

1961

A Survey of Existing Measures for Remedial Readers in the Elementary Schools of Pierce County

Robert L. Trask
Central Washington University

Follow this and additional works at: <https://digitalcommons.cwu.edu/etd>



Part of the [Educational Methods Commons](#), and the [Elementary Education and Teaching Commons](#)

Recommended Citation

Trask, Robert L., "A Survey of Existing Measures for Remedial Readers in the Elementary Schools of Pierce County" (1961). *All Master's Theses*. 325.
<https://digitalcommons.cwu.edu/etd/325>

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.

A SURVEY OF EXISTING MEASURES FOR REMEDIAL
READERS IN THE ELEMENTARY SCHOOLS
OF PIERCE COUNTY

A THESIS
PRESENTED TO

the Graduate Faculty
Central Washington College of Education

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

by
Robert L. Trask

June 1961

11100

Faint, illegible text at the top of the page, possibly a header or title.

LD
5771.3
7775s

**SPECIAL
COLLECTION**
[Redacted]
[Redacted]
[Redacted]

Faint, illegible text in the middle section of the page.

107141

APPROVED FOR THE GRADUATE FACULTY

William D. Floyd, COMMITTEE CHAIRMAN

Albert H. Poffenroth

Clifford P. Wolfsehr

DEDICATION

This thesis is
affectionately dedicated
to my wife
Pati

ACKNOWLEDGMENTS

My sincere appreciation is expressed to Dr. William D. Floyd for his help and guidance in the development of this thesis as chairman of the graduate committee.

Acknowledgment is also made to Mr. Albert H. Poffenroth and Mr. Clifford Wolfsehr for their most helpful criticisms and suggestions.

Thanks are also directed to the many teachers and administrators who participated in this study.

For faith in me, encouragement and unlimited assistance with family responsibilities, I am exceedingly grateful to my wife, Pati, and my three daughters, Kathy, Theresa, and Julie Ann.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION AND STATEMENT OF THE PROBLEM	
Introduction.	1
Importance of the study.	2
Limitation of the study	2
Definition of terms	3
Organization of the study	3
II. REVIEW OF LITERATURE AND RELATED RESEARCH. . . .	4
Recognition of the reading problem.	4
Causes of the reading problem	6
Suggested procedures in establishing a remedial reading program	9
Criteria for a remedial reading program . . .	16
Summary of research and literature.	20
III. PROCEDURE AND METHODS	21
Survey of current practices.	21
Data processing	23
IV. RESULTS AND FINDINGS	24
Administrators questionnaire.	25
Teachers questionnaire.	43
Summary of chapter four	60
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	61

Summary	61
Conclusions	62
Recommendations	67

APPENDIX A Letters to Teachers

APPENDIX B Letter to Principals

CHAPTER I

INTRODUCTION

Teachers in our elementary schools find that they are constantly faced with the problem of what to do with the child who is deficient in reading. Reading is the most important subject taught in the elementary school (5:10). Children should be given a successful start in reading followed by definite progress as the child proceeds through the elementary grades. Remedial instruction in reading should be a normal part of the reading program at all grade levels.

Evidence is available which indicates that the poor readers can greatly improve their reading abilities under an effective reading program. Cases are on record of students who have gained as much as four years reading ability over a period of nine months remedial instruction (14:168). This and other surveys show that remedial reading instruction is a very important part of any school program.

I. THE PROBLEM

Statement of the problem. It was the purpose of

this study to determine what measures are being taken for remedial readers in the elementary schools of second class districts in Pierce County.

Importance of the study. Gray has said, "Records of the achievement of pupils show that from twenty to thirty per cent of the pupils who enter either the junior or senior high school read so poorly that they can engage in required reading activities only with great difficulty. Indeed, some of them are so much retarded in reading that it is impossible for them to read the books ordinarily used at their respective grade levels. Some of these people are virtually non-readers (12:332)."

As the elementary school is the place where formal reading instruction is first carried on, the writer is attempting to make an analysis of remedial reading instruction on this level.

Limitation of the study. For the purposes of this study, second class district elementary schools of Pierce County were surveyed. The inclusion of all the elementary schools in the State of Washington would insure a more reliable estimate of the total program, but the difficulties such a study would present, make this impractical. Thirty-

two elementary schools are included in the study. Questionnaires were sent to both elementary principals and teachers.

II. DEFINITION OF TERMS

Remedial reader. Throughout this study, the term "remedial reader" will refer to those boys and girls reading one year or more below their grade placement.

Remedial reading program. The remedial reading program is the planned special teaching which is given children who are one or more years deficient in reading. A teacher specially trained in the teaching of reading is usually in charge of such programs.

Organization of study. The literature treating some of the particular aspects of the remedial reading program will be reviewed in Chapter II. In Chapter III, the design and procedures of the study will be described. The results and findings determined from the data will be presented in Chapter IV. In Chapter V, the conclusions and the summary of the data will be presented with recommendations and suggested needed research.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

Poor reading is a very serious problem in the schools. Practically every teacher at any school level will admit she has poor readers in her class. Reading tests given anywhere in a school system regularly show a range of five to seven grades of reading at any particular level. This means that there are in any grade children reading two or three grades below that level. Obviously, the retarded readers cannot be getting what they should and still more important, the rest of the class is held back while the teacher tries to do something for the retarded individual, or group. The total loss in time and in educational value which poor readers cause in our school system is enormous.

I. RECOGNITION OF THE READING PROBLEM

With increasing numbers of boys and girls attending school, the wide variety of interests and abilities has become a problem facing all teachers. Bond states that ten to fifteen per cent of elementary students receive remedial instruction (4:338). Betts further states

that between fifteen and twenty-five per cent of the elementary and secondary school population are either non-readers or seriously retarded in reading ability (2:579). Blair reports that twenty to thirty per cent of the pupils in high school have serious reading difficulties (3:4). These difficulties are almost impossible to correct in the regular classroom. The greatest majority of these pupils are boys with the ratio being almost nine to one. This is attributed to the fact that most boys mature slower than girls. Pupils who have not learned to read well are often behavior problems. When a helpless child is compelled to spend five or six hours per day in school, he either endures it or compensates in some other way. When they are young, they can get this by hitting other children or throwing stones through windows. The older they become the more spectacular must be their means of attracting attention. Thus, it is important that remedial instruction begin as soon as possible (13:108-9).

Gellerman, in his study of "Casual Factors in the Reading Difficulties of Elementary School Children", presents the following conclusions:

1. Most reading difficulties are unnecessary

and are the results of inadequate techniques in the school or home.

2. Reading difficulties are cumulative, and the longer they are allowed to continue uncorrected, the more serious they will become.
3. The faster the cases are investigated, the faster they can be corrected.

With the great number of reading problems in high school and elementary schools, firmly established, the need and importance of remedial instruction on the elementary school level looms large. The writer realizes that all reading difficulties would not be resolved by intensive remedial teaching but a large percentage of the problems could be eliminated or at least reduced (10:529-30).

II. CAUSES OF THE READING PROBLEM

There are many reasons why a child might be a retarded or remedial reader; however, research indicates that no single element brings about all the difficulties. Many children are remedial readers because of a variety of problems. In the following paragraphs, an attempt is made to summarize some of the opinions of authorities in the field of reading in this regard.

