San Fernando Valley State College

A READING PROGRAM," An Attempt to Reverse Negative Attitudes.

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Arts in Education

by

Anthony Vincent Fadale

September, 1971
The thesis of Anthony Vincent Fadale is approved:

San Fernando Valley State College

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I am very grateful to my wife, Lynn, without whose love and help this study would not have been completed.

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Finally, I owe many thanks to my friends, family, and fellow-teachers, whose moral support and physical help was deeply appreciated.
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ABSTRACT

A READING PROGRAM

An Attempt to Reverse Negative Attitudes

by

Anthony Vincent Fadale

Master of Arts in Education

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The purpose of this study was to show how a reading program, which took into consideration certain negative attitudes that could be blocks to further learning, attempted to reverse the failing attitudes of students and bring about more positive attitudes toward reading. The study attempted to describe a reading program that took place in an ordinary classroom surrounding, not in a clinical situation, and that tried to emphasize the affective domain of learning.

The design of the study was descriptive in nature. By presenting fourteen case studies of a random sampling of the student population in the reading program, the study attempted to reveal the multitude of factors that could have caused reading failure.
The accumulation of data gathered from a ten percent sampling of the reading program students revealed the following:

1. The students, at the conclusion of the program, were generally positive in their attitudes toward school, teachers, reading and self.

2. The students showed, at the conclusion of the program, some reading improvement.

3. The students showed positive reactions to the type of teacher role assumed by the Director of the program who attempted always to be benevolent, flexible and sincere.

4. The students sampled seemed able to perceive the influence of their home environment on their reading habits.

5. The students reacted positively to the grading system of the program whereby grades were based only on the amount of effort put forth and not on academic success.
I. Statement of the Problem

Introduction

The purpose of this study is to show how a reading program, which took into consideration certain negative attitudes that could be blocks to further learning, attempted to reverse the failing attitude of students and to bring about more positive attitudes toward reading.

The program which the author developed was one that tried to motivate one hundred and forty poor readers to want to read. The program stressed the saturation approach to reading as promoted by Fader and McNeil. In saturation reading, the classroom becomes a place where books other than textbooks are found. For example, in the author's program the paperback book entitled *Tarzan of the Apes* proved to have enough motivational power between its two covers to make students want to read. Magazine racks containing *Cycle News*, *Sports Illustrated*, and *Seventeen* made for relaxed reading in an environment more like a family room parlor than a stereotyped classroom.

The availability of quantities of light reading material slowly began to bombard the student with the world of print which he had been avoiding all of his academic life. Admittedly, the words may not have been part of a typical college-bound student's
vocabulary, but they were words. The more the student saw these words, the more at ease he was in a world of formal schooling which had always estranged him.

Coupled with this attempt at involving students with saturation reading was a diagnostic program in reading. The diagnosis was done on a one-to-one basis. The diagnosis and remediation many times were conducted with material the student had chosen himself. Since the printed material was freely chosen, his feeling of being forced into reading instruction was considerably reduced.

In this paper the following negative attitudes were studied:

1. **The negative attitude of the teacher.** The teacher of reading is often faced with a low academic achiever who usually is a behavioral problem. This combination causes many teachers to react only negatively to the child (Kunz, 1969; Willis, 1969; Tobin, 1969; Richardson, 1969).

2. **The negative attitude of the student about himself.** Low academic achievers have only failure in their school history which leads them to think poorly of themselves and their chances for future success (Kunz, 1969; Richardson, 1969; Lumpkin, 1966; Athey, 1969; Lockhart, 1965; Seay, 1960; Blackman, 1955; Bodwin, 1957; Schwyhart, 1969; Toller, 1967; Hallack, 1958).
3. The negative attitude toward reading brought from home. Emotional stress from the home introduces learning blocks which the student brings to school (McGinnis, 1965; Tabarlet, 1958).

4. The negative attitude toward the grading system. The grading system has been the means by which schools have continually labeled poor achievers as failures (Kingston, 1966; Reid, 1970; Anderson, 1966).

The students involved in the program were all ninth-graders between the ages of fourteen and sixteen who read at an eighth-grade level or below (Nelson Reading Test, Form A). Two were non-readers (Nelson Reading Test, Form A), and ten were on a primer level (Nelson Reading Test, Form A). Eight students were identified by S.I.T. as having an index below sixty. These students were in the program because their parents refused to allow enrollment in special education classes. In almost every case, the students had been labeled behavioral problems as well as being non-achievers.

This study will present fourteen case studies of students whom the author taught in his program during the school year 1970-71. The studies include data concerning the kinds of students involved, and the attitudes they held toward reading, school, themselves and their home life. The use of parent interviews supplied information about the attitudes toward reading that prevailed in the home to influence the student.
Reading test data gave an indication of the student's reading ability before and after the program. Student interest surveys provided information about the student's outlook in the four areas named as the major goals in this program. Attendance files provided an indication of improved attitudes toward meeting the challenge of new learning on a daily basis. The indication of the student's self-concept was measured by the student's answers to selected questions taken from the Guttman Scale.

Teachers were surveyed to indicate their own general attitude toward the students and the students' outlooks on school.

**Purpose**

The purpose of this study is to present a reading program that took place in classroom surroundings, not in a clinical situation, and that tried to emphasize the affective domain of learning. The program was not considered to be just one more reading class in a student's slow progression through formal education, but possibly a point in time when the student would begin to enjoy reading.

The purpose of the Program was to attempt to reverse negative attitudes toward reading and possibly develop positive attitudes not only toward reading in particular, but to learning in general.

The program was developed with the avowed purpose of making unwilling learners more receptive to reading. The author
did not think that the program could be a panacea for the many different kinds of reading problems but it was hoped that some positive attitudes toward reading would result and make future reading programs more meaningful.

Since many secondary school reading programs seem to limit themselves to a cognitive approach to learning, the author undertook this descriptive study. The aim of a descriptive study such as this is not to control groups scientifically and formulate meaningful statistics. The study was undertaken to serve as a preliminary step to be followed by research using more rigorous control and more objective methods. This study deals with human behavior and hopefully with present valuable knowledge as to how poor readers think and act toward teachers, self, home, and grades. The study presents what was done in the author's reading program, and gives some meaningful recommendations based on material found in the study.

The program and the study were not the result of enormous scientific research; they were not the result of a theoretical treatise, nor was the program a totally new curriculum. The Program and the study were the result of the author's attitude toward learning which deems the learner most important and the material to be learned only secondary.
Description of Population

The junior high school which was the site of this study is located in the northern portion of Los Angeles County. The school is twenty freeway minutes away from a major metropolitan area.

The junior high school encompassed the seventh, eighth, and ninth grades. In 1970-71 the student body numbered 1337 boys and girls. The ethnic makeup of the student body of the junior high school was as follows:

- American Indian: 2
- Negro: 3
- Oriental: 3
- Spanish Surnamed Americans: 73
- All students not included above: 1256

**TOTAL:** 1337

The author's classes, which numbered one hundred and forty, contained five Spanish surnamed Americans, no Negroes, Orientals or American Indians.

The surrounding area from which the school draws its enrollment contains thirteen separate housing tracts and three mobile home parks. The average cost of the tract homes is $25,000.

The area has experienced tremendous growth in the past nineteen years. The seventh, eighth, and ninth-grade population for the general area served by the secondary school system contained only one high school and one junior high school with five
hundred and fifty students in 1950. By 1969 the secondary school system had three junior high schools and two high schools serving 4,792 students. The total population has grown in this general area served by the secondary school system from 8,000 in 1950 to 61,000 in 1969. The potential labor force numbers 22,000. Construction employs 14,000 of this labor force, manufacturing 5,500, agricultural 1,000, and government employees 1,000. The remaining 500 are spread through mining, communication and transportation.

The voter registration reveals 60% of the population registered are Democrats. About 30% are registered as Republicans.

The political status of the area is that of an unincorporated area. The management of the area comes under the supervision of the Los Angeles County Supervisors.

The general area was served by one public library from 1950-1971. The site of the program was located approximately twenty driving minutes from this library.

Questions

The basic questions to this study were:

1. Can negative attitudes toward school, teachers, reading, and self which have been built up over nine years be reversed in a year's course?

2. Can the attempt to deal with negative attitudes bring about reading improvement?
3. What should be the teacher's role in this attempt to deal with negative attitudes?

4. How much of a part does the home environment play in the failure of students in reading?

5. Do students perform when guaranteed a high grade?

Hypothesis

The hypothesis of this study was that the reversal of negative attitudes toward teachers, grades, self, and home of poor readers would produce significant improvement in the following areas: reading skills, reading interest, academic achievement.

Definitions

1. Self-concept. "The term self-concept refers to all of the perceptions, ideas, and feelings which each person develops about himself--his physical characteristics, mental abilities and his acceptance by and influence upon others [Richardson, 1969, p. 108]."

2. Reading laboratory. This refers to classes offered in a sequential English skills program for ninth and tenth-graders. The criteria for entrance is teacher recommendation and a reading ability, as tested by the Nelson Reading Test, Form A, at least one year below grade level. In this study, the 140 students were all ninth-graders so their reading abilities were at least as low as eighth grade and for some as low as non-reader.

3. Relaxed classroom. An environment created by the teacher which allows students to choose reading material freely.
progress through programmed material to eliminate reading skill deficiencies and to learn when they are ready.

4. **Significant adult.** A person who contributes to a student's own image of himself, correctly or erroneously.

5. **Attitudes.** The outlook of an individual toward things outside the individual. The importance of the attitudes depend on the thing which is involved. For example, an attitude toward parents is more important than an attitude toward politics.

6. **Cognitive domain.** "Refers to the activity of mind in knowing an object, to intellectual functioning. What an individual learns and the intellectual process of learning it would fall within the cognitive domain; unless what is learned is an attitude or value, which would be affective learning [Brown, 1971, p. 4]."

7. **Affective domain.** "Refers to the feeling or emotional aspect of experience and learning. How a child or adult feels about wanting to learn, how he feels as he learns, and what he feels after he has learned are included in the affective domain [Brown, 1971, p. 4]."

**Summary**

The program which was the main concern of this study was conducted by the author in the school year 1970-71. The program concerned itself with negative attitudes students had developed toward reading over nine years of formal education. The major areas of emphasis for attitude change were attitudes
toward the reading teacher, the attitudes of home as they in-
fluenced reading, attitudes of self-esteem, and attitudes toward 
grades.

The program made an attempt to motivate the poor reader 
to read more by saturating him with light reading material. The 
hope was that the availability of reading material to please most 
levels of the reader's interest would help him to enjoy taking ini-
tial steps to improving reading skills.

The program dealt with ninth-grade students who read at 
least one year below grade level. To attempt to give a sampling 
of the reading students who entered this program, parent inter-
views, teacher surveys, student attitude surveys, attendance 
figures, standardized reading scores, standardized achievement 
scores and grade point averages for the school years 1968-69, 
1969-70, 1970-71 are presented.

The study addresses itself primarily to what can be done 
to reverse negative attitudes toward reading, what the role of the 
teacher is in attempting this reversal process, what reading im-
provement can take place while an attempt is made to reverse 
negative attitudes, what influence the home has in developing at-
titudes toward reading, and how students perform when grades are 
not emphasized.

The study was undertaken in the hope that future research-
ers in the area of secondary reading programs could use the ma-
terial set forth in this study. The author's concern for what seemed to be a forgotten portion of the secondary school population, the poor readers, prompted both the program and the study.

The hypothesis of this study is that the attempt to reverse negative attitudes toward teachers, grades, self and home within poor readers would produce significant improvement in the following areas: reading skills, reading interest, and academics.
II. The Review of Literature

This survey of literature reviews present studies on affective factors in reading.

This chapter is divided as follows:

1. Studies related to the affective factors in reading.
2. Teacher attitudes and reading instruction.
3. Student self-concept and reading instruction.
4. Studies related to student home life and reading instruction.
5. Studies related to grades and the student in reading instruction.

Studies in General Related to the Affective Areas in Reading

In a paper presented at the 1969 International Reading Conference, Irene Athey (1969) made some very revealing comments.

Now in all studies by Holmes and his colleagues using the substrata model and technique, personality and attitudual factors failed to appear among those variables making a statistically significant contribution to the variance in reading ability.

Should we then conclude that affective factors make no contribution to reading ability? A survey of the literature on this question immediately belies such a conclusion.
However . . . when the sum of the contribution made by each of the selected variables is completed, approximately twenty-five percent of the variance in reading comprehension remains unexplained. They surmise that motivational factors, either stable or temporary, may be operating, but these factors are other than those measured by the personality tests employed. As a matter of fact, the relationship between measured personality variables and reading is usually so tenuous as to prevent their appearance at any level of the analysis . . . . We do not as yet have personality measures corresponding to the standardized achievement test because the school has been much less concerned with the affective objective of education or the means to assess them [p. 5-6].

Athey (1969) goes on to say:

Thus, if we consider an affective variable, say self-confidence, its role in the working system might be to enhance certain cognitive skills which in turn affects others, leading to improved performance in reading, which in turn leads to increased self-confidence [p. 6].

It is plain to see from these comments that Athey sees a direct relationship between the affective areas and the learning of reading. Athey’s comments and research are most creditable because she does not rule out the cognitive area of learning. What
she demonstrates in this paper, citing over seventy studies, is the
greater need to blend and use both the affective and cognitive
styles of learning.

In an attempt to discover whether or not there were dif-
ferences in the self-concepts of over-achievers and under-achievers
in reading, Lumpkin matched groups on chronological age, mental
age, sex, and home background (Lumpkin, 1966).

The study revealed that over-achievers possessed signifi-
cantly more positive self-concepts. These same over-achieving
elementary school children also showed a higher level of adjust-
ment and declared a liking for reading.

Lumpkin's study also stated that under-achievers had a
predominantly negative perception of self. These students ex-
pressed feelings of conflict, a desire to be different as seen by
themselves and were considered by teachers to have a high problem
tendency.

