24.3 per cent rated it "desirable." Nineteen or 51.3 per cent rated as "very desirable" the realization
that inappropriate directional habits may cause difficulty in reading, while the remaining 18 or 48.6 per cent rated it "desirable." Twenty or 54.0 per cent gave poor oral reading a rating of "very desirable," whereas the remaining 17 or 45.9 per cent rated it "desirable." Twenty-one or 56.7 per cent rated as "very desirable" the recognition of the fact that limited special comprehension abilities account for reading difficulty, while 16 or 43.2 per cent appraised it "desirable." Twenty-four or 64.8 per cent of the respondents rated as "desirable" the belief that deficiencies in basic study skills may cause difficulties; thirteen or 35.1 per cent appraised it "desirable." Seventeen or 45.9 per cent gave deficiencies in ability to adapt to needs a rating of "very desirable" identification; sixteen or 43.2 per cent appraised it as "desirable"; one or 2.7 per cent gave it an "undesirable" rating, while the remaining 3 or 8.1 per cent were "undecided." Fifteen or 40.5 per cent rated as "very desirable" the belief that deficiencies in the rate of comprehension is a reading difficulty; twenty or 54.0 per cent gave it a rating of "desirable," while the remaining 2 or 5.4 per cent of the teachers were "undecided."

Interpretive summary. — Only one of the respondents rated deficiencies in ability to adapt to needs "undesirable," while a low per cent were "undecided" about deficiencies in ability to adapt to needs and deficiencies in rate of comprehension. A high per cent rated all items "very desirable" or "desirable," however, the respondents favored difficulties in basic
comprehension abilities and faulty word identification and recognition. It was concluded that the respondents and research findings agreed on items concerning the classification of reading difficulties.

**TABLE 23**

CLASSIFICATION OF READING DIFFICULTIES: NUMBER AND PERCENTAGE OF VERY DESIRABLE, DESIRABLE, UNDESIRABLE AND UNDECIDED RESPONSES GIVEN BY FULTON COUNTY ELEMENTARY TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Difficulties in basic comprehension abilities</td>
<td>28 75.6</td>
</tr>
<tr>
<td>2. Faulty word identification and recognition</td>
<td>28 75.6</td>
</tr>
<tr>
<td>3. Inappropriate directional habits</td>
<td>19 51.3</td>
</tr>
<tr>
<td>4. Poor oral reading</td>
<td>20 54.0</td>
</tr>
<tr>
<td>5. Limited special comprehension abilities</td>
<td>21 56.7</td>
</tr>
<tr>
<td>6. Deficiencies in basic study skills</td>
<td>24 64.8</td>
</tr>
<tr>
<td>7. Deficiencies in ability to adapt to needs</td>
<td>17 45.9</td>
</tr>
<tr>
<td>8. Deficiencies in rate of comprehension</td>
<td>15 40.5</td>
</tr>
</tbody>
</table>

Effective Instruction in Reading Skills

Items for consideration as effective instruction in
reading skills were: "provides for flexible grouping," "provides for vocabulary growth," "analyzes instructional needs of pupils," "assures security and comprehension in silent reading," "provides effective help in study skills," and makes skills program a zestful experience. Table 24 reports the responses to these items.

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Desirable</td>
</tr>
<tr>
<td>1. Provides for flexible grouping</td>
<td>29</td>
</tr>
<tr>
<td>2. Provides for vocabulary growth</td>
<td>30</td>
</tr>
<tr>
<td>3. Analyzes instructional needs of pupils</td>
<td>23</td>
</tr>
<tr>
<td>4. Assures security and comprehension in</td>
<td>21</td>
</tr>
<tr>
<td>silent reading</td>
<td></td>
</tr>
<tr>
<td>5. Gives specific help in study skills</td>
<td>37</td>
</tr>
<tr>
<td>6. Makes skills program a zestful</td>
<td>19</td>
</tr>
<tr>
<td>experience</td>
<td></td>
</tr>
</tbody>
</table>

Specific responses regarding effective instruction in reading skills.— Twenty-nine or 78.3 per cent of the
respondents appraised as "very desirable" the position that effective instruction provides for flexible grouping; seven or 18.9 per cent rated it "desirable," while the remaining 1 or 2.7 per cent felt "undecided." Thirty or 81.0 per cent gave a "very desirable" rating to the idea that effective instruction provides for vocabulary growth; on the other hand, the remaining 7 or 18.9 per cent rated it "desirable." Twenty-three or 62.1 per cent rated analyzes instructional needs of pupils as "very desirable," while the remaining 14 or 37.9 per cent rated it "desirable." Twenty-nine or 56.7 per cent indicated assures security and comprehension in silent reading "very desirable"; fifteen or 40.5 per cent rated it "desirable"; on the other hand, the remaining 1 or 2.7 per cent felt "undecided." Thirty-seven or 100 per cent appraised as "very desirable" the position that effective instruction gives specific help in study skills. Nineteen or 51.3 per cent rated as "very desirable" the opinion that instruction makes the skills program a zestful experience; fourteen or 37.8 per cent gave it a rating of "desirable," while the remaining 4 or 10.8 per cent were "undecided."