Dolch lists (a) starting school too early, (b) sickness or moving, (c) promotion when not qualified, (d) too hard of reading material and poor methods of teaching as the causes for remedial readers. He would also contend that some teachers and principals are behind the times and are using antiquated methods for teaching reading (8:437-41).

Broom's list, while similar to the preceding list includes:

1. Individuals who have lacked good pedagogical training.
2. Individuals who are mentally retarded.
3. Individuals who have lacked normal school opportunities.
4. Emotionally or socially maladjusted individuals.
5. Individuals with physical handicaps which interfere with reading success (5:467).

Gray states that major emphasis on subject rather than child, overcrowded classrooms, teachers' lack of knowledge on skills to be taught, elimination of corrective reading programs after fourth grade and lack of continuity of reading programs are the main causes of remedial

readers (11:388-90).

The above lists are representative; further, they are only suggestive, not exhaustive. Other reasons mentioned in the research and literature include:

- a. Untrained teachers
- b. Overcrowded schools
- c. Compulsory promotion in the first grade
- d. Too little teaching of reading in the upper grades
- e. Beginning teachers in the first grade (1:197-9).

One might conclude that the above causes of poor reading have been fairly well determined. The review of research and literature revealed that the characteristics of a child who is a poor reader have also been identified. Kottmeyer's listing included below typifies the remedial reader.

1. Inability to retain and continue to build sight vocabulary.
2. Short attention span
3. Lack of determination to improve reading because of previous failures.
4. The chances are two to one that the pupil has some physical defect which should have medical attention.

- a. Almost half of the cases of remedial readers have a visual handicap.
 - b. Fifteen per cent of such pupils have defective hearing.
 - c. Ten per cent will have some kind of speech defect.
5. Poor attitude toward reading
 6. Discipline problems occur almost half the time among the poor readers (13:110).

Even though the causes have been determined and the reader identified, the solutions have not. One wonders what can be done to eliminate or alleviate these problems. An adequate remedial reading program contains many essential elements. The next section of this chapter will deal individually with these elements.

III. SUGGESTED PROCEDURES IN ESTABLISHING

A REMEDIAL READING PROGRAM

Before a school starts a remedial reading program, a thorough study of the problem should be made. What students should receive remedial instruction? Who will teach the remedial students and how will the program be organized as to materials, facilities, personnel, and evaluation? It will be the intent of the writer in the following section to examine each of these and other

questions individually.

Who Should Receive Remedial Instruction and How Will They be Referred?

There is much material on this matter and not all authors are in complete agreement on the amount of diagnosis required to refer a student for remedial instruction. Gray states that the following would be necessary before starting the program:

- a. Durrel-Sullivan Capacity Test
- b. Gates' Primary Tests
- c. Informal reading tests
- d. Gray's Oral Reading Paragraphs
- e. Dolch's word lists
- f. Interest inventory

By administering these tests to the student, the teacher should have a very adequate background for diagnosing the reading difficulties of the child, thus enabling her to work on from there (12:397-99).

The five steps of diagnosis listed by Broom include:

- a. Standardized tests (several reading tests along with at least two group mental tests.

- b. Checking the child's previous school records
- c. Checking possible physical defects
- d. Determine facts as to the child's emotional and social adjustments
- e. Discover activities the child enjoys (6:19).

After reviewing the literature on criteria for referring the student for remedial instruction, the writer is of the opinion that several reading tests should be administered along with at least two intelligence tests plus the observation of the classroom teacher. These, together with other school records, would give the remedial instructor sufficient information on the student.

2. Who Should Teach the Remedial Students?

The greatest need in remedial teaching is trained personnel. They are the key for a successful program and there is a definite shortage of these people. The qualifications and requirements for reading instructors and specialists vary depending upon the state and school district in which they are employed. The remedial teacher functions in several ways in a particular school situation. The remedial teacher in some cases teaches other classes and aids in counseling the disturbed or retarded student.

Other ways in which the reading teacher may function are listed as follows:

- a. Helps all teachers to handle their poor readers
- b. Helps classroom teachers by diagnosing individual problems
- c. Helps individual children who have fallen behind
- d. Teaches classes of poor readers
- e. Supervises teaching of reading by classroom teachers
- f. Organizes remedial program within the school district (7:230).

Dever, in her study of "Positions in Reading", reports that most of the remedial teachers of reading in her survey devoted the greatest amount of their time to teaching reading. Their second most time consuming function was testing and diagnosing, with counseling and supervision occupying the remainder of their time. One of the most significant facts in the study was the grade level at which the specialists began some kind of remedial reading instruction. Three-fourths of the specialists started instruction in the primary grades, with a great number of them beginning at the second grade. From the

material presented, it is shown that the remedial reading teacher performs in a variety of jobs and has a variety of qualifications for the position (6:13). The teacher is undoubtedly the most important person in a remedial program. Such elements as equipment, reading materials, methods, and administrative support are deemed of secondary importance (16:22-24).

3. Organization of the Program.

The importance of the teacher in remedial reading has been mentioned previously, but the teacher alone cannot provide an adequate program without materials, equipment, and administrative support. These essentials cannot be excluded. Robinson states the following as essential aspects of a constructive remedial reading program.

1. The schools must accept the fact that reading problems are fairly common. Lack of recognition results in some cases of passing along pupils who have not learned to read and in other cases retaining them in the lower grades until through some circumstances they do learn.
2. It is also very essential to keep continuous records of pupils' progress, with careful notes concerning all problems met and solved. Records should include test scores, as well as records of school

absence and health. Such records reveal many inconsistencies in pupil growth which aids in identifying poor readers.

3. Time should be provided in the regular daily program so each teacher can give special help in reading (not before school, noon hour, or after school)
4. A program of systematic evaluation of pupils' progress enables schools to recognize reading difficulties early in the pupil's life and the problem can, therefore, be handled easier.
5. A wide variety of reading materials should be made available either in the classroom or school library.
6. Each school's needs for an especially competent person who is prepared to assist teachers in the diagnosis and teaching of poor readers is strong.
7. It is essential that school maintain a vigorous and continuous in-service program to keep continually training and aiding teachers of reading.
8. It is essential that schools maintain libraries containing professional books and magazines which the teachers may refer to for help in reading problems.

It must be understood that even when diagnosed and proper remedial instruction is given, a few pupils will still be unable to read. These people should be handled by reading clinics and much would be gained in the way of research for classroom teachers of reading (15:15-19).

Gates lists the following suggestions for the management of an adequate program:

- a. Remedial instruction should be managed so as not to classify the pupil in an embarrassing way.
- b. Remedial instruction should not be substituted for enjoyable activities.
- c. Time allowance for the program should be generous.
- d. The teacher should have sufficient time to arrange and supervise the remedial work.
- e. Remedial work may be either individual or cooperative.
- f. Remedial work should begin at a favorable time of the day.
- g. Success should be emphasized.
- h. Improvement should be measured and records shown to other teachers.
- i. The teacher's attitude should be optimistic and encouraging.
- j. The teacher should help the pupil to avoid over-anxiety and unduly extreme effort.
- k. A variety of exercises and activities should be provided.
- l. A plan should be dropped when it fails to produce results after a fair trial. One should be suspicious of the diagnosis or the program or both if the pupil does not show a marked gain after a reasonable amount of time.

