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A Study of Teacher Awareness of Interest Factors Contributing to Success in Reading Among Intermediate Grades in Eighteen Elementary Schools in California's Rio Linda Union School District

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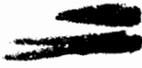
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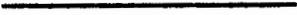
A STUDY OF TEACHER AWARENESS OF INTEREST FACTORS CONTRIBUTING
TO SUCCESS IN READING AMONG INTERMEDIATE GRADES IN
EIGHTEEN ELEMENTARY SCHOOLS IN CALIFORNIA'S
RIO LINDA UNION SCHOOL DISTRICT



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master Teacher



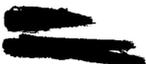
by
Charles Ralph Dykstra
August, 1968

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CHAPTER I

PURPOSE OF THIS STUDY

Introduction

There is a growing expressed concern for interest in reading or the lack of interest. Guy Bond expressed this concern something like this: "It is difficult to estimate the present status of interests and tastes of the people who are in or have come through the elementary and secondary schools. The indications seem to be that the reading interests and tastes fall far short of what is to be desired. A visit to the corner drugstore library rack will reveal a relative uniformity and narrowness of interests and a disturbing lack of taste. A visit to many homes in any community will show a dearth of reading material." Bond further points out that a visit to branch libraries will reveal that relatively few older individuals of the community are patrons of the libraries. The truth of this observation is supported by the fact that the branch librarians know their patrons and even know their tastes. These observations which can be verified by research, says Bond, indicate that reading interests are relatively few. This gives point to the fact that schools must place a greater emphasis on a positive program of developing worthwhile, wide, and lasting reading interest and tastes.

(5:302-303)

Purpose

The purpose of this study was to determine the attitudes of

classroom teachers concerning factors involved in the development of greater interest in reading among intermediate grade children.

Procedure

The procedure was to present questionnaires to sixty classroom teachers and twelve school administrators and special reading teachers in eighteen elementary schools of the Rio Linda Union District. The questionnaire was concerned with the type of reading programs in use and the teacher's evaluation of the importance of a given set of factors being considered in developing greater interest in reading among intermediate grade school children. There will also be presented the attitudes and opinions of various writers in the field of teaching of reading. Some suggestions will be made on how to increase intermediate grade children's interest in reading.

Need for the Study

The need for the improvement of the teaching of reading has been evident for many years, yet only in recent years have educators begun to seriously wrestle with the problem of developing more ardent readers. The task of creating more efficient readers with lifelong interest in reading is now upon us.

There is no dearth of evidence that the need to improve our teaching of reading is essential. There is no lack of harmony among professionals and laity in the importance of developing lifelong habits of enthusiastic reading. It has only been in very recent years that

updating or revisions in reading programs have been anything more than taking the same procedures, and many of the same stories, and binding them in new covers to be taught the same old way all over again. This was adequate until man entered the present era of rapid change and mobility. Today, when literally multi-volumes are being printed every twenty-four hours, we need to be developing ardent efficient readers. Thirty years ago the reader with a speed of two hundred to three hundred words per minute could feel very secure and comfortable. Today that same person lives in a state of fear and frustration because of his inability to keep up with the demands on his reading capacity.

In the foreward of The Torch Lighters - Tomorrow's Teachers of Reading written by Mary C. Austin, a quote of Francis Keppel states, "Teachers and parents alike agree that if a child does not learn to read well, many doors will forever be closed to him. Everyone says something ought to be done about it." (1:XI) "Reading is the most important subject of all that a child needs to master." (32:1) There are no subjects taught or skills learned without some form of reading involved. It may not always be in written symbols but always symbols or signs must be read. They may be the sizes, shape, and color in clouds or the blush on a young girl's cheek or even the fuzz on the skin of a peach, but all must be interpreted and understood before properly read.

The task of preparing readers falls fairly and squarely into the hands of all public school teachers and particularly those teaching at the elementary level. It can no longer be left only to primary teachers.

Intermediate grade teachers can no longer assume that when the third grade child is passed on to the fourth grade he has all the reading skills he will ever need and should be provided only with basal story reading and summation.

Basic word attack and recognition skills must be refined. Speed must be accelerated, and critical analysis must be developed. Skimming, scanning and rapid evaluation must be taught along with adequate outlining and summarizing. Recall and interpretation of reading materials also need to be developed.

The need to develop interest in reading is voiced by many professionals and not so professionals in the field of reading and in many related fields. These needs are expressed in the comments of Dr. A. T. Harris and Dr. Nila B. Smith. Today's children are tomorrow's adults, says Dr. Harris, and the habits, interest and tastes formed during childhood determine to a great extent the adult reading patterns of the future. Building a lasting interest in reading, and developing an appetite for what is worth reading, are two objectives that have tremendous long-range significance. A good reading program among other things place a very strong emphasis on developing a lasting interest in reading which will evolve into life-long enthusiastic readers. (13:466-467)

The importance of interest is further emphasized by Dr. Nila Smith as she comments on the psychological effects of teaching reading.

She says, all schools of modern psychology include in their statements of conditions which are favorable to learning something springs from interest. The stimuli to action are variously called desire, purpose, motive, incentive, drive, goal seeking. Regardless of the terminology it springs from interest and forms attitudes. Interest in reading must be nurtured with the substance of appropriate content and guided by a skillful teacher in an atmosphere conducive to reading. (25:409)

These comments are echoed by many other recognized authorities in the field of reading.

Summary

The evidence of the need and the importance of the need have given the purpose of attacking the problem from the point of considering the emphasis teachers put on various factors which contribute to teaching of reading. The task and responsibility of adequately meeting this need belongs to the teacher. This study will attempt to discover teacher's attitudes concerning factors of interest and success in reading among intermediate grade children.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Many of our intermediate grade reading programs consist of lessons in word-attack skills, testing of comprehension, and timing for speed. Little or no encouragement is made in developing a taste for reading good books or discovering the fun and enjoyment of reading for independent entertainment. Teachers of other intermediate grade reading programs assume that all the reading skills have been mastered. Skills development is frequently omitted. Reading assignments consist of "round-robin" oral reading of the basal text with ill-prepared oral discussion or uninteresting written comprehension testing. Nancy Larrick voices the thinking of the recognized authorities in reading and education with these comments:

Certainly an adequate reading program should provide for development of reading skills and also the encouragement of reading for pleasure. A reading program should be evaluated from time to time with the following questions in mind:

1. Are these students moving on to reading for pleasure, information and refreshment?
2. Will they develop broad individual personalities because they are reading stimulating books?
3. Will their reading help develop a better sense of values?
4. Are they learning to evaluate what they read and to select quality literature?

Our zeal to see children get ahead often generates a businesslike attitude that creates pressure not pleasure in reading.

Lifetime pleasure in good books comes from repeated discovery that reading - many kinds of reading - can bring satisfaction. (17:XVIII-XIX)

Fifteen Aspects of An Intermediate Program

An adequate reading program for intermediate grades should incorporate the following aspects and any others which suit the personalities, purposes, preparation, and potentials of the teacher and pupils involved:

1. Flexibility sufficiently enough to adjust to the individual needs of the pupils and immediate circumstances.
2. Recognition that there are individual differences among children and therefore different needs to be met.
3. Emphasize wide reading to extend and enrich the children's experiences. This also necessitates providing literally hundreds of books. This can be done through classroom and school libraries, public libraries, book club membership, home purchases and other means.
4. Provide a climate for reading and for discussion of what has been read. Guard against testing or pressure type situations.
5. Provision in classroom time for leisure reading. When possible a reading area for those who are leisurely reading should be provided.
6. Provide attractions to emphasize the importance and fun of reading. Wise use of bulletin boards, art work and other ways depending on the ingenuity of the teacher is helpful. Reading charts and various other fun type games or projects can be used.
7. Provide for regular introduction to new books through teacher preview and review. Many books may be presented through group discussion. Some books may be introduced by the use of audio visual aids that are available. The school and public librarians have developed some very good techniques of presentation for new books.
8. Enlist help of parents to encourage reading at home. Keep parents informed of child's progress and interpret the reading program to them.
9. Provide adequate individual record keeping devices to be kept by both teacher and pupil. A notebook which will allow the addition of pages is best for the teacher while a spiral book serves very nicely for the pupil.