Two of Lumpkin's (1969) recommendations are as follows:
1. That research based on intensive case study approach
be made which would explore all phases of the child's de-
velopment within his social milieu, utilizing all available
techniques for determining self-concept factors which con-
tribute to the adjustment or lack of adjustment of children,
and designed to ascertain methods for assisting them in
making a better adjustment...
4. That practices be engaged in which provide increased understanding of the child who expressed aggressive, withdrawing, and non-achieving behavior as a result of his concept of himself [p. 420].

Looking at Lumpkin's findings and recommendations, it seems safe to conclude he has a well founded concern for research in the affective areas of reading.

Sybil Richardson (1969) reports that children with negative self-concepts meet many challenges found at school with "resistance, reluctance, or apathy [p. 108]." Richardson states, "They are afraid to include themselves in new learnings which they sense may confirm their feelings of inadequacy and will only bring them further disapproval [p. 108]." While this quote has many other ramifications, it does point out the great need for teachers to deal with students' problems before they deal with the lack of the ability to use decoding skills (p. 108).

Healy (1965) in a study dealing with attitudes as a result of young childrens' initial reading experiences, pointed out that,

A significant difference was found between experimental and control subjects in total reading achievement gains and in number of books read during the first semester at the junior high level. Changing the attitude of children toward reading at the fifth grade level appears to increase achievement and encourage more reading [p. 271].
Healy's experiment also showed how "Experimental subjects achieved more and read more. . . . Changes in attitudes persisted in junior high and influenced achievement and reading habits [p. 272]." (See Tables 1-3).

It is very significant to note the number of children, fifty-five, affected by other than traditional reasons given for failure. Causes one and two both deal with forms of immaturity (personality and physical).

A very interesting part of Healy's research revealed childrens' unpleasant memories of first grade. Students' comments included, "Days seemed a thousand years long," "We had to write a million things," "I was always having to stay in to finish work at recess and after school," "My teacher tied me to my seat," and "The words used to crawl around the page like a bunch of worms [p. 270-271]." These statements by fifth grade students give an understanding into their attitude about reading and future learning.
TABLE 1
Causes of Reading Failure

<table>
<thead>
<tr>
<th>Causes</th>
<th>Number of Boys</th>
<th>Number of Girls</th>
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<tr>
<td>1. Entrance in school before sixth birthday</td>
<td>23</td>
<td>8</td>
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<tr>
<td>2. Visuo-perceptual immaturity</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>3. Motor disabilities</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. Inappropriate instruction</td>
<td>2</td>
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TABLE 2

Beginning of School Year

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<th>Reading Attitudes</th>
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<tr>
<td></td>
<td></td>
<td>Liked</td>
</tr>
<tr>
<td>I</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>II</td>
<td>35</td>
<td>8</td>
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### TABLE 3

**End of School Year**

<table>
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<th>Group</th>
<th>Number</th>
<th>Liked</th>
<th>Neutral</th>
<th>Disliked</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>28</td>
<td>15</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td>30</td>
<td>16</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>
Summary

In the attempt to document the general research that proves a need for further study in the area of the affective domain in reading, the proceeding studies seem pertinent. Their pertinence revolves on the assumption that good readers, achievers in learning, have characteristic traits which can be identified and factored by reading teachers.

1. Twenty-five percent of the variance in reading comprehension remains unexplained in Holmes substrata model and technique (Athey, 1969).

2. There is a need for further study into child's development as related to social milieu (Lumpkin, 1966).

3. More should be known about aggressive, withdrawing and non-achieving behavior (Lumpkin, 1966).

4. New learning is difficult for students who feel inadequate and who failed in the past (Richardson, 1969).


6. Reading failure can be rooted in early traumatic encounters with school (Healy, 1965).

The following five points are presented in this summary, not because they appear in the body of Part I, but because they further identify the affective domain in reading and lend credence to the contention that more study is needed to prove the ability to
identify and use the affective factors in reading instructions.

1. Good readers are intellectually oriented (Gates, 1936; Grazow, 1954; Witty, 1950).

2. Better readers exhibit higher aspirations (Ketcham, 1966).


Studies Related to Teacher Attitudes and Reading Instruction

Research on the attitudes of teachers and their effect on learning has revealed very useful information for this study.

From an article by Sybil Richardson (1969), the following quotation focuses the intent of this present study:

At the same time the reflected appraisals of significant adults are used as additional data in the child's self-concept. Because the child's environment is restricted and because adults appear so wise and powerful, the reflected appraisals have a powerful influence upon the child's ideas and feelings about himself. Even when such appraisals are erroneous, they have a lasting effect upon
the child's self-concept [p. 108].

Richardson (1969) goes on to say:

A negative concept of self can be changed, although slowly, under two conditions: (1) warm and accepting relations with others and (2) freedom from anxiety arising from threat of de-enchantment. Fortunately the teacher is in almost complete control of these conditions in the classroom [p. 109].

In classrooms where teachers' comments convey reproofs and criticism instead of praise and encouragement, the result will be anxiety and uneasiness. This in turn reduces children's confidence in their own abilities (Withal, 1969; Flanders, 1969). Herein seems to lie the secret to teacher-motivated learning.

Quellmalz (1965) conducted a study dealing with motivation. She claims that a restructuring of curriculum and materials will not solve the problems of turned-off learners. She sees the main problem to be motivation. Her solution, as indicated by her study, is reinforcement.

The literature in the field of teacher-attitudes constantly refers to what the teacher can do in the classroom. This recurring theme seems to indicate how greatly teachers influence the total development of a positive self-concept (Erikson, 1950; Kunz, 1969).

In another study related to the classroom teacher and self-concept, Staines (1965) used two groups, the control group and the experiment group. The control group teacher was not aware of the
self-concept as a major goal in the class. The experiment group teacher made a point of analyzing the self-ratings of the students. The control group teacher attempted to teach so that her students might positively change their feelings about themselves. Both groups were made up of high achievers. The control group showed a significant decrease in self-traits. The experimental group showed just the opposite. The experimental teacher's effort positively to reinforce performance, status, and potential resulted in a significant increase in self-traits.

A study conducted by Davidson and Lang (1965) also tried to show how the self-concept is influenced in a classroom. Their study attempted to correlate the relationship between children's perception of their teacher's feeling toward them and the children's perception of themselves, academic achievement and classroom behavior. The results showed a positive correlation on all three measures.

The investigators conclude that the teacher's feelings of acceptance and approval are picked up by the student and seen by him as positive appraisal. This acceptance by the teacher leads to having the student want to achieve more for further approval.

Willis (1969) conducted a study which involved two groups, one labeled Least Efficient (LE) and the second group Most Efficient (ME). The results indicate that the teachers provided significantly more verbal response for the behavior of the ME than the LE
child in their classrooms. The LE students were subjected to a "systematic extinction of the behavior that the LE child most needs to develop social competence [p. 110]."

Willis concludes that teachers may transmit their expectations regarding the learning efficiency of students. This, Willis claims, may be done by the way they respond to the students' attempts to interact with them.

The number of teachers who would subscribe to making their classrooms more human and sensitive to the needs of children is unknown. But how do teachers become aware of this possible need for change? Tobin (1969) surveyed a group of teachers who had been exposed to an unusual in-service program: sensitivity training. The session was an attempt to prepare teachers to teach children of migrant workers. Tobin's study concerned itself with (1) Teacher attitudes toward a warm, accepting type of class; (2) Teacher attitudes toward specific classroom practices identifiable with democratic training; (3) Authoritarian-democratic attitudes; (4) Teacher's self-perceived ability to effect change.

Tobin (1969), through a questionnaire, attempted to see how these goals had been carried out. From the responses he was led to these conclusions:

(1) Most workshop participants intended to make changes in their classes consistent with the workshop objectives of improved human relations in the classroom and the developing
of a more positive sense of self in children. (2) The school situation tends to inhibit the processes of change and teacher growth. (3) In the face of the pressures of the school situation, changes can be made by teachers with strong determination and conviction but, for the average teacher, these pressures appear to be too much [p. 120].

One of Tobin's recommendations, as deduced from available evidence, was that a sensitivity training experience be incorporated into the professional preparation of all prospective teachers.

Summary

The author feels the following generalizations can be offered as the result of the preceding studies as stated in this section:

1. Teachers contribute to the self-concept of a student in a way akin to parents and maybe even more significantly (Richardson, 1969).

2. Teachers affect the long-term development of self-concepts (Richardson, 1969).

3. Teachers can bring about positive change in the ability of the student to learn by teaching to the self-image of the student.(Erikson, 1950; Kunz, 1969).

4. A conscious effort is necessary to be able to teach to the student's self image (Erikson, 1950; Kunz, 1969; Staines, 1965).
5. Children perceive what teachers' attitudes toward them are by verbal interaction in the classroom (Willis, 1969).

6. Children are motivated to do more work by positive reinforcement (Withal, 1960; Flanders, 1969; Davidson & Lang, 1965; Quellmalz, 1965).

7. In-service programs can make teachers aware of the need to teach to the self-image of students (Tobin, 1969).

Studies Related to Student Self-Concept and Reading Instruction

Studies presented in the following section show (1) That self-concept plays an important role in learning experiences (2) That self-concept plays an important role in reading instruction.

For the purpose of this study, the terms "self-concept," "self-image," and "self-esteem," are interchangeable and defined as follows:

The term self-concept refers to all of the perceptions, ideas, and feelings which each person develops about himself--his physical characteristics, mental abilities, and his acceptance by, and influence upon others [Richardson, 1969, p. 108].

Once an atmosphere that includes acceptance and freedom from anxiety has been structured, a very slow improvement in self-concept will result (Richardson, 1969).

In this atmosphere of acceptance and relief from anxiety, the student will be rid of negative comments. Staines' (1965)
experiment in which one teacher emphasized this as a major goal proved that students did improve their self-concept. Staines (1965) did state that the self is a factor in all learning experiences.

Students in the classroom of junior high school and high school are going through stages of later adolescence. "At this stage of development--between about fifteen and eighteen years of age--the individual tends to be keenly concerned with his self-image [Rosenberg, 1965, p. 20]." Some of the questions these students are asking themselves are: What am I like? How good am I? On what basis shall I judge myself? Because these very important questions are in the minds of these students, continual failure can be very damaging. A student searching for answers to, "What am I like?" may be told in many ways by significant adults that he is a failure. This student will soon make failure his own self-image (Rosenberg, 1965).

Fromm-Reichmann (1960) has suggested that anxiety is manifested by: (1) interference with thinking processes and concentration, (2) a frequently objectless feeling of uncertainty and helplessness, (3) intellectual and emotional preoccupation, and (4) blocking of communication.

Rosenberg (1965) in his study of 5,024 high school juniors and seniors from ten high schools in New York State, identifies as one result of anxiety the factor of vulnerability. Rosenberg concludes that a person with low self-esteem (poor self-concept) would
"be inordinately sensitive to any evidence in the experience of his daily life which testified to his inadequacy, incompetence, or worthlessness [p. 110]."

Four specific areas of vulnerability manifested by people with low self-esteem (self-concept) are:

(1) much more likely to be sensitive to criticism, to be deeply disturbed when they are laughed at, scolded, blamed, criticized, etc.; (2) much more likely to be bothered if others have a poor opinion of them; (3) much more likely to be deeply disturbed if they do poorly at some task they have undertaken; (4) much more likely to be disturbed when they become aware of some fault or inadequacy in themselves [Rosenburg, 1965, p. 109].

The research literature suggests that good readers have more positive self-concepts than poor readers (Hallack, 1958; Lockhart, 1965; Lumpkin, 1966; Malmquist, 1958; Seay, 1960; Zimmerman & Allenbrand, 1965). Not only do better readers exhibit more positive self-concepts, students in grades one through nine who are better readers show feelings of adequacy and personal worth, self-confidence and self-reliance. The opposite is true for poor readers. These poor readers tend to be characterized by immaturity, impulsiveness, and negative feelings concerning themselves and their world (Blackman, 1955; Bodwin, 1957; Schywart, 1967; Toller, 1967).
Under-achievers who are gifted have the unique problem of not being able to identify with authority figures, or to create warm relationships with teachers or peers (Gowan, 1955; Fliegler, 1957).

Summary

1. Low self-concepts make future learning repulsive to the learner (Richardson, 1969).


3. The self is a factor in all learning experiences (Staines, 1965).

4. The ages fifteen to eighteen, early adolescence, represent a crucial time in the growth of a self-concept (Rosenberg, 1965).

5. Anxiety in learners is identifiable (Fromm-Reichmann, 1960).

6. Anxiety leads to identifiable traits of vulnerability (Rosenberg, 1965).


8. Poor readers have noticeable traits of poor self-concepts (Blackman, 1955; Bodwin, 1957; Schywart, 1967; Toller, 1967).
Studies Related to Home Life and Reading Instruction

The purpose of this section is to document studies that show that the home environment has a relationship to the type of achievement accomplished by reading students.

The comments and appraisals of significant adults in a young child's life are very influential. A child has a limited environment and from this limited environment the child draws conclusions as to how other people see him (Richardson, 1969). Kunz (1969) echoes Richardson. Kunz also sees the significant adults in a child's life contributing to the child's self-image. The findings by two people (Vickery, 1955; McKinley, 1960) who researched whether there is a definite correlation between child rearing practices and reading achievement, are inconclusive. Vickery found that parents of good readers had significantly different child rearing attitudes from parents of poor readers. Parents of good readers favored to a high degree attitudes which reflected permissive child rearing attitudes. However, McKinley found no appreciable relationship between maternal child rearing attitudes and children's reading performance.

A more conclusive study by McGinnis (1965) shows that parents who responded to a pencil and paper inventory did have definite differences in child rearing practices. Her conclusions are set out in detail to give a full view of this relevant study.

