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## A Comparative Study of Two Methods of Teaching Reading

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A COMPARATIVE STUDY  
OF TWO METHODS OF  
TEACHING READING

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington College of Education

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

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by  
Alan R. Bergstrom  
August 1961

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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

The success or failure of instruction involves the every day relationship of teacher to pupil to program of instruction; then the teacher must adapt the school program to the child, to his developmental level, to his needs, and to his purposes. An outlined instructional program that enhances learning in every classroom would benefit teachers and pupils. Since teaching and learning involve so many intangibles, educators realize there will never be a panacea for teaching nor a stereotyped program to fit every teaching situation. The teacher must be aware of the purposes and direction of the educational process and assume responsibility for adapting educational technique to general conditions whenever the occasion arises. "It is impossible," relates Green (16:33), "to plan effectively for improvement of instruction except when such plans are based on careful and exact studies of the present success and failure of instruction."

Every educator must evaluate his program in a constant effort to find ways to improve classroom instruction. Cabe (8:221) relates that evaluation should be based on a policy which recognizes that growth is essential for the teacher's own well being and for the improvement of the educational



opportunities for children. With each teacher seeking to improve his own teaching methods, improvement of the instructional program would result.

## I. THE PROBLEM

Statement of the problem. One purpose of this study was to compare a reading program taught using a basic reading text, supplemental books, and teacher motivation to a reading program designed as an independent, developmental, multi-level program that utilizes graphic and ego motivation. The former program has been used by the writer for several years. The latter program has been used by the writer with disabled readers but not with a group of average or better students. Another purpose was to find out if pupils in the program will show a significantly greater gain in reading achievement than do pupils in the other.

Importance of the study. Three things make the study important: (1) the public attitude toward schools and the instructional staff, (2) the range of abilities within a classroom, (3) the problem of scheduling time in the curriculum.

The American public is concerned about the program in the public schools. Speakers, writer, news reporters, and members of the teaching profession complain about a graduate's poor command of the fundamental skills of reading, writing, and arithmetic. With world tensions keeping constant pressure

on society, schools must graduate students who can read critically, think objectively, and plan logically to enhance movement toward a world of consideration and cooperation.

During the last decade educators have been aware of an ever increasing interest in and criticism of public education in the United States. As schools have made increased demands for financial support, the public has demanded and is demanding evidence of increased educational value for money spent. Since the budget of a school district is comprised of approximately sixty-five per cent for the instructional staff, the public is looking at the instructional staff. Criticisms emanate from lay people, e.g., Rickover, Flesch, Thompson, and from within educational circles. Reeder (29:155) writes that "many teachers permit themselves to get into a rut and soon . . . become old fogies," while Weber (37:6) relates that "many people are taking pot shots at us because we aren't as proficient as we should be."

Spotlighted by the lay people and criticized by professional peers and lay people together, it follows that perpetual improvements should be sought by teachers.

Every grade teacher realizes the range of reading abilities and achievements in his classroom. In the fifth grade, reading achievement as measured by standard tests may range anywhere from second to twelfth grade, says Hildreth (21:280). It is common practice in many school rooms to give

reading instruction by ability grouping. The most common number of groups is three. If the range of achievement as stated by Hildreth can be ten grades, it follows that in the three groups there will be pupils working in materials either above or below their achievement level. A natural solution to the problem would be to establish a program that meets the developmental level of each student.

With only so many instructional minutes in a day to provide for instruction in several curricular areas, it is an almost impossible task to provide a program that meet the developmental needs of each student unless the material used is designed for independent use. If five minutes were given to each student in a reading program each day, it would take two and one-half hours of the teacher's time for a class of thirty pupils. With the school day being from five to six hours in length for a fifth grade student, this would leave only three and one-half hours to devote to the other curricular areas. Also a problem of logistics arises in planning for the other twenty nine pupils if the above plan were to be used. The challenge of time, coupled with the range of abilities within the classroom, has to be met by every teacher. If a program has been designed to minimize these problems, a study to determine its effectiveness would seem to be a natural prescription.

## II. PLAN FOR STUDYING THE PROBLEM

Two groups will be studied. The groups will be composed of pupils in the writer's fifth grade class. One will be an experimental group and the other a control group. The groups will be equated as nearly as possible by reading achievement and mental maturity. The tests to be used to indicate these items are The California Test of Mental Maturity for the latter and The Gates Reading Survey for the former. The control group will be taught by the writer with materials normally used by him in teaching reading in the fifth grade. These materials include a basal series, independent reading exercises, and supplemental books. The experimental group will work in materials designed as independent, multi-level, and developmental. Chapter III will describe these programs.

Upon completion of six months of the school year, a different form of the Gates Reading Survey Tests will be administered to both groups. A comparison study of the differences of growth between the two groups will be made. Statistical methods will be applied to the data to determine the significance of variances between the groups.

## III. DEFINITION OF TERMS USED

The laboratory. The laboratory is used to mean multi-level developmental reading materials designed for beginning

a student at his level of success. It provides for progression to a more difficult skill and reading level.

Ego-competition. Ego-competition, as used in this paper, means competition void of the comparison of results with other students but involving a comparison by an individual of his day to day progress.

Graphic motivation. Charts and graphs kept individually of the progress made on lessons in the laboratory will be considered graphic motivation.

Normal reading program. The reading program used by the writer for several years in the fifth grade will be considered the normal reading program. This includes a basic series of reading books, supplemental reading books, library work, and independent reading exercises.

Experimental group. This is the students who do reading exercises in the Laboratory.

Control group. This is students who will do reading exercises in the normal reading program.

#### IV. LIMITATION OF THE STUDY

The number of students involved in the study seriously limits the value. However, the results may indicate that an additional study should be made with larger numbers of pupils.

The effect of reading done in the curricular areas outside of reading class is immeasurable. All of the students in both the control and the experimental group, however, were subjected to the same program in those areas. Also, the reading done in magazines, newspapers, and comic books was not controlled. Here again, though, it is believed that the reading done in one group will approximate the reading done in the other.

There were no attempts to limit or control the variances in socio-economic status, health and vitality, home background, or emotional stability. Although it is recognized that each one could affect reading growth individually or collectively, it is assumed that the conditions in these areas would more or less offset one another.

#### V. ORGANIZATION OF THE REMAINDER OF THE PAPER

The remainder of the paper has five chapters. Chapter II will review pertinent literature by authorities in the reading field. This review will include any studies of a similar nature. It will include writings about developmental reading, basal reading programs, competition, ego (self) motivation, and independent reading.

Chapter III will explain how the groups were equated. How the students' scores on the tests were ranked will be explained. Charts will accompany these explanations. The

instructional materials used with both the control and the experimental group will be elucidated.