10. Materials used to develop interests should be selected for each subject area emphasizing the importance of ability to read well in all areas.
11. Provide activities designed to develop interests in reading. These should be separated from skill building activities.
12. Provide activities designed to develop various skills in reading.
13. Maintain a healthy balance between the various aspects of the reading program. Intermediate grade reading should devote a major portion of time to silent reading.
14. Provide opportunity for the teacher to work alone with each pupil from time to time and in small groups. These groups are not necessarily fixed, but groups that are brought together by the teacher at given times to strengthen or develop various skills as occasion arises.
15. Provide systematic adequate means for appraisals of the program through records of children's growth. Appraisals should be recorded by the teacher in individual record book at the time of individual interview or counseling time. This can be very effective if the teacher has handy a guide questionnaire sheet to guide and check and record pertinent information. The observation of records of accomplishments as recorded in the student's record book should be noted. Several of the leading advocates of individualized reading programs give suggested questionnaire guides. (Particularly see Bibliography number 7 and number 34.)

When teachers really consider what is necessary to succeed in producing efficient, enthusiastic, habitual readers, do they recognize the importance of the ability to read? People must be capable of maneuvering a powerful automobile in heavy traffic at eighty miles per hour and still read the highway signs, the instruments and the many complicated intricate signals that are associated with driving. Think of those who will be operating aircraft at 2,000 plus miles per hour and space craft at 17,000 plus miles per hour and the many, many related areas of our complicated life. When teachers consider these, they glimpse the urgency of developing competent readers capable of rapid reading. It is important that teachers do not relax their efforts in

giving children the best preparation for this complex society. Beginning to read is complicated and demands to be handled in a thorough and efficient manner. Keeping in mind the old adage "Well begun is half done" as an appropriate saying, the statement of only half done is the area in which teachers appear to be failing more than the beginning of reading instruction.

Gertrude Hildreth stresses the complexities of reading as requiring thinking, questioning, anticipating, puzzle and problem solving processes. She also stresses the need to keep in mind that a child cannot be taught anything that he does not want to learn. A child must have a desire to read. The desire to read depends on the circumstances he finds himself and may change with every reading confrontation. We need to find an interest of the child before we successfully motivate him to read with enthusiasm. (6:544-549)

Any reading program which is designed to meet the needs of the pupils must have the leavening ingredient of success for each reader within its structure. "Nothing succeeds like success" is apropos when developing ardent readers.

Hildreth continues by setting forth six rules for teaching reading:

- Rule 1. Start reading with things a child knows about, talks about and asks about, situations that interest him, exciting activities and places.
- Rule 2. A child must do his own learning. He must think for himself and work at the task as his own responsibility.
- Rule 3. A good enthusiastic reader is developed only after much practice and success in reading and thinking as he reads.

Rule 4. Learning by association - that is, thinking and remembering, forming conclusions from previous readings and associations.

Rule 5. Attitudes and emotions of the teacher and the pupil are very important in the reading process. The teacher needs to diligently attempt to provide an atmosphere conducive to reading plus encouragement, helpfulness, patience and understanding.

Rule 6. Provide for individual differences among student's ability and interests. Provide also for different purposes and types of reading. (Ibid)

Reading authorities are in general agreement that there is no "one best method" of teaching reading. It is the opinion of this writer that the least effective method of teaching reading is the one which has no regard for the needs of the individual pupil. It is totally oriented for the sake of the program without flexibility to allow individual differences.

Learning to read is a long term developmental process extending over a period of many years. Heilman states that every aspect of our educational program is positively related to the ultimate goal of producing efficient readers. He further states that the child's early attitude toward reading is important from the educational standpoint. It can influence a student's reading habits for life. (15:9-10)

Larrick expresses the results of early development of reading habits. The elementary years are crucial years in the forming of many lifelong habits and attitudes. This is particularly so in regard to reading habits and attitudes. High school and public librarians report that their best patrons are students who became library borrowers in elementary school. (17:XVIII)

It would seem then that one of the major aspects of a reading program in the intermediate grades would be to develop interest and enthusiasm for reading. This necessarily implies that the individual student must realize an adequate degree of satisfaction and meet with reasonable success if he is to develop a desire or hunger for reading. It would also imply that children must be introduced to many books and discover what books can do for them. They need to discover books are to be purposefully read, some lightly, some seriously and others partly while others only scanned. Frances Bacon (1561-1626) once stated that, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some are to be read wholly and with diligence and attention."

The number of studies on reading successes and failures indicate that many educators and others are not satisfied with the total end results of our reading programs. These studies point to the dissatisfaction of many leaders in many fields of their own inability to keep up with the demanded reading. They also disclose that many adults never read a book after leaving school - even college graduates. Such indications point up a weakness in our teaching of reading. We produce readers who do not gain any satisfaction from reading. They do not receive any enjoyment from just reading for entertainment, nor do they feel the companionship of sharing adventures through printed media. These facts

indicate that those who teach reading must be more alert to the needs and problems of the individual student.

Perhaps we need to take a long critical look at our reading programs. Are we teaching reading or are we teaching individuals to read? The purpose of any reading program is to afford the teacher a tool for more effectively helping the pupils to become efficient independent readers. The purpose is not to make the program the rule which is rigid, inflexible and an obstruction between the teaching and the needs of the pupils.

The results of studies indicate that there are many reading programs that are advocated by well qualified and recognized authorities. They also indicate if the given program is presented to the pupils in the manner for which it was programmed generally most of the pupils would learn the basic fundamentals of reading. These studies also provide proof that each program produces some outstanding readers, many average readers, many reluctant readers and some failures.

Types of Reading Programs

The following paragraphs will present a brief overview of the general types of reading programs presently in use. It is recognized that with every "name given" program there are many adaptations and several reading programs that have their own name but generally fall into the type of program being described.

The Phonics Program advocates the teaching of phonics prior to or

with the initial reading instructions. There are several proponents of phonics in beginning reading. None of the phonics claim to teach the child all the reading he needs even in the initial learning to read stage. All are designed to be used with existing basal readers. Generally all phonics programs appear to conclude with the primary grades.

The Basal-Phonics as a complete program is gaining a great amount of acceptance with several leading authorities as revealed by the number of prominent publishers making innovations in their basal readers. This program is basically a combination of phonics as well as word recognition and review of story included in the basal reader.

The Linguistic Approach to teaching of beginning reading is a program that emphasizes word structure as the strong point. Teaching the recognition of alphabet symbols, and their names and sound patterns are stressed rather than phonics. There are wide differences among proponents of this method. Some stress word structure chiefly while others place emphasis on sentence structure and grammar and some stress both. Most of the proponents suggest a more sophisticated program of instruction with growth and ability.

The Initial Teaching Alphabet (ITA), The Language Experience, The Unifon, and Moore's Responsive Environment Programs all have the similarity of an adjusted alphabet or an adaptation of spelling to the sounding of the word. However, the sponsors of each program claim

distinction and efficiency for their program. The spelling is based on either the actual sound or the child's concept of the sound. They all revert to conventional spelling and conventional reading instruction as rapidly as advisable after initial reading concepts have been mastered.

Basal Readers are also making changes in the area of appeal and interest. This is being accomplished through illustrations which picture today's society as integrated, not the segregated society of thirty or more years ago. The content is being updated to catch and hold the attention of the reader. Attention is necessary before an interest can be developed and reading habits built into lifetime reading patterns.

Programmed Reading is structured to be self-paced and so designed to meet the individual need for growth and strength. They tend to stress phonics and linguistics.

Montessori Method stresses early learning and individual self-pacing. The process is to identify and write the letters of the alphabet and recognize the sounds of letters. It is based on self-inquiry in a one to one situation as much as practical. The chief emphasis is on the individual as he relates to his environment of reading symbols.

Individualized Reading identified its program with its name, not so much by a new series of publications which it does not have, but rather by the emphasis on the individual student. This program is so designed that the individual student's needs and interests dictate the

reading material to be used and his rate of progress. Flexibility and self-pacing seem to be the "hall-mark" of this program.