Parents of superior readers:
1. express attitudes which are less dictatorial and more democratic than parents of inferior readers.

2. foster independence more than dependence.

3. include outside influences rather than exclude outside influences.

4. place less emphasis upon the deification of parents.

5. place more emphasis upon group thinking and group participation.

6. convey attitudes which encourage their children to voice ideas and points of view rather than attitudes which discourage freedom of discussion.

7. emphasize the attitude that their children can discuss any topic with them without shame, ridicule, or reproach.

8. manifest attitudes which suggest that they refrain from attempting to hurry the growth and development of their children.

9. appreciate the concept of reading readiness.

10. emphasize the value of communication and development of language skills.

11. hold attitudes that refrain from restricting children in ways which retard growth and development.

McGinnis's (1965) study stated that the opposite views of what is representative of parents of superior readers were held by parents of inferior readers in varying degrees.

McGinnis concludes that parental attitudes do affect
differing backgrounds which have either a positive or negative effect on future learning.

Carrillo (1957) found poor readers to show lack of independence, avoidance of leadership opportunities, and a poor attitude toward responsibility. Carrillo's findings are consistent with the findings presented by earlier cited studies which describe learners with a poor self-concept.

Finally, Tabarlet (1958) found fifth grade children, two or more years retarded in reading, to be inferior to normal readers in interpersonal skills, social participation, satisfactory work and recreation, and adequate outlook and goals. The findings of Tabarlet would seem to parallel McGinnis' findings.

Summary

1. The home constitutes the environment from which the child draws conclusions about his own self-worth (Kunz, 1969; Richardson, 1969).

2. Parental attitudes to child rearing practices do produce a positive or negative effect on future learning (McGinnis, 1965).

3. Deficiencies in personalities that have their basis in the early home life are found in poor readers (Tabarlet, 1958; Carrillo, 1957).

Studies Related to Grades and Reading Instruction

The purpose of this section is to establish a basis for
negating the anxiety brought about by competition for grades in the reading classroom.

In a study conducted with college students to compare a graded and non-graded class, Reid (1970) used a control group and an experimental group. The control group was evaluated by the traditional marking system of A B C D F. The experimental group was only evaluated on a Pass-Fail system. Reid could find no significant difference in achievement, attitudes or values. However, Reid did state that he observed an atmosphere in the Pass-Fail graded class which was more relaxed and free of grade-oriented tensions than he found in the regularly graded class. The by-product of the Pass-Fail grading, according to Reid, seemed to be that it resulted in the instructor's perception of increased rapport between himself and his students.

Melby (1966) stated he felt grades should be set aside because they put too much emphasis on limited goals and do not put emphasis on future learning. Melby also felt that grades too often reinforced failure whereas educators should be developing the positive self-concept of the child which promotes not drop-outs, but future learners.

Haskell (1967) felt that the goal of a Pass-Fail system was to free the student from an arbitrarily-fixed grade and substitute a self-motivation that would lead him into an attainment level that he might not reach under the pressure imposed by a letter grade.
Haskell also reported that the Pass-Fail system was not installed in his school without first checking with colleges which students would possibly be entering upon completion of high school. The answers received from the colleges encouraged and welcomed the experiment in the Pass-Fail system.

Kingston (1966) reported that research seemed to show that parents and students preferred a traditional report system (Morris, 1952; Yauch, 1961; Richardson, 1960; Kingston & Wash, 1966). This seemed to indicate that there is a false trust in the teacher's ability to truly and accurately assess the amount of learning which has occurred and what seems to be the future of learning.

Kingston (1966) also pointed out that a study by Anderson (1966) suggested our grading systems tend to reflect comparisons between children and that the reference point has been academic growth. Since the reading classroom has students routed to it because of low ability in reading, any grading system based upon a comparison of students' reading achievement inevitably means the bulk of the grades will be C's, D's or F's. Reading specialists all seem to agree that remedial work should be highly individualized. The establishment of identical goals for all students, therefore, should be avoided at all costs (Kingston, 1966).

Because the reading teacher is forced to give a grade, he must administer a diagnostic exam to establish a point of reference
to gauge progress. Since the reading process and the reading disability is so complex the reading teacher often does not have a true point of reference. Then, because he is forced to grade, he will subjectively assign a grade to satisfy the system (Kingston, 1966).

Many times the assignment of grades is based on the cooperativeness or lack of cooperativeness shown by the reading student. Since many poor learners are behavioral problems, the end result is a poor grade based more on negative attitudes toward reading than real progress toward remediation of a reading problem (Kingston, 1966).

Boyd (1965) suggested an alternative to traditional reporting practices. She suggested that more school personnel use phone conversations with parents, correspondence, parent-teacher interviews and the systematic transmission of samples of students' work home to parents.

Summary

1. Research on non-traditional grading systems is scarce (Kingston, 1966).

2. Non-graded classes allow for freedom from anxieties brought on by grades (Reid, 1970).

3. Non-graded classes allow for greater rapport between student and teacher (Reid, 1970).

4. Grades may emphasize limited goals (Melby, 1966).
5. The Pass-Fail system may create more self-motivation in the student (Haskell, 1967).

6. Some colleges welcome the Pass-Fail system (Haskell, 1967).

7. Students and parents seem to prefer traditional grading systems (Kingston & Wash, 1966; Morris, 1952; Yauch, 1961; Richardson, 1960).

8. Identical goals for all reading students as a point of reference for grading is undesirable (Anderson, 1966).

9. Diagnostic reading tests may not result in a reliable point of reference for grading (Kingston, 1966).

**Chapter Summary**

In general, the literature in the areas of affective learning showed that the student does learn with more than his mind. The literature also revealed that there is more study needed to understand how education can use the affective factors to bring more learners to greater achievement in reading.

The literature showed that teacher attitudes in the classroom influenced the student's learning. Students who did not have an ability to cope with failure were further retarded in learning when a teacher's low opinion of them was communicated.

Studies indicated that an atmosphere of relaxation and freedom from anxiety allowed the student to deal with himself and the growth of his self-concept. Young students, ages fifteen through
III. The Program

Overview

The Reading Program was known as Reading Laboratory I and II. It consisted of two semester courses designed to improve the reading skills of ninth-graders reading below grade level.

The program had an enrollment of 140 students, ages fourteen to sixteen years. There were 104 boys and 36 girls. The classes had only five Spanish surnamed students, no Negroes, Orientals, or American Indians.

The students were programmed into the reading classes by their eighth-grade teachers. The eighth-grade teachers used the students' reading scores, supplied by the school's reading specialist, to determine how far below grade level they were. The students were then grouped by the counselors into six different classes which were divided according to the number of years the students were below grade level. Two classes had students reading from non-reader to fifth-grade level; one class had students reading from fifth-grade to seventh-grade level; one class had students reading anywhere from fifth-grade to eighth-grade level.

The means of distributing the students was a function of the school office and the author had no say in the student's placement. During the year many students who had dropped classes from their regular schedule because of conflicts with their teachers
entered the author's class. These students were not classified as reading students but as student helpers. Their entry was always cleared by the office with their own teacher and the author. These students were always made to feel a part of the class although they were given some nominal job to fulfill their student helper status. During the year the author had a total of twenty student helpers spread throughout his six classes.

Two times during the year the office found eighth-grade students who did not fit into their regular schedules because of age and behavior problems. The office again asked the author to enroll these two students, both boys.

During the second semester, the author began a policy of lend-lease. Because so many students were poor readers, the regular schedule was frequently too much of a burden for them. Because of this, a great many of the author's students started to ask, sometimes to demand, to be released temporarily from their other classes to come to the Reading Laboratory. This was a problem until two things were done. First, a sign-up sheet was posted. This permitted some control over the student's whereabouts and also made the Reading Laboratory open to students during one lunch period. Secondly, the author contacted the teachers of the restless reading students and supplied them with passes which were to be used only after the first fifteen minutes of the period had passed. This fifteen minute waiting period was
necessary because yard and hall monitors complained about too many students wandering the halls claiming they were on their way to the Reading Laboratory.

Most of the boys in the Reading Laboratory also took courses in wood and metal shop. The industrial arts teachers did not mind if they came to the shops at times other than their scheduled class time. The policy settled on was that students could go to metal and wood shop when those teachers signed passes and if some reading had been accomplished the day prior to the requested permission. This reading requirement was not easily checked, but because of the nature of the Reading Laboratory, the author did not demand proof.

Once this policy of allowing students to leave Reading Laboratory was started, other teachers began to allow a similar policy, though on a smaller scale. The Theatre Arts teacher, the Art teacher, two Math teachers, three English teachers and the Teen Issues teacher often allowed Reading Laboratory students to come back to their classes. Conversely, it was decided by the teachers involved that the students could also leave their classes to come to the Reading Laboratory any time this was found to be desirable.

Another source that contributed to the student population in Reading Laboratory I and II was rather unusual. A seventh-grade geography teacher asked the author to allow some of her students
to come to Reading Laboratory. In this way, some ninth-grade
students who were not as poor readers as the seventh-graders
could sit and read with the seventh-graders from the seventh-grade
geography text. The reading sessions were to last fifteen minutes,
which was about all the time the two students could remain quiet,
and then free reading from any material in the room was allowed.

Due to the unique building housing the Reading Laboratory,
the room was smaller than a regular sized classroom, only meas-
uring approximately twenty feet by thirty-six feet. However, the
English teacher in the adjoining room had the use of an unusually
large room for this campus and agreed to make her room avail-
able for any overflow of reading students. Connecting doors be-
tween the Reading Laboratory and her classroom made it possible
for students to pass from one room to another without having to go
outside. This agreement for use of the larger room was also
practical because of the many films the Reading Program utilized
during the year.

Since the author wanted the program to appear entirely
novel to his students compared to any of their past reading clas-
ses, a "money" reward system was inaugurated at the beginning of
the school year. The system was geared to make students want
to read by rewarding them with mimeographed money. The stu-
dents' efforts were rewarded freely with five, ten, twenty and
fifty dollar notes. The notes carried the name of the author with
dollar signs ornamenting the face of the bills. The value of each note was printed in the center in large numbers and in the corners in small numbers. When the Program Director felt that the student's efforts deserved it, he handed over a certain amount of currency. The student could, in turn, use the currency to buy free time. Free time sold for a dollar a minute. With this free time went only one stipulation: that the teacher could put off the request for free time if something like a fire drill, assembly or group testing was taking place.

For use during free time, the author kept many back issues of Sports Illustrated and Mad Comics. Also available were Flash-X machines, high interest tapes and filmstrips, word games, passes to the library and tickets to the films which were shown in class at least once a week. As the semester went by, the students began to introduce new aspects to the total reward system. Some classes started a bank which they christened, "The Bank of Knowledge". Two classes went so far as to elect a president and vice-president of the bank. Some classes demanded money rewards for word games completed weekly and instituted raffles for posters which hung on the walls of the classroom. As the money accumulated, a system of writing checks was introduced by one enterprising student.

For a period of time, the students in the program were given money rewards for carrying a paperback around with them.
When the Program Director saw one of his students reading or carrying a paperback book, the student was immediately given some play money as a reward.

The reward system did have certain fixed amounts of money that could be earned for various activities. If a student read a magazine article and recorded the selection in his daily activity sheet, he was given five dollars. Two workbook exercises were worth fifteen dollars. The entire class could earn five dollars a-piece if everyone arrived on time to class and did not disturb the roll-taking for the first few minutes of class. Whenever the Program Director presented a story to the class on a Tach-X machine, he would interrupt it periodically to ask questions and would then pay script for volunteered correct answers.

In general, the reward system was a device that attempted to do more than just verbally plead with students to apply themselves to the difficult process of improving their reading skills.

In order to overcome the never-ending battle with students who forgot pencils and paper and work from previous days, the Program Director supplied each student with a manila folder which was kept in the classroom. This folder contained activity sheets on which the student was asked to record what he was doing each day in class. The information requested was the date, a simple reference to the work attempted (e.g. Cycle News) and how the student liked the material read. Although some very perceptive
statements were made in the comment sections of the activity sheet, the usual comments were simply "good" or "bad." According to the rules set up by some of the students, the Program Director was allowed to see the sheets only when the student was present. The better comments usually made for very worthwhile criteria for improving future lessons. The activity sheets also made available for the student his own daily lesson plan. As the student continued to do his own work, or participated in whatever the class was doing, the actual pattern for learning took shape. For example, when the student was stymied for further work to improve his skills he was referred back to other activities already entered in his activity sheet. This sheet and its completeness was also a means of earning money under the reward system already described.

**Self-Concept**

In order to improve attitudes toward reading, the program had to relate to the interests of young students going through the later adolescent period of life. This period of adolescence is marked with doubt, with inner searching for answers to identity questions such as "What am I?" "Who am I?" "How worthy am I?" Because the Reading Laboratory dealt with poor readers who already had good reason to feel they were not successful in school due to their generally poor academic performance, the Program Director tried to structure all work around reachable goals. Reading
was usually geared to the basal level of the student. Many times the basic sight words were introduced. The Dolch List words were used in word games, spelling contests, and generally reviewed in private interviews with students.

The Program Director tried always to deal with what was already a proven failure. If a student could not read at all or very poorly, the Program Director emphasized listening to records, putting together collages, or open discussion. Many times assigning small housekeeping tasks around the classroom enable students to feel successful in class. The transition from such seemingly minor tasks to reading skills work was not accomplished by the teacher but by the student. It was crucial that, at the moment the student started to show interest in the total program, the Program Director immediately stepped in and began to introduce material that could be considered reading *per se*.

The Program Director was hard put, however, to think of enough activities that emphasized success for these types of students. During the summers of 1961 and 1962 the Program Director worked as a relief counselor at a delinquent boys' home. The boys at the home were wards of the court who had been arrested for running away from home, using narcotics, stealing autos, or extreme misbehavior at home. The Program Director found it difficult to adjust to these boys because they could not be handled
with the same approach as highly motivated, successful high school students. The solution seemed to be to gain these delinquent boys' respect by being something "special" in some area. To show athletic powers seemed to be one means to win these boys' respect.