Chapter IV will give a synopsis of the reading periods for each group. The reading done in library books by both the Control and Experimental Groups will be placed on a chart. This will facilitate a comparison.

Chapter V will discuss the design of the study and its results. A comparison of the reading growth of the two groups will be interpreted. The statistical methods involved in the comparison will be recorded.

A summary of the study with conclusions drawn from the data will be noted in Chapter VI. Recommendations for a more technical and accurate study will be discussed if the conclusions based on statistics indicate. Suggestions for other investigations from questions that arise in the study may be noted.

## CHAPTER II

### REVIEW OF THE LITERATURE

Numerous books, articles, pamphlets, and newsletters have been written about reading. It was not the intention of the writer to review all of these but to survey recent literature on those facets of reading which relate to the purposes of this study. Again, it was not the intention to write every statement recently made by writers, only statements made by those renowned in educational circles. Some statements included are taken from writings by people of lesser fame, but these statements have been selected for their value in explaining something in the study.

It would seem necessary in a study on reading to include the literature most recently written on "what is reading." It is even more necessary when it is realized that methods of teaching reading are in a process of change.

A basal reading series is found in most elementary schools in the United States. Since the foundation program of the control group was a basal series of reading books, the modern concept of a basal series (with some criticisms of it) are included in the review of the literature.

Both methods of teaching reading in this study provide for developmental levels of reading. As a result of this, the



most recent writings on developmental reading, have been surveyed and a report of the survey included in this chapter.

The literature on independent reading, while not first in order, is not less important. Some contemporary writers argue that the amount and kind of reading done independently by a pupil can be used as a gauge to indicate the success of the reading program. Since the reading program of both the experimental and control group encouraged independent reading, this paper wouldn't be complete without some of the remarks of contemporary writers about it.

There are some differences of opinion on competition and its affect upon the mental hygiene of the pupils. Since in this comparative study the two methods of teaching reading approach this problem somewhat differently, it would seem important to chronicle what is said about competition.

Teachers use many different techniques and devices to motivate children. The method used with the experimental group provided for ego-motivation. The literature written concerning motivation of this type provides a basis for understanding its use in teaching reading.

## I. WHAT IS READING

The first experience a child has with language is his response to utterances by a parent. This transpires at a very early age. In seeking satisfaction of a desire, the

next language experience probably involves that of trying to repeat something heard. Following in order would be learning to read, to write, and to spell. Yoakam (40:62) states that the process begins soon after birth and continues indefinitely.

Learning to read involves the concept of associative learning. The association in learning to read is between the sight of the word and the child's response to it. Anderson (1:138) writes "the child may be said to have learned to read when he makes the physical, mental, and emotional responses to the printed word that he would make upon hearing the word spoken in an oral content identical with the printed one." This suggests that reading not only involves the recognition of the printed form but also the reaction of the reader to it. If the words had been spoken, would the same reaction have occurred?

Betts (3:451) relates that many children fail to associate word symbols with meaning because the instruction they have received has been premature or faulty. According to Bond (7:17) a way to prevent this happening is to make certain that the printed word be in the speaking and understanding vocabulary of the child. It is pertinent, then, that children bring to school a vast reservoir of experiences in order for associations to be made. "The child reads with his experiences, with experiences behind his eyes" (7:18). He first must focus his eyes on the printed symbol, move them

from side to side following the lines of print, and at the same time bring his experiences to the print. "Unless there is communication through print between the writer and his readers, there is actually no reading" (12:2). A child who is able to read words but not grasp the intent meant by the author obviously, then, isn't reading.

W. S. Gray (14:536) describes the reading process as

A process that is no longer defined as a unique ability which functions uniformly in all situations but rather as a series of complex mental tasks which vary widely with the kind of material read and the purposes for reading. Detailed studies show also that there are at least four dimensions of the reading act, namely: the perception of words, including both meanings and pronunciations; a clear grasp of the sense meaning of a passage and of the supplementary meanings that are implied but not stated; appreciative, imaginative and critical reactions to what is read; and the use or application of the ideas acquired.

Dawson (12:4) believes that the definition of the reading process as defined by Gray is possibly the best a person might find in the literature on reading. Russell (30:Chap.4) points out four overlapping stages of the reading act: sensation, perception, comprehension, and utilization. These features operate more or less concurrently. It is interesting to note that Russell precludes perception with sensation and includes comprehension in the middle two dimensions suggested by Gray. Although Heilman (19:4) doesn't isolate any dimension nor accept any one definition of reading, he does state that "reading always involves the simultaneous application of a great number of mechanical skills and comprehension skills, all of which are influenced by the reader's attitudes,

knowledge, and past experience."

Reading, then, is a complex process which involves the principle of association learning. A child perceives the printed form through sensations picked up by the eyes and transmitted to the brain. Here the association of the printed form to past experience is made. Meanings, appreciations, critical reactions, and utilization emanate from these associations.

The physical aspects of reading have not been discussed to any degree. In the study were no pupils with noticeable physical defects which would hinder reading progress. Consequently, it was felt that it was unnecessary to do so.

## II. BASAL READING SERIES

The fundamental skills in learning to read are somewhat complex in character. Some, because of complexity, necessarily are delayed. Others, being less complex, are suitable for beginning instruction at an earlier time. A program must be developed which provides for the different degrees of complexity. Within a specific skill area some understandings are harder to learn than others unless readiness for the skill is given. For example, one specific skill is a high degree of efficiency in understanding what has been read. This is termed comprehension. But there are different types of comprehension activities, namely: (1) reading for general under-

standing; (2) reading for ideas inferred; (3) reading to evaluate and summarize; and (4) reading to anticipate outcomes. It is contended by the writer that before a pupil is ready for a more difficult level of comprehension, he must have a good working knowledge of the preceding level. Yoakam (40:64) cites a study by Schoeller showing that (1) pupil's ability to select specific facts is better than the ability to appraise what is read in all elementary grades; (2) the ability to organize what has been learned through reading develops rapidly from the fifth grade on; and (3) a developmental reading program based on the growth concept of child development is supported by these conclusions.

Careful planning of experts in the field of reading is needed if a developmental program is to emerge that excludes skills too difficult for one level while encompassing skills pupils are ready to master. If left to the individual teacher with trial and error methods, the reading success of the pupils is likely to suffer. It is the function of the program in basal reading to develop the fundamental skills basic to success in all kinds of reading, relates Yoakam (40:75).