One does not have to study any of the recognized reading programs in great detail or depth before recognizing that in every reading program the factor of interest is built-in in some way or ways. The interest factor which is built in is through types of stories, pictures and other non-manipulative means which do not lend themselves well to variation without loosing the identity of the program. Consequently, the interest factor may be limited.

There are many programs, whose champions feel do not fit under these few types of programs that have been briefly discussed. However, it is not the purpose of this paper to thoroughly discuss the various programs. For a thorough discussion of the above mentioned programs and many others, the following books are recommended: Learning to Read, The Great Debate by Jeanne Chall and Reading for Today's Children by Dr. Nila B. Smith.

Dr. A. J. Harris in his book, How to Increase Reading Ability, says that even with Utopian conditions i.e., excellently trained teachers with the best methods in ideal classroom situations, there will still be children who need special remedial facilities to help them because of their early childhood experiences and home situations. He states that a good reading program should be composed of: "(1) Superior teaching which is adapted to the needs and abilities of the individual children, (2) Frequent classroom use of simple corrective procedures as they are needed,

(3) and careful diagnosis and special remedial help for the severe reading disability." (14:22-23)

Dr. Jeanne Chall states that every reading specialist, no matter what his allegiance, assures us that no reading method can ever be a panacea. Many talk a good deal about how important it is to recognize that different children must be allowed to learn in different ways. She alludes to the individualization as necessary as well as pacing and that this requires special skills on the part of the teachers. Dr. Chall also states that her research revealed conclusively for beginning readers the use of code symbols such as phonics, and I.T.A. as superior methods compared to the word method. She also noted that by the end of the third grade a difference approach is essential to build comprehension, speed, enthusiasm and confidence. (6:302-307)

An Indication of Lack of Interest

It is maintained by many that the most efficient way of building reading skills and lifelong reading habits is through the individualized approach. The reason for this has already been stated, but the following survey reported by Phyllis Gore shows how outside influence effects attitudes about reading. Ninety-two students were surveyed with the following results:

- 72 had no newspaper in the home;
- 55 had no reading material whatsoever in the home;
- 45 did not like to read;
- 22 parents did not go beyond the fourth grade;
- 16 had some physical defect;
- 80 preferred television to a good book.

When these same ninety-two students were asked, "What troubles do you have with reading?", the following responses were received:

"My eyes get tired."
"I don't know all the words."
"My mind wanders."
"Spots on the page bother me."
"I 'talk' my words."
"Finger reading."
"Book's too hard." (24:107-110)

This is an isolated survey, yet the teacher had had several elementary classes and some of the pupils would fit in each of these areas.

Through a table of statistics Willard C. Olson shows the approximate spread of reading ability in the average school classes. This table reveals an ability span in reading to be nine years by the time children have reached fourth grade. The range is from preprimer through eighth grade level. The teacher has an impossible task of meeting the reading needs of all the class through one basal text. Olson made a very pungent statement by saying that when we accept the idea that the task of the school is to teach children rather than grades, some simplification will occur.

Olson further states that, to provide the help necessary for greater growth, the teacher should take each child where he is and give him the opportunity to seek appropriate experiences under social conditions which also maintain his eagerness, his zest, his confidence, and his pride in successful achievement at his own level. (22:89-98)

From the results of the National Standardization Groups tested in the Spring of 1952, A. J. Harris presented a distribution of Paragraph Meaning Grade Equivalents of the Stanford Achievement Test, Form J, for grades 5, 6, and 7. The span reached from below grade 2 to grade 11.9 for both 5 and 6 grades and from below grade 2 to grade 12.9 for grade 7. (13:99-102) Statistics of this nature are substantiated by teachers in the intermediate grades. They furnish enough facts to cause the dedicated teacher much unrest and concern for their pupils who are being marshalled along with the crowd. These are the students who are so restless and frustrated because of lack of success in anything except failure with which they are well acquainted.

Frances Maib in an article entitled "Individualizing Reading" notes that for years educators have understood the concept of individual levels of ability existing among the students in every schoolroom. In the search for a method to meet these individual differences, teachers quite universally concluded that regimented instruction has failed. A more efficient approach is needed - one which will recognize the variations in individual status, growth patterns, physical and mental endowments, past experiences, hopes, desires, interests, and other background factors which make up a child's ability. (18:99-108)

The span of ability within an intermediate grade not only represents levels of instruction necessary to succeed, it also represents a span of interests. A child twelve years old reading at a primer level is not interested in the same things a child six or seven years old is

interested in. The same thinking is applicable for a seven or eight year old child reading at sixth or seventh grade level is not interested in the same things that a twelve year old child is interested in.

Summary

Nilá Smith points out graphically the reasons why all Americans, especially educators, need to be concerned with producing better readers. She comments about population explosion and its effect on teaching and teachers. The need to be efficient readers of science, mathematics, and the mass media of newspapers and other reading matter that need critical analysis are emphasized. She also emphasized the need of speed reading in order to keep abreast of the many areas of interest around the individual. With the socio-economic revolution that is everywhere, people are wanting to better themselves and must be capable readers to even keep up with the rapid changes.

Reflecting on this national concern, the schools must take on increased responsibility for making the most of each individual child's capacity and special abilities. Surely if we meet the soaring personal desires for self-improvement; if we meet the need of the nation to develop each individual to his highest potential; then one thing is certain - the youth of America will have to read better than they are reading today. (25:Chapter 2)

Reading is a personal activity and as such must be taught in such a way as to allow each person to learn for himself. When the child

discovers the thrills and adventures to be found in reading, he is likely to become interested and read. Life is so full of interesting things to do and participate in that none have time to do all the things they would like to do, so people do the things they are most interested in. Reading needs to be made interesting enough that children would rather read than do other things. Children like adults will not read if there is something else they are more interested in available for them to do.

CHAPTER III

QUESTIONNAIRE ANALYSIS

Introduction

This chapter analyzes the questionnaires that were given to sixty intermediate classroom teachers and eleven special reading teachers and administrators. Fifty-one classroom teachers responded and nine special reading teachers and administrators responded.

Procedure

The classroom teachers were given a questionnaire with two parts. One part was designed to identify the types of reading programs being used by the intermediate grade teachers in the eighteen schools represented. The other part was designed to identify those factors which were considered most important in developing greater interest in reading among intermediate grade children. (A copy of the questionnaire is located in Appendix A.)

Since the special reading teachers and administrators do not have the classroom situation and relationship with the pupils, they were given a slightly different questionnaire. It was an interview questionnaire check sheet to identify positive factors considered to contribute to developing greater interest in reading among intermediate grade children. A copy of the questionnaire completed by special reading teachers and administrators is located in Appendix B.

The analysis of data from the questionnaires was reported as percentages of those responding.

Sixty classroom teachers received questionnaires. Fifty-one teachers completed and returned the questionnaires, this is equal to eighty-five per cent (85%) response.

Twelve special reading teachers and administrators received questionnaires and nine of them completed and returned the form. This represents seventy-five (75%) response.

One part of this questionnaire was to identify the most important factors contributing to developing greater reading interests.

Table I Analysis

The questionnaire analysis in Table I identified the most important factors contributing to developing greater reading interests. They are discussed in the order as they appear on the questionnaire given to the classroom teachers.

The Desire to Want to Read on the Part of the Student. Forty-six (90.2 per cent) indicated this as a very important factor in developing interest in reading. Four (7.8 per cent) indicated it was only somewhat important. None considered this factor as not important. One (1.96 per cent) failed to indicate an opinion.

Success in Reading Activities. Forty-three (84 per cent) of the teachers who responded indicated this factor to be very important.