When the Program Director was faced with one hundred forty poor readers in the Fall of 1970, many of the qualities exhibited by the delinquent boys were present in the reading group. One common factor which was especially evident to the Program Director was the very low self-esteem these students had of themselves, which seemed to stem from their awareness of constantly needing special reading or special mathematics or other special classes. The Program Director decided to make his class "special," but special because his approach to his students was special. It was to stand out as a special program which treated its students as human beings of great worth. The students were not to consider themselves as special students because they were poor readers or because they were behavioral problems, but because they had a tremendous self-worth that should be praised constantly. No doubt, this approach could have fallen apart if a very affected, inconsistent approach was used. The possibility of failure did represent a gamble. However, the gamble was taken because it was felt that even if the program's approach (that of being special because it emphasized human worthiness) did not work, the only harm
to result would befall the teacher and not the students. The teacher would have to think of another way to teach reading and the students would not have suffered under a harmful situation.

The special treatment by the teacher took many forms. The students were often complimented by the teacher for new clothes or especially bright outfits. When students tried to show respect to peers such as saying, "Excuse me," or "Please," this effort was always rewarded with extravagant praise by the Program Director. Many times the Program Director would make sure the daily morning announcements over the public address system or the bulletin distributed to homerooms in the morning contained some compliment or thank-you to the students in the Reading Laboratory. The Program Director also checked bulletin boards, newspapers, intermural athletic results, music and theatrical productions, Photography Club activities, Aviation Science Club activities, or projects turned out by the wood and metal shop. This was done in the hope that the Program Director would find his students' names and would be able to compliment these students when he next saw them.

Possibly, one of the most flattering and ego-satisfying experiences for students was simply to acknowledge their name and presence as they walked past the Reading Laboratory. Needless to say, the Program Director did have many students pass whom he did not know, but a sincere "Hello" made these students feel as
accepted as the rest.

In the role of football coach, track coach and English Department Chairman, the Program Director addressed the student body on numerous occasions. A most effective means of making the students want to learn in the Reading Laboratory was to project the image to the student body that was projected in class. The Program Director settled on the following method: The addresses to the student body were always prefaced by a short and appropriate congratulatory statement. The statement included something to the effect that the student body had shown tremendous spirit in such and such an activity and they were to be proud of their accomplishment. This positive note was appreciated by the students and greatly enhanced the collective self-image of the student body.

Another interesting phenomenon was observed during the school year: The faculty began to show an increased interest in complimenting students. The cyclical effect of one flattering comment leading to another flattering comment was most rewarding to note. The author felt the school also benefited greatly from a new administration that recognized the need for extra effort on the part of the faculty to make the students feel a sense of accomplishment and not failure. The administration also did much to reawaken the faculty to its responsibility to reduce failure in the classroom.
The Teacher

Any program can promise many benefits and hope to accomplish a great deal, but it seems that a program is only going to be successful because the person who is in charge of the program is successful. It is this person who must carry on the day-to-day routine which will ultimately cause the program to succeed or fail. The success of the Reading Program was partially due to the amount of time the Director put into the program, but the major factor was the attitude that the Director brought to the program. The Reading Program demanded an individual who above all else, liked to teach slow students. The slow student was not what most teachers hoped to deal with in a class for several reasons. First, a great deal of work was involved in preparing lessons. Then too, the work done by slow students in class did not begin to compare with the very exciting work produced by achieving students. Also, slow students could be very rude and unappreciative of the teacher's many hours of work. Furthermore, poor achievers could not always bring recognition to the teacher hoping to improve his position within a school. Above all else, poor learners were usually very difficult behavioral problems. It was not always true that a poor student would give his teachers a difficult time, but it did seem true that the student who did not like school would not want to sit still any length of time to learn. Poor learners also seemed to have a high rate of absenteeism which
could frustrate a teacher who was not able to tolerate a deviation from the planned lesson or unit.

The image that the Program Director strove to maintain was that of a significant adult very happy to be with his students every day, all year.

The most useful trait the Program Director brought to the Reading Laboratory was his ability to be flexible when schedule changes became necessary. These schedule changes allowed the students to take advantage of unusually exciting events on campus that had not been planned for, events such as the time a speaker showed up two days earlier than expected. Since the students knew that the speaker was on campus and that she was an ex-drug addict presently working for Synanon, they were most anxious to hear about and share her experiences. Just because the Reading Laboratory lesson plan for the day called for interviews and sight vocabulary drills was not enough reason to skip the more rewarding experience of listening to a human being talk about the tremendous challenge it was to overcome her addiction.

This flexibility had to extend itself to everyday classroom problems. Poor learners were not always ready to come in and sit down to work, especially when the work was called "reading". The teacher had to be ready for the bad days, whether with a whole class or only a few individuals. If the Program Director did not sense them in time, these bad days usually ended in verbal
blasts between student and teacher. The tense atmosphere would then spread to the rest of the class and the learning for the day was gone. Some days the Program Director had to realize that the students were too highstrung or too tired to attempt any learning. The Director could have threatened dire consequences if work was not produced. The obvious effect would have been to return to previous negative attitudes such as "Why try to succeed because I've already proven that in eight years I cannot learn and there does not seem to be any reason to expect something better now."

The Program Director attempted to use the bad days as learning situations to show his students that maturity, or growth toward maturity, was based on how well a person learned to be consistent in his daily life. Sometimes this instruction was given on a one-to-one basis, sometimes to a small group and once or twice it even involved a whole class. Admittedly, this was not reading instruction, but it fulfilled the needs of the students at the time. To ignore the fact that his students were in a bad mood and to try to pursue some reading instruction would have been foolish and certainly very limited in its positive results. Since it was the major goal of the Reading Laboratory to foster better attitudes toward reading, the forcing of reading instruction at such a time would only serve to further the students' dislike of reading.

Some of these bad days were started by an unpopular decision made in a previous class, with a consequent exchange of
heated words between student(s) and teacher. Some very bad days were experienced when group testing or assemblies were scheduled, especially awards assemblies. Students with poor learning habits often could not see why they had to sit and watch other students be rewarded for good grades or other achievements. Another type of assembly the Reading Laboratory students did not like to attend was one dealing with future schooling. Anytime they had to sit and listen to the high school counselor talk about their schooling after graduation from junior high, there was near revolt. The Program Director found that to excuse certain students from these assemblies or to suggest that they spend the time in the library or the school office, often helped them over the problem.

Different times of the day and the week also had to be taken into consideration when planning classes. Students tended to be very active after lunch and nearer the end of the school week. Because of this, certain activities could be expected to be more effective than others. More difficult class activities were kept to a minimum during the last three classes of the day. Of course, there were days when all strategy failed and the Director simply did the best he could to bring about even minimal positive results.

It was because of his belief that so much success with students depended upon whether they felt that their teacher was sincerely interested in them as individuals, that the Program Director vigorously sought to stay in contact with students outside the
regular school day. In the role of football coach and track coach, the Program Director was made more available to students and they were able to see a non-academic side of him. An important aspect of this situation was that the Program Director was able to extend his strong convictions about recognizing individual worth to areas outside the classroom. This was a period when athletics was beginning to change its very traditional ways. The attitude of unquestioning obedience to the coach was changing to allow a wider application of the philosophy of individualism. When the Program Director (as coach) ignored shaggy exteriors (long hair, a poor family) and placed an individual in a particular athletic position, the Reading Program itself began to grow in stature in the students' eyes. Students could readily see that the Director's philosophy applied to all groups of students in and out of class, and not just to poor readers in the Laboratory.

Home Life

It was truly felt that the student who was failing at school needed to have his home life affected in some way to bring about success in reading. Presuming that the home contained the most significant adults in the student's life, the Director believed that reading would possibly improve if the parents were given a reason to congratulate their child for some success in reading. Most of the Reading Program's students had been poor readers for a long time and parents would naturally feel, if they did not come right
out and say it, that their son or daughter was an embarrassment to them. Students are very perceptive and can easily see when parents or other adults are pleased or not pleased with their work. With this thought in mind, the following technique was employed:

The Reading Director was required to send reports to parents every ten weeks. The school provided the choice of using two printed forms: a progress report which indicated "D" or failing work in the past ten weeks, and a commendation form which lauded the student for his good work. Commendation forms were the only forms used by the Reading Director. One commendation was sent to the home of every student in Reading Laboratory because there was some reason to consider the students as deserving the commendation. No progress report forms were ever sent since these could only have enforced more feelings of failure in the student's view of himself and in the parents view of the student.

The usual complaint heard from other teachers was that the commendation was cheapened by the excessive use of it by the Program Director in the Reading Laboratory. This criticism was met with the logic that these students were in Reading Laboratory because they were already failures and neither the Program Director nor anybody else had to write a formal notice home of their continued failure. Since the failure was already evident and grades were not emphasized in the Reading Laboratory, why should not the successful aspects of
the student's progress be formally noted, especially, if such praise would bring possible future success.

The commendations were filled out jointly by the Program Director and the student in private sessions held during class, either at the teacher's desk or the student's desk. The student was asked to read what the Program Director had already written in the comment section. These comments ranged from "excellent attitude toward reading improvement", to "Jeff is trying very hard in his basic vocabulary". When the student had looked over the commendation, the Program Director then asked for any further comments so they too could be included in the commendation. Most students said that what was written already was enough. At this remark, the student was prodded by the Director with questions like, "Do you feel you have worked a lot on reading in a particular textbook?", or "Do you want to say anything about how much time you spent reading in the Reading Laboratory every day for the past ten weeks?". After a little prodding, additional student comments sometimes resulted. For the most part, students were honest about their progress. However, if the student offered a gross exaggeration, the Director simply pared the comment down to a more believable size.

Along with using this commendation technique, the Program Director provided for extra parent-teacher-student contacts. The Director sent home letters to parents indicating what hours were available to meet with the Director, why the Director wanted
to meet with the parents, and supplied a form to be returned to school by the student which would reserve a time and day for this parent conference.

The hours arranged for these meetings were in the evening and the meeting place was the Reading Laboratory. When the parents and student arrived they were given every reason to relax. Coffee was available and ash trays for smokers were supplied. The interview began by talking about how the student had performed in the Reading Laboratory. The Director indicated every positive aspect of the student's activities. Next, the Director gave the parents a list of Dale Vocabulary words. This list identified one thousand basic words in the English language. The list, hopefully, was something the parents and students could work with together at home. Along with the Dale Vocabulary List, the Director also gave the parents a list of publications which were used in the Reading Laboratory. This list contained addresses for ordering magazine subscriptions and the approximate cost of a year's subscription. The Director made the point to the parents and student that increased reading would help the vocabulary of the student and that increase would take place more readily if very attractive reading material was made available in the home.

Grades

The Reading Director was forced to deal with what seemed to be a very difficult assignment: to evaluate poor readers with
the traditional A B C D F grading system. The hope of the Director was that the class could be evaluated on a Credit/Non-Credit basis, but the school district's administration did not feel the Credit/Non-Credit approach to grading was acceptable. Because of this decision, the Director had to find some way to eliminate the possible pressure and continued label of failure that traditional grades could produce.

The solution seemed to be two-fold. First, the Director informed the students that grades would be very easy to earn because effort to improve was all that was required to earn a good grade, and secondly, good grades were the only kinds of grades that would be given in the Reading Laboratory. Students were constantly reassured that grades were not the main concern of the Reading Laboratory or its Director. The students were also told that if there was any concern at all over grades, it came from the students, because the Director was the last person who cared what grades were earned.

When grading periods arrived, the Director took the same approach to marking grade cards as he did commendations. The students were called up to the teacher's desk and asked to display the manila folder which contained the activity sheet which recorded all the student's work. Also, the folder revealed all written work the student had accomplished since the last grading period.

One type of written work the students could present to the
Program Director was the Journal. This was a short writing assignment given every week in which the student was expected to tell about a personal experience that was important to him. Subjects would range from new girl friends or boy friends, to movies seen, trips taken, football games coming up, or any other particular things that the student wanted to tell about. The students were guaranteed that the Director would not read these journals unless the student requested that he do so. Many students would complain that the Journal was hard to write because they could not think of anything to say. If that was the case, the student was allowed to copy any material from any book or magazine that he chose. The number of times the student copied did not matter because the usual result was to have a charge-over to original writing after a couple of months of copying.

Another written item that might be placed in the manila folder was a short form of a book report. Whenever students finished reading a magazine, a book, or any material in the Laboratory, they would have a very short form to fill out. The form asked for the title of the publication, the number of pages read, the date, and the name of the student. This short form would then be deposited in the manila folder which would be examined at grade time. The number of forms had no correlation to the type of grade received, but grading time was a good time to investigate the progress being made and to indicate to the Director how much effort would have to be put into giving the student individual help.
Rationale of Case Studies

The purpose of the following fourteen case studies was to present a composite picture of the type of student who participated in the reading program conducted by the author during the school year 1970-71. It was hoped that from these case studies of randomly selected students the reader would see the multitude of factors that influenced their poor reading, and the diversity in student population that was dealt with by this program. The individualization of instruction which the program was attempting was the means by which the divergent backgrounds, reading levels and diversified personality needs of the student were dealt with.

Through the presentation of grade point averages achieved over the three years in junior high school, the author intended to give the reader an idea of the performance of the student in all academic endeavors.

The grading system used by the school was the usual A B C D F. The students were grouped homogeneously in almost all classes. The general system is known as tracking. Three tracks existed as follows: above average students were track one, average students were track two, and students who were below average or who were behavioral problems or who performed poorly in their school work were track three. The author's classes were considered track
three. However, the year this reading program began all tracking was officially dropped for the ninth grade English and reading classes. The advantage of not calling the reading classes Track III may have done something for the status of the program and in turn for the self-concept of the students in it. This factor would seem to be minimal however.