Other reasons are given for having a basic reading program as the foundation for reading instruction in the schools. "Psychological data," says Hester (20:298), "indicates that children grow in reading power in systematic sequences. Studies show that the skills necessary for the development

of these sequences are best learned with guided, systematic practice." A number of authorities agree that the best method to provide for continuity of growth and minimize the possibility of instructional gaps or overemphasis is use of basal textbooks. "The concept behind the basic series," says Yoakam (40:1), "is that children must be taught to read by systematic lessons, gradually increasing in difficulty, and that the best way to present this material to children is in the form of carefully graded readers."

The level of development in a basic reading series is indicated in some manner by the author of the series. Although the levels are noted, this doesn't mean that all fourth grade children should read in a fourth grade basic textbook. These developmental levels indicate reading skills that can be mastered by most of the average children in the fourth grade. It is feasible, then, to see some children of a chronological age that places them in fourth grade reading in third grade books, some in fifth grade books, while most are reading in the fourth grade reader.

Proponents of basic reading books are first to point out that the basal reading books provide the core of the reading program while many other materials should be included as supplementary to the basic series. Hester (20:298) explains that the basic series is best used when it is made the foundation for all other reading experiences, when the groups

are kept flexible to meet the needs of every child, and when individual progress determines the rate at which the material is used.

Russell (30:148-149) notes that in general the modern basic reading series is constructed on four main principles:

(1) It provides continuity of growth in reading skills, habits, and attitudes by means of carefully graded series of reading materials; (2) It provides for a wide variety of reading activities; (3) It provides a complete organization of reading experiences; and (4) It provides for a worth-while content of ideas.

From these generalizations it is readily seen that basic texts are written for gradation, variety, organization, and content.

Besides being so carefully written, Witty (39:143) indicates that another reason for the use of a basic reading series is the security it affords the teacher and parents in the knowledge that systematic instruction is being offered every boy and girl.

In addition to systematic instruction, a major goal of a basal program is to develop children who can read and who do read because they like to. The reading materials selected by a child should be the result of careful guidance by the teacher. A wide variety of reading experiences for different purposes needs to be encouraged, including special interest areas (15:11).

The philosophy of what basic reading material includes has undergone recent changes. Smith (33:370), in an article

written for Elementary English, expresses the changes in thinking. She says that the concept of basic reading materials was considered for many years to be a series of graded readers. However, in recent years she notes that the concept of basic materials is expanding. It is thought in some circles that social studies, science, and arithmetic books should be included in basic reading materials. That different vocabularies are needed in the aforementioned areas has accelerated thinking along this line.

There are limitations in a basic reading program of which a teacher should be made aware. Because of the range in reading abilities, the children of any one class cannot all benefit from the same book of a basic series. Harris (18:123) produced a chart that gives the probable distribution of reading abilities in the fourth grade of an elementary school. It is interesting to note the number of children within the range of the fourth grade. In a class of thirty six pupils, 9 or 25 per cent are within the fourth grade range. Following is a portion of Harris's chart:

<u>Number of Pupils</u>	<u>Beginning Year Grade Level For Grade IV</u>
3	5.8 and up
6	4.9 to 5.7
9	4.0 to 4.8
9	3.1 to 3.9
6	2.2 to 3.0
3	below 2.2

The range in achievements denote the magnitude of the



problem of providing a reading program for pupils in the intermediate grades. Although criticisms of the basal reading program stem primarily from the way the books are used and not from the theory of basal readers, as suggested by Harris, a problem of logistics arises when the spread in a normal grade is greater than five years. Schools must be careful to provide readers on different levels of difficulties for a class. A basic series cannot capitalize upon the community environment of a particular school or interesting news items which occur every week. A basic series may not provide for all reading chores, e.g., reading maps, charts, and graphs (30:152). In an article on how to improve basic readers, one author, Habecker (17:560), indicated that improvements in the stories, especially the literary content, are needed. The stories should not be written to try to correspond with a reader's viewpoint but should conform to the incident of the story. Williams (38:319) notes that another way to improve the basic program would be to have teachers who didn't mis-use the readers and the teacher's manual. Stewart (36:51), in discussing the values and limitations of basal readers, makes emphatic statements that:

- (1) basal reading series are the best method for the majority of the teachers within the framework of our educational environment at the present time;
- (2) the best basal reading series has yet to be published;
- (3) the major limitation of a basal series is the lack of understanding of a basal program and the lack of training in the program of the teachers using the series; and
- (4) too

often the guidebook accompanying the basal series become the course of study in reading with a tendency to stifle creativity on the part of the teacher and pupil.

Criticisms of a basal series in reading aren't insurmountable. A concerted effort of in-service training to make teachers aware of factors which work adversely in a basal series would help.

### III. INDEPENDENT READING

A measure of the child's attitude in reading can be gauged by the amount and kind of independent reading he does. Russell (30:362) calls this the "acid test" of a reading program.

Independent reading activities are the result of guidance by the teacher, who steers the child to materials he is ready to read. The level of difficulty of these materials is often below that of the materials chosen for listening experiences or guided reading. Russell (30:352) writes that besides taking into account the child's level of ability, a teacher must know the kind of child he is, what books he has enjoyed before, and where his current activities are leading him. The widening of horizon comes through stimulating variety of content in modern children's books. Bond (6:88) suggests that to provide extra stimulation for independent reading, a library of the books a child owns should be encouraged in the home.

Russell (31:4) calls this phase of the reading program, recreational reading. It includes the development of a favorable attitude toward reading. It means to select a variety of reading materials. It means to be able to locate good books and read them. It means to develop a liking for reading. Independent reading is not only the reading done from library. It involves the different reading chores encountered during the school day. It is the reading necessary in the other curricular areas, e.g., arithmetic, science, social studies, music, and language arts. Crosby (10:377) writes "that in the middle grades children have many purposes besides that of enjoyment in reading. . . . In any field . . . children must comprehend problems before they can solve them." It is agreed that different subject matter areas require different reading abilities and must have certain achievements which are necessary to content reading. Russell (30:251) gives ten areas in which a teacher needs to give continuous guidance:

1. Establishing the purpose for which the content is to be read.
2. Making a quick preliminary survey of all the material.
3. Checking from the dictionary or other sources the meanings of technical or specialized words occurring in the material.
4. Giving complete attention to the material in the light of understood purpose.
5. Using related pictures, maps, charts, and tables to verify ideas in the verbal materials, particularly those dealing with locations, quantitative data, and time sequence.

6. Becoming accustomed to verbal clues which give ideas of size, a sense of the passage of time, and sequence of events or topics.
7. Checking the accuracy of the sources of information.
8. Reflecting on the ideas presented in the printed materials in the light of related past experiences.
9. Applying previous knowledge in order to make new generalizations and plans.
10. Where possible, subjecting these conclusions to the test of practical operation.