TABLE I
FACTORS CONSIDERED IMPORTANT BY CLASSROOM TEACHERS IN
DEVELOPING GREATER INTEREST IN READING
AMONG INTERMEDIATE GRADE CHILDREN

Factors	Percentage very important	Percentage somewhat important	Percentage not important	No comment
Desire to want to read	90.2	7.84	0	1.96
Success in reading	84.3	13.74	1.96	0
Room surroundings	11.76	76.47	11.76	0
The reading program	58.82	37.25	0	3.93
Teacher's personality	64.79	35.3	0	0
Teacher's presentation	56.86	43.13	1.96	0
Teacher's preparation to teaching reading	76.43	21.61	1.96	0
Teacher's reading habit	23.53	68.63	7.84	0
Teacher's attitude toward reading	72.5	25.5	1.96	0
Home influences	70.59	27.45	1.96	0
Peer influences	33.33	60.78	5.9	0
Community influence	23.53	72.54	3.93	0
Television viewing habits	15.69	64.7	19.6	0
Personal ambitions	72.54	23.53	3.93	0
Grading system threat	5.9	64.7	29.41	0
Physical health	35.3	60.78	3.93	0
Eye sight	58.82	41.18	0	0
Emotional state	60.78	39.22	0	0
Room lighting and temperature	19.6	74.5	5.9	0
Written work requirement	19.6	66.66	13.73	0
Study habits	58.82	39.22	1.96	0
Attention ability	62.74	35.3	1.96	0
Availability of reading material	66.66	31.38	1.96	0

The percentages in this table represent how important each factor is by the teacher. They are read "Ninety and two tenths per cent of the teachers considered the desire to want to read very important," etc.

Seven (13.7 per cent) considered it somewhat important. One (1.96 per cent) considered it not important.

Room Surroundings or Setting i.e. Reading Area, Bulletin Board.

Six (11.76 per cent) of the teachers indicated the factor to be very important. Thirty-nine (76.47 per cent) considered it to be somewhat important. Six (11.76 per cent) indicated it not important.

The Reading Program. Thirty (58.82 per cent) of those responding indicated the reading program itself to be a very important factor in developing interest in reading. Nineteen (37.25 per cent) indicated it to be somewhat important. None indicated it to be not important. Two (3.93 per cent) failed to make any indication on this factor.

The Teacher's Personality During Reading Activities. Thirty-three (64.7 per cent) of the teachers considered this factor to be very important. Eighteen (35.3 per cent) considered it to be somewhat important and none considered it to be not important.

The Teacher's Presentation of Reading Material. Twenty-eight (56.86 per cent) considered this a very important factor. Twenty-two (43.13 per cent) considered it to be somewhat important, and one (1.96 per cent) considered it to be not important.

The Teacher's Preparation for Teaching Reading. Thirty-nine (76.43 per cent) considered this to be a very important contributing factor. Eleven (21.61 per cent) thought it somewhat important, and one

(1.96 per cent) considered it not important.

The Teacher's Personal Reading Habits. Twelve (23.53 per cent) considered this a very important factor in developing greater interest in reading. Thirty-five (68.63 per cent) considered it as somewhat important. Four (7.84 per cent) considered it as not important.

Teacher's Attitude Toward Reading in General. Thirty-seven (72.5 per cent) considered this to be a very important factor. Thirteen (25.5 per cent) considered it as somewhat important, and one (1.96 per cent) indicated this factor to be not important.

Home Influence i.e. Parental Reading Habits. Thirty-six (70.59 per cent) considered this factor as very important. Fourteen (27.45 per cent) indicated that it was somewhat important, and one (1.96 per cent) felt this factor was not important.

Peer Influence i.e. Interest In or Ability to Read. Seventeen (33.33 per cent) considered this a very important factor for developing interest in reading. Thirty-one (60.78 per cent) considered it as somewhat important, and three (5.9 per cent) considered the factor as not important.

Community Influence i.e. Attitudes Toward Education. Twelve (23.53 per cent) considered this factor very important. Thirty-seven (72.54 per cent) considered it as somewhat important, and two (3.93 per cent) indicated it was not important.

Television Viewing Habits. Eight (15.69 per cent) considered this factor very important in developing greater interest in reading. Thirty-three (64.7 per cent) considered it as somewhat important. Ten (19.6 per cent) indicated it as not important.

Personal Ambitions or Initiative. Thirty-seven (72.54 per cent) considered this a very important factor. Twelve (23.53 per cent) indicated it to be somewhat important. Two (3.93 per cent) considered it as not important.

Grading System Threat. Three (5.9 per cent) considered this factor very important. Thirty-three (64.7 per cent) indicated it as somewhat important, and fifteen (29.41 per cent) considered it as not important.

Physical Health. Eighteen (35.3 per cent) considered this a very important factor. Thirty-one (60.78 per cent) considered it somewhat important, and two (3.93 per cent) thought it not important.

Eye Sight. Thirty (58.82 per cent) considered this factor very important. Twenty-one (41.18 per cent) indicated it somewhat important, and none considered it not important.

Emotional State. Thirty-one (60.78 per cent) considered this a very important factor in developing interest in reading. Twenty (39.22 per cent) considered it as somewhat important, and none considered it not important.

Room Temperature and Lighting. Ten (19.6 per cent) indicated this factor to be very important. Thirty-eight (74.5 per cent) considered it somewhat important and three (5.9 per cent) considered it not an important factor.

Written Work Required With Reading. Ten (19.6 per cent) considered this a very important factor for interest development in reading. Thirty-four (66.66 per cent) considered it somewhat important. Seven (13.73 per cent) thought it not important.

Predeveloped Study Habits. Thirty (58.85 per cent) indicated that this was a very important factor. Twenty (39.22 per cent) considered it somewhat important. One (1.96 per cent) did not consider it important.

Intensity of Attention Ability. Thirty-two (62.74 per cent) considered this factor very important. Eighteen (35.3 per cent) indicated that it was important, and one (1.96 per cent) considered it not important.

Availability of Appropriate Reading Materials. Thirty-four (66.66 per cent) considered this as a very important factor. Sixteen (31.38 per cent) indicated it as somewhat important and one (1.96 per cent) considered this factor not important.

Table II Analysis

The factors considered, by specialists and administrators, to be

positive in contributing to developing greater interest in reading among intermediate grade children are presented in Table II.

Desire to Want to Read. Seventy-seven and eight tenths per cent (77.8%) indicated this as a positive contributing factor for developing interest in reading.

Success in Reading. One hundred per cent (100%) of the specialists and administrators agreed on this as being a positive contributing factor in developing interest in reading.

Surroundings or Room Setting. Forty-four and four tenths per cent (44.4%) considered this making a positive contribution to developing interest in reading.

Reading Program. Sixty-six and seven tenths per cent (66.7%) of the specialists and administrators indicated this a positive contributing factor.

Teacher's Personality. Eighty-eight and nine tenths per cent (88.9%) indicated this as a positive contributing factor.

Teacher's Presentation. Seventy-seven and eight tenths (77.8%) of the respondents indicated this a positive contributing factor in developing interest in reading among intermediate grade children.

Parental and Home Influences. Seventy-seven and eight tenths per cent responded to this as a positive contributing factor.

TABLE II

FACTORS CONSIDERED TO BE POSITIVE BY SPECIALISTS AND ADMINISTRATORS IN DEVELOPING GREATER INTERESTS IN READING AMONG THE INTERMEDIATE GRADE CHILDREN

Contributing Factors	Positive Percentages
Desire to want to read	77.8
Success in reading	100.0
Surroundings or room setting	44.4
Reading program	66.7
Teacher's personality	88.9
Teacher's presentation	77.8
Parental and home influences	77.8
Peer attitude	44.4
Television	33.3
Personal ambitions	44.4
Grade threat	22.2
Community influence	22.2

Peer Attitude. Forty-four and four tenths per cent (44.4%) of the specialists and administrators indicated this as a positive contributing factor.

Television. Thirty-three and three tenths per cent (33.3%) indicated this to be a positive contributing factor in developing interest in reading among intermediate grade pupils.

Personal Ambitions. Forty-four and four tenths per cent (44.4%) of the respondents indicated this as a positive contributing factor.

Grade Threat. Twenty-two and two tenths per cent (22.2%) of the specialists and administrators considered this to be a positive contributing factor in developing interest in reading among intermediate grade children.

Community Influence. Twenty-two and two tenths per cent (22.2%) responded to this factor as making a positive contribution to developing interest in reading.

Table III Analysis

This part of the reading specialists' and administrators' questionnaire seeks their responses as being most important or very important factors contributing to developing greater interest in reading among intermediate grade pupils. The responses are shown in Table III.