The parent interviews were presented to give the reader an idea of the home background of these students. Information in this section as well as in all the other sections was presented in as objective a manner as possible. The author guarded against inserting any value judgments, which could easily slip into this form of data collecting, in the hope that the reader would be presented with as accurate a picture of the home and family as possible without actually being there. The interviews in general were a tremendous source of insight into the type of goals upheld by the home for the student. Parents in general were very agreeable about speaking to the interviewer. Oftentimes, the parents expressed great concern for their child's ability.

During the interview the parents were asked, directly or indirectly, questions which would reveal the type of reading material made available to their child. Such questions as "What magazines and newspapers were purchased or subscribed to? What, if any, kinds of encyclopedias were available? Were there any dictionaries available? Did the family use the public library and did the family members have library cards?". Since the only
library available for this immediate area was a mobile library, which was made more fun of than use of, the general library usage was minimal among the students sampled.

Another fact which came directly from the interview was the kind of employment of the father and whether the mother also worked. The interviews also produced information as to the length of residence in the area, former homes occupied and the number of schools attended by the student. A very important question which was always asked was what the parents had heard about the Reading Program and what they thought the program had done for their child. Many times the parents felt that the program had been a help and that it had provided individual attention for their child which the child had not received before. Whether the program actually provided as much individual help as the parents felt it did, is for the reader to decide. The author is of the opinion that in comparison to past school contracts, the program did seem to do much more individually for the students. Therefore, relatively speaking, the parents were correct in the conclusion they drew.

The students' attitudes toward themselves, grades, the reading teacher and the home was included to give the reader an idea of the feelings of poor readers in these significant areas. The most traditional sign for this section would have been to present a comparison of the students' attitudes before the Reading
Program and after the Reading Program, but several reasons made this an undesirable course of action. The first reason was that the program, in order to succeed, had to provide a totally different learning environment right from the start that poor readers would find fully attractive. If the author attempted to collect data of this nature at the beginning of the year, he might possibly have raised a barrier to the development of trust between himself and the students. The fact was that the author did attempt this type of data collecting on a small scale at the beginning of the school year 1970-71. However, only negative effects resulted. Students whom the author attempted to sample only gave answers to questions after much coaxing. Even after this coaxing, the students refused to answer many of the questions. This poor reaction coupled with the author's alternative course of going directly to the students' former seventh and eighth grade teachers to obtain a general picture of the students before they entered the program, led the author only to survey the attitudes of the students themselves at the end of the program.

Teacher surveys were to serve a twofold purpose. Primarily, the author hoped that the teacher reactions would be another accurate source for seeing the student as he was. Secondly, the teacher surveys indicated, in a general sense, the level of expectancy teachers had for these students.

Teacher surveys included an appraisal of the student by a
seventh, eighth, and ninth grade teacher. These surveys attempted to indicate what the student was like before entering the program and what the student was like by the time the program finished. Again, in no way does the author feel justified in claiming a causal relationship between any differences noted by the teachers in a student after his experience in the Reading Program. These surveys simply add one more factor to the total picture of the learner who is representative of the students in the program.

Attendance figures were gathered and presented in an attempt to show how students met the challenge of school on a daily basis. The author felt that the attendance figures would possibly reflect the desirableness of school to students who in general have not found a great deal of success at school. As indicated in the review of literature, better readers exhibit higher aspirations (Ketcham, 1966) and more positive attitudes toward school in general (Healy, 1965). If these poor readers could begin to exhibit a better attitude to more regular attendance, possibly they would begin to improve in their general academic achievement. Again, whether more regular attendance reflected a direct causal relationship with the Reading Program cannot be proven.

Attendance figures were supplied in the following case studies for the seventh, eighth and ninth grades. These figures give an indication as to the amount of instruction the student was exposed to in the years prior to the student's ninth grade year.
When the absenteeism had an obvious cause such as illness, death in the family, economic reasons or truancy, the author has noted the cause.

The average daily attendance figures for this junior high school showed that a student missed on the average, five to six school days a year.

Reading scores were presented to show what level of reading the student had reached before entering the ninth grade Reading Program. The second reading score given was an indication of what the student accomplished in reading improvement during only the ninth grade year. Whether the author's program caused the improvement or lack of improvement indicated, cannot be proved since the author did not attempt any strict controls on the reading groups. The factors which could have contributed to reading development over the entire year would have been too numerous to account for. The program was designed to allow students to learn when they were ready to learn, and the author is the first to recognize that reading development can and does take place outside the four walls of a reading classroom.

The reading scores were obtained from the Nelson Reading Test, Form A and B. Since the general reliability of this test is set forth in the test manual, the author did not wish to spend a great deal of time challenging or supporting its validity. It should be noted that the test had a unique factor built into it. The grade
norms were separated by two tenths of a school year for each correct answer. Thus, if a student scored 38 correct answers on the vocabulary portion of the test, he was considered to have a vocabulary equivalent of 6.0 years. If that same student took the same Nelson Reading Test, but a different form and scored 34 correct answers, his grade level would be 5.6, almost a half year's difference. General criticism of using only one test as the criterion for reading improvement needs is evident here. If the student for some reason had a particularly bad day when the second test was taken, the result of missing only four words would mean he was a half year behind his starting point of 6.0. In the paragraph comprehension portion of the Nelson Reading Test it was worthy to note that almost all the paragraphs dealt with snow conditions. This was a significant handicap since snow for the northern portion of the Los Angeles County was extremely uncommon. The reader of this study must make a reasonable judgment as to how important these reading scores actually were.

The case studies contained standardized achievement scores. The author had hoped to present Lorge scores from the sixth grade and ninth grade for each student as these scores would have given on a percentage basis the verbal non-verbal reasoning ability of each student. Because these scores were not always available, some case studies contain other standardized test scores. The intent in presenting these scores was to show yet
another facet of the varied abilities of these students and to further complete the appraisal of what a reading program on the secondary level must consider.
**Objectives of Case Studies**

The following fourteen studies were not intended to be fully developed case studies such as might be found in the patient files of a psychologist. Case studies of this type would not fall within the scope of this paper. Instead, the objective of these studies was to indicate the attitudes of each student at the conclusion of the ninth grade toward grades, teachers, and self, and to indicate the type of influence exerted by the home on reading habits and abilities.

The accumulation of data was organized under five headings. The first division, "Introduction", was meant to present pertinent background information (health, reading scores, employment of father and/or mother) about the social, economic and educational background of the student. The second division, "Home Life", was to give information (number of library cards in family, number of dictionaries) from which conclusions could be drawn relative to the type of home influences that might affect the student's reading habits. The third division, "Academic Achievement and Grades", was to present data (teacher and student survey, Grade Point Averages), as to the positive or negative attitudes students had toward school and grades. A fourth division, "Self-Concept", attempted to give information (student survey, teacher survey) as to whether the student had a positive or negative attitude toward
self.

The conclusions drawn in this section were based on the usually accepted premise that students exhibit their inner self-concept through overt behavior in class. (See Chapter II, Student Self-Concept and Related Studies, p. 28).

Therefore, in this division, the relationship between the teacher surveys and the students' attitudes was important. Finally, the fifth division, "Attitude Toward Teachers", included information (student and teacher surveys, attendance figures) to enable conclusions regarding the student's positive or negative attitudes toward teachers.

The "Summary and Conclusions" section of each case study was constructed by reviewing the information gathered under the preceding five headings. When certain facts made a study different from the others, or when a deviation from an expected pattern occurred, these were noted. Conclusions were also drawn from the observations of the Program Director of the Reading Laboratory, who attempted to avoid any personal value judgements.
Case Study No. 1 - Betty

I. Introduction

Betty, age fifteen, was an attractive young lady who got along well with her peers. She was inclined to have tantrums when she felt she had been aggrieved. Betty's most violent verbal outbursts were usually directed at boys and sometimes led to physical blows delivered with her purse. She was occasionally emotionally depressed, but this did not appear to affect her normal life. Betty apparently liked her family. She did housekeeping chores around the house and helped to prepare meals. Her health seemed to be good as she showed no signs of present or past illness.

Betty lived at home with her father, her mother and one older sister. Her father had suffered a heart attack early in March of 1971. Before this time, he had been a machinist in an airplane factory. After the heart attack he was confined to bed. Betty's mother worked in a chemical factory and also sold ladies' cosmetics from her home.

Betty's ninth grade scores on the Nelson Reading Test, Forms A and B were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-2-70</td>
<td>4.8</td>
<td>2.5</td>
<td>3.8</td>
</tr>
<tr>
<td>7-26-71</td>
<td>5.3</td>
<td>2.8</td>
<td>5.0</td>
</tr>
<tr>
<td>RESULTS</td>
<td>.5</td>
<td>.3</td>
<td>1.2</td>
</tr>
</tbody>
</table>
Betty's Lorge scores were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-67</td>
<td>6.0</td>
<td>4</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>3-71</td>
<td>9.0</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family.
2. Our family has made reading very important to me.
3. I read a lot now because I learned to read a lot at home.
4. Our family has always supplied reading material for me.
5. My family uses the library a lot.
6. My family treats me as an equal.
7. I can voice my opinion and I will be listened to by my family.
8. My family allows me to question their decisions.

Summary and Conclusions of Home Life

Betty seemed happy with her home and able to get along with all the members of her family. Although she claimed that her home had provided a good reading background, the home was
not well supplied with books or other reading material. The only magazine shown to the interviewer was a comic book. The home also had an old set of encyclopedias and an old dictionary. Betty did not seem to be very interested in reading and her attention span with regard to silent reading was very limited in the Reading Laboratory.

Betty's survey indicated she felt that her home had made reading important to her and supplied reading material. Although the interview revealed very few books in Betty's home, Betty did indicate she used the library a great deal more than in previous years. The conclusion would seem to be that Betty's home was not a positive influence for her reading, but the influence was beginning to change for the better.

III. Academic Achievement and Grades

**Student Survey - Attitude Toward Grades**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading.  
   1 2 3 4

2. I think grades are very important because they prove how well I have done.  
   1 2 3 4

3. My parents like when I get good grades.  
   1 2 3 4

4. I don't care if I get poor grades.  
   1 2 3 4

5. If grades were eliminated, I would be happier.  
   1 2 3 4
6. I liked reading because the teacher did not emphasize grades.

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1.2</td>
<td>1.0</td>
</tr>
<tr>
<td>8</td>
<td>1.0</td>
<td>1.2</td>
</tr>
<tr>
<td>9</td>
<td>1.5</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was interested in school work.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Did academic work.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Academic Achievement and Grades

Betty showed she agreed with the present system of grades by her responses on the attitude survey. Her success in school, indicated by her Grade Point Average, was not outstanding. Her teachers reported that she was not a highly motivated student. Betty's performance in the Reading Laboratory was consistent with these observations. Betty had many good intentions, but little resolve to finish her work. She had difficulty with academic subjects. Therefore, it seemed that despite her positive attitude toward the present grading system, she did not perform well within this system. Therefore, it would seem correct to assume that
Betty did not have a positive attitude toward school.

IV. **Self-Concept**

Student Survey - Attitude Toward Self

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I feel I am a person of worth at least on an equal plane with others.  
   1 2 3 4

2. All in all, I am inclined to feel that I am a failure.  
   1 2 3 4

3. I feel I do not have much to be proud of.  
   1 2 3 4

4. On the whole, I am satisfied with myself.  
   1 2 3 4

5. I am able to do things as well as most other people.  
   1 2 3 4

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

1. Was a behavioral problem.  
   1 2 3 4 1 2 3 4 1 2 3 4

2. Was defensive when corrected.  
   1 2 3 4 1 2 3 4 1 2 3 4

3. Acted out in class.  
   1 2 3 4 1 2 3 4 1 2 3 4

4. Showed a positive attitude toward self.  
   1 2 3 4 1 2 3 4 1 2 3 4

5. Showed respect for peers.  
   1 2 3 4 1 2 3 4 1 2 3 4

6. Sent to the office.  
   1 2 3 4 1 2 3 4 1 2 3 4
Summary and Conclusions of Self-Concept

Betty's attitude survey indicated she had a strong positive self-concept, but her teachers did not concur.

She was also observed in the Reading Laboratory as a student who did not exhibit a strong self-concept. Her relations with peers were always very strained since Betty was so unpredictable in her moods. Betty's few close friends seemed to be positive influences for her personality growth.

Betty's teachers reported that Betty was a behavioral problem. Misbehavior in class was a problem Betty had had from the seventh through the ninth-grades. In the Reading Laboratory Betty sometimes seemed to be overcoming the problem, but her efforts to improve were inconsistent.

In summary, Betty was seen by her teachers as a problem student who was defensive when corrected and was sometimes sent to the office to be disciplined. Her teacher agreed that she did not always show a positive attitude toward self and was not always respectful of her peers. Since a defensive attitude might indicate an anxiety about one's self-image, it would seem Betty did not have a strong self-concept. However, since she viewed herself in a positive light and since her performance in the Reading Laboratory showed signs of improving the conclusion would seem to be that Betty believed in her strong self-image. However, in her actions she indicated that she still had times of anxiety, a sign of
a poor self-concept.

V. Attitudes Toward Teachers

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me. 1 2 3 4
2. The teacher made me feel as if I was welcome in his class. 1 2 3 4
3. The teacher never put me down as a "loser" in class. 1 2 3 4
4. The teacher liked teaching reading. 1 2 3 4

Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Teachers

Betty was usually friendly toward the Program Director, but often strained these good relations by her moodiness. Some
days there was little that could be said to Betty because she would become very difficult to handle if corrected.

Her teachers seemed to indicate she was not always respectful. Her lack of trying to seek individual help from teachers might indicate that she did not trust teachers enough to ask for their help.