Interpretive summary.--- The teachers tended to recognize the importance of all items concerning effective instruction in reading skills but there was distinct preference for giving effective help in study skills. None gave any of the items a rating of "undesirable"; however a low per cent were "undecided" as to whether effective instruction provides for
flexible grouping; assures security and comprehension in silent reading; and makes skills program a zestful experience. It was concluded that the majority of the respondents were in accord with research findings.
CHAPTER IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS

General Summary of the Research Design

The ability to read well constitutes one of the most important skills a person can acquire. Satisfactory adjustment to living in the complex modern world requires effective reading. If children and adults read well they not only add greatly to their personal living but have a better chance of preserving and improving the democracy in which they live. Today children and adults need reading more than ever before for personal and social reasons. From the personal point of view, reading is important for understanding and wholesale adjustment. The world is full of a number of things that people cannot see or hear directly; reading often takes the place of such concrete experiences. From the social point of view the ability to read is essential to the working of democracy. Democracy is still the rule of the people, and the citizenry is fit to rule only through reading and understanding some of the important problems facing their community and country and make thoughtful decisions about them. Making thoughtful decisions along with reading can begin in the first grade.

Obviously, the expansion of emphasis on reading enhances its importance as a process and underlines the added
responsibility of the classroom teacher to aid pupils in becoming efficient readers. It has led to the fact that every effort possible should be made to prevent pupils from encountering difficulties in the process of learning to read.

For a number of years, the Fulton County Schools have encouraged in-service consideration of the problem of improving reading, however, observation of pupils' reading confirms the fact that the quality of reading in this situation is yet inferior. Discussions, courses in reading, along with observations and demonstrations of reading concerning specific techniques and procedures, led the writer to become interested in this study in an effort to supply specific information as to whether teachers are in accord with research findings and best pedagogical writings in reading. Since no real effort has been made to take this step in this situation, it was the belief of the writer that some specific information would be fruitful.

The data gathered and interpreted in this study should be beneficial in creating awareness of the developmental nature of reading and of contributing factors influencing it; reveal areas in reading where teachers' reactions might be indicative of strengths and/or weaknesses; and present information that will aid teachers in planning reading for their pupils.

The problem involved in this study was to determine the extent to which the primary teachers' beliefs concerning the organization, approaches and educational practices utilized
in teaching reading were in accord with research findings and best pedagogical writings.

The general purpose of this study was to determine the design of reading instruction in Fulton County primary grades; more specifically the purposes were:

1. To determine viewpoints held by teachers in each of the following areas:
   a. The goals of reading instruction as identified by teachers.
   b. The definition of reading as identified by teachers.
   c. The reading readiness program as identified by teachers.
   d. The basal reading system as identified by teachers.
   e. Classroom analysis of reading needs as identified by teachers.
   f. Teachers' opinion of the following:
      (1) Grouping for instruction.
      (2) Motivation of reading instruction.
      (3) Silent reading instruction
      (4) Oral reading instruction.
      (5) Word recognition techniques.
      (6) Reading interest and taste.
      (7) Development of basic comprehension abilities.
      (8) Corrective and remedial instruction.
(9) Reading in content areas.

(10) Basic methods of teaching reading.

g. Typical steps taken in systematic reading instruction as identified by teachers.

h. Categories of disabled readers as identified by teachers.

i. Teachers' classification of reading disabilities.

j. Effective instruction in reading skills as identified by teachers.

k. Causes of reading disabilities as identified by teachers.

This study was restricted to thirty-seven teachers' responses concerning general aspects in the teaching of reading.

This study was conducted during the school year of 1958-1959 at the following elementary schools in Fulton County:

1. Bailey-Johnson - located in Alpharetta, Georgia.
2. J. F. Beavers - located in College Park, Georgia.
3. East Point Elementary - located in East Point, Georgia.
4. Fairburn - located in Fairburn, Georgia.
5. Stonewall - located in Stonewall, Georgia.
6. Palmetta - located in Palmetta, Georgia.