TABLE III

FACTORS CONSIDERED TO BE MOST IMPORTANT BY SPECIALISTS AND ADMINISTRATORS IN DEVELOPING GREATER INTERESTS IN READING AMONG THE INTERMEDIATE GRADE CHILDREN

Factors	Importance			
	<u>Yes</u>	<u>No</u>		
Bulletin board display essential	<u>33.3%</u>	<u>55.6%</u>		
Adult preview more effective than student's	55.6	44.4		
Special free reading area in classroom	66.7	33.3		
Latest basal readers adequate	33.3	66.7		
	<u>Most</u>	<u>Very</u>	<u>Somewhat</u>	<u>Not</u>
Pupil's attitude toward reading	66.7	33.3	0	0
Teacher's attitude toward pupil	44.4	55.6	0	0
Teacher's attitude toward reading text	11.1	88.9	0	0
Teacher's attitude toward teaching reading	33.3	66.7	0	0
Teacher's training for reading teacher	22.2	66.7	11.1	0
Availability of appropriate material	11.1	88.9	0	0

Bulletin Board Display Essential. Thirty-three and three tenths per cent (33.3%) indicated this factor as important while fifty-five and six thenths per cent (55.6%) responded it is not important in developing interest in reading.

Adult Preview More Effective Than Student's. Fifty-five and six tenths per cent (55.6%) of specialists and administrators indicated it is important, and forty-four and four tenths (44.4%) did not consider this an important factor.

Special Free Reading Area in Classroom. Sixty-six and seven tenths per cent (66.7%) of the specialists and administrators considered this an important factor in developing interest in reading while thirty-three and three tenths per cent (33.3%) did not.

Latest Basal Reader Adequate. Thirty-three and three tenths per cent considered as important while sixty-six and seven tenths responded not.

Pupil's Attitude Toward Reading. One hundred per cent (100%) of the specialists and administrators agreed that this is either most important or very important in contributing to increased interest in reading.

Teacher's Attitude Toward Pupil. One hundred per cent (100%) indicated this as a most important or very important factor in developing greater interest in reading.

Teacher's Attitude Toward Text. One hundred per cent (100%) indicated this as most or very important.

Teacher's Attitude Toward Teaching Reading. One hundred per cent (100%) of the respondents indicated this factor as most important or very important.

Teacher's Training for Teaching Reading. Eighty-eight and nine tenths per cent (88.9%) responded to this as being most important or very important, while eleven and one tenth per cent (11.1%) indicated it to be somewhat important.

Availability of Appropriate Material. One hundred per cent (100%) indicated that this was considered as a most important or very important factor in developing greater interest in Reading.

Table IV

Table IV is a comparison type table. It compares the percentages of classroom teachers responses to the percentages of specialists and administrators responses. The factors noted are only those factors in which fifty per cent or more of the teachers indicated to be very important. It should be noted that none of the factors were considered very important by one hundred per cent of the classroom teachers. It should be noted, however, that one hundred per cent of the responding specialists and administrators felt that success in reading activities was very important.

TABLE IV

FACTORS INDICATED BY CLASSROOM TEACHERS, SPECIAL READING
TEACHERS AND ADMINISTRATORS TO BE MOST OR VERY
IMPORTANT IN DEVELOPING GREATER INTEREST
IN READING AMONG INTERMEDIATE
GRADE CHILDREN

Factors most or very important	Percentage classroom teachers	Percentage special teachers and administrators
Desire to want to read	90.2	78.0
Success in reading activities	84.3	100.0
Teacher's preparation	76.4	89.0
Teacher's attitude	72.5	100.0
Personal ambition	72.5	44.4
Home influence - parental reading habits	70.6	78.0
Availability of reading material	66.7	100.0
Teacher's personality	64.7	89.0
Attention ability	62.7	--
Emotional state	60.8	--
The reading program	58.8	67.0
Eye sight	58.8	--
Study habits	58.8	--
Teacher's presentation	56.8	78.0
Pupil's attitude	--	100.0

Table V Analysis

A questionnaire was designed to identify the types of reading instruction programs that were being used. The programs listed were those most practiced in the local area participating. No inquiries were made into the names of reading materials used except those named by the program. It is hoped that the information gained can be used to help develop reading programs which will have a greater influence in developing more interest in reading among intermediate grade pupils. Table V illustrates the findings of this questionnaire.

The Joplin Plan. Sixteen (31.38 per cent) used this plan as their total reading program or a part of their program. Nine of these sixteen did not indicate the use of any other program in conjunction with the Joplin Plan. Five of the sixteen indicated the use of the program in conjunction with one other. One showed the use of the Joplin Plan in conjunction with two other programs, and one showed the use of it along with three other programs.

The Self-Contained with Basal Reader. Twenty-three (45.1 per cent) indicated the use of this as their total or a part of their reading program. Five indicated no other material. Six indicated one other program used in conjunction with the basal reader. Eight showed the use of two other programs with the basal reader. Three indicated three other programs being used in conjunction with the basal reader, and one indicated four other programs were used with it.

TABLE V

MOST POPULAR READING PROGRAMS USED IN THE EIGHTEEN SCHOOLS
REPRESENTED BY THE TEACHERS AND ADMINISTRATORS

Type of program	Only program	Used in conjunction with				Total using	Per cent
		one	two	three	four		
Joplin Plan	9	5	1	1	0	16	31.4
Self-contained room with Basal Readers	5	6	8	3	1	23	45.1
S.R.A. Program	1	7	9	4	1	22	43.1
Reader's Digest	0	4	5	3	1	13	25.5
Individualized	0	11	10	3	1	25	49.8
Language approach	1	4	3	2	1	11	21.6

This table indicates the number of teachers using each program, if the program is being used alone or if it is being used in conjunction with one or more of the other programs listed. It is read: "Sixteen teachers or 31.4% of the teachers use the Joplin Plan. Nine of these 16 teachers use it as the only type program while five teachers combine one other type. One teacher combines two of the other programs with the Joplin Plan and one teacher combines the Joplin plan with three other programs."

The S.R.A. Reading Program. Twenty-two (41.1 per cent) indicated this as all or part of their reading programs. One showed that no other program was used in conjunction with it. Seven indicated the use of one other program along with S.R.A. Nine showed two other programs used in conjunction with it and four indicated the use of three other programs used in conjunction with S.R.A. One showed the use of four other programs along with S.R.A.

Reader's Digest Reading Program. Thirteen (25.5 per cent) indicated the Reader's Digest Reading Program as a part of their reading program. None indicated it as their total program. Four showed the use of one other program in conjunction with Reader's Digest. Five indicated the use of two other programs along with Reader's Digest, and three indicated the use of three other programs in conjunction with it. One showed the use of four other programs along with the Reader's Digest program.

Individualized Reading Program. Twenty-five (49.8 per cent) indicated the use of the individualized reading program as a part of their reading instruction. None showed individualized reading being used as the total program. Eleven used one other program in conjunction with it. Ten indicated two other programs being used, and three indicated three other programs being used in conjunction with individualization. One showed the use of four other programs along with the individualized reading program.

Language Approach to Reading. Eleven (21.6 per cent) indicated the use of language program as all or part of their reading program. One indicated the use of language approach only. Four showed the use of one other program along with it, and two indicated three other programs were being used along with the language approach.

Summary

The great emphasis which is being placed on developing new type reading programs which will get results may well be a step in the right direction for producing lifelong reading interests. The indications of the questionnaires, however, reveal that a greater emphasis needs to be stressed on the importance of the environment surrounding the individual pupil which determine his attitude toward reading.

Tables I, II, III, and IV reveal the teacher's, specialist's and administrator's opinion of the importance of various factors in contributing to the development of greater interest in reading among intermediate children. There were found to be differing opinions from the teachers who responded to the questionnaire. This was revealed when such factors as room surroundings, teacher's reading habits, peer influences, community influences, television viewing habits, grading system threat, and written work requirement are considered as not important by so many who are charged with teaching reading.

These same teachers indicate that they are concerned with the teaching of reading and meeting the individual needs of their pupils. This appears in Table V as the teachers indicate the use of more than one type program.

CHAPTER IV

SUMMARY AND CONCLUSION

I. SUMMARY

Introduction

The purpose of this study was to investigate the attitudes of classroom teachers concerning factors involved in developing greater interest in reading among intermediate grade children.