The attendance figures demonstrated a marked decrease in unexcused absences in the ninth grade. The conclusion would seem to be that Betty did not have a negative attitude toward teachers.
Case Study No. 2 - Al

I. Introduction

Al was age fifteen upon completion of the Reading Laboratory. He was a tall, thin boy who suffered from diabetes. He was accepted by a limited number of peers. Al appeared very devoted to his religion and often spoke about his religious work. While in the Reading Program, Al showed a great desire to improve, but appeared to be anxious about very minor errors in reading and writing.

Al lived at home with his father and mother, and one older brother and sister. His father was a machinist and his mother a housewife. The family moved to the junior high school district eight years ago from another area of Los Angeles County. The father and mother were both from the southeast United States. The average cost of homes in the area in which Al lived was $21,000.

Al was retained in the fourth grade. The reason was not apparent, but standardized test scores and teachers' comments indicated poor progress in academic work up to the fourth-grade.

Al's ninth-grade reading scores on the Nelson Reading Test, Form A and B were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-5-70</td>
<td>7.5</td>
<td>6.0</td>
<td>6.7</td>
</tr>
<tr>
<td>7-28-71</td>
<td>6.9</td>
<td>5.1</td>
<td>5.9</td>
</tr>
</tbody>
</table>

RESULTS - .6 - .9 - .8
II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family.  
2. Our family has made reading very important to me.  
3. I read a lot now because I learned to read a lot at home.  
4. Our family has always supplied reading material for me.  
5. My family uses the library a lot.  
6. My family treats me as an equal.  
7. I can voice my opinion and I will be listened to by my family.  
8. My family allows me to question their decisions.

Summary and Conclusions of Home Life

Al's home had a great deal of reading material visible. The family subscribed to the Los Angeles Times, Look Magazine and other publications. There were large shelves full of books in the home. A set of encyclopedias and two dictionaries were also available.
Because of all this reading material, the family's use of the library may have been considered unnecessary. Whatever the reason, Al's family did not use the library. Al held the only library card.

Al's reading habits in the Reading Laboratory reflected his familiarity with reading material. He was very fond of reading and attempted to read something every day he was in the laboratory.

The conclusion would seem to be that Al's home was a positive influence on his reading habits.

III. Grades

Student Survey - Attitude Toward Grades

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading. 1 2 3 4

2. I think grades are very important because they prove how well I have done. 1 2 3 4

3. My Parents like when I get good grades. 1 2 3 4

4. I don't care if I get poor grades. 1 2 3 4

5. If grades were eliminated, I would be happier. 1 2 3 4

6. I liked reading because the teacher did not emphasize grades. 1 2 3 4

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Grade</td>
<td>1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>9</td>
<td>2.7</td>
<td>3.1</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

1. Was interested in
   - 7th grade: 1 2 3 4
   - 8th grade: 1 2 3 4
   - 9th grade: 1 2 3 4

2. Did academic work.
   - 7th grade: 1 2 3 4
   - 8th grade: 1 2 3 4
   - 9th grade: 1 2 3 4

Summary and Conclusions of Academic Achievement and Grades

Al indicated he was pleased with the present grading system. This was evident in the Reading Laboratory. Whenever Al did work, he was concerned with grades he would receive.

All three of the teachers surveyed saw Al differently. There did not seem to be a relationship between Al's Grade Point Average for the different grades and his teachers' survey. In fact, when Al received his highest Grade Point Average, the final semester of the ninth-grade, he was given his lowest rating by a teacher for academic work attempted. Why this was so was not evident since Al's Grade Point Average would be considered high.

Although Al did seem to need grades to sustain his academic effort, as was shown by his traditional views on the survey, his performance in the Reading Laboratory seemed to indicate he could adapt himself to an almost non-graded situation. Even though the Reading Laboratory guaranteed a high grade, Al still read every day and joined in with all Reading Laboratory activities.
Since Al's attitude survey indicated no deviation from a standard approach to grades, and since Al's Grade Point Average was a little above average, and his teachers did not unanimously grade him low on the teacher survey, the conclusion would seem to be that Al had a positive attitude toward school.

IV. Self-Concept

Student Survey - Attitude Toward Self

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I feel I am a person of worth at least on an equal plane with others.  
   1 2 3 4

2. All in all, I am inclined to feel that I am a failure.  
   1 2 3 4

3. I feel I do not have much to be proud of.  
   1 2 3 4

4. On the whole, I am satisfied with myself.  
   1 2 3 4

5. I am able to do things as well as most other people.  
   1 2 3 4

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
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</thead>
<tbody>
<tr>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Summary and Conclusions of Self-Concept

Al's self-concept was strong. Al agreed with the statement "I feel I am a person of worth . . . ". There was unanimous agreement among the three teachers that Al was not a behavioral problem. Al's performance in the Reading Laboratory indicated he was able to sustain his philosophy of life despite other students' opinions. Although he did not fit in with most other students, who were inclined to criticize his religious beliefs, Al remained unchanged.

Al was not a behavioral problem in the Reading Laboratory nor in any other classes taught by the three teachers surveyed.

Since there seemed to be almost unanimous agreement among all the sources cited that Al demonstrated high self-esteem, the conclusion would seem to be that Al had a strong positive self-concept.

V. Attitude Toward Teachers

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me. 1 2 3 4

2. The teacher made me feel as if I was welcome in his class. 1 2 3 4
3. The teacher never put me down as a "loser" in class.
4. The teacher liked teaching reading.

### Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<tr>
<td>9</td>
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<td>0</td>
</tr>
</tbody>
</table>

### Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

1. Showed respect for teachers.
2. Sought individual help.

### Summary and Conclusions of Teachers

Al was a student who caused very few problems in class. His cooperation in class seemed to have been interpreted as a sign of respect for teachers. In Al's ninth-grade year, the teachers surveyed claimed Al sought very little individual help although the other two teachers claimed he sought a great deal of individual help.

Al did seem to be able to talk to and deal with teachers on a friendly, personal basis. In the Reading Laboratory, Al was not hesitant about asking favors of the Program Director. On a
number of occasions Al went on trips with the Director as his guest.

Al's attitude survey indicated he liked the Reading Laboratory program, and was considered by the three teachers surveyed to be respectful and ready to seek individual help. The attendance figures indicated Al did not try to stay away from school and the Reading Laboratory observation agreed with all this information. The conclusion seemed to be that Al had a positive attitude toward teachers.
Case Study No. 3 - Steve

I. Introduction

Steve, age fifteen, was not considered to be generally well-liked by his peers. His circle of friends seemed limited to his neighbors. He seemed to be in good health, but suffered from what seemed to be a slight curvature of the spine. This curvature might have been due to poor posture or physical defect. He did not often seem to be happy although he did join in most class activities. Steve often commented to the Program Director that he felt more time in the Reading Laboratory should be devoted to writing and spelling. His favorite books were ghost stories and murder mysteries.

Steve lived at home with his mother and father and one older brother. Steve's father was a self-employed remodeler and Steve and his older brother worked as apprentices in the business. On the occasion of the first interview, his father asked that Steve be given early release from school so he could work with him. During the summer Steve put in eight hours every day with his father.

Steve's ninth-grade reading scores were as follows: (Nelson Reading Test, Forms A and B).

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-14-70</td>
<td>9.4</td>
<td>6.1</td>
<td>8.2</td>
</tr>
</tbody>
</table>
The following standardized scores are presented as a substitute to the Lorge scores. The author found this necessary to do because many scores including the Lorge scores were missing from Steve's school cumulative folder.

Standard (9/67) -

<table>
<thead>
<tr>
<th></th>
<th>Gr.</th>
<th>WM</th>
<th>PM</th>
<th>TR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.0</td>
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<td>5.6</td>
<td>5.6</td>
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</table>

ITED (Spring '71) -

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<tr>
<th></th>
<th>Gr.</th>
<th>Voc.</th>
<th>Com.</th>
<th>USI</th>
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<tbody>
<tr>
<td></td>
<td>9.0</td>
<td>39</td>
<td>192</td>
<td>26</td>
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</table>

II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family. 1 2 3 4

2. Our family has made reading very important to me. 1 2 3 4

3. I read a lot now because I learned to read a lot at home. 1 2 3 4

4. Our family has always supplied reading material for me. 1 2 3 4

5. My family uses the library a lot. 1 2 3 4

6. My family treats me as an equal. 1 2 3 4
7. I can voice my opinion and I will be listened to by my family.

8. My family allows me to question their decisions.

Summary and Conclusions of Home Life

Steve's attitude survey indicated his family was partially helpful in developing reading habits. He was relatively a good reader and it would seem that the supply of reading material at home helped him. From the interview, it was made evident that the parents had not made reading very important to Steve, as they seemed to be more interested in talking about Steve's future in his father's remodeling business than they were about his reading.

The father and mother claimed almost complete ignorance about the Reading Laboratory. They did remember seeing the complimentary notices sent home, but had no idea of the connection between the Reading Laboratory and the notices.

Steve himself was very helpful in the interview. After his parents had their say about Steve's working ability, they excused themselves. Steve then began to answer questions about his reading habits with a genuine enthusiasm that he had rarely show at any previous times. The family subscribed to the Los Angeles Times; National Geographics; Field and Stream; Sports Afield; and Outdoor Life. There were no encyclopedias and only one dictionary
III. **Academic Achievement and Grades**

**Student Survey - Attitude Toward Grades**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading. 1 2 3 4
2. I think grades are very important because they prove how well I have done. 1 2 3 4
3. My parents like when I get good grades. 1 2 3 4
4. I don't care if I get poor grades. 1 2 3 4
5. If grades were eliminated, I would be happier. 1 2 3 4
6. I liked reading because the teacher did not emphasize grades. 1 2 3 4

**Grade Point Average**

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2.4</td>
<td>2.7</td>
</tr>
<tr>
<td>8</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>9</td>
<td>3.1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Teachers' Survey**

Key: 1-never; 2-sometimes; 3-many times; 4-always

1. Was interested in school work. 1 2 3 4 1 2 3 4
2. Did academic work.  

Summary and Conclusions of Academic Achievement and Grades

Steve's attitude survey indicated that he would like to see grades eliminated. This fits into Steve's total personality, for he was very blasé about school and exhibited a "take it or leave it" attitude. When something interested Steve he was very eager to learn, however, he rarely showed an aggressive, competitive spirit for grades. Steve, as his survey indicated, was realistic enough to know, however, that grades did count.

Steve's teachers' surveys showed that he was not very motivated to work and supported what was observed in the Reading Laboratory. Steve was a rather unique student in that he could find life mildly amusing and could sit back and laugh at it once in a while.

IV. Self-Concept

Student Survey - Attitude Toward Self

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree.

1. I feel I am a person of worth at least on an equal plane with others.  

   1 2 3 4

2. All in all, I am inclined to feel that I am a failure.  

   1 2 3 4

3. I feel I do not have much to be proud of.  

   1 2 3 4

4. On the whole, I am satisfied with myself.  

   1 2 3 4
5. I am able to do things as well as most other people.  

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Acted out in class.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Sent to the office.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Self-Concept

Steve was not considered a behavioral problem in Reading Laboratory, an observation that was supported by his seventh and ninth-grade teachers.

Steve's self-concept survey indicated he had a strong self-image and for the most part, projected this image to his teachers. Steve had an aloofness about him that seemed to be an attitude born of his very confident self-image. Little that his peers did to him or around him could bother Steve. He spoke up when he felt his opinion should be heard and allowed little room for compromise.
Oftentimes, race problems of America were discussed in the Reading Laboratory. Although Steve never seemed to change his attitude toward the problems throughout the whole year, he did begin to show more tolerance for other people's views.

V. **Teacher**

_Student Survey - Attitude Toward Teacher of the Program_

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me. 1 2 3 4
2. The teacher made me feel as if I was welcome in his class. 1 2 3 4
3. The teacher never put me down as a "loser" in class. 1 2 3 4
4. The teacher liked teaching reading. 1 2 3 4

_Attendance Figures_

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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<td>?</td>
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<td>9</td>
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_Teacher Survey_

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
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<th>7th</th>
<th>9th</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>Showed respect for teacher.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>Sought individual help.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
Summary and Conclusions of Attitude Toward Teachers

Steve indicated he very much enjoyed the Reading Laboratory. Since he was not known for his displays of emotion this strong agreement can be seen as a very positive attitude. It was surprising that he answered this way because he had been one of the Reading Laboratory's leading critics. Steve felt it was too easy and did not supply the writing and spelling skills' lessons offered by a "regular" English class.

The attendance figures are misleading because they did not indicated that Steve's absenteeism frequently occurred on days when group testing would take place. His cumulative folder shows many incomplete test scores. During the ninth-grade he managed to miss all or parts of group tests. Steve even stated he had plans for days of announced group testing. In Reading Laboratory when Steve was given the choice between written or oral evaluation he would choose oral evaluation.
I. Introduction

Jim was fifteen years old and had very poor peer relations. Jim had physical qualities which fellow students made fun of, such as enlarged facial features and poor coordination. His mother told the interviewer of a short, but violent, history of convulsions in 1963. Jim also had had special training classes which his mother claimed were detrimental to him. Jim scored 63 on the Benet I.Q. (1962) and two years later scored 64 on the same test. Jim had attended four elementary schools; two before special training started and two after, although the family had not moved in the past ten years.

Jim lived at home with his mother and father, one older brother, one older sister and one younger sister. His father was a machinist and his mother worked in a machine shop. Their home was located among homes costing an average of $28,000.

Jim's ninth-grade reading scores on the Nelson Reading Test, Form A and B were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-19-70*</td>
<td>4.8</td>
<td>4.8</td>
<td>5.0</td>
</tr>
<tr>
<td>8-18-71</td>
<td>8.6</td>
<td>6.2</td>
<td>7.9</td>
</tr>
<tr>
<td>RESULTS</td>
<td>3.8</td>
<td>1.4</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Jim's Lorje scores were as follows:

<table>
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<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
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<tbody>
<tr>
<td>Spring, '71</td>
<td>9.0</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

*This test's validity was doubtful. At the request of the mother, the test was administered by the older sister without the interviewer being present.