He concludes that these ten items provide a framework for the reading necessary in the content fields. While Russell notes ten areas of skill development, Spache (34:158) groups them in seven categories: (1) understanding and interpreting content; (2) grasping the organization of the content; (3) developing special vocabularies, concepts, and symbols; (4) evaluating critically what is read; (5) collecting and collating materials; (6) recalling and applying what is read; and, (7) broadening interests, tastes, and experiences.

Independent reading, then, is that a pupil does by himself on his own. It appears that training in specific skills precludes effective independent reading. Training should be done in such a manner that it elicits a favorable or positive attitude toward reading.

#### IV. DEVELOPMENTAL LEVELS

Basal readers in many schools are the course of study

for reading. The manuals that accompany textbooks provide new words to be included, phonetic analysis exercises, work analysis program, silent and oral exercises, and comprehension and recall levels to be expected of the students. It is desirable to find the developmental level of each student and plan a program of instruction to provide for his needs.

Russell (31:4), in the teachers' manual of his reading series asks, "What is Bill doing in reading?" This question epitomizes the developmental level of Bill. It attempts to find his level of skill instruction and to what extent his reading habits are developed. By answering these questions concerning a child's reading, a teacher can determine the developmental level at which to begin his reading instruction.

"Each level of maturity has its own reading needs and makes its own demands," believes Crosby (10:375). Learning to read at successive levels becomes the major aspect of the reading program.

Near the end of the primary reading program, a new developmental task must be provided. This task, the reading to be encountered in content areas, has its own special skills. The content subjects broaden in scope very rapidly in the intermediate grades. Sheldon (32:175) writes that the content of social studies, science, arithmetic, and language arts is probably more difficult to read than carefully controlled material used in basic readers. Consequently, teachers must

find means of developing in children the mastery of content needed as base of information, and they must initiate the beginning of study skills learned primarily for use in the content areas.

Stauffer (35:338-350) includes four major areas that a sound developmental reading program provides for:

1. the speed and method of reading i.e., what kind of reading does the task itself involve--skimming, answer seeking, informational;
2. word attack skills which involve phonics, visual clues, content clues, associations, etc.;
3. understanding or comprehending what has been read;
4. to bring a pupil and a book together using guidance in such a manner that a positive relationship develops between the reader and the book, that breadth, depth, and interest emanate in selections with a degree of pleasure and satisfaction upon completing a task.

The instructional program in reading, it must be re-emphasized, begins with each student at his developmental level. Parker (27:1) says the student must start "where he is" in independent reading and be allowed to master the skills of that level at his own rate. A sequence of materials of gradually increasing difficulty must be provided so that the student can seek and attain progressively higher reading levels.

In referring to the starting level at which to begin reading instruction, Betts (4:451) uses the term "frustration level." This level is the point in development of reading skills above which a pupil is likely to become confused and fail to do the tasks with speed and accuracy. Once this

level is located, the natural thing to do would be to begin instruction slightly below this level, where a pupil is apt to meet success. Although each child should feel success, the reader must be cautioned not to consider that a child should experience success only. In educational psychology one of the first things learned is that a child should experience failure. Lindgren (23:240) warns that failure should be considered a normal part of learning, with no stigma or disgrace attached to it. Studies show that failure or toleration of failure is temporary when the child sees that success is forthcoming.

With a thorough understanding of a child's developmental level, the psychology of success and failure, and the materials used in reading and their sequential arrangement, a teacher can better plan for the individual.

## V. COMPETITION

Competition for some students is very healthy, creating an incentive to do the best work possible. Inasmuch as there are those students who fear competition because of repeated failures, it is necessary to plan accordingly. Blair (5:180) contends that the desire for success stems from two sources: ego and social needs. A child not only needs to have a feeling of achievement himself but he likes to have others notice his achievements also. Intense competition in

the classroom may have deleterious effects upon some of the pupils. Again citing Blair (5:181), four undesirable effects may be the result of intense competition:

(1) discouragement and despair, (2) for the average pupil a tendency for either excessive emotional stress and worry, or the development of the "get by" attitude, (3) often a superlative, unwarranted opinion of and optimism regarding their abilities among fast learners, especially those who have a capacity to manage the types of more or less rote learning which characterizes so much of our traditional courses of study, and (4) generally an attitude of aggressive non-cooperation marked by a striking indifference to the fate and welfare of other pupils.

Beaumont (2:246) writes that many students are predestined to failure no matter how hard they try because they aren't endowed with as much ability as others. On the other hand, those with ability when in strict competition with others in the room do not have to work up to their ability. The success as indicated by good marks will be forthcoming.

Competition may take two forms, relates Crow (11:256). There is competition that works for or inspires a student to do better work and competition that works against him. The nature of the competition may reflect whether it is desirable or not. Also Crow (11:256) says "if the less able are placed in competition with the more able, more harm than good is likely to result." If there is continued failure on the part of a pupil in competition, an inferiority complex might develop. According to Cole (9:197-198), two different forms of behavior may be shown by adolescents who are suffering



from a feeling of inferiority. "The pupil is unwilling to attempt any activity in which his real or imagined inability might become evident. He shows a tendency to withdraw from all competitive activities, even those in which he could succeed because he is certain only frustration awaits him." Some pupils, however, are not content to stay in the background. Usually this individual overcompensates. The pupil who knows he is stupid volunteers several times a day in an attempt to cover up his inadequacies. Loree (24:238) refers to some generalizations made by Lewin based on a study by Jucknats: "Success generally leads to a raising of the level of aspiration and failure is more likely than success to lead to withdrawal in the form of avoidance of setting a level of aspiration."

The concern of modern educators about competition and its affect on an individual commit a teacher to plan programs which will benefit each child. If competition with peers in school work is unhealthy for mental hygiene, then an alternative program which provides little competition would be necessary.

A teacher needs to understand the psychology of competition and its place in the classroom. In a competitive society like ours it is impossible and probably undesirable to keep competition out of the classroom. And since we live in a democratic society with its many groups, it is necessary

for schools to engender the spirit of cooperation between individuals in group situations. A problem arises in trying to establish a balance between competition and cooperation. Competition when properly handled creates an atmosphere that can inspire pupils toward pre-set educational goals. But improperly handled and overemphasized, it can break down group spirit, cooperation, and morale, argues Loree (24:238). Mintz (26:159) found that once a cooperative pattern of behavior is disturbed, cooperation ceases to be rewarding to the individual; then a competitive situation is apt to develop which may lead to disaster. In his summary Mintz points out that an effective group is characterized by its ability to develop skills of cooperation among its members and to hold competition at a minimum.

A pupil's success or failure in progressing in school is so closely related to his ability to read that external environment or method of teaching should not disparage success --within limits of innate ability. Some of the conditions that have an adverse affect upon achievement operate unseen. It is difficult to detect the symptoms of these conditions before harm is done. Might it not be prudent to investigate materials designed to minimize some of these conditions?