Determining the Need

A need to develop lifelong reading habits was indicated by many professionals and not-so-professional who are gaining a hearing from the people. The popularity of such books as: Why Johnny Can't Read and What You Can Do About It written by Rudolph Flesh, and Hooked on Books: Programs and Proof by Daniel N. Fader and Elton B. McNeil and also Jeanne S. Chall's book, Learning to Read: The Great Debate, indicate a concern for more effective and efficient teaching of reading.

It was further determined that many teenagers and adults do not read for pleasure and do not like to read.

Drawing on experiences of teachers, specialists, administrators and published program plans, fifteen aspects of a reading program were listed. These may be considered and used in part or entirely in developing reading programs designed to meet the needs of all the pupils and to develop increased interest in reading among intermediate grade school children.

The review of literature revealed also that many studies have been made of programs designed for the teaching of beginning reading, but not many studies extend beyond the primary grades.

The review of literature also revealed that the existing reading programs recognize the wide range of learning ability and speed among children by the time they reach the intermediate grades. It indicates that provision must be made in the reading programs for individual differences. Several reading programs are designed to be used in conjunction with basal reading programs to provide for individual differences among students. Several leading basal readers are being revised to include supplementary editions and other aspects to provide for individual differences.

Numerous plans of individualized reading were reviewed as background information for this present study. Many innovations and adaptations of individualized reading programs are being used by classroom teachers. Their aim and purpose is to meet the individual needs of the pupils in their classrooms.

Questionnaires

Questionnaires were given to sixty classroom teachers and eleven special reading teachers and administrators of the Rio Linda School District in California. They were to consider what factors of a reading program were most or very important in contributing to developing greater interest in reading among intermediate grade children.

Teachers, specialists, and administrators were in agreement that the two most important factors are the desire to want to read and success in reading activities. They were also in general agreement on other factors considered to be most or very important in a reading program designed to increase interest in reading among intermediate school children.

A part of the questionnaire given to the classroom teachers was designed to determine the type of reading programs being used by them. The analysis revealed that sixty-eight per cent (68.6%) of these teachers use a combination of programs in their teaching of reading.

II. CONCLUSION

On the basis of this study it appears that individualized reading may offer a greater possibility for developing increased interest in reading than an ability grouping type reading program.

Perhaps the most revealing conclusion reached in this study is that many factors contribute to the development of interest in reading and that these factors are not consistently recognized by teachers.

There is a cause for concern when ten per cent of the teachers consider the desire to want to read on the part of the student not very important. If this sample is representative of all elementary teachers across this nation, then here is a place to begin to rethink our teaching of reading approach.

When sixteen per cent of the teachers consider it not very important to have success in reading activities, there is additional cause for

concern. A child soon realizes the teacher's attitude about whether he succeeds or not and if it is not very important to the teacher it is not probable that it will be important to the child. The child who realizes no success in reading is not likely to become interested in reading.

Another cause for concern is revealed when only fifty-nine per cent of the teachers consider the reading program as very important. This might well be a major factor to consider. The number of reading programs that are advocated by equally recognized authorities in the field of reading indicate that the program is very important. A program which makes no allowances for ability and interest is not likely to produce as many successful interested readers as a program that does make allowances for ability and interest.

The teacher's presentation of reading material does make an important difference in whether children read the material with expectation and enthusiasm; i.e., interest. The authors and editors of various reading texts consider it very important or perhaps they would not go to the extra expense of preparing introductory material for the teacher's edition. There is cause for concern when only fifty-seven per cent of the teachers consider this very important.

There is real cause for concern when twenty-four per cent of the teachers consider the teacher's preparation to teach reading not very important. Maybe this is one reason why so many "Johnny's" can't read.

When eighty-four per cent of the teachers consider the television viewing habits not very important, there is a cause for thoughtful concern. To the capable interested reader, television viewing may

stimulate reading in many areas. To the reluctant or handicapped reader television viewing will probably not excite him to pursue the defeating task of reading when he can receive success and pleasure from further television viewing.

A final conclusion of this study is the goal of any reading program - To develop the pupil to his greatest potential, the reading must be interesting, appealing and profitable to the pupil. With this as the guiding principle, teachers need to organize the reading program so that it will allow for every child to achieve success in his reading activities and provide for development of skills and growth in reading ability.

III. RECOMMENDATIONS

It is recommended that teachers become fully aware of the importance of interest factors in developing readers to their greatest potential. Teachers need to become aware of the development of interest and the many factors inherent in the development of interest which will stimulate the desire to read.

It is further recommended that teachers investigate the means and methods of individualizing reading. They should seriously study the various individualized reading programs and adapt the reading instruction to an individualized approach with or without the use of basal readers. There is no finely defined individualized reading program; each program is unique within itself with each pupil, teacher and reading confrontation. Possible suggestions for the individualizing of a reading

program are included in the following chapter.

CHAPTER V

PROPOSALS FOR USES IN TEACHING

Introduction

This chapter deals with making use of the information that has been found through the study. The purpose is not to delineate a reading program. The details discussed in this chapter are to be construed as suggestions for ways and means to provide reading instruction to meet the needs of the individual child.

Interest is Excited Through Source and Supply of Reading Materials. There is really no problem of supplying adequate reading material for all the pupils to read. Nancy Larick, Jeannette Veatch, Bond, Barbe and others suggest such ideas as book fairs, student book clubs, research homes, friends, storage rooms, etc.

Children enjoy ordering books, buying books, borrowing books and they enjoy handling books, looking through books discovering things in books which capture their interest and stir enthusiasm. The result of these encounters with books usually is books are read.

The thrill of buying their very own book creates such enthusiasm among boys and girls that more books are read.

An Interest Centered Program. The majority of authorities and educators agree that in order to stimulate personal and social growth through reading, teachers must stimulate interest. As a starting

point, teachers must provide adequate and appropriate reading material as well as a proper atmosphere for each pupil. The love for reading is caught not taught. Students need to be surrounded by reading materials to develop a love for reading. Dr. Daniel N. Fader describes it as "saturation and diffusion" in his book, Hooked on Books. Dr. Kelley, Head of the Reading Clinic at Oklahoma Central State College says: "Read, read, and read some more; read newspapers; read magazines; read paperbacks; just keep on reading and you will develop your ability to read accurately and rapidly." He went on to say: "You will develop a desire to read and you will find pleasure and satisfaction in reading."

Dr. Lee, Professor at Oklahoma Central State College, stated in one of his lectures in Teaching Reading: "Reading interests and life interests have a reciprocal relation to each other. A child will read, or can be induced to read, about things in which he is interested. Reading interesting things opens wider areas of interest." He quotes Dr. Thorndike's statement: "Upper grade children need to read about twenty-five times as much as the basal reader provides."

Where there is a will to secure books, there is a way. Books are available through various government programs and through various organizations. Books are also available through school libraries, public libraries, student book clubs and other sources.

There are usually some reluctant readers in every class who need help in selecting a book to read or to order from a book club. The teacher needs to assist these children. It is helpful to have an

inventory of individual interests in the reading record book. Nancy Larrick in her book, A Teacher's Guide to Children's Books, gives a sample of a good inventory check which a teacher might use as a guide. Harris also gives some examples in his book, How to Increase Reading Ability. Copies of these examples can be found in Appendices C (Recreational Activities Checklist) and D (Interest and Activity Poll).

Room Arrangement. Teachers who have not tried simple bulletin board arrangements to emphasize reading interest, may be amazed at the results. Greater interests are shown when there are numerous books and displays in the room. Even greater interest will be exhibited and many more books will be read when there is a convenient reading area set off and children are permitted to select and read when other work is completed. A simple wall chart, on which children are allowed to record the books they have read, creates additional interest.

Charts and Records. There are numerous types of incentives for reading more books and for directive reading to provide for balance in readings. Individual charts can be used such as a thermometer chart to record how "hot" the child is getting with reading books. Others consist of adding windows in a sky scraper or loading a ship with books or filling a bookcase. The imagination of the individual teacher is the only limitation of the use of charts and books to motivate a child to read more. Charts can be used for the total class or for small groups. A race track or a map chart for travel either over land or by air or sea

could be used. The possibilities are not limited. World travel fits in with social studies. Space travel fits in well with science.