II. **Home Life**

**Student Survey - Attitude Toward Home**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family.  
2. Our family has made reading very important to me.  
3. I read a lot now because I learned to read a lot at home.  
4. Our family has always supplied reading material for me.  
5. My family uses the library a lot.  
6. My family treats me as an equal  
7. I can voice my opinion and I will be listened to by my family.  
8. My family allows me to question their decisions.
Summary and Conclusions of Home Life

Jim indicated on his survey that he liked his home and family very much. Jim, his older sister, younger sister and his mother were the only family members present at the interview. Because Jim had been in special education classes in elementary school, there might have been former home visits by teachers, which had offended the male members of the family. When the men came into the house, Jim's mother attempted an introduction, but they walked away and ignored the extended hand of the interviewer.

A comparison of Jim's attitude survey and what Jim's mother told the interviewer clearly showed a contradiction. Jim claimed the library was used a lot, but Jim's mother said no one had a library card or ever used the library. Jim claimed he had been supplied reading material, but Jim's mother said there were only a few books, one old set of encyclopedias, and a subscription to the Herald Examiner.

The influence of home in Jim's reading, according to his survey, seemed to be all positive. However, the contradictions noted above along with what seemed to be a negative attitude toward educators by the men in the family, may have been a negative influence on Jim's reading improvement.

III. Academic Achievement and Grades

Student Survey - Attitude Toward Grades
Key: 1 - strongly agree; 2 - agree; 3 - disagree; 4 - strongly disagree

1. I like the grades I received in reading.  
2. I think grades are very important because they prove how well I have done.  
3. My parents like when I get good grades.  
4. I don't care if I get poor grades.  
5. If grades were eliminated, I would be happier.  
6. I liked reading because the teacher did not emphasize grades.

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1.5</td>
<td>1.7</td>
</tr>
<tr>
<td>8</td>
<td>1.1</td>
<td>1.0</td>
</tr>
<tr>
<td>9</td>
<td>1.5</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1 - never; 2 - sometimes; 3 - many times; 4 - always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was interested in school work.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Did academic work.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Academic Achievement and Grades

Since Jim had such a learning disability, his grades and school work were understandably poor. He seemed to have a
sincere interest in school and was always very quiet and attentive in the Reading Laboratory. He was frequently observed looking at and reading different publications without the teacher helping to direct his choice. He also accomplished work in reading textbooks without a great deal of direction.

The teacher surveys, except for that of the eighth grade teacher, seemed to indicate the teachers understood Jim's learning disability and did not expect a great deal from him.

IV. Self-Concept

Student Survey - Attitude Toward Self

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I feel I am a person of worth at least on an equal plane with others. 1 2 3 4

2. All in all, I am inclined to feel that I am a failure. 1 2 3 4

3. I feel I do not have much to be proud of. 1 2 3 4

4. On the whole, I am satisfied with myself. 1 2 3 4

5. I am able to do things as well as most other people. 1 2 3 4

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

7th 8th 9th

1. Was a behavioral problem. 1 2 3 4 1 2 3 4 1 2 3 4
2. Was defensive when corrected.  
3. Acted out in class.  
4. Showed a positive attitude toward self.  
5. Showed respect for peers.  
6. Sent to the office.

Summary and conclusions of Self-Concept

Jim's responses to all the survey statements showed him to have a strong self-image. However, Jim's answer to item number five of the Student Survey was not realistic. Because Jim had a low I.Q. and physical handicaps, he was not able to do things as well as his peers.

The teachers surveyed found Jim not to be a behavioral problem. In the Reading Laboratory, Jim was a cooperative student and never caused any trouble. After the eighth-grade teacher had commented on items two, four and five of the Teachers' Survey, she was further questioned by the Program Director and revealed that she had had no prior knowledge that Jim's I.Q. was only 63 (Benet, 1964). This ignorance seemed to lessen the importance of her response.

Jim's survey indicated he had a strong self-image. The teachers (ignoring the eighth-grade teacher's responses) generally agreed he was not a behavioral problem, showed a positive attitude
toward self and respected his peers. These results led to the conclusion that Jim had a strong self-image despite his handicaps. He also seemed to have learned to adapt to the regular classroom without causing unusual behavioral problems.

V. Attitudes Toward Teachers

**Student Survey - Attitude Toward Teacher of the Program**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly to me. 1 2 3 4

2. The teacher made me feel as if I was welcome in his class. 1 2 3 4

3. The teacher never put me down as a "loser" in class. 1 2 3 4

4. The teacher liked teaching reading. 1 2 3 4

**Attendance Figures**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
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</tr>
</thead>
<tbody>
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<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>0</td>
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</table>

**Teacher Survey**

Key: 1-never; 2-sometimes, 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
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</thead>
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<tr>
<td>1. Showed respect for</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>teachers.</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Sought individual</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>help.</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Summary and Conclusions of Attitude Toward Teachers

Jim's attitude survey did not seem contradicted by anything recorded or observed in the Reading Laboratory. He was very friendly with the Program Director and even commented once or twice that he was very happy that he had the Reading Laboratory to look forward to every day.

Jim's attitude survey indicated he was positive about the Reading Laboratory Program. His attendance figures showed regular attendance at school. The teachers surveyed indicated that Jim always respected teachers but seldom sought individual help. The observations of Jim in the Reading Laboratory were consistent with the above findings. Therefore, the conclusion would seem to be that Jim had a positive attitude toward teachers.
I. Introduction

Jeff was, at the conclusion of the ninth grade, fifteen years old. Relatively speaking, Jeff was more physically mature than his peers and excelled in athletics. Jeff had a long history of remedial visual aid. Jeff's parents had had him attend a reading center run by a private firm. This firm claimed Jeff had a muscular problem with his eyes which did not allow him to develop a focal point. Jeff claimed this school to be a "real waste" of time. When questioned, the parents were vague as to who first diagnosed this problem. The parents reported that a doctor recently had Jeff doing eye, body coordination exercises.

Although Jeff was physically big and had been relatively bigger than his peers throughout earlier grades, he had many notes of emotional immaturity recorded in his cumulative folder. One recurring problem noted in the records was that he cried a great deal because he felt alone. Jeff scored an I.Q. of 101 on the WISC at age 9. Jeff went to public school for the first through fourth grades (recommended for retention in fourth grade) and a Baptist day school for fourth and fifth-grade. Jeff was retained in the third-grade.

Jeff lived at home with his mother, father and two younger sisters. One younger sister was scheduled to enter the Reading Laboratory the following year. Jeff's father was a foreman in a
printing company. Jeff's family had recently moved from an area where houses cost an average of $21,000 to $28,000.

Jeff's reading scores are as follows according to the Nelson Reading Test, Form A (1971) and the Gates Reading Test (1970).

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-3-70</td>
<td>4.8 (Rate 5.8)</td>
<td>3.1</td>
<td>4.6</td>
</tr>
<tr>
<td>8-18-71</td>
<td>4.3</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>RESULTS</td>
<td>.5</td>
<td>.2</td>
<td>.8</td>
</tr>
</tbody>
</table>

Jeff's Lorge scores were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring '71</td>
<td>9.0</td>
<td>11</td>
<td>45</td>
<td>25</td>
</tr>
</tbody>
</table>

II. Home Life

**Student Survey - Attitude Toward Home**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family.  
   1 2 3 4

2. Our family has made reading very important to me.  
   1 2 3 4

3. I read a lot now because I learned to read a lot at home.  
   1 2 3 4

4. Our family has always supplied reading material for me.  
   1 2 3 4

5. My family uses the library a lot.  
   1 2 3 4
6. My family treats me as an equal. 1 2 3 4

7. I can voice my opinion and I will be listened to by my family. 1 2 3 4

8. My family allows me to question their decisions. 1 2 3 4

Summary and Conclusions of Home Life

Jeff appeared to be very fond of his family. He showed a great respect for his father. When Jeff answered the statement, "My family treats me as an equal", he strongly agreed and added that the family as a group chose their new home and the area.

Jeff did not feel his opinion was always listened to.

Jeff's family had many books, magazines (Cycle, Time, Reader's Digest), two sets of encyclopedias and two dictionaries in the home. Jeff did not read a great deal. The family used the library but not a lot. His mother and sister claimed they had enough reading material around home.

Jeff's reading ability seemed severely impaired by a problem of undetermined origin. Despite this problem, Jeff was always reading the more interesting publications dealing with motorcycles. Jeff preferred to read in a group of two or three of his best friends.

III. Grades

Student Survey - Attitude Toward Grades

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree
1. I like the grades I received in reading.
2. I think grades are very important because they prove how well I have done.
3. My parents like when I get good grades.
4. I don't care if I get poor grades.
5. If grades were eliminated, I would be happier.
6. I liked reading because the teacher did not emphasize grades.

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2.1</td>
<td>2.5</td>
</tr>
<tr>
<td>8</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>2.8</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

1. Was interested in school work.
2. Did academic work.

Summary and Conclusions of Academic Achievement and Grades

Jeff was seen by his other teachers very much the same way as he appeared in the Reading Laboratory. Jeff was interested most of the time in school but his interest did not always cen-
ter around school work. His desire to do academic work was not intense. Jeff usually did what was necessary to get by. It would seem Jeff's biggest problem was that he was never able to meet a challenge. He seemed to be able to do things very well at times but would give up very quickly when extra effort was necessary. In the entire time the Program Director coached Jeff in track and football Jeff really only performed to his utmost twice. This attitude would seem to have been reflected in his reading ability as well.

IV. Self-Concept

Student Survey - Attitude Toward Self

Key: 1—strongly agree; 2—agree; 3—disagree; 4—strongly disagree

1. I feel I am a person of worth at least on an equal plane with others.  
   1 2 3 4

2. All in all, I am inclined to feel that I am a failure.  
   1 2 3 4

3. I feel I do not have much to be proud of.  
   1 2 3 4

4. On the whole, I am satisfied with my-
   self.  
   1 2 3 4

5. I am able to do things as well as most other people.  
   1 2 3 4
Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Acted out in class.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Sent to the office.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusion of Self-Concept

Jeff indicated on his attitude survey that he had a strong self-image. The fact that he was rated by his teachers as sometimes being a behavioral problem was not surprising. Jeff seemed to have a certain type of deafness when it came to modulating his voice in class. Jeff was as boisterous in class as he was on an athletic field. What was most difficult to accept as a normal action of Jeff's was his sudden movement from one position in the classroom to another. If Jeff saw a magazine on the rack that he wanted, he would run to the rack with little regard for other students or desks in the way.
V. Teacher

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strong agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me.  
   1 2 3 4
2. The teacher made me feel as if I was welcome in his class.  
   1 2 3 4
3. The teacher never put me down as a "loser" in class.  
   1 2 3 4
4. The teacher liked teaching reading.  
   1 2 3 4

Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Showed respect for teachers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Sought individual help.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Attitudes Toward Teachers

Jeff was very positive about items one and three only. It was hard to understand why Jeff did not feel as positive about being welcome in the Reading Laboratory. Half way through the year,
Jeff had a conflict with a teacher and was advised to find another class. Jeff asked the Program Director to take him into the Reading Laboratory as a student aid. This meant Jeff had Reading Laboratory twice a day. Possibly, Jeff felt the acceptance as a student aid was something he deserved. Whatever the reason, the student survey along with the teachers' survey indicated Jeff did not always find teachers, including the Program Director, easy to approach. Jeff seemed to have found school much more attractive in the ninth grade than he did in the seventh and eighth grades. His attendance figures for the ninth grade indicated he never missed school while he did not mind missing ten days in both seventh and eighth grade.
Case Study No. 6 - Ron

I. Introduction

Ron was age fifteen at the conclusion of the ninth grade. He participated in football and wrestling and was accepted by his peers. His health seemed to be good. He did not readily contribute to conversations, and the Program Director did not have a great deal of success in communicating with Ron at first. Late in the year, Ron felt he could work more freely with the Director and communications improved.

Ron, an only child, lived at home with his mother and father. The home in which they lived was located among other homes averaging $28,000 in price. Ron's father worked at an airplane factory.

Ron had attended a private Catholic school in the fifth and sixth grades. The family then moved to the junior high school area in time for Ron to enroll in the seventh grade.

Ron's ninth grade reading scores on the Nelson Reading Test, Form A and B were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-5-70</td>
<td>7.5</td>
<td>7.2</td>
<td>7.2</td>
</tr>
<tr>
<td>7-28-71</td>
<td>9.0</td>
<td>8.3</td>
<td>8.7</td>
</tr>
<tr>
<td>RESULTS</td>
<td>1.5</td>
<td>1.1</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Ron's Lorge Scores were as follows:
II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family. 1 2 3 4
2. Our family has made reading very important to me. 1 2 3 4
3. I read a lot now because I learned to read a lot at home. 1 2 3 4
4. Our family has always supplied reading material for me. 1 2 3 4
5. My family uses the library a lot. 1 2 3 4
6. My family treats me as an equal. 1 2 3 4
7. I can voice my opinion and I will be listened to by my family. 1 2 3 4
8. My family allows me to question their decisions. 1 2 3 4

Summary and Conclusions of Home Life

Ron indicated on his attitude survey that he was happy with his home and family, but that he did not receive emphasis on reading from his home. He did seem to contradict previous responses when he claimed he read a lot because he had learned to read at home.
The magazines in Ron's home were *Better Homes and Gardens*, *Reader's Digest*, *Outdoor* and *Surfer*. The family subscribed to all of the above, plus the *Herald Examiner* newspaper. During the interview, it was observed that mostly paperback novels were found in the home. The house also had a set of encyclopedias and a dictionary.