4. Equipment and Materials.

Much has been written as to the materials and equipment needed for an adequate remedial reading program. The materials and equipment which seemed most pertinent are listed below:

1. Reading workbooks
2. Several sets of recreational readers
3. Other readers (readers used for formal teaching)
4. Projection room and screen
5. Duplicating machine and materials
6. Tachistascope of some type of rapid exposure device
7. Slide or opaque projector
8. Sight-saving typewriter
9. Chart holder
10. Reading flash cards

The materials listed on the previous page should be sufficient in quantity and easily accessible to the teachers of reading.

IV. Criteria for A Remedial Reading Program

Much has been written as to what an adequate remedial program demands for effective instruction. These

desirable aspects cannot be eliminated if the program is to function effectively. The following paragraphs contain what the writer feels most pertinent in the essential organization of a program.

A review reveals that the essential and desirable features of a sound remedial reading program are frequently mentioned by many authorities in the field. The following characteristics of the good remedial reading program are subscribed to, either in entirety or in part, by such authorities as Betts, Robinson, Traxler, and Dolch.

Probably the most influential single element in a remedial reading program is the teacher. The special teacher of reading should have many desirable characteristics if she is to be effective. Successful experience as a classroom teacher is essential as well as special training in the teaching of reading. Ability to administer and interpret tests is also necessary as part of the teachers training along with supervisory abilities in the cases where she is called upon to assist other teachers. Reading is a developmental subject and it is

well to keep up with the latest methods and procedures if the program is to be utilized to the utmost. Therefore, the teacher should be conversant with the most recent and effective techniques of teaching remedial reading. Students vary in skills and abilities and no single group of lessons will meet the needs of different reading groups. Reading lessons should be planned in accordance with the needs of each student as an individual and as a member of a small group.

In establishing a remedial program the teacher must have instruments of measurement to determine and diagnose accurately the students reading abilities. A suggested list of such materials and equipment would include at least the following: capacity tests, diagnostic tests, oral reading tests, reading readiness tests and reading achievement tests.

Once the reading difficulties have been accurately diagnosed, the need for reading materials becomes apparent. Reading charts, flash cards, and word lists would then be added. Teaching machines such as tachistoscope, or rapid exposure devices, slide or opaque projectors, are very effective if used properly by the

teacher. A duplicating machine to reproduce some of the reading materials is also regarded as essential. When arranging for books in the remedial reading program it seems appropriate to have at least one set of sight saving readers, several sets of readers on various reading levels, and a variety of easy to read recreational readers.

The responsibilities of the administration in a successful remedial reading program are many and will determine to a large extent whether or not the program will succeed or fail. The teacher of reading should have guidance, cooperation and unlimited support from the administration. This support could and should be given in a variety of ways, for example, teachers might be encouraged to enroll in college courses to better prepare themselves for the teaching of reading and the school district could supplement this training by providing an in-service program in reading. Reading workshops or clinics are sometimes available and schools could assist the teacher to attend these by assuming part of the expenses and allowing school time for such attendance.

The authorities listed previously seem to believe that additional specialists contribute markedly to the effectiveness of a sound based remedial reading program and list such specialists as the school psychologists, the speech therapist, and the reading consultant. The writer agrees basically with this recommendation for he feels that the services of such specialists tend to solidify the reading program.

V. SUMMARY

The literature treating certain vital aspects of the remedial reading program was reviewed in this chapter. Recognition, causes, means of determining, and what can be done to remedy the problems were covered in this chapter. The latter part of the chapter was concerned with the characteristics of a good remedial reading program.

CHAPTER III

PROCEDURE AND METHODS

For the purpose of analyzing the problem of remedial readers in the elementary schools of second-class school districts in Pierce County, the author used the questionnaire. The approach to the questionnaire investigations is discussed in the remainder of this chapter and the results in Chapter IV.

The Survey of Current Practices. The thirty-two elementary schools of the second-class school districts in Pierce County were selected because of their varied sizes and the probability of like problems in other second-class schools in the state. These practices were considered by the writer to be fairly representative of practices in the State of Washington.

The questionnaire used consisted of items selected by the author to be the most pertinent. Two questionnaires were used; one was designed to be filled in by the administrators, and the other by the teacher. Every elementary principal of second-class schools in Pierce County received a questionnaire and in order to get equal

representation, two teachers from each school were selected. Instead of having a pure random sample, the teachers were arbitrarily selected.

The writer selected the first two teachers who represented both the primary and intermediate levels. The official Pierce County Teacher Directory was used to draw the participants. The questionnaires consisted of thirty-seven questions for the principals and thirty questions for the teachers.

The questions which follow are representative of the total questions on the questionnaires:

1. What criterial is used to determine which students are remedial readers?
2. What measures are being taken for remedial readers?
3. Why remedial programs do not exist in some schools.
4. How is the program evaluated?
5. What teaching procedures and methods are used in the program.
6. When should remedial instruction begin?
7. Number of schools having in-service programs in reading.

8. Materials used in the program.
9. Machines used in the program.
10. Number of specialists employed by the schools.

Data Processing. Each item on the questionnaires will be tabulated separately, and the totals will be converted to percentages. These percentages will be tabulated to reflect common practices, weaknesses, or trends among elementary schools of second-class districts in Pierce County.

CHAPTER IV

RESULTS AND FINDINGS

It was the purpose of this chapter to present and analyze the data gathered from this study and to present findings that grow out of this analysis.

To gather information for this study, questionnaires were sent to thirty-two elementary schools in Pierce County. The principal and two teachers, one from the primary level, the other from the intermediate level, from each school were surveyed. Eighty seven questionnaires, or approximately ninety-five per cent were returned, which seemingly indicated that there is a great deal of interest in this problem. The return was especially high in comparison with other studies using the questionnaire method.

The organization of this chapter will be in two sections. Part I will deal with the results of the administrators questionnaires and Part II reflects the responses of the teachers questionnaires. The sections will be presented as follows: the question itself; (A) a statement of the intent of the question, (B) the responses to the question tabulated for the most part in per cent, and (C) an analysis of the responses.

I. ADMINISTRATORS QUESTIONNAIRE

Question I: List the methods used to determine children having reading difficulties in your school.

(A) Question one was designed to determine what methods are used to determine children having reading difficulties. Responses Rank

(B) a. Achievement test scores	<u>24</u>	<u>2</u>
b. Reading test scores	<u>20</u>	<u>3</u>
c. I. Q. scores	<u>19</u>	<u>4</u>
d. Teacher observation	<u>26</u>	<u>1</u>
e. Other	<u>No other methods besides the ones listed in the question itself were reported.</u>	

(C) These data indicate that a variety of methods are used, teacher observation and achievement test scores being the most prevalent.

Question II: When children requiring special help are discovered, what measures are being taken by your school to help these individuals?

(A) Question two was used to determine what measures are being taken by the schools to help their deficient readers.

	<u>Responses</u>	<u>Rank</u>
(B) a. Special help from homeroom teacher	<u>22</u>	<u>1</u>
b. Ungraded school reading program	<u>5</u>	<u>3</u>
c. Special help in small groups from special reading teacher	<u>16</u>	<u>2</u>
d. Taught individually by reading specialist	<u>3</u>	<u>4</u>

(C) These data seemingly indicate that special help from the homeroom teacher and help in small groups by a special reading teacher are the most popular means of giving help to the slow reader in Pierce County.