In evaluating progress, it is essential to use records. Children are very interested in their progress and need to be included in the record keeping part of their reading program. A suggested sample for keeping the pupil's record may be found in Appendix E (My Reading Record) of this paper. Each child should have his own reading record chart to keep in a notebook or folder. He should also keep other charts or records indicating his progress. After a child has finished reading a book, he should have some follow-up activity to solidify his comprehension and retention of the content of the book. The pupil may choose from an activity list a follow-up activity such as one of the following:

1. Illustrate some part of the story of particular interest to the student. Media crayons or paint.
2. Prepare a diorama portraying an interesting part of the story.
3. Make a puppet and act out an interesting part of the story.
4. Plan with others who have read the book and dramatize it.
5. Write a poem which would illustrate a part of the story.
6. Write a story of your own that is similar to this story.

The activity is recorded in the student's record.

Other activities will need to be recorded from time to time. Every day the pupil should record what he did in reading. The recording can be described as keeping a log or diary and again the pupil's interest will be excited.

A record should be kept by the teacher as he talks with each student about his work. Each child should be prepared to discuss with the teacher the book he is reading or has completed. The teacher usually need not have a conference until the pupil has completed a book and prepared a specific portion to read to the teacher.

When the teacher discusses the book and progress of the pupil, it should be under conditions that will keep interruptions at a minimum. Questions should emphasize, how, why, and what does this story mean to me - the reader? Pupils need to develop the art of thinking about what they read and to make evaluations of their reading. Jeannette Veatch has prepared a suggested list of questions to guide the conference. This list is shown in Appendix F (Profile Chart).

Skills. Skills need to be developed and strengthened during the intermediate grades. There are several ways to accomplish this phase of a reading program. Several workbooks are available. However, these do not provide as much independent study and training as do some of the programmed reading programs. One very good and economical program is the S.R.A. Reading Laboratory. This program is a multi-level program and provides an opportunity for the pupil to become immediately aware of his weakness or strength. This type program provides a maximum of independence and allows for individual pacing. It usually generates and maintains interest for pupils at every level. It provides an adequate record keeping system for students to record their progress.

The teacher can use these records in the conference period noting progress and areas to be emphasized.

Independent reading skills and speed are developed through wide reading. This is stimulated by independent selection of reading materials. There are other means of stimulating interest in more reading such as ready access to many appropriate books and provision for time and place for reading. One teacher indicated - "any place that is designated for leisure or free reading and is as comfortable as possible is helpful." That part of the reading program designed to develop interest should be free from skill development activities and from all subject matter area.

Balanced Schedule. The reading class period should be of such time duration as to allow for several activities and for those doing free reading to make progress. One hour would be about the right amount of time. This should give approximately twenty minutes on independent skill building activities and forty minutes for free reading or an activity responding to free reading. Some of these activities have already been referred to in this chapter. (For further suggestions see Bibliography - Bond #5, Floyd #10, Larrick #17, and Veatch #33.)

Include the Class. The class members should be enlisted to help set up the procedures for an Interest Centered Program.

Introduce the idea and plan of the program and explain how it works. Let the students help determine how the class is to function.

Decide what activities can be carried on individually. Be sure the class understands the records. Discuss how various small groups can get together and work quietly on special projects of their choosing. Activities are practically inexhaustive. Some are: Class or school paper, class diary, writing a creative story, preparing a dialogue for reacting a story, and reading poetry quietly together.

The children will need to become familiar with the conference procedure. They will need to be prepared to discuss the story they have just read and be thoroughly prepared to read a section of their choice. Do not accept reading that does not appear to have been well prepared. Always emphasize best effort with every aspect of the program. Each child is to work at his own speed and level without the pressure of trying to keep up or waiting for someone to catch up.

Provide for a minimum of interruptions while the conference is in progress by having a monitor to assist in minor details that arise.

Summary

The material presented in this chapter is to be considered as suggestions to help the classroom teacher develop a greater interest in reading. It lends itself easily with any reading program designed to meet the needs of children on many levels of interest and ability.

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APPENDIX A

QUESTIONNAIRE

This questionnaire is to assist in preparing a Master's Thesis on An Attempt to Increase Interest in Reading Among Intermediate Grade School Children.

This is an attempt to find a way or ways to make reading interesting and meaningful to the children and also develop a sincere and lasting interest in reading.

Listed below are several programs or practices in the teaching of reading. Please read through these programs and determine which program has been most successful for you. You may indicate your choice by drawing a circle around the number or numbers preceding the listed programs. If your choice of a reading program is not indicated, would you please give a brief description of the one you prefer.

PROGRAMS OR PRACTICES IN TEACHING OF READING

1. Joplin Plan - Children and/or classes are grouped according to ability or reading level rather than grade or age level.
2. Self-Contained Plan - The classroom teacher handles his own class in the reading period using the Basal Readers. He may or may not have groups.
3. S.R.A. Reading Program - Usually not the total program.
4. Reader's Digest Reading Program - Usually not the total program.
5. Individualized Program - Using library books with or without Basal Readers.
6. Language Approach to Reading - Very individualized and is based on what the student writes he can and will read.

Please give a brief description of any other program not listed above which you find to be successful.

Level of most success:

Does the reading program you use prove most successful with pupils (please check one):

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At grade level _____.
Below grade level _____.
Above grade level _____.
All levels in your class _____.

FACTORS TO BE CONSIDERED IN DEVELOPING A GREATER INTEREST
IN READING AMONG INTERMEDIATE GRADE SCHOOL CHILDREN

Please indicate by check mark those factors you consider to be important in developing a greater interest in reading among intermediate grade school children.

	Very	Some- what	Not
1. The desire to want to read on the part of the student:			
2. Success in reading activities:			
3. Room surroundings or setting - reading area, bulletin boards, etc.			
4. The reading program:			
5. The teacher's personality during reading activities:			
6. The teacher's presentation of reading material - book displays, etc.			
7. The teacher's preparation for teaching reading:			
8. The teacher's personal reading habits:			
9. Teacher's attitude toward reading in general:			
10. Home influences - parental reading habits:			
11. Peer influence - interest in reading or ability to read:			
12. Community influence - attitudes toward education:			
13. Television viewing habits:			
14. Personal ambitions or initiative:			

APPENDIX B

INTERVIEW QUESTIONS

What do you consider positive contributing factors in developing a greater interest in reading in the intermediate grades?

Desire to want to read	_____	Parental and home influence	_____
Success in reading	_____	Peer attitudes	_____
Surroundings or room setting	_____	Community influence	_____
Reading program	_____	Television	_____
Teacher personality	_____	Personal ambitions	_____
Teacher presentation	_____	Grade threat	_____

DEVELOPING GREATER INTEREST IN READING

1. Do you consider bulletin board displays essential? Yes ___ No ___
2. Do you consider reviews given by the teacher or some other adult more effective than the same review presented by a fellow student?
Yes ___ No ___
3. Would you prefer a special area within the classroom set off for free reading? Yes ___ No ___

If so, how would you like it arranged?
4. Do you consider the latest Basal Readers adequate for teaching all areas of your reading program? Yes ___ No ___
5. How important do you consider the pupil's attitude toward reading?
Most ___ Very ___ Somewhat ___ Not ___
6. How important do you consider the teacher's attitude toward the pupil? Most ___ Very ___ Somewhat ___ Not ___

Toward the text? Most ___ Very ___ Somewhat ___ Not ___

Toward teaching of reading? Most ___ Very ___ Somewhat ___ Not ___
7. How important is the teacher's training in teaching methodology to teaching reading? Most ___ Very ___ Somewhat ___ Not ___

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8. How important do you consider the availability of appropriate reading materials for the pupil? Most ____ Very ____ Somewhat ____ Not ____

APPENDIX C

RECREATIONAL ACTIVITIES CHECKLIST

By H. H. Abelson and A. J. Harris
(May be reproduced by teachers)

Name _____ Boy or Girl _____ Age _____ Date _____

Directions: This is a list of things that some boys and girls like to do. Read each one. If you never do that thing make a line through it. If you like to do it, make a check (✓) on the dotted line. If you like to do it very much, make two checks (✓✓) on the line.