The Descriptive Survey Method of Research was used in this study, with the questionnaire as the main instrument for the collection of data.

The subjects used in this study were thirty-seven
Ill
teachers of primary grades of Fulton County Schools. Of the thirty-seven teachers, sixteen were teaching first grade, eleven were teaching second grade, and ten were teaching third grade. The highest number of teachers were teaching first grade. Most of the teachers were thirty-five years old or younger, while seventeen were above thirty-five. The teachers experience ranged from one to forty years. Fifteen of the teachers had from 6 to 10 years of experience; nine had 0 to 5 years of experience; five had worked between 11 to 15 years; five between 21 and 25 years; two had worked between 26 to 30 years, while the remaining 1 had worked from 30 to 40 years. Sixteen of the subjects had worked on the primary level between 6 to 10 years; ten from 0 to 5 years; four from 11 to 15; four from 21 to 25; two from 26-30, while 1 had worked on the primary level between 36 to 40 years. The levels of training of the teachers ranged from three years of college to the completion of graduate work. Within this group some had majored in elementary education, others had done graduate work in elementary education, while a smaller group had done graduate work in secondary education. Of the thirty-seven teachers thirty-one had special courses in reading. All of the subjects were females.

The questionnaire used in this study was designed to secure the necessary data. It consisted of items based on (1) information gathered from Bond and Tinker's book Reading Difficulties and Durrell's book Improving Reading Instruction, (2) suggestions from authorities acquainted with the data
related to the problem, and (3) consideration of information found on oral and silent reading rates. The questionnaire was divided into sub-headings in order to encircle the specific purposes of the study.

The questionnaire was designed and validated by careful choice and arrangement of items, presentation to persons competent to judge the instrument, and trial runs on smaller groups of teachers.

Specific steps taken in the total research were the following:

1. The necessary permission from the proper school officials was secured.
2. Literature related to the problem was considered, digested and presented in the thesis.
3. The questionnaire was sent to the subjects involved in the study.
4. The data collected were assembled into appropriate tables as a basis for analysis and interpretation.
5. Findings of the study were summarized, conclusions drawn and recommendations formulated.
6. The results of the study were presented to the School of Education.

The pertinent literature with which this study was concerned was based upon (1) contemporary trends in the teaching of reading, and (2) findings from related studies. The literature was summarized as follows:

1. There is a dire need for teachers of reading to be
familiar with the nature of the reading process, normal reading growth, goals of reading instruction and what constitutes a good reader.

2. There is variation in the modern approach to reading.

3. The best results will be obtained by instruction based upon an integration of several of the modern methods.

4. There is need to integrate reading with the whole school curriculum.

5. There is need to portray reading as a functional skill acquired through meaningful experiences in connection with other aspects of the school curriculum.

6. It has been demonstrated that there is a possibility of an effective job of reading instruction being done in public schools.

7. Teachers' forecast after observation for a period of time have about the same predictive value as test scores.

8. To a great extent, teachers' opinions and research findings were in harmony concerning handwriting.

9. While teachers feel that children spend more time learning through reading observation reveals that more than half of the classroom time is actually oriented toward "learning through listening."

After reviewing literature related to the major areas of this study, it was concluded that the consensus of
authorities was that the reading process involves the acquisition of meanings intended by the writer and, beyond these, certain interpretations, evaluations, and reflections about these meanings on the part of the reader. Normal reading growth is developmental in nature. It begins with the acquisition of experience, facility in language, and a good emotional adjustment prior to entering school followed by training in readiness factors after school is begun. After proper preparation, reading is introduced in grade one. Progress in the basic reading abilities is made up through the primary grades. Effective reading instruction involves progress toward several goals. Such goals include the basic understanding of words, sentences, paragraphs, and stories; maturity in reading habits and attitudes; independence in reading; efficiency in the use of the basic study skills; maturity in comprehension; maturity in adjusting to a variety of reading demands; breadth of reading interest and maturity in reading tastes. There is variation in the modern approaches to reading instruction. The best results will be obtained by instruction based upon an integration of several of the modern approaches.

Summary of Basic Findings

The summary of the basic findings of this study which was conducted to appraise teachers' beliefs concerning reading as compared with research findings is presented below. The detailed data have been extracted from the original
twenty tables presented in Chapter III.

Goals of Reading

Twenty-six or 70.2 per cent of the respondents indicated effective word attack as the main goal of reading instruction; however, a relatively high per cent felt the importance of all of the goals. The teachers were in essential agreement with research concerning goals of reading instruction, but possibly their emphasis on word attack skills differs from the current effort to place these techniques into a meaningful program which aims at independence in the reading process.