The use of reading materials devoid of inter-pupil competition and provision for competition by the use of charts and graphs is one solution. Lowenfeld (25:72) says that

"competition with one's own standards and achievements is the most natural and healthy form of competition." Crow says, "A powerful incentive in learning is the knowledge of progress made. Hence a learner should be encouraged to chart his own progress" (11:257).

## VI. EGO - MOTIVATION

A child must want to read. It is improbable that a child will read effectively unless he has the desire to do so. Parroting the words, reading to be able to say, "I've read it," or reading to win a prize or award tend to disparage the real reason for reading. All motivation in the teaching of reading should have as its fundamental purpose a systematic increase in the child's desire to read. Durrell (13:3) gives three aspects of motivation in reading: (1) zeal for improvement in reading, (2) initiative in voluntary use of reading, (3) desirable personal and social attitudes.

The ego as part of personality performs a variety of functions for the individual. It is the individual's contact with his environment. It is the thermostat for his conscience. It is his regulator when inner desires conflict with the physical surrounding, e.g., a bicycle, a window. He may want to take the bicycle or break the window, but his rationale, the ego, intervenes, usually to compromise the desire to satisfy the demands of the conscience. Redl (28:49) describes

the ego as an aspect of personality which performs a complex and necessary series of functions that predict the consequences of actions, aid understanding the real world, and help control and satisfy impulses and avoid inner conflict.

The ego, confronted with the repeated failures in the classroom, has the job of explaining or compensating for these. Since an individual has an image of himself as successful and competent, these failures violate the ego-ideal, leaving the individual disconcerted, embarrassed, or ashamed (28:50).

Lindgren (22:22) lists what he calls basic needs: (1) bodily process, (2) safety, (3) status, acceptance by group, (4) love, and (5) general adequacy, creativity, and self expression. In the classroom, status, acceptance by group, and general adequacy become goals of the individual. The ego constantly is making generalizations, altering decisions, or compromising failures within the framework of these basic needs. In the book edited by Loree (24:149), the ego is called "the executive that attempts to keep harmonious the relationship between the id, the superego and the reality world."

If the ego is the contact between the individual and the reality of the world about him, in reference to competition, ego needs to be satisfied in terms of success or failure. It has been established that competition in a classroom can be unfortunate for some individuals and damaging to most of the class if it breaks down group cooperation. It would seem

logical to circumvent conditions which might lead to the breakdown of cooperation between groups or impose repeated failure upon unendowed pupils.

## CHAPTER III

### GROUPS STUDIED AND MATERIALS USED

The study was conducted with the fifth grade students assigned to the writer in the 1960-61 school year. While the students were obtained in a geographically prescribed area, the staff of Central Washington College of Education has the option of sending their offspring to the College Elementary School regardless of geographical location. As a result of this option, 11 of the 29 students in this fifth grade class were sons or daughters of staff members at Central Washington College of Education.

#### I. EQUATING THE GROUPS

While it is realized that the number of pupils involved in the study limits the accuracy of equating and reporting results, the methods used in equating seem reasonable for this study.

The students were given the California Test of Mental Maturity, 1957 elementary edition, on October 7, 1960. Several days later, October 12, 1960, the same students were given the Gates Reading Survey Form I.

By arranging the scores on the California Test from high to low, a rank score was assigned to each student. If

two or more pupils made the same score, they were assigned the same average rank. Table I shows the range of scores on the test and the rank score assigned to each pupil. The range in I. Q. according to the California Test is 98-143, with a median of 118. Table I includes the chronological ages of the pupils in months. The range is from 118 to 130 months, with a difference of 12 months or 1 year. On the other hand, the Table shows a mental age range of from 123 to 172 months with a difference of 49 months or 4 years 1 month.

The Gates Reading Survey-Form I was given the first time, October 12, 1960. The test is composed of three sections: speed, vocabulary, comprehension. The results of the Reading Survey-Form I are shown on Table II. The reading speed range is from grade 3.6 to 10.6 with a median score of 6.7. The vocabulary as tested ranges from grade 3.4 to 10.0 with a median of 5.4. In comprehension the range is from grade 3.1 to 9.9 with a median range of 5.8. The composite of the three sections of the test shows a range of from grade 3.5 to 10.2 with a median of 6.0. At the time this test was given the pupils were in grade 5.2.

The code for the students in Table II is the same used in Table I. The scores are arranged from high to low. The ranks were obtained in the same manner explained in the discussion of Table I.

TABLE I

## DISTRIBUTION OF SCORES ON CALIFORNIA TEST OF MENTAL MATURITY

Coded Student	Sex	Chronological Age (months)	M.A.		I.Q. (M.A. - C.A.)			Rank	
			Language Data	Non Language	Language Data	Non Language Data	Total I.Q. Data		
A	F	118	167	171	169	141	145	143	1
B	F	123	168	165	172	145	134	140	2
C	F	125	176	178	172	141	134	138	3
D	F	124	148	186	167	119	150	135	4
E	M	127	182	140	166	143	118	130	5
F	M	121	151	165	158	125	136	130	5
G	M	123	146	148	157	118	136	127	7
H	M	128	160	159	159	125	124	124	8
I	M	121	146	153	149	121	126	123	9
J	M	122	155	142	148	127	116	121	11
K	F	121	151	141	147	124	119	121	11
L	M	129	141	171	156	109	133	121	11
M	F	121	144	146	145	119	121	120	13
N	F	120	134	153	143	112	127	118	14
O	M	122	159	129	144	130	106	118	14
P	M	126	118	177	147	94	140	117	16
Q	F	121	128	150	139	106	124	115	17
R	M	129	127	159	148	106	123	114	18
S	F	124	142	134	138	114	108	111	19
T	F	124	145	127	136	116	102	109	20
U	F	129	142	136	139	110	105	107	21
V	F	122	123	136	129	101	111	106	22
W	M	121	122	130	126	100	107	103	23
X	F	122	117	129	123	96	106	101	25
Y	F	129	123	130	131	102	101	101	25
Z	M	130	128	135	132	98	104	101	25
ZY	F	130	144	117	132	111	90	101	25
AB	M	130	131	129	130	101	99	100	28
XA	M	127	134	117	125	105	92	98	29
Median			144	146	145	116	119	118	