Question III: Do you have a special reading teacher in your school? Yes___ No___

- a. How often is she available?
- b. Number of minutes per day?
- c. How many children does she teach per day?
- d. Does she teach at more than one school?
- e. What are the characteristics of the special reading teacher?

(1) ___Number of years teaching experience

(2) ___Sex

(3) ___Degrees held

(4) ____ Number of courses in reading

(A) Question three was asked to ascertain the answers to the following questions:

- (1) Number of schools having a special reading teacher.
- (2) How much time does she spend teaching reading?
- (3) How many children does she teach per day?
- (4) Characteristics of the reading teacher
- (5) Preparation of the teacher

(B) Yes 10 No 16

a. Two schools had reading teachers available full time daily while two other schools had the services of a teacher half time daily. Four teachers worked on reading three days per week and the remainder of the respondents did not comment on this question.

b. Two respondents reported that their special reading teacher worked full time in their schools, while three schools reported having the services of a teacher of reading half-time. The remainder of the principals having reading teachers did not comment on this

question.

c. Three schools indicated that their special reading teachers taught at more than one school and the remainder of the respondents answered no to this question.

d. The number of children taught per day by the special reading teacher ranged from ten to sixty-eight children. The average number of children taught per day by the special reading teacher averaged approximately twenty-four children per day.

e. The characteristics of the reading teacher varied with experience ranging from five to thirty-five years. The reading teachers in the survey were all female and had B.A. degrees with one teacher holding both the master's degree and a remedial certificate.

The average reading teacher in the survey had taken four courses in reading.

(C) These data indicate that (1) two out of three schools in Pierce County do not have a special reading teacher. (2) The average reading teacher

spends approximately half of her school time teaching remedial reading. (3) The average teacher of reading teaches approximately twenty-four children per day, (4) has a B.A. degree and (5) averages approximately ten years in teaching experience.

Question IV: If you were to supplement your present reading program, what would you recommend?

(A) Question four was designed to determine what measures would be taken by principals to implement their present reading program. Responses Rank

(B) a. Special reading teacher (full time)	<u>9</u>	<u>2</u>
b. Special reading teacher (half time)	<u>5</u>	<u>3</u>
c. School ungraded reading program	<u>11</u>	<u>1</u>
d. No special classes	<u>1</u>	<u>0</u>

(C) It would seem from the evidence that principals in the survey prefer a special reading teacher full time or an ungraded reading program if they were to supplement their present programs. Five respondents favored a special reading teacher half time, while

one principal would not have a reading program for remedial readers at all.

Question V: At what grade do you feel that remedial instruction in reading should begin?

(A) The question was constructed to ascertain at what levels remedial instruction in reading should begin.

	<u>Responses</u>	<u>Rank</u>
(B) a. Grade one	<u>8</u>	<u>2</u>
b. Grade two	<u>6</u>	<u>3</u>
c. Grade three	<u>10</u>	<u>1</u>
d. Grade four	<u>3</u>	<u>4</u>

(C) These data reveal that principals in Pierce County feel that remedial instruction in reading should start in the primary grades. More than one half of the principals would have such instruction begin at with grade one or three.

Question VI: If there is no remedial reading program in your school, what is the major reason for the absence of this program?

(A) It was the intention of question seven to determine the reason why many schools do not have

remedial reading programs.

(B) a.	Lack of suitable facilities	<u>6</u>
b.	Community attitudes	<u>1</u>
c.	Overcrowded classrooms	<u>3</u>
d.	Lack of teacher preparation	<u>1</u>
e.	Lack of poor readers	<u>1</u>
f.	Finances	<u>7</u>

(C) A perusal of the response reveals that lack of suitable facilities and lack of finances are the two major reasons why remedial reading programs do not exist in some schools.

Question VII: List the specialists you employ in your school.

(A) This question was designed to reveal the number and types of specialists employed in the schools surveyed.

(B) a.	Reading	<u>8</u>
b.	Music	<u>22</u>
c.	P.E.	<u>3</u>
d.	Art	<u>3</u>
e.	Speech	<u>5</u>
f.	Librarian	<u>3</u>

(C) The data reveals that more music specialists are employed in the surveyed schools than any other type of specialist. In fact, there are nearly three times as many music specialists as reading.

Question VIII: How is your reading program appraised?

(A) The preceding question was intended to determine how the schools in the survey evaluate their reading programs.

(B) a. Tests	<u>24</u>
b. Judgment of improvement by classroom teachers	<u>20</u>
c. Judgment of the students	<u>1</u>
d. Changes in attitude toward reading on the part of the student	<u>10</u>
e. Improvement in personality and adjustment to the school program	<u>9</u>
f. Changes in school grades	<u>6</u>

(C) It would appear that a variety of methods of appraising the school reading program are used with tests and judgment of teachers being the two most prevalent methods.

Question IX: What teaching procedures are used in the corrective or remedial program in your school?

(A) It was the intent of this question to ascertain the teaching procedures used in the corrective or remedial programs of the schools surveyed.

	<u>Number</u>	<u>Rank</u>
(B) a. Instruction in finding the main idea and supporting details	<u>18</u>	<u>2</u>
b. Drill on enlarging the sight vocabulary	<u>19</u>	<u>1</u>
c. Instruction in oral reading	<u>17</u>	<u>3</u>
d. Instruction in reading directions	<u>12</u>	<u>5</u>
e. Instruction in skimming	<u>9</u>	<u>6</u>
f. Study of affixes and roots	<u>15</u>	<u>4</u>
g. Phonics	<u>3</u>	<u>7</u>
h. Encouragement in outside reading	<u>1</u>	<u>8</u>

(C) These would seem to indicate that each of the above methods are considered of importance by the administrators included in the study. Instruction in finding the main idea, drill on enlarging sight vocabulary, and oral reading seemed to be the most popular methods in the remedial reading

programs.

Question X: Do you have professional books in your school pertaining to the teaching of reading which are available to your teachers? Yes _____ No _____

If answer to the above is yes, how many books are available?

_____ Less than 5
 _____ 5 - 10
 _____ More than 10

(A) Question ten was designed to determine the number of schools with professional libraries and the extent to which these schools have enlarged these libraries.

(B) Yes 20 No 6

3 Less than 5 books
10 5 - 10
2 More than 10

(C) These data indicate that approximately four out of five schools included in the survey have professional books pertaining to the teaching of reading.

Question XI: List the magazines your school subscribes to which are available to the teachers.

(A) The intent of this question was to ascertain the professional magazines to which the schools in the survey regularly subscribe.

(B) <u>N.E.A. Journal</u>	<u>23</u>
<u>Elementary English</u>	<u>2</u>
<u>English Teacher</u>	<u>2</u>
<u>Reading Teacher</u>	<u>5</u>
<u>Instructor</u>	<u>24</u>
<u>Grade Teacher</u>	<u>13</u>
<u>Ele. School Journal</u>	<u>3</u>

(C) Although a variety of magazines were regularly subscribed to, the majority of the schools subscribed to the N.E.A. Journal and the Instructor with the Grade Teacher being the third most popular magazine.

Question XII: Does your school district have a reading supervisor to help the classroom teachers?

(A) This question was written with the intent of determining the number of schools having

reading supervisors to help their classroom teachers.

(B) Yes 2 No 24

(C) These data seem to reveal that a high proportion of the schools do not have a reading supervisor. The two schools having the services of a reading supervisor used her for the most serious cases only.