Definition of Reading

Of the thirty-seven respondents a high per cent placed more emphasis on a routine definition of reading rather than conceptualize their definition of reading with research findings which emphasize the highly meaningful nature of the reading process.

Reading Readiness Program

There was distinct preference for getting background for beginning reading. The majority of the teachers were in essential agreement with authorities in this area.

Basal Reading System

There was a meager preference for providing orderly practice of sight vocabulary and perceptual abilities. Many teachers did not think of the basal reading system as highly important in the development of motivational and individualized
practices. It appeared that teachers partially agreed with research in this area.

**Typical Steps in Systematic Reading Instruction**

Thirty-seven or one hundred per cent of the respondents were in full agreement with research concerning the typical steps in systematic reading being preparation for reading by teacher and pupil, group interpretation, skill building procedures and enrichening and extending activities. Six or 21.6 per cent did not feel that building reading from the book warranted a very high rating, however, it was rated "desirable." None of the items were given a rating of "undesirable" or "undecided."

**Classroom Analysis of Reading Needs**

Similarly 22 or 59.4 per cent of the respondents felt that reading needs can be analyzed by observing faulty habits and weaknesses in regular reading tests; and taking inventory of various needs for special instruction. The responses given to all items revealed that teachers were in accord with authorities concerning this section.

**Grouping for Instruction**

The respondents tended to feel the need for fixed and flexible grouping, however, 37 or 100 per cent distinctly preferred grouping into classes according to general mental ability, unlike authorities who placed more stress on flexible grouping. Seven or 18.9 per cent of the teachers indicated that they were doubtful about school-wide homogeneous grouping, while one half of the remaining number did not rate it highly.
Responses indicated teachers and research being in partial agreement concerning grouping for instructions.

**Silent Reading Instruction**
Thirty-seven or 100 per cent of the respondents indicated that silent reading is a common problem among primary grades. Similarly, 30 or 81.0 per cent felt that silent reading begins in the first grade at the same time as oral reading and that security and comprehension are assured. Many of the teachers did not highly accept the idea that questions after silent reading are too late to help the children in comprehension. The "undesirable" and/or "undecided" responses revealed that there were many teachers confused about lip movements indicating lack of complete transfer from oral reading; that silent reading is best determined by the use of standardized test; that speed should be adjusted to different situations; that there is little conflict between silent and oral reading; that specific help is needed in transferring from oral to silent reading; and that security and comprehension are assured in silent reading instruction. A high per cent of the teachers did not agree with research about silent reading instruction.

**Oral Reading Instruction**
The responses tended to prefer the idea that oral reading should be comprised of carefully planned lessons and based on specific needs. Twenty-six or 70.2 per cent considered as being highly important the ideas that oral reading should be done in small groups; is important enough to deserve a definite place in the reading program; and requires
preparation depending upon the circumstances and maturity of the reader. One rated the ideas that oral reading should be carefully planned lessons based upon specific needs and is a part of any well planned developmental program of reading instruction. Many of the teachers were in essential agreement with research.

**Word Recognition Techniques**

Thirty-seven or 100 per cent of the respondents were aware of the goal and complexity of word recognition and that word recognition exercises should be utilized prior to reading. Two or 5.4 per cent of the teachers did not feel that difficulty in word recognition may be minimized by selecting materials not too difficult. Many of the teachers did not consider workbook exercises among the best means for developing word recognition skills. Teachers and research findings were in partial agreement concerning word recognition techniques.

**Reading Interest**

Teachers realized the significance of all items, however, they tended to feel that interest varies from child to child of the same sex. They seemed to be in essential agreement with research about reading taste, even though one or 2.7 per cent did not feel that interest breeds motivation; one or 2.7 per cent felt "undecided" as to whether interest breeds motivation, while 2 or 5.4 per cent were "undecided as to whether interest determines how much a child will read on his own.

**Motivation of Reading Instruction**

Twenty-two or 59.4 per cent of the teachers indicated that
motivation depends largely upon rate of growth, development of skills and the amount of voluntary reading that a child will do. A relative per cent felt that motivation should have as its purpose systematic increase in the child's desire to read. Two or 5.4 per cent of the teachers were "undecided" as to whether or not motivation gives a lift to all desirable qualities. Respondents were in essential agreement with research concerning motivation of reading instruction.