TABLE II

## DISTRIBUTION OF SCORES ON GATES READING SURVEY--FORM I

Coded Students	SPEED		VOCABULARY		COMPREHENSION		AVERAGE		Rank
	Grade Score	Age Score	Grade Score	Age Score	Grade Score	Age Score	Grade Score	Age Score	
B	10.6	16	10	15-4	9.9	15-2	10.2	15-6	1
E	9.9	15-2	8.5	13-9	9.9	15-2	9.4	14-8	2
C	10.6	16	9.2	14-5	6.5	11-9	8.8	14-1	3
A	9.9	15-2	8	13-4	5.8	10-10	7.9	13-1	4
O	6.7	12	8.5	13-9	7.4	12-9	7.5	12-10	5
H	6.9	12-1	6.6	11-10	8.2	13-6	7.2	12-6	6
S	7.2	12-6	5.4	10-6	7.4	12-8	6.7	11-3	7
I	6.3	11-6	6	11-2	6.5	11-9	6.3	11-6	9
F	6.8	12-1	5.2	10-4	6.9	12-2	6.3	11-6	9
T	7.7	13	5.8	10-10	5.3	10-5	6.3	11-5	9
ZY	6.3	11-6	4.5	9-8	7.9	13-3	6.2	11-6	12
D	6.7	12	5.5	10-7	6.5	11-9	6.2	11-5	12
L	6.3	11-6	5.5	10-7	6.9	12-2	6.2	11-5	12
V	6.3	11-6	5	10-2	6.9	12-2	6.1	11-3	14
N	7.7	13	4.8	10	5.6	10-8	6	11-3	15
J	7.2	12-6	5	10-2	5.4	10-6	5.9	11-1	17
K	6	11-2	5.6	10-8	6.2	11-5	5.9	11-1	17
M	7	12-3	5.6	10-8	5	10-2	5.9	11	17
Z	8.2	13-6	4.8	10	4.3	9-6	5.8	11	19
Y	6.7	12	4.8	10	5.8	10-10	5.8	10-11	19
G	4.8	10	4.7	9-10	7.6	12-11	5.7	10-11	21
Q	6.2	11-5	5.2	10-4	5.6	10-8	5.7	10-10	21
P	7	12-3	4.4	9-7	5	10-2	5.5	10-8	24
W	6.2	11-5	5.5	10-7	4.8	10	5.5	10-8	24
R	6.5	11-9	4.5	9-8	5.6	10-8	5.5	10-8	24
XA	6	11-2	4.4	9-7	5.6	10-8	5.3	10-6	26
AB	6.8	12-1	3.6	8-9	5.0	10-2	5.1	10-4	27
X	3.6	8-9	5.4	10-6	4.5	9-7	4.4	9-7	28
U	4	9-2	3.4	8-7	3.1	8-3	3.5	8.8	29
Median	6.7		5.4		5.8		6		

The rank scores obtained on the individual test were added to obtain a total rank score. The student with the lowest total rank score was classified the most capable student, considering both I. Q. and reading performance collectively. The second lowest total rank score was classified the next best and so on to the student with the highest rank score, classified least capable. If two pupils had the same total rank score they were classified as having the same ability. Table III shows the total rank scores arranged from low to high with the classification of the students.

The students were placed in two groups utilizing the information of I. Q. and reading performance. The student classified as the most capable was placed in one group, the next two top classifications were placed in the other, the succeeding two in the first group, and so on until every student was placed in a group.

To make certain that the groups were equated as closely as possible on the two factors, the mean scores were calculated for both and compared. In order to get the medians for each test in the groups as close as possible, it was necessary to change a few of the students from one group to the other.

Since some of the students scores made the means too divergent, these students were not included in either group. Upon completion of the grouping there remained 12 students in each group. These groups throughout the rest of this chronicle

TABLE III

COMPUTATION OF TOTAL RANK SCORES  
WITH CLASSIFICATION OF STUDENTS FROM CAPABLE TO LEAST CAPABLE

Student Coded	RANKS		TOTAL RANK	STUDENT
	California Test I.Q.	Gates Reading Survey	Score	Classification
B	2	1	3	I
A	1	4	5	II
C	3	3	6	III
E	5	2	7	IV
F	5	9	14	V
H	8	6	14	V
D	4	12	16	VI
I	9	9	18	VII
O	14	5	19	VIII
L	11	12	23	IX
S	19	7	26	X
J	11	17	28	XI
K	11	17	28	XI
N	14	15	29	XII
T	20	9	29	XII
M	13	17	30	XIII
G	7	23	30	XIII
V	22	14	36	XIV
ZY	25	12	37	XV
Q	17	23	40	XVI
P	16	25	41	XVII
R	18	25	43	XVIII
Y	25	20	45	XIX
Z	25	20	45	XIX
W	23	25	48	XX
U	21	29	50	XXI
X	25	28	53	XXII
XA	29	26	55	XXIII
AB	28	27	55	XXIII

will be identified as the Control Group and the Experimental Group.

Table IV depicts the comparison of the Control and Experimental groups' I. Q. scores. The range of the Control group is from 98 to 143 with a mean I. Q. of 120.58. The range of the Experimental Group is from 103 to 140 with a mean I. Q. of 120. The difference in the mean score of .58 between the groups indicates that the innate ability of the groups is somewhat equal.

Table V shows a comparison of reading scores of the Control and Experimental Groups. The Control Group has a range from 5.3 in grade equivalent scores to 9.4. The mean score for the group is 6.45. On the other hand, the Experimental Group has a range from 5.5 to 10.2. The mean score is 6.29. The difference of .16 indicates that the Control Group has slightly greater achievement in reading. Since the difference is so slight, however, the groups are fairly equal as far as reading performance is concerned.

## II. INSTRUCTIONAL MATERIAL USED

Control Group. The Scott, Foresman Basic textbooks were used with the control group. Since there existed a range in terms of grade equivalent scores from 5.3 to 9.4 in reading achievement, the control group was split into two sections. One section read in The New Days and Deeds. The

TABLE IV

## COMPARISON OF I.Q. OF CONTROL AND EXPERIMENTAL GROUPS

CONTROL GROUP		EXPERIMENTAL GROUP	
Coded Students	California Test of Mental Maturity (I.Q.) Score	Coded Students	California Test of Mental Maturity (I.Q.) Score
A	143	B	140
C	138	D	135
E	130	F	130
K	121	H	124
L	121	O	118
G	127	J	121
I	123	N	118
M	121	S	111
Q	118	T	109
V	106	P	117
ZY	101	R	114
XA	98	W	103
Mean	120.58		120

TABLE V

## COMPARISON OF READING OF CONTROL AND EXPERIMENTAL GROUPS

CONTROL GROUP		EXPERIMENTAL GROUP	
Coded Students	Gates Reading Survey Form I Grade Score	Coded Students	Gates Reading Survey Form I Grade Score
A	7.9	B	10.2
C	8.8	D	6.2
E	9.4	F	6.3
K	5.9	H	7.2
L	6.2	O	6.2
G	5.7	J	5.9
I	6.3	N	6.0
M	5.9	S	6.7
Q	5.7	T	6.3
V	6.1	P	5.5
ZY	6.2	R	5.5
ZA	5.3	W	5.5
Mean	6.45		6.29

program and exercises suggested in the teacher's manual of The New Days and Deeds were followed as closely as deemed expedient for this section. This was supplemented by the Reader's Digest Skill Builders for fifth grade. Both the Skill Builders designed for the first half of grade five and the second half of grade five were used. In the Skill Builders, after a brief period of instruction, the pupils worked independently.