- | | |
|----------------------------|-------------------------------------|
| 1. _____ Play tag | 18. _____ Going for walks |
| 2. _____ Cops and robbers | 19. _____ Bicycle riding |
| 3. _____ Four-square | 20. _____ Flying a kite |
| 4. _____ Follow the leader | 21. _____ Hikes |
| 5. _____ Hide and seek | 22. _____ Going to a museum of art |
| 6. _____ Jump rope | 23. _____ Listening to the radio |
| 7. _____ Hop scotch | 24. _____ Going to a concert |
| 8. _____ Roller skating | 25. _____ Going to the movies |
| 9. _____ Fishing | 26. _____ Watching T.V. |
| 10. _____ Horseback riding | 27. _____ Watching an athletic game |
| 11. _____ Basketball | 28. _____ Pitching pennies |
| 12. _____ Baseball | 29. _____ Playing marbles |
| 13. _____ Volley ball | 30. _____ Yo-yo |
| 14. _____ Football | 31. _____ Playing with a pet |
| 15. _____ Soccer | 32. _____ Cooking |
| 16. _____ Kick baseball | 33. _____ Sewing |
| 17. _____ Swimming | 34. _____ Dolls |

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35. _____ Teasing
36. _____ Just loafing
37. _____ Taking things apart
38. _____ Playing with electrical toys
39. _____ Building model planes, cars, etc.
40. _____ Experimenting with chemistry
41. _____ Making things with tools
42. _____ Modeling with clay
43. _____ Drawing and painting pictures
44. _____ Singing
45. _____ Playing a musical instrument
46. _____ Wood carving or leather craft
47. _____ Knitting or crocheting
48. _____ Sewing clothes
49. _____ Baking
50. _____ Making candy
51. _____ Stringing beads
52. _____ Playing card games
53. _____ Playing checkers
54. _____ Playing monopoly
55. _____ Playing guessing games
56. _____ Playing lotto or Bingo
57. _____ Playing school
58. _____ Playing house
59. _____ Playing doctor or nurse
60. _____ Playing like you are a movie star
61. _____ Reading comic books
62. _____ Reading fiction story books
63. _____ Reading fairy tales
64. _____ Reading sports stories
65. _____ Reading scientific stories
66. _____ Reading about great people
67. _____ Reading about places
68. _____ Reading poetry
69. _____ Reading true stories
70. _____ Going to the library
71. _____ Writing stories or poems
72. _____ Writing letters
73. _____ Studying
74. _____ Keeping a diary
75. _____ Making a scrapbook
76. _____ Collecting stamps or coins
77. _____ Collecting rocks, shells, butterflies, etc.

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- | | | | |
|-----------|--------------------------------------|------------|--|
| 78. _____ | Going to a museum of natural history | 92. _____ | Water skiing |
| 79. _____ | Visiting relatives | 93. _____ | Tether ball |
| 80. _____ | Visiting friends | 94. _____ | Social dancing |
| 81. _____ | Going to parties | 95. _____ | Being with a group of boys and girls |
| 82. _____ | Just talking | 96. _____ | Discussing politics |
| 83. _____ | Going to camp | 97. _____ | Reading World Almanac |
| 84. _____ | Camping out | 98. _____ | Making reports |
| 85. _____ | Being with a club or gang | 99. _____ | Skateboard |
| 86. _____ | Being a leader or officer in a group | | List any other things that you like to do. |
| 87. _____ | Arguing with someone | 100. _____ | _____ |
| 88. _____ | Having a fight | 101. _____ | _____ |
| 89. _____ | Helping in the garden | 102. _____ | _____ |
| 90. _____ | Taking care of pets | 103. _____ | _____ |
| 91. _____ | Boats | 104. _____ | _____ |

The above list provides the teacher information on how the pupils use their leisure time. Armed with this the teacher can provide opportunities for children to read about things in which they are interested and also create an atmosphere of enthusiasm for self-expression and enrichment.

APPENDIX D

INTEREST AND ACTIVITY POLL

Devised by Albert J. Harris
(May be reproduced without special permission)

Name _____ Girl or Boy _____ Date _____

The purpose of these questions is to find out what kinds of things boys and girls of your age like and what kinds of things they dislike.

1. Who is your favorite movie star? _____

2. Who is your favorite radio star? _____

3. Who is your favorite T.V. star? _____

4. Who is the greatest man in the world today? _____

5. Who is the greatest woman in the world today? _____

6. What is your favorite T. V. program? _____

7. What things do you like to do most in your spare time?

(1) _____

(2) _____

(3) _____

8. What famous man or woman would you like to be like? _____

9. (a) About how many comic books do you read in a week? _____

(b) What comic books do you like best?

(1) _____

(2) _____

(3) _____

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10. (a) What magazines do you sometimes read?

(1) _____ How Often? _____

(2) _____ How Often? _____

(3) _____ How Often? _____

(b) What do you like most in a magazine? _____

(c) What do you like least in a magazine? _____

11. How many books have you read in the last three months? _____

12. If you had \$1,000.00, what would you do with it?

13. What kind of stories do you like? Make an L in front of each that you like and a D in front of those you dislike or a ? if you don't know if you like it or not:

- | | | | |
|---------------------------|------------|-------------|---------------|
| ___ Science | ___ Sport | ___ Spy | ___ Romance |
| ___ Love | ___ Crime | ___ Travel | ___ Adventure |
| ___ How to
make things | ___ War | ___ History | ___ Cowboy |
| ___ Nature | ___ Flying | ___ Murder | ___ Fighting |

14. (a) About how many hours a week do you spend listening to the radio? _____

(b) What are your favorite radio programs? List them in order of your choice:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

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15. (a) About how many hours a week do you spend watching T.V.? _____

(b) What are your favorite programs? List them in order of your choice:

(1) _____

(2) _____

(3) _____

(4) _____

16. (a) What newspaper do you read most? _____

(b) What other paper do you read sometimes? _____

(c) Make a (1) in front of the part of the newspaper that you usually read first. Now make a (2) in front of the part that you read second. Now make an (x) in front of any part that you sometimes read. Last make a (0) in front of any part that you never read.

___ Sports news

___ War news

___ Comic strips

___ Fashion news

___ Editorials

___ Crime news

___ Store advertisements

___ Financial news

___ Movies and theatres

___ Radio and T.V. programs

___ Political news

___ Headlines

___ Columnists

___ News pictures

___ Want Ads

___ Market reports

17. (a) About how often do you go to the movies? _____

(b) Make an (L) in front of the kinds of movies that you like.

___ Adventure pictures

___ Comedies

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___ Love stories

___ Sad pictures

___ Musical pictures

___ Murder pictures

___ War pictures

___ Western pictures

___ Travel pictures

___ Cartoon pictures

(c) Name three pictures that you liked the most in the past year.

(1) _____

(2) _____

(3) _____

APPENDIX E

APPENDIX F

PROFILE CHART

Name: _____ Date: _____
 Book: _____

Oral Reading

1. Word by word reading _____
2. Pointing _____
3. Limited Sight Vocabulary _____
 - a. Lack of context clues _____
 - b. Lack of phonic skills _____
 - c. Ending _____
 - d. Lack of use of picture clues _____
4. Substitution _____
5. Repetitions _____
6. Omissions _____
7. Reversals _____
8. Insertions _____
9. Speed _____
10. Poor expression _____
11. Poor enunciation _____
12. Actual speech defect _____
13. Comprehension _____
14. Hesitation _____
15. Volume too loud _____

Page 2

16. Volume too soft

17. Phrasing

18. Omits beginnings

19. Omits endings

20. Sounds added

PROFILE CHART (continued)

Name: _____ Date: _____
 Book: _____

Silent Reading

1. Habits

a. Pointing _____

b. Vocalization _____

c. Speed _____

d. Short attention span _____

2. Lack of comprehension

a. Getting the main idea _____

b. Noting details _____

(1) Stated _____

(2) Implied _____

c. Understanding concepts _____

d. Making inferences _____

e. Following directions _____

3. Lack of word study skills

a. Using book aids
(Index, etc.) _____b. Using reference
materials _____

(1) Locating information _____

(2) Skimming _____

(3) Organizing facts _____

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- c. Using dictionary aids _____
- d. Using graphic aids _____
- 4. Mastering new words _____
- 5. Follow-up activity _____

Used by Marilyn Zucker, Famingdale School, New York (33:232).