**Reading Taste**

A relatively high per cent of the respondents were in accord with authorities on all items except the one which states that reading taste is evaluated in terms of increased happiness, satisfaction and all around welfare of the person concerned. Some teachers realized the importance of evaluating taste but they did not place high value on it. Their 70.2 per cent response indicated a preference for taste being good in one area and poor in another. Of the five items only one respondent felt "undecided" about taste being good in one area and poor in another, while 2 or 5.4 per cent were "undecided" about reading taste determining books selected to read. Thirty-three of the teachers were in agreement with research.

**Comprehension Abilities**

While many of the teachers saw the significance of all items, a relatively small per cent rated all items in this section "undesirable," "undecided" or both. Nineteen or 51.5 per cent of the responses indicated that the teachers preferred
the opinion that comprehension depends upon a group of concepts or of meaning evolved through experience. A high percent of the respondents agreed with research but possibly their emphasis on developing basis comprehension abilities differ from the more recent effort to follow a sequential development of word knowledge and of comprehension skills; on the other hand, a noticeable percent "undecided" or felt that the items were "undesirable." It was concluded that teachers were in partial agreement with research findings.

**Corrective and Remedial Instruction**

Most important in the mind of 26 or 70.2 per cent of the 37 teachers apparently was the use of materials readable and motivating to the child as the major aspect of the corrective and remedial program. Approximately three fourths of the teachers were in agreement with research while a smaller number indicated meager doubt about all items. Many of the teachers were in agreement with research findings while a low percent was not.

**Reading in Content Areas**

Teachers were of the opinion that reading instruction is not geared to any one isolated area but all areas. Teachers rated all items high but there was slight preference for the item which stated that different content areas require specific instruction. Teachers' responses highly supported research findings in this area.

**Basic Methods of Teaching Reading**

Twenty-six or 70.2 per cent of the 37 teachers indicated that they favored a well organized co-ordination of all
methods. Nineteen or 51.3 per cent did not feel that there should be only oral reading instruction. The responses indicated that teachers were confused about utilizing a single method or co-ordination of all methods. A small per cent felt "undecided" about all items.

Reading Disability Cases
A greater per cent of the respondents considered specific retardation the major disability case. Similarly, 10 or 27.0 per cent rated complex disability and simple retardation as "undesirable" classifications of reading disability. Nine or 24.3 per cent rated limiting disability "undesirable," while 7 or 18.9 per cent rated specific retardation "undesirable." Teachers were not familiar with the nature of reading disability cases, did not highly agree with research findings in this area.

Causes of Reading Disabilities
None of the items were rated "undesirable." Thirty-seven or 100 per cent of the teachers rated general physical as the main cause of reading disabilities, however, many of the teachers did not highly agree with the view taken by authorities that reading disability is due to multiple causation.

Classification of Reading Difficulties
A relatively high per cent rated all items "very desirable" or "desirable." Twenty-eight or 75.6 per cent favored difficulties in basic comprehension abilities and faulty word identification and recognition as the main reading difficulty. Responses distinctly indicated agreement with research.
Effective Instruction

All items were considered important by the majority of the respondents. None of the items were rated "undesirable," however, a low per cent felt "undecided." Thirty-seven or 100 per cent of the teachers felt that effective instruction gives specific help in study skills. Thirty or 81.0 per cent of the respondents indicated that effective instruction provides for vocabulary growth. The teachers response indicated that they were in essential agreement with authorities in this area.

Conclusions

Teachers were not in total agreement with research finding concerning any of the areas; however, they were in total agreement on some items. On the other hand, many of them were in essential agreement with research concerning some areas of reading instruction, while others were in partial agreement. Therefore the findings in this research seem to warrant conclusions of agreement and partial agreement.

This section presents the following conclusions of agreement:

1. Teachers were in essential agreement concerning the reading readiness program, classroom analysis of reading needs, typical steps in systematic reading instruction, oral reading, corrective and remedial instruction, reading in content areas, classification of reading difficulties, and effective instruction in reading skills.
2. Teachers totally agreed with the idea that typical steps in systematic reading instruction comprise of preparation for reading by the teacher and pupil, group interpretation, skill building procedures, and extending and building enrichening activities.

3. Teachers completely agreed that grouping into classes according to general mental ability is one method of organizing for reading instruction.

4. Respondents totally agreed that a common problem among primary grades is insecurity in silent reading.

5. Respondents completely agreed that word recognition activities are very complex.

6. All subjects felt the need to utilize word recognition exercises prior to reading.

7. Teachers totally agreed to the idea that the general physical condition is a cause of reading disability.

8. Respondents totally agreed that instruction in reading skills gives help in study skills.

This section presents the following conclusions of partial agreement:

1. Teachers' emphasis on word attack skills differed from the current effort to place the techniques into a meaningful program which aims at independence in the reading process.