The second section read in the basic text People and Progress. Again, the activities suggested in the teacher's manual were followed very closely. This book was supplemented by the Reader's Digest Skill Builders designed for first half of sixth grade. As in section one, section two received a brief instructional period followed by independent work in the Skill Builders.

Both sections of the control group received two library periods, a free reading period, two periods of time in the basic textbook, and two periods of time in the Skill Builders each week.

The Experimental Group. The experimental group used materials designed by Science Research Associates as multi-level, independent, developmental materials. The exercises were classified, accordingly designed, into three categories: (1) Power Builders, (2) Rate Builders, (3) Listening Skill Builders.

The Power Builder's articles were arranged by level of difficulty into ten levels. Insofar as possible, these levels were determined by the Spache Readability Formula and the SRA Readability Formula. Each of the ten levels was a different color and each color indicated a specific level of difficulty:

Orange - Grade 2	Red - Grade 5
Olive - Grade 2½	Tan - Grade 6
Blue - Grade 3	Gold - Grade 7
Brown - Grade 3½	Aqua - Grade 8
Green - Grade 4	Purple- Grade 9

The Rate Builders were patterned after the Power Builders as far as level of difficulty and color indications were concerned. However, their specific purpose was to provide materials for frequent, controlled time tests.

The Listening Skill Builders are exercises designed to give practice in listening. Ten of these exercises were given to the experimental group, approximately one every other week during the six months of the study.

The students in the Experimental Group went to the library twice weekly. They also participated in a free reading period with the Control Group.

## CHAPTER IV

### METHODS OF TEACHING READING

#### I. CONTROL GROUP

Within this group there existed a range in reading achievement of from grade 5.1 to grade 9.4. In order to make the instruction easier and to provide for as much individual work as possible, the Control Group was divided into two sections. One section, hereafter called Section A, was composed of pupils who registered a grade score of 5.9 or below on the Gates Reading Survey administered in the fall. There were five pupils in Section A, two boys and three girls. The range of reading scores within this section was from 5.1 to 5.9. The other section, hereafter called Section B, was composed of those students who made a grade score of 6.0 and above on the Gates Reading Survey administered in the fall. There were seven students in this section, four boys and three girls.

Both sections of the Control Group received approximately forty minutes per day for reading. One of these forty minute periods was devoted to free reading. During the free reading period the students were given some leeway as to the nature of their reading. Some read in library books, others in "Science Newsletter," while still others read in paper



back books.

Four days per week the group split into Sections A and B to work on planned reading lessons. While Section A was working in a basal reading series, Section B was doing independent work. Section A used the Scott, Foresman basic textbook, The New Days and Deeds. The instructions for using this textbook provided in the Teachers' Manual were followed as closely as possible. This section met twice a week with the writer for work in the basal reading texts.

Two days a week Section A was given independent work in the Reader's Digest Skill Builders. The students in this section worked in the Skill Builders designed and controlled for the fifth grade. The writer outlined the independent work expected of the pupils, with instructions on how to do the exercises that accompanied the article to be read. The pupils then worked the assignment to completion without further aid from the instructor. If a question concerning an assignment arose, the pupil with the question was directed to seek aid from his neighbor, but not to the extent of doing the assignment cooperatively. The answers to the exercises assigned were collected to be corrected. After completing the checking of the papers, they were returned to the pupils. If a response on an exercise was incorrect, a pupil was encouraged to determine the reason why.

The reading program for Section B corresponded very

closely to that of Section A. However, Section B used as their basic textbook Scott, Foresman's People and Progress, a book designed and controlled for sixth grade pupils. Section B worked independently in the Reader's Digest Skill Builders designed for the sixth grade.

While Section A was working in the basic series, Section B worked independently in the Reader's Digest Skill Builders. The procedure was reversed every other day. While the pupils who were to work independently received the necessary instruction, the other section would read in library books.

As previously mentioned, the control group went to the library twice weekly for periods of thirty minutes. At the library the students were free to select their own reading books. However, since book reports, both oral and written, were required once a month, the pupils needed to select at least one book a month that fulfilled the type of book required for a report. Guidance in the selection of a book was provided to encourage the reading of a variety of library books. A record of the books read was kept by each student. Their records were collected when the study terminated. The number of books read by the pupils in both groups are shown on Table VI.

The table shows that pupils in the group read very nearly the same number of library books. The control Group read a total of 366 books. The mean for this group is 30.5

TABLE VI  
LIBRARY BOOKS READ

CONTROL GROUP		EXPERIMENTAL GROUP	
Coded Student	Books Read	Coded Student	Books Read
E	72	B	86
C	51	H	49
K	46	S	43
A	43	N	37
ZY	39	D	31
M	25	F	26
L	21	J	21
Q	21	O	20
G	14	T	20
I	13	R	17
V	11	P	11
XA	10	W	10
<b>TOTAL</b>	<b>366</b>		<b>371</b>
<b>MEAN</b>	<b>30.5</b>		<b>30.9</b>

books. On the other hand, the Experimental Group read a total of 371 books. The mean for this group is 30.9 books. From this data it can be assumed that the motivation for free and recreational reading was similar.

## II. EXPERIMENTAL GROUP

The reading instruction for the Experimental Group was dictated by the program suggested in the directions for using the Science Research Associates Reading Laboratory. However, the time schedule for using the materials wasn't followed. While working on the exercises provided in the Laboratory, the pupils exhibited concern for their progress.

One of the basic premises of using multi-level material is to find the level on which a pupil can work successfully. Consequently, the students were given a test, "The Starting Level Guide," to indicate the success level. Since it is important that the success level of a pupil be accurate, the teacher very closely observed the initial exercises completed by a pupil.

The pupils worked independently in the Laboratory. In order to do so, a pupil must thoroughly understand the materials in the Laboratory and how to use them. Consequently, at the onset the pupils were given one week of instruction, forty minutes daily, on their use. Sample lessons were given in the power builders, the rate builders, and listening skill builders.

These sample lessons were followed by directions on the use of the answer card and the student booklets. Detailed instruction was then given on the function and the making of the charts and graphs that would give a picture of their day to day work.