Question XIII: Does your school district have an in-service reading program for its teachers? Yes No

(A) Question thirteen was designed to appraise the number of schools having an in-service reading program for its teachers.

(B) Yes 1 No 26

(C) The results of this question indicate that if teachers are being trained in the teaching of reading, they are being trained by means other than in-service training programs. The school with the in-service program in reading had it on alternate years only.

Question XIV: Does your school have the services of a

school psychologist? Yes _____ No _____

(A) The intent of this question was to ascertain the number of schools having the services of a school psychologist.

(B) Yes 21 No 5

(C) These data seem to indicate that the majority of the schools surveyed have available to them the services of a school psychologist.

On the basis of a conversation with a member of the Pierce County School Office the writer found that the schools having the services of a school psychologist participate in the county wide program which includes a team of psychologists, speech therapists, social workers, and doctors. This group works with the most serious cases only and do not have a regular schedule for visiting each school. Therefore it would be very difficult to appraise the amount of time this group spends at any one school. The writer feels that this question was interpreted wrongly by the respondents answering "no" to this question as each school in the county has access to this team.

Question XV: Does your school have the services of a speech therapist: Yes _____ No _____

(A) It was the intent of this question to determine the number of schools in the survey having

the services of a speech therapist. Yes___No___

(B) Yes 19 No 7

(C) These data reveal that in the majority of the schools the services of a speech therapist are available.

Question XVI: Does your school have an organized program for screening new students before assigning them to the classroom? Yes___ No___

(A) To determine the number of schools having organized programs for screening their new students was the purpose of this question.

(B) Yes 6 No 20

(C) The responses reveal that seventy per cent of the schools in the survey do not have an organized program for screening new students before assigning them to the classroom.

Question XVII: Do you allow school time for your teachers to attend reading workshops or clinics? Yes___ No___

(A) Question eighteen was designed to reveal the number of schools in the survey that allow their teachers school time to attend reading workshops or clinics.

(B) Yes 10 No 16

(C) These data reveal that approximately forty per cent of the schools in the survey allow school time for their teachers to attend reading workshops or clinics.

Question XVIII: Do you feel that your school is adequately meeting the needs of its remedial readers? Yes___ No___

(A) This question was directed to the administrators for the purpose of revealing the number of principals who feel that their schools are adequately meeting the needs of their remedial readers.

(B) Yes 7 No 18 No comment (1)

(C) The results indicate that nearly two out of three principal respondents feel that the schools are not adequately meeting the needs of remedial readers.

Question XIX: Do you feel that parents are aware of the reading problems of their children? Yes___ No___

(A) It was the intent of the above question to ascertain the feelings of principals as to the

knowledge of parents concerning reading difficulties of their children.

(B) Yes 21 No 5

(C) These data seem to point out that principals feel that the majority of parents are aware of the reading problems of their children.

Question XXI: Do you feel that the problem of furnishing special help for the remedial reader is one of the most serious problems you presently face? Yes No

(A) Question twenty-one was intended to disclose the number of principals satisfied with the assistance they presently receive from the county and state in supplying help for their remedial readers.

(B) Yes 5 No 18 No comment (3)

(C) The data suggests that approximately sixty-nine per cent of the principals in the survey are not satisfied with the present county and state level assistance.

Question XXII: Do you feel that the needs of the remedial reader are properly publicized for additional support? Yes No

(A) The intent of this particular question is self explanatory.

(B) Yes 8 No 17 No comment (1)

(C) From the responses received it would seem that the problem of the remedial reader is not properly publicized for additional support.

Question XXIII: Does your school have the following materials and facilities in sufficient quantity which are easily accessible to the classroom teacher?

	<u>Yes</u>	<u>No</u>
a. Diagnostic tests	___	___
b. Oral reading tests	___	___
c. Capacity tests	___	___
d. Reading achievement tests	___	___
e. Dolch word lists	___	___
f. Reading workbooks	___	___
g. Several sets of recreational readers	___	___
h. Other readers	___	___
i. Projection room and screen	___	___
j. Duplicating machine and materials	___	___

k.	Tachistoscope or rapid exposure device	___	___
l.	Slide or opaque projector	___	___
m.	Sight saving typewriter	___	___
n.	Sight saving set of books	___	___

(A) Question twenty-three was designed to determine the number and extent of materials and facilities available in sufficient quantity accessible to the classroom teacher.

		<u>Yes</u>	<u>No</u>
(B)	a. Diagnostic tests	<u>19</u>	<u>7</u>
	b. Oral reading tests	<u>11</u>	<u>15</u>
	c. Capacity tests	<u>11</u>	<u>15</u>
	d. Reading achievement tests	<u>23</u>	<u>3</u>
	e. Dolch word lists	<u>13</u>	<u>13</u>
	f. Reading workbooks	<u>18</u>	<u>8</u>
	g. Several sets of recreational readers	<u>22</u>	<u>4</u>
	h. Other readers	<u>24</u>	<u>2</u>
	i. Projection room and screen	<u>26</u>	<u>0</u>
	j. Duplicating machine and materials	<u>26</u>	<u>0</u>
	k. Tachistoscope or rapid exposure device	<u>6</u>	<u>20</u>
	l. Slide or opaque projector	<u>25</u>	<u>1</u>

m. Sight saving typewriter	<u>13</u>	<u>12</u>
n. Sight saving set of books	<u>9</u>	<u>17</u>

(C) The data would indicate that diagnostic tests, reading achievement tests, reading workbooks, recreational readers, other readers, projection room, duplicating machines, projectors, sight saving typewriters, exist in sufficient quantity and are accessible when the following criterion is used.

Criterion: One half or more of the principals answering in the affirmative;

The following do not meet the above criterion; that is, one half or more of the respondents answering in the negative: Capacity tests, Oral reading tests, Dolch word lists, Rapid exposure device and Sight saving set of books.

PART II

TEACHER QUESTIONNAIRE

Question I: In your opinion, which of the following factors should be considered in determining which children should receive remedial reading instruction?

- a. Achievement test scores _____
- b. Reading test scores _____
- c. I.Q. scores _____
- d. Teacher observation _____
- e. List other _____
-

(A) Question one was designed to disclose factors the teachers in the survey feel should be used in identifying the remedial reader.

(B)	<u>Responses</u>	<u>Rank</u>
a. Achievement test scores	<u>8</u>	<u>3</u>
b. Reading test scores	<u>13</u>	<u>2</u>
c. I. Q. scores	<u>7</u>	<u>4</u>
d. Teacher observation	<u>39</u>	<u>1</u>

(C) These data indicate that teacher observation is the most popular way of determining the slow reader followed by reading tests scores, achievement test scores and I. Q. scores respectively.

Question II: In your opinion, how best might remedial instruction in reading be taught?

(A) It was the intent of this question to investigate the opinions of classroom teachers as to

how remedial reading instruction might be organized.

- (B) a. Special help from homeroom teacher 38
 b. Ungraded school reading program 38
 c. Special help in small groups from
 special reading teacher 44
 d. Taught individually by reading
 specialist 39

(C) The responses to this question suggest that all four of the above answers are deemed of importance with special help from a special reading teacher being the most frequent response.

Question III: In your opinion, at what grade level should remedial instruction in reading begin? (Above and beyond the help of the classroom teacher)

(A) The purpose of this question was to ascertain at what grade level remedial instruction in reading should begin.