2. Teachers' definition of reading did not emphasize the highly meaningful nature of the reading process.
3. Many teachers did not consider the basal reading system highly important in the development of motivational and individualized practices.

4. Subjects gave evidence of being confused about relationships between oral and silent reading.

5. Teachers did not stress the flexible grouping method to the degree that it is emphasized by research findings.

6. Respondents did not feel that workbook exercises are among the best means of developing word recognition.

7. The subjects did not place high value on evaluating reading tastes.

8. Teachers' emphasis on developing basic comprehension abilities differed from the more recent effort to follow a sequential development of word knowledge and comprehension skills.

9. One-third of the respondents gave evidence of doubt concerning corrective and remedial instruction.

10. Teachers gave evidence of not agreeing with research as to whether to utilize a single method of teaching reading or a co-ordination of all methods as emphasized by research.

11. Teachers did not indicate that they were very familiar with the nature of reading disability cases.

12. Teachers did not accept the idea that reading disability stems from multiple causation.
Implications

The analysis and interpretation of the data suggest the inherent implications to follow:

1. That there is an imperative need for the teachers to formulate a workable set of objectives or purposes of reading instruction.
2. That instances of contradictory responses concerning the definition of reading indicated that teachers need deeper insight into the process.
3. That there is need for more extensive acquaintance with specific skills, techniques, procedures, materials and resources necessary for more effective instruction.
4. That teachers are not making full use of abundant literature which would dispel some confusion in areas of method and process.

Recommendations

In the light of the findings of this study, the following recommendations are made as possible solutions to the problems of the Fulton County Schools:

1. Development of a set of objectives or purposes of reading instruction consistent with the findings of research and formulation of authorities through in-service programs on a school and county-wide bases.
2. Development of a greater degree of uniformity in a definition of reading with more emphasis on the
highly meaningful nature of the reading process.

3. Specific use of reputable teacher's manuals and other professional resources when planning or teaching reading.

4. Development, on the part of teachers, of skills, techniques, procedures, materials and resources necessary for more effective instruction.

5. Development of consistent and modern approaches to the teaching-learning process.

6. Special planning for corrective and remedial services.
TEACHERS' BELIEFS ABOUT READING

As long as individuals differ among themselves there will be reasons for educational workers to share with each other in efforts to find approaches and procedures best suited to varying needs, interests and abilities of pupils and students. This questionnaire is dedicated to this end.

It is a bit lengthy; however, it has been designed in the form of a check-sheet so that you will not be burdened with detailed writing. Your cooperation is highly appreciated.

Please note: It is not necessary for you to sign your name.

Please fill in the blanks provided below:

1. What grade do you teach? ____________
2. Check your sex, M F
3. How far did you go in college?
   a. Undergraduate Name and Location of Institution
      Freshman
      Sophomore
      Junior
      Senior
   b. Graduate Name and Location of Institution
      One semester
      Two semesters
      More than two semesters
      Masters degree
   c. Post Graduate Name and Location of Institution
      One semester
      Two semesters
      More than two semesters
      Doctorate degree
4. Have you had special courses in reading? Yes No
5. Check your age group
   35 or under
   Above 35
6. Number of pupils in your class
7. Were you an elementary education major in undergraduate college? Yes No
8. Did you do your graduate work in elementary education? Yes No
9. What kind of certificate do you hold? 

10. How long have you taught? 
   a. On a primary level  
   b. On the present job 

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Part 1

Please indicate below whether you accept the following statements concerning the definition of reading, goals of reading instruction, reading readiness period, basic methods of teaching reading, the program of corrective and remedial instruction, the basal reading system, reading in content areas, the main causes of reading disabilities and reading disability cases as:

- **VD** - Very Desirable 
- **D** - Desirable 
- **U** - Undesirable 
- **UND** - Undecided 

by checking (v) in the space provided. Please respond to each item.