The students, after the week of intensive instruction, were considered ready to work independently in the multi-level materials which provided for intrinsic or ego motivation. At no time during the entire six months period were two pupils working with the same material at the same time.

The power builders were used three times each week. Alternately, the rate builders were used one week while the listening skill builders were used the next.

A typical lesson in the power builder would begin with a monitor, any member of the experimental group, selecting the article to be read. He could tell by looking on the cover of a student's record booklet the level and number of the power builders already used by the student. He would place a power builder that hadn't been read in the record booklet. Upon completing this task, the monitor passed the record booklet to its owner. After receiving his booklet, a pupil would note the time and begin his work. When he had completed the article and had written responses to the two different kinds of exercises, the pupil would get an answer key to check his responses. By using the per cent

table provided in the student record booklet, a pupil converted his raw score into per cents. These per cents were then recorded on the appropriate graph, along with the time taken to read the article and complete the written exercises.

After every sixth power builder, the record booklets were collected prior to the pupil's correction of the exercises. The instructor corrected, graphed, and analyzed the individual pupil's work.

The rate builders were given as three minute time tests. Each pupil received a rate builder corresponding with his power builder level. A stop watch was used to keep time. After three minutes had passed, the pupils stopped work. They then corrected their responses to the exercise and placed on a graph the per cent of correct responses. Upon completing this, the pupils received another rate builder and continued the same procedure. When the third one was passed to the pupils, they were instructed to turn in their student record booklet to be corrected. The instructor corrected and recorded the responses on the graph.

The listening skill builders were given one lesson at a time. The instructor read an article, provided in the Laboratory, to the students in the experimental group. Upon completion of the reading, the pupils were requested to answer prepared questions. After completing the questions, a pupil corrected his responses and placed the results on a

graph.

Every two weeks the student record booklets were collected to be analyzed. Completed in the booklet were six articles in the Power Builders, three Rate Builders, and one Listening Skill Builder. By reviewing the graphs of these three, by checking the accuracy of the student's record keeping, and taking into account any noticeable discrepancies between a student's checking and the instructor's checking, a decision was made as to whether a pupil should progress to a more difficult level.

The experimental group also received one "free reading" period each week. If time still remained in the reading period they were encouraged to read in their library books after completing the task set forth in the Reading Laboratory. They also received two library periods per week and participated in the book reports as did the control group. The library reading done by the pupils in the control group is indicated in Table VI.

## CHAPTER V

### DESIGN AND RESULTS OF THE STUDY

#### I. DESIGN

The sample size of the population was limited to the number of students in the writer's classroom of 1960-61. Since the study was a comparison of two different methods of teaching reading by the writer, the use of other classrooms with other teachers would defeat its purpose. The sample was divided into two groups equated on I. Q. and reading achievement. The purpose of the division was to teach reading to each group using a different method. By testing reading achievement at the onset of the study and at its close, a mean difference in achievement could be tabulated. A simple "T" test to test the hypothesis of no difference between the mean scores corresponding to the Control Group and the Experimental Group was used (23:138).

There were several controllable factors in the study. The pupils received their instruction from the same teacher. The equating of the groups on two variables gave similar groups. The pupils were exposed to the same recreational reading periods, the same activities in content subjects, and received the same library program.



Uncontrollable factors in the study were the socio-economic level of the pupils and the honesty of the students in recording library books read and in correcting the necessary exercises. The ages of the pupils in the respective groups were not controlled. However, the ages of the two groups were assumed to be close.

The level of confidence selected to test the hypothesis is five per cent. It was felt by the writer that this was reasonable because of the necessity of restricting the possibility of a Type 1 error due to the size of the sample.

## II. RESULTS OF THE STUDY

During the second week in April both the Control and Experimental Groups were given a different Form of the Gates Reading Survey. The mean grade score for the Control Group was 6.908 while the mean grade score for the Experimental Group was 7.050. This gives a mean difference between the two groups of .142 of a grade.

The data for the test of the hypothesis of no difference between the mean scores corresponding to the Control and Experimental Group is recorded on Table VII. This table shows that according to the techniques used in the study, there is no statistical significant difference in the mean achievement between the two groups.

TABLE VII

## GATES READING SURVEY-FORM III RESULTS

CONTROL GROUP		EXPERIMENTAL GROUP	
Coded Student	Raw Score (Years)	Coded Student	Raw Score (Years)
A	8.9	B	10.9
C	9.1	D	6.5
E	9.3	F	6.8
K	6.1	H	7.7
L	6.0	J	6.6
G	6.3	O	8.3
I	6.4	N	5.5
M	6.8	P	5.8
Q	6.7	R	6.3
V	5.7	S	6.9
ZY	5.4	T	7.1
XA	6.2	W	6.2
	82.9		84.6
Mean	6.908		7.050
Standard Deviation	1.32.		1.307
Significant Ratio	.246		
Degrees of Freedom	22		
T .05 (df22) =	2.074		

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

The primary purpose of this study was to determine if the writer could improve his method of teaching reading. Having taught several years using a basal series supplemented by materials in which students could work independently, the writer decided to compare this method as accurately as possible with another method.

The students in the writer's fifth grade class were equated, within limitations, due to number in the class. Two factors were used for equating. The I. Q. as tested by the California Test of Mental Maturity was one factor while reading achievement as tested by the Gates Reading Survey was the other.

The control group was taught reading by the method normally employed by the writer, while the experimental group worked in a method that was different. After six months of work in their respective reading programs, both groups were given a different form of the Gates Reading Survey. A comparison of the growth in reading between the two groups was undertaken. According to the analysis of the mean difference between the Control and Experimental Group, there was no

statistical significant difference in their mean achievement.

## II. CONCLUSIONS

From the study it appears that neither method of teaching reading was better than the other. Although the registered gain by both groups was below what one would anticipate for them, the groups were reading a year beyond their grade level.

If working in independent material in reading without competition among the students elicits a normal reading growth, there might be two reasons to justify the use of these materials: (1) since psychologists are concerned about the mental hygiene of students in competition, independent ego-motivated materials may circumvent an unknown situation that would be deleterious to good mental health; and (2) if independent materials do as good a job in reading as teacher directed activities, then the time saved by using independent materials might better be spent on individual instruction. While these two arguments may appear valid, a study whose framework was constructed to test one or both individually would be necessary.

A question comes to mind as to the feasibility of possibly combining the normal method of teaching reading by the writer with multi-level, independent, ego-motivated materials. Would the combination of these methods provide a program that would benefit pupils more than either method

separately? Interesting results might emanate from a study to determine this.

Other questions which need to be investigated are

- (1) would ego-motivation be effective to increase learning rate for slow learners or maybe for disabled readers? and
- (2) will the vocabulary of students develop at a normal pace if reading is conducted in independent, developmental materials?

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