- (B) a. Grade one 19
 b. Grade two 26
 c. Grade three 10
 d. Grade four 6
 e. Other When first discovered (2)

(C) These data point out that the majority of

the teachers in the survey feel that remedial instruction in reading should begin in the primary grades, with second grade being the most often designated. The readers attention is called to the fact that two teachers mentioned that remedial reading should begin when the deficiency is first noted, regardless of the grade level.

Question IV: If there is no remedial program in your school, list the reasons why the program does not exist?

(A) This question was designed to reveal the reasons why remedial programs do not exist in some school districts.

(B) a. Lack of poor readers	<u>4</u>
b. Lack of suitable facilities	<u>23</u>
c. Overcrowded classrooms	<u>9</u>
d. Lack of teacher preparation	<u>6</u>
e. Community attitudes	<u>2</u>
f. Administrative attitudes	<u>10</u>
g. Lack of finances	<u>11</u>
h. No Comment	<u>21</u>

(C) These data reveal that the lack of suitable facilities is the primary reason why remedial

reading programs do not exist in some schools. Lack of finances, administrative attitudes and overcrowded classrooms were also deemed as important reasons. Twenty-one respondents did not comment on this question.

Question V: In your opinion, how many children in your school have reading difficulties which require the help of a remedial teacher?

(A) It was the intent of this question to ascertain the extent of the reading problem in the schools surveyed.

(B)	<u>Responses</u>	<u>Rank</u>
a. Less than 5%	<u>12</u>	<u>3</u>
b. 5 - 10%	<u>25</u>	<u>1</u>
c. 10 - 15%	<u>14</u>	<u>2</u>
d. 15 - 20%	<u>6</u>	<u>4</u>
e. 20 - 25%	<u>3</u>	<u>6</u>
f. Above 25%	<u>2</u>	<u>5</u>

(C) It appears that most of the teacher respondents agree that five to fifteen per cent of the children in the schools surveyed have reading difficulties which would require the help of a

remedial teacher.

Question VI: Do you feel that your school is adequately meeting the needs of its remedial readers? Yes___ No___

(A) Question six was written to disclose if, in the teachers opinion, the schools surveyed are adequately meeting the problem of its remedial readers.

(B) Yes 16 No 44 No comment (2)

(C) From the basis of the above responses, approximately seventy-one per cent of the teachers feel that their schools are not meeting the needs of the remedial readers.

Question VII: Do you feel that parents are aware of the reading problems of their children? Yes___ No___

(A) The above question was intended to determine the teachers opinion on parents knowledge of their children's reading difficulties.

(B) Yes 35 No 25 No comment (2)

(C) These data point out that approximately fifty-seven per cent of the teachers feel that parents are aware of the reading problems of their children.

Question VIII: Do you feel that the problem of furnishing special help for the remedial reader is a serious one?

Yes____ No____

(A) Question eight was designed to find out how many of the teachers surveyed feel that the problem of furnishing help for the slow learner is a serious one.

(B) Yes 57 No 4 No comment (1)

(C) This evidence suggests that nearly every one of the teachers feel that furnishing help for the slow reader is a serious one.

Question IX: Do you have the help of a supervisor in planning your reading program? Yes____ No____

(A) This question was written with the intent of determining the number of schools having the services of a reading supervisor.

(B) Yes 11 No 50 No comment (1)

(C) The information suggests that approximately eighteen per cent of the schools have reading supervisors to help the classroom teachers with the planning of their reading programs.

Question X: Do you feel that you should have more direction

support, and supervision from the County or State levels in planning your reading program? Yes____ No____

(A) This question was designed to disclose the opinions of the teachers on the amount of help received from the County and State levels on their reading programs.

(B) Yes 26 No 23 No comment (3)

(C) These data show that approximately fifty percent of the teacher respondents are satisfied with the assistance they receive from the County and State levels. Eight teacher respondents did not comment on this question.

Question XI: If you have the following in your school and have immediate and easy access to, would you please mark accordingly:

	<u>Yes</u>	<u>No</u>
a. Diagnostic tests	_____	_____
b. Oral reading tests	_____	_____
c. Reading achievement tests	_____	_____
d. Tachistoscope or rapid exposure device	_____	_____
e. Sight saving set of books	_____	_____
f. Sight saving typewriter	_____	_____

g. Reading workbooks of various types	_____	_____
h. Chart holder	_____	_____
i. Reading flash cards	_____	_____
j. Dolch word lists	_____	_____
k. Durrell Sullivan Capacity tests	_____	_____
l. Other readers	_____	_____
m. Recreational readers	_____	_____
n. Visual device (slide of opaque projector)	_____	_____
o. Duplicating machine and materials	_____	_____
p. Library of professional books pertaining to the method and analysis of reading difficulties	_____	_____
q. Projection room and screen	_____	_____
r. Professional magazines and bulletins pertaining to reading	_____	_____

(A) Question eleven was designed to determine the materials and devices available to teachers of reading.

(B)	<u>Yes</u>	<u>No</u>
a. Diagnostic tests	<u>38</u>	<u>24</u>

b.	Oral reading tests	<u>20</u>	<u>42</u>
c.	Reading achievement tests	<u>50</u>	<u>12</u>
d.	Tachistoscope or rapid exposure device	<u>13</u>	<u>49</u>
e.	Sight saving set of books	<u>26</u>	<u>36</u>
f.	Sight saving typewriter	<u>55</u>	<u>7</u>
g.	Reading workbooks of various types	<u>53</u>	<u>9</u>
h.	Chart holder	<u>54</u>	<u>8</u>
i.	Reading flash cards	<u>54</u>	<u>8</u>
j.	Dolch word lists	<u>42</u>	<u>20</u>
k.	Durrell-Sullivan Capacity tests	<u>4</u>	<u>58</u>
l.	Other readers	<u>56</u>	<u>6</u>
m.	Recreational readers	<u>54</u>	<u>8</u>
n.	Visual device (slide or opaque projector)	<u>54</u>	<u>8</u>
o.	Duplicating machine and materials	<u>62</u>	<u>0</u>
p.	Library of professional books pertaining to the method and analysis of reading difficulties	<u>31</u>	<u>31</u>
q.	Projection room and screen	<u>58</u>	<u>6</u>
r.	Professional magazines and bulletins pertaining to reading	<u>44</u>	<u>18</u>

(C) The data would indicate that diagnostic tests, reading achievement tests, sight saving typewriters, reading workbooks, chart holders, reading flash cards, Dolch word lists, other readers, recreational readers, visual devices, duplicating machines, professional books, projection rooms, and professional magazines exist in sufficient quantity and are accessible when the following criterion is set up.

Criterion: One half or more of the principals answering in the affirmative:

The following do not meet the above criterion; that is, one half or more of the respondents answering in the negative: oral reading tests, rapid exposure devices, sight saving books, Durrell-Sullivan Capacity tests, do not meet the desired criterion as described above.

Question XII: Does your school district have an in-service program in reading for its teachers? Yes___No___

(A) Question twelve was written with the intention of discovering the number of schools having an in-service program in reading for its teachers.

(B) Yes 10 No 52

(C) The information discloses that a very small percentage of the schools have in-service programs in reading.

Question XIII: Do you have free time during school hours to attend reading workshops or clinics? Yes_____ No_____

(A) This question was contrived to ascertain the number of teachers allowed free time during school hours to attend reading workshops or clinics.