Example:

Research characterizes **Reading stages** as

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<th></th>
<th>VD</th>
<th>D</th>
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<tbody>
<tr>
<td>1. Reading Readiness</td>
<td>(v)</td>
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<tr>
<td>2. Initial Guidance in Learning to Read</td>
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<td>3. Rapid progress in Fundamental Reading Attitudes and Habits</td>
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<td>4. The Extension of Experience and the Increase of Reading Efficiency</td>
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<tr>
<td>5. The Refinement of Reading Attitudes, Habits and Taste</td>
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According to best thinking in the field, Reading is:

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<th>VD</th>
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<tr>
<td>1. A relatively simple process</td>
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<td>2. Recognition of stimuli and recall</td>
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<td></td>
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<tr>
<td>3. A subject matter tool</td>
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<td>4. Acquisition of meaning, plus the reader's interpretation, evaluation and reflection</td>
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Recent studies point out that **Goals of Reading Instruction** develop:

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<tbody>
<tr>
<td>1. A growing sight vocabulary</td>
<td></td>
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<td></td>
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<tr>
<td>2. Effective word analysis attack</td>
<td></td>
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<tr>
<td>3. Oral and silent reading skills</td>
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</table>
4. Independence in reading
5. Critical thinking

Research has indicated that the Reading Readiness Period is one of:

1. Getting background for beginning reading
2. Perceiving spoken word sounds
3. Learning letter names and forms
4. Acquiring beginning sight vocabulary

Studies indicate that Basic Methods of Teaching Reading may consist of:

1. Teaching word recognition primarily
2. Oral instruction primarily
3. Totally silent reading instruction
4. A well organized co-ordination of all methods
5. Reading experience charts

The Program of Corrective and Remedial Instruction should:

1. Be modified to keep abreast of changing instructional needs
2. Be highly individualized
3. Provide new experiences in skills needed in connection with purposeful reading
4. Be encouraging to the child
5. Use materials readable and motivating to the child
6. Be based on appropriate diagnosis
7. Be based on careful teacher appraisal

Experienced textbook writers point out advantages of the Basal Reading System as:

1. Time saving to teachers
2. Helpful for beginning teachers
3. Providing orderly practice of sight vocabulary and perceptual abilities
4. Adapting to individual differences
5. Giving advice for motivating instruction

Evidences of research on Reading in Content Areas indicate that:

1. It is a difficult, complicated and lengthy task
2. For effectiveness, normal progress in acquiring basic reading is essential
3. Reading abilities overlap in different subjects
4. Different content areas require specific instruction
5. Materials become highly specialized
6. Adjustment of rate of reading for the particular requirement in subject must be considered
7. Proficient reading in the content fields involves the application of proper comprehension abilities to a particular field

The main causes of Reading Disabilities are:

1. Visual
2. Emotional
3. Educational
4. Socio-Economic
5. General Physical

Reading Disability Cases for which regular classroom teachers should make special preparation are:

1. Complex disability
2. Limiting disability
3. Simple retardation
4. Specific retardation

Part 2

Please indicate whether you accept the following statements concerning classroom analysis of reading needs, grouping for instruction, silent reading instruction, oral reading instruction, word recognition techniques, reading interest, reading tests, comprehension abilities, typical steps in systematic reading instruction, classification of reading difficulties and effective instruction in reading skills as:

VF - Very Favorable
F - Favorable
U - Unfavorable
UND - Undecided

by checking (v) in the spaces provided. Please respond to each item.

Example:

Experts in the field classify Reading Rate as:

1. Hurried strained reading (v) ( ) ( ) ( ) ( )
2. Slow labored reading (v) ( ) ( ) ( )
3. Addition and omission of sound ( ) ( ) (v) ( )
4. Ignoring punctuation marks resulting in poor rate and loss of expression and thought (v) ( ) ( ) ( )
5. Volume too high or too low ( ) ( ) ( ) (v)

Classroom teachers may Analyze Reading Needs as follows:

1. Administering informal tests ( ) ( ) ( ) ( )
2. Observing faulty habits and weaknesses in regular reading tests ( ) ( ) ( ) ( )
3. Taking inventory of various needs for special instruction ( ) ( ) ( ) ( )
4. Administering standardized tests ( ) ( ) ( ) ( )

The most frequently used patterns of Grouping for Instruction are:

1. Grouping into classes according to general mental ability ( ) ( ) ( ) ( )
2. Fixed reading groups within a class ( ) ( ) ( ) ( )
3. Flexible groups within a class ( ) ( ) ( ) ( )
4. School-wide homogeneous grouping ( ) ( ) ( ) ( )

According to best thinking in reading, Motivation of Reading Instruction:

1. Should have as its purpose a systematic increase in the child's desire to read ( ) ( ) ( ) ( )
2. Gives a lift to all desirable personal qualities ( ) ( ) ( ) ( )
3. Has a salutary effect on emotional disturbances ( ) ( ) ( ) ( )
4. Depends largely upon rate of growth, development of skills and the amount of voluntary reading ( ) ( ) ( ) ( )

Studies of Silent Reading Instruction indicate that:

1. Security and comprehension are assured ( ) ( ) ( ) ( )
2. Lip movements indicate lack of complete transfer from oral reading ( ) ( ) ( ) ( )
3. Specific help is needed in transferring from oral to silent reading ( ) ( ) ( ) ( )
4. Silent reading level is best determined by use of the standard test

5. Speed should be adjusted to different situations

6. Silent reading begins in the first grade at the same time as oral reading

7. Silent reading and oral reading cannot be separated

8. There is little conflict between skills in silent and oral reading

9. A common problem among primary grades is insecurity in silent reading

10. Questions after silent reading are too late to help children in comprehension

<table>
<thead>
<tr>
<th>Research indicates that Oral Reading:</th>
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<tbody>
<tr>
<td>1. Should be carefully planned lessons</td>
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<td>2. Should be done in small groups</td>
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<tr>
<td>3. Is important enough to deserve a definite place in the reading program</td>
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<tr>
<td>4. Aims to enable the reader to interpret to others</td>
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<tr>
<td>5. Is a part of any well planned developmental program of reading instruction</td>
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<tr>
<td>6. Requires preparation depending upon the circumstances and maturity of the reader</td>
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<table>
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<tr>
<th>A summary on Word Recognition Techniques states that:</th>
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<tbody>
<tr>
<td>1. Difficulty may be minimized by selecting materials not too difficult</td>
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<tr>
<td>2. There should be use of word recognition</td>
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<tr>
<td>3. Vocabulary is a fundamental part of the equipment of the capable reader</td>
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<tr>
<td>4. The goal is to associate appropriate meaning to identified words</td>
</tr>
<tr>
<td>5. The process of word recognition is a complex learning activity</td>
</tr>
</tbody>
</table>
6. Workbook exercises are among the best for developing these skills  

According to the best thinking in the field, Reading Interest:

1. Breeds motivation
2. Determines how much a child will read on his own
3. Varies from child to child of the same sex
4. May be studied by use of questionnaire
5. Might be developed if the home and school are favorable to child
6. Determines the books selected to read

Research indicates that Reading Tests:

1. Might be good in one area and poor in another
2. Evolves out of past experiences
3. Is evaluated in terms of increased happiness, satisfaction and all around welfare of the person concerned
4. Is more likely developed in favorable environmental conditions
5. Is built by a continuous process

Best thinking in the field on Comprehension Abilities states that:

1. Listening comprehension exceeds reading comprehension through the upper elementary level
2. Standard tests are useful for diagnosing grade level comprehension
3. Comprehension involves certain basic needs as a word and thought unit
4. It becomes harder with increased difficulty in reading materials
5. It depends upon a group of concepts or of meaning evolved through experience

The following are Typical Steps in Systematic Reading Instruction:

1. Preparation for reading by teacher and pupils
2. Guiding reading from the book
3. Group interpretation ( ) ( ) ( ) ( ) ( )
4. Skill building procedures ( ) ( ) ( ) ( ) ( )
5. Extending and enriching activities ( ) ( ) ( ) ( ) ( )

According to best thinking in the field of reading, the classification of Reading Difficulties are:

1. Difficulties in basic comprehension abilities ( ) ( ) ( ) ( ) ( )
2. Faulty word identification and recognition ( ) ( ) ( ) ( ) ( )
3. Inappropriate directional habits ( ) ( ) ( ) ( ) ( )
4. Poor oral reading ( ) ( ) ( ) ( ) ( )
5. Limited special comprehension abilities ( ) ( ) ( ) ( ) ( )
6. Deficiencies in basic study skills ( ) ( ) ( ) ( ) ( )
7. Deficiencies in ability to adapt to needs ( ) ( ) ( ) ( ) ( )
8. Deficiencies in rate of comprehension ( ) ( ) ( ) ( ) ( )

According to thinking of experts in the field, effective instruction in reading skills:

1. Provides for flexible grouping ( ) ( ) ( ) ( ) ( )
2. Provides for vocabulary growth ( ) ( ) ( ) ( ) ( )
3. Analyzes instructional needs of pupils ( ) ( ) ( ) ( ) ( )
4. Assures security and comprehension in silent reading ( ) ( ) ( ) ( ) ( )
5. Provides effective help in study skills ( ) ( ) ( ) ( ) ( )
6. Gives specific help in study skills ( ) ( ) ( ) ( ) ( )
7. Makes skills program a zestful experience ( ) ( ) ( ) ( ) ( )
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