(B) Yes 7 No 55

(C) From the responses to this question it appears that few teachers are released during school hours to attend workshops or clinics.

Question XIV: Do you have a special room to handle retarded children? Yes_____ No_____

(A) It was the intent of this question to determine the number of schools having a special room for retarded children within their district.

(B) Yes 24 No 38

(C) These data would seem to reveal that approximately thirty-eight per cent of the teachers have a special room within their district to refer the retarded children.

Question XV: Do you have a reading supervisor to help with the serious reading problems in your school? Yes__No__

(A) The purpose of question fifteen was to examine the number of schools having the services of a reading supervisor.

(B) Yes 12 NO 50

(C) This evidence points out that the majority of schools in the study do not have a reading supervisor to help with the serious reading problems.

Question XVI: Does your school have the services of a school psychologist? Yes_____ No_____

(A) It was the object of this question to determine the number of schools having the services of a school psychologist.

(B) Yes 30 No 32

(C) According to the responses nearly one half of the teachers are aware of the availability of a school psychologist; for additional information, the reader is referred to footnote on page twenty-nine.

Question XVII: Does your school have the services of a speech therapist: Yes_____ No_____

(A) This question was designed to determine the

number of schools having the services of a speech therapist.

(B) Yes 42 No 20

(C) The majority of the teachers were aware of the services of a speech therapist as the data seems to reveal. The reader is referred to footnote on page thirteen for additional information.

Question XVIII: Does your school have the services of a school nurse? Yes No

(A) The intent of this question was to determine the number of schools having the services of a school nurse.

(B) Yes 57 No 5

(C) These data reveal that the majority of the schools have the services of a school nurse.

Question XIX: Does your school have the services of a district doctor: Yes No

(A) This question was intended to reveal the number of schools having the services of a district doctor.

(B) Yes 14 No 48

(C) The data reveals that most school districts

do have a doctor. However, doctors are available to each school through the services of the Pierce County Health Department.

Question XX: Do you have free time during school hours to adequately prepare for reading instruction? Yes__ No__

(A) Question twenty was designed to find out the number of schools allowing free time during school hours for teachers to prepare for teaching of reading.

(B) Yes 11 No 51

(C) From the information it appears that the majority of the respondents do not have free time during school hours to prepare for reading instruction.

Question XXI: Does your school administer sight tests during the first few weeks of school in the fall? Yes__ No__

(A) The purpose of this question was to determine the number of schools administering sight tests during the first few weeks of school in the fall.

(B) From the evidence yielded, we learned that a high proportion of the schools do administer sight tests during the first few weeks of school in the

fall.

(C) Yes 44 No 18

Question XXII: Does your school administer hearing tests during the first few weeks of school in the fall? Yes No

(A) The intention of question twenty-two was to yield information concerning the number of schools administering hearing tests to the students during the first few weeks of school in the fall.

(B) Yes 57 No 5

(C) These data indicate that the majority of the schools in the survey administer hearing tests during the first few weeks of school in the fall.

Question XXIII: Does your school test the new students upon entering school? Yes No

(A) The object of this question was to determine the number of schools who test new students upon entering school.

(B) Yes 23 No 39

(C) The information yielded from this question points out that approximately thirty-seven per cent of the schools surveyed test new students upon entering school.

Question ~~XXIV~~: Which of the following tests are administered by your school? Yes _____ No _____

- a. Sight _____
 - b. Hearing _____
 - c. Achievement _____
 - d. I. Q. _____
 - e. Other _____
-

(A) Question twenty-four was constructed to ascertain the type of tests which are administered students.

- | | |
|----------------------|-----------|
| (B) a. Sight | <u>51</u> |
| b. Hearing | <u>50</u> |
| c. Achievement | <u>44</u> |
| d. I.Q. | <u>46</u> |
| e. Reading readiness | <u>6</u> |
| f. Mental maturity | <u>1</u> |
| g. Diagnostic | <u>1</u> |
| h. Physical exam. | <u>1</u> |

(C) These data reveal that a variety of tests are administered to the students in the schools surveyed, with sight, hearing, achievement, and I.Q. being the most prevalent. Reading readiness,

mental maturity, diagnostic, and physical examinations were mentioned in the responses, but less frequently.

SUMMARY. In this chapter the data of both administrator and teacher questionnaires were presented and analyzed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is the purpose of this chapter to summarize the study, to present warranted conclusions, and to make recommendations appropriate in terms of the conclusions reached in this investigation.

I. SUMMARY

The problem of this study is an investigation of measures for remedial readers in elementary schools of second class school districts in Pierce County. The data were collected by use of two questionnaires.

In Chapter One the problem was stated, the importance of the study was indicated, terms used in the study were defined, and the organization of the study was outlined.

In Chapter Two the research and literature bearing particularly upon several aspects of remedial reading instruction were reviewed. The areas surveyed in the literature were as follows: recognition of the reading problem, causes of the reading problem, and what can be

done to alleviate the reading problem. From the information gathered from the literature, characteristics of a good remedial reading instructional program were presented.

Chapter IV presents the results and findings of the study with respect to the questionnaires. In presenting the results and findings, the questionnaires were analyzed, and quantified, generally in terms of per cent.

Chapter V presents the summary, conclusions, and recommendations together with the factors that limit the study.

II. CONCLUSIONS

(1) Both teachers and administrators in the study felt that teacher observation was the most important method of identifying children who have reading difficulties. It appears, however, that administrators place more reliability in achievement test scores. It might also be concluded that I.Q. scores are considered least important in determining such reading problems.

(2) In the teachers' opinion remedial reading might be taught in a variety of ways. They tend to agree that the "best" way of achieving the objectives would be

special help from a special reading teacher. When the administrators were asked to respond to a similar question their reactions seemed to indicate that they felt the most effective instruction would be provided by the home room teacher giving special help in small groups. The disagreement of the views held by these two groups regarding who should do the teaching is apparent.

(3) The analysis of the data reveals that both administrators and teachers believe that remedial reading instruction should begin in the primary grades. This conclusion agrees with the opinions of authorities quoted in the study and satisfies the essential requirements of one of the characteristics of a sound remedial reading program.

(4) Generally speaking, the overall conclusion demonstrates that Pierce County Schools fulfill the essential requirements for a sound remedial reading program as outlined by authorities and as described in Chapter Two of this study.

(5) In all cases the remedial reading teachers employed had been successful classroom teachers and had at least a BA degree, and were of the female sex. For the

most part these same teachers had received some special training in the teaching of reading. It might be further concluded that because of their successful teaching experience and training, they are capable of administering tests, diagnosing the test scores, and supervising other classroom teachers. It can be further assumed that because professional materials are available in sufficient quantity that these same teachers have the opportunities to be informed of new methods and ideas on the teaching of reading.

(6) Though the Pierce County Schools compare favorably with the criteria of the best remedial reading program, many of the essential elements as they relate to equipment and materials seem to be lacking. For example: (a) There were few capacity tests (b) There were few sets of sight saving books, (c) The offerings as far as quantity and quality of professional materials were concerned were somewhat lacking although it must be acknowledged that the majority of schools have professional books pertaining to the teaching of reading, (d) And rapid exposure devices were found in only six of the thirty-two schools in the study.

(7) The majority of the schools in the survey do not employ reading supervisors to help teachers plan their reading programs. Only ten remedial teachers were found in the survey.

(8) In-service programs in reading are virtually non-existent in the schools surveyed.

(9) The NEA Journal, The Instructor, and the Grade Teacher are the magazines most frequently subscribed to by schools in the study.

(10) The majority of the schools do not allow free time during the day for the teachers to plan for the teaching of reading.

(11) A high percentage of the schools do not have an organized program for screening new students before assigning them to the classroom.

(12) Very few schools in Pierce County allow school time for their teachers to attend reading workshops or clinics. A difference of opinion between teachers and principals was shown here.

(13) A large majority of the teachers and administrators reflected that their schools are not adequately preparing their remedial readers.

(14) The majority of both teachers and administrators felt that parents are aware of the reading problems of their children.

(15) It would seem that the administrators are not entirely satisfied with the support given to them by the county and state. The teachers tended to agree with this conclusion but their response patterns were not so definite.

(16) It might be concluded that the problem of the remedial reader is not being properly publicized when it is known that nearly two-thirds of the administrators polled indicated that the needs of the remedial readers are not being properly publicized insofar as additional support is concerned.

(17) One is forced to the conclusion that these same sampled principals seem to regard other area specialists as more important than the reading specialist. In fact, the data reveals that, in terms of numbers, three times as many principals employed a music specialist instead of a reading specialist.

(18) In the schools where a remedial teacher is employed in the area of reading, she is there for less

than one-half a day, approximately three days a week, and deals directly with about twenty-four pupils per day. These facts alone indicate that the remedial teacher typically works with small groups instead of with individuals and that the pupil-teacher ratio is fairly high.

(19) Approximately forty per cent of the administrators reflected that the problem of furnishing special help for the remedial reader is not one of the most serious problems which they presently face.

(20) As far as the focus of the teaching during the remedial or corrective classes is concerned, nearly equal instruction seems to be given to drill on enlarging the sight vocabulary, study of affixes and suffixes, on oral reading and finding the main ideas and supporting details. There is less emphasis on skim reading and reading directions, but these areas are not neglected.

III. RECOMMENDATIONS

On the basis of the findings and conclusions made in this study, the following recommendations appear to appropriate.

(1) It is recommended that a reading supervisor

be employed within each district to help teachers in planning their reading program. Such person would act as coordinator and consultant plus helping with the most serious reading problems.

(2) It is recommended that in-service programs in reading be instituted in each school district.

(3) It is recommended that each school have an organized program for screening new students before assigning them to the classroom. This would identify remedial readers.

(4) It is recommended that teachers in the elementary schools be allowed a free period daily to more adequately prepare for teaching and that at least a part of the period be used specifically for the teaching of reading.

(5) It is recommended that school districts allow teachers free time during school hours to attend reading workshops or clinics and no penalty be attached for such attendance.

(6) It is recommended that the county and state educational authorities evaluate their programs for supplying assistance and support to second class schools

in Pierce County.

(7) It is recommended that the problem of the remedial reader be publicized more extensively for better understanding and support of the general public.

(8) It is recommended that each school subscribe to the Reading Teacher as a supplement to their present instructional program and that consideration be given to possible expanding the number of professional magazines and books especially as they relate to Language Arts and Reading.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Barbe, Walter B. "Attempts to Solve Reading Problems", School & Society, (June 1957), 197-9.
2. Betts, Emmett Albert, "Remedial and Corrective Reading", Education, (June 1947) 579.
3. Blair, Glenn M. Diagnostic and Remedial Teaching, New York, Mac Millan Company, 1941.
4. Bond, George, "A Program For Improving Reading in the Secondary Schools", School Review, Sept. 1942.
5. Broom, M. E., Mary Alice Duncan, Dorothy Emig, and Josephine Stueber, Effective Reading Instruction, New York, McGraw-Hill Book Company, 1951.
6. Dever, Kathyn, Positions in the Field of Reading, Bureau of Publications, Teachers College, Columbia University, New York, 1959.
7. Dolch, E.W. "Self Survey of A School Program for the Teaching of Reading", Elementary School Journal, (December 1949) 230.
8. Dolch, E.W. "Poor Readers Are Made", Education, (April 1947) 437-41.
9. Gates, Arthur, The Improvement of Reading, New York: The MacMillan Company, 1947, 129-38.
10. Gellerman, Saul W. "Casual Factors in the Reading Difficulties of the Elementary School Children", Elementary School Journal, (May 1949) 529-30.
11. Gray, Lillian, Teaching Children To Read, The Ronald Press Company, New York, 1945.
12. Gray, W.S. "The Language Arts-Reading", Conference on Reading, Chicago, Illinois, The University of Chicago Press, 1941, 332.

13. Kottmeyer, William, Teachers Guide for Remedial Reading, Webster Publishing Company, St. Louis, Mo. 1959.
14. Monroe, Marion, Children Who Cannot Read, Chicago University Press, 1932.
15. Robinson, Helen M. "The Challenge to Schools in Identifying and Providing for Retarded Readers" Elementary School Journal, (Sept. 1949) 15-19.
16. Traxler, Arthur, "Remedial Reading Today", School Review, (January 1953) 22-24.

APPENDIX A

LETTER TO TEACHERS

301 East 10th Street
Ellensburg, Wash.
March 15, 1961

Dear Teacher:

You have been selected to participate in a re-
search study that deals with teachers and administrators
in Pierce County.

Under the direction of Dr. William Floyd, I am
writing a field study that is designed to reflect current
and prevalent remedial reading practices and procedures in
selected classrooms. This study is being undertaken as a
part of the requirements for the Master of Education degree
at Central Washington College of Education.

The results of this study of remedial reading
practices should prove beneficial to both administrators
and teachers.

To accomplish the purposes of this study, I will
need to have you fill out the enclosed questionnaire. This
will take only a few minutes of your time, and in return I
can offer a summary of the study and an analysis of the
returns.* I hope to have all questionnaires back by April
10, so your prompt response would be greatly appreciated.

The information will be regarded as confidential
and the names of schools and individuals will not be re-
ported in the study.

Thank you for your cooperation.

Sincerely yours,

Robert L. Trask

RLT:blh

* _____ I would like a summary of the study.

APPENDIX B

LETTER TO PRINCIPALS

301 East 10th Street
Ellensburg, Wash.
March 15, 1961

Dear Principal:

As an elementary principal you know some of the unjust criticisms of our educational system have increased the interest in what the schools are doing and planning to do. Perhaps at no other time has there been such a need to reflect "best" teaching.

Under the direction of Dr. William Floyd, Central Washington College of Education, I am writing a field study that is designed to reflect current and prevalent teaching practices and procedures in remedial reading. This study is being undertaken as a part of the requirements for the Master of Education Degree at Central Washington College of Education.

To accomplish the purposes of the study, I will need to have you do the following:

1. Distribute questionnaires to the teachers named below.
 - a. _____
 - b. _____
2. Fill out administrators questionnaire and return it in the enclosed envelope.

This will take only a few minutes of your time and in return I can offer a summary of the study and an analysis of the returns.* I hope to have all questionnaires back by April 10 so your prompt response would be greatly appreciated.

The results of this study of remedial reading practices should prove beneficial to both administrators and teachers. The information will be regarded as confidential and the names of the schools and individuals will not be reported in the study.

I thank you for your cooperation.

Sincerely yours,

Robert L. Trask

RLT:blh

*_____I would like a summary of the study.