These facts seem to lead to the conclusion that, although Ron felt his home was not a positive influence on his reading habits, there were reasons to conclude that the home did offer some positive influence.

III. **Academic Achievement and Grades**

**Student Survey - Attitude Toward Grades**

Key: 1 - strongly agree; 2 - agree; 3 - disagree; 4 - strongly disagree

1. I like the grades I received in reading. 1 2 3 4
2. I think grades are very important because they prove how well I have done. 1 2 3 4
3. My parents like when I get good grades. 1 2 3 4
4. I don't care if I get poor grades. 1 2 3 4
5. If grades were eliminated, I would be happier. 1 2 3 4
6. I liked reading because the teacher did not emphasize grades. 1 2 3 4

**Grade Point Average**
### Teacher Survey

**Key:** 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2.1</td>
<td>3.0</td>
</tr>
<tr>
<td>8</td>
<td>2.4</td>
<td>2.5</td>
</tr>
<tr>
<td>9</td>
<td>3.8</td>
<td>3.1</td>
</tr>
</tbody>
</table>

#### Summary and Conclusions of Academic Achievement and Grades

Ron's responses to items five and six on the attitude study made Ron's attitude toward grades unusual. Since Ron agreed he would like to see grades eliminated, it was difficult to understand why he disagreed with the Reading Laboratory's lack of emphasis on grades. Ron's other responses reflected a traditional view toward grades.

Ron maintained a high Grade Point Average throughout his three years in junior high school. His highest Grade Point Average was in the first semester of the ninth grade when he earned a 3.8 average.

Ron was observed in the Reading Laboratory as almost always interested in reading. He especially enjoyed motorcycle, sports, and surfer magazines.
From the data gathered, the conclusion would seem to be that Ron had a positive attitude toward school.

### IV. Self-Concept

#### Student Survey - Attitude Toward Self

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel I am a person of worth at least on an equal plane with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. All in all, I am inclined to feel that I am a failure.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. I feel I do not have much to be proud of.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. On the whole, I am satisfied with myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I am able to do things as well as most other people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Teacher Survey

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Acted out in class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Summary and Conclusions of Self-Concept

Ron saw himself as having a positive self-attitude. Ron's teachers also reported that he almost always showed a positive self-attitude. Ron was also noted by his teachers to always have showed respect for his peers.

He was furthermore never considered a behavioral problem by his teachers or by the Program Director.

The facts seemed to indicate that Ron did have a positive self-concept.

V. Attitude Toward Teacher

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-strongly disagree; 4-disagree

1. The teacher was friendly toward me. 1 2 3 4

2. The teacher made me feel as if I was welcome in his class. 1 2 3 4

3. The teacher never put me down as a "loser" in class. 1 2 3 4

4. The teacher liked teaching reading. 1 2 3 4

Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed respect for teachers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sought individual help.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Attitude Toward Teacher

Ron's attitude survey indicated he agreed with the way the Reading Program was operated. He did not, for some reason, strongly agree that he was made to feel welcome in the Reading Program.

Ron's attendance figures indicated regular attendance over the three years in junior high school.

Ron's teachers indicated that Ron always respected teachers, but seldom sought individual help.

These facts seemed to point to the conclusion that Ron had a positive attitude toward teachers.
Case Study No. 7 - Chris

I. Introduction

Chris was age fifteen when he completed the ninth grade. Chris moved into the junior high school area in the Fall of 1970. As the year progressed, he began to make friends and was generally accepted by his peers. Because of a kidney ailment he had had since age four, he was slow to involve himself in school activities. By the time baseball season arrived, though, he had received his doctor's permission to enter active sports. According to his parents, this was the first time in a long while that he had been allowed to participate in active, organized sports.

One of Chris's major interests was his guitar and the musical group to which he belonged. This group made frequent appearances at the local dances. Chris also sang for the group.

In Chris's cumulative folder there were a great many days of absenteeism recorded because of his kidney ailment. One teacher's comment in the cumulative folder stated that he had four operations for this ailment. Early school years were marred by bladder functions that were irregular and caused incontinence. The cumulative folder indicated time away from class was always necessary for Chris so he could take medication. He had been retained in the third grade.

Chris lived at home with his mother, father, one older brother, one older sister and one younger brother. Their home
was among homes that cost, on the average, $25,000. Chris's father was an aerospace engineer and his mother was a housewife. Both parents were very concerned about Chris's reading ability. During the interview, both mother and father talked about the Reading Laboratory Program and the good things it had done for Chris. However, they both said they would like to see the classics of literature introduced through the Reading Laboratory.

Chris's ninth grade reading scores on the Nelson Reading Test, Forms A and B, were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-4-70</td>
<td>8.5</td>
<td>6.3</td>
<td>7.5</td>
</tr>
<tr>
<td>7-27-71</td>
<td>7.3</td>
<td>5.5</td>
<td>6.8</td>
</tr>
<tr>
<td>RESULTS</td>
<td>-1.2</td>
<td>-.8</td>
<td>-.7</td>
</tr>
</tbody>
</table>

Chris's early Lorge scores were unavailable. The following represented only the ninth grade results.

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring '71</td>
<td>9.0</td>
<td>21</td>
<td>29</td>
<td>25</td>
</tr>
</tbody>
</table>

II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family.  1 2 3 4

2. Our family has made reading very important to me.  1 2 3 4
3. I read a lot now because I learned
to read a lot at home.

4. Our family has always supplied
reading material for me.

5. My family uses the library a lot.

6. My family treats me as an equal.

7. I can voice my opinion and I will
be listened to by my family.

8. My family allows me to question
their decisions.

Summary and Conclusions of Home Life

Chris's survey indicated he was happy at home. His family
seemed to be a cohesive unit that enjoyed each other's company.
During the school year, Chris gave the Director no reason to believe
his home was a cause of any unhappiness to him.

Chris indicated his home provided him with ample reading
material, that he learned to read a lot at home and that his family
made reading important to him. During the interview it was noted
that the home did have a large book collection and that the parents
emphasized how much they cared about good reading habits for their
children. The home contained many magazines, novels, encyclopedias, and dictionaries. The family subscribed to Life, Sports Illustrated, Boy's Life, and the Los Angeles Times newspaper.
The conclusion appeared to be that the home provided a positive influence for Chris to improve his reading.

III. Academic Achievement and Grades

Student Survey - Attitude Toward Grades

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading. 1 2 3 4
2. I think grades are very important because they prove how well I have done. 1 2 3 4
3. My parents like when I get good grades. 1 2 3 4
4. I don't care if I get poor grades. 1 2 3 4
5. If grades were eliminated, I would be happier. 1 2 3 4
6. I liked reading because the teacher did not emphasize grades. 1 2 3 4

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
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<td>2.8</td>
</tr>
<tr>
<td>9</td>
<td>3.0</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

1. Was interested in school work. 1 2 3 4 1 2 3 4
2. Did academic work. 1 2 3 4 1 2 3 4

Summary and Conclusions of Academic Achievement and Grades

Chris's attitude survey indicated nothing unusual about his attitude toward the present grading system. He did indicate reading was liked because the teacher did not emphasize grades. When Chris first entered the Reading Laboratory, he was quite skeptical that he would receive a high grade just for showing effort to improve. By the end of the course, he was very much in favor of the policy.

Chris, after he transferred to the junior high school, attained his highest grade average for junior high school. His previous Grade Point Averages were slightly above average, but in the ninth grade he received 3.0 and 3.3 averages. A contradiction appeared in the fact that, although the teachers surveyed did not agree that Chris was always interested in school work, the Director observed just the opposite while in the Reading Laboratory. Chris was anxious to succeed and consistently did individual reading or joined in with class activities.

The conclusion would seem to be that Chris had a positive attitude toward school, but his daily attitude in classrooms other than the Reading Laboratory did not impress teachers that he was working to his full potential.

IV. Self-Concept

Student Survey - Attitude Toward Self
Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I feel I am a person of worth at least
   on an equal plane with others. 1 2 3 4

2. All in all, I am inclined to feel that
   I am a failure. 1 2 3 4

3. I feel I do not have much to be proud of. 1 2 3 4

4. On the whole, I am satisfied with myself. 1 2 3 4

5. I am able to do things as well as most
   other people. 1 2 3 4

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Acted out in class.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Sent to the office.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusion of Self-Concept

On his attitude survey, Chris saw himself as having a positive self-concept, generally convinced of his abilities and assured that he was a person of worth.

The teachers surveyed claimed he was not a totally
cooperative student and that, when corrected, was somewhat defensive. However, he was never sent to the office for disciplining. This was surprising because in the Reading Laboratory Chris was completely cooperative and did not react defensively when corrected.

The teachers claimed Chris did not show a positive attitude all of the time. They did indicate he respected his peers. However, in the Reading Laboratory Chris appeared as an individual with a strong positive self concept who always respected his peers.

Chris might have seemed defensive when corrected because he was a new student and could have been confused or frightened by his new surroundings. Although he was sometimes considered a behavioral problem, the fact that he was never sent to the office and did not act out in class would seem to lead to the conclusion that he had a positive attitude toward self. Although this self concept was not fully developed, Chris did believe in his own worthiness. This would seem to indicate he was on his way to developing a stronger positive self concept.

V. Teacher

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me. 1 2 3 4
2. The teacher made me feel as if I was welcome in his class.

3. The teacher never put me down as a "loser" in class.

4. The teacher liked teaching reading.

Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Unavailable in records</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th>9th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Showed respect for teachers</td>
<td>1 2 3 4 1 2 3 4</td>
</tr>
<tr>
<td>2. Sought individual help.</td>
<td>1 2 3 4 1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Teachers

Chris agreed that he liked the Reading Laboratory's approach to treating students. His lack of strong agreement with item number one on his attitude survey might have some connection with the teachers' surveys which indicated that he frequently sought individual help. As a transfer student who seemed to have difficulty in approaching new teachers he might not have felt very close to the Program Director at first. However, later in the year he did begin to approach the Director on a more casual
basis.

The conclusion would seem to be that Chris did have a positive attitude toward teachers but his newness to the school probably restrained him from displaying his positive attitude.
Case Study No. 8 - Dwight

I. Introduction

Dwight was fifteen years old at the completion of the ninth grade. Dwight had many athletic abilities and because of his height, six foot, two inches, he almost exclusively dwelled on the hope of becoming a professional basketball player. This professional sports goal preoccupied his reading, conversation, and free time.

Dwight was well liked by his peers. Dwight's mother remarried when he was nine. Dwight was legally adopted by his stepfather.

Dwight's mother did not work. His father was a property man at a movie studio and was a partner in a senior citizen mobile home park. The household was made up of Dwight's mother, father, two younger brothers, and one younger sister.

Dwight's ninth grade reading scores on the Nelson Reading Test, Form A and B, are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-4-70</td>
<td>6.1</td>
<td>4.0</td>
<td>5.2</td>
</tr>
<tr>
<td>8-18-71</td>
<td>5.4</td>
<td>4.8</td>
<td>5.1</td>
</tr>
<tr>
<td>RESULTS</td>
<td>-7</td>
<td>.8</td>
<td>-.1</td>
</tr>
</tbody>
</table>

Dwight's Lorge scores were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/67</td>
<td>6.0</td>
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<td>11</td>
<td>9</td>
</tr>
<tr>
<td>5/71</td>
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<td>19</td>
<td>27</td>
<td>23</td>
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<td>RESULTS</td>
<td>26</td>
<td>26</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family.  
2. Our family has made reading very important to me.  
3. I read a lot now because I learned to read a lot at home.  
4. Our family has always supplied reading material for me.  
5. My family uses the library a lot.  
6. My family treats me as an equal.  
7. I can voice my opinion and I will be listened to by my family.  
8. My family allows me to question their decisions.

Summary and Conclusions of Home Life

Dwight indicated by his answers on the attitude survey that his reading habits were not fully developed by his family. The family had some reading material available for Dwight at home. There was an old set of encyclopedias in the home and some sports
books. The newspaper was purchased every day. Dwight indicated he was very happy with his home life.

In the Reading Laboratory he was a very industrious reader of all sports materials. This was understandable since his life revolved around athletics.

Dwight's reading ability appears to be poor but he had a good attitude toward attempting to improve.

III. Academic Achievement and Grades

Student Survey - Attitude Toward Grades

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading. 1 2 3 4
2. I think grades are very important because they prove how well I have done. 1 2 3 4
3. My parents like when I get good grades. 1 2 3 4
4. I don't care if I get poor grades. 1 2 3 4
5. If grades were eliminated, I would be happier. 1 2 3 4
6. I liked reading because the teacher did not emphasize grades. 1 2 3 4

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2.3</td>
<td>2.6</td>
</tr>
<tr>
<td>8</td>
<td>2.5</td>
<td>2.8</td>
</tr>
<tr>
<td>9</td>
<td>3.1</td>
<td>3.5</td>
</tr>
</tbody>
</table>
**Teacher's Survey**

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was interested in school work.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Did academic work.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

**Summary and Conclusions of Academic Achievement and Grades**

As Dwight's Grade Point Average indicated, he achieved despite his poor reading ability. This overachievement is symbolic of his desire to always improve.

Dwight's responses on the attitude survey are consistent with the facts. Because he did well in the traditionally graded classroom, it would seem only natural he would agree with the survey statements.

With the exception of the eighth-grade teacher, the teachers surveyed saw Dwight as a student who wanted to learn.

Dwight's performance in the Reading Laboratory was consistent with his overall academic achievement. Dwight was a student who wanted to do well.

**IV. Self-Concept**

Student Survey - Attitude Toward Self

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree
1. I feel I am a person of worth at least on an equal plane with others 1 2 3 4

2. All in all, I am inclined to feel that I am a failure. 1 2 3 4

3. I feel I do not have much to be proud of. 1 2 3 4

4. On the whole, I am satisfied with myself. 1 2 3 4

5. I am able to do things as well as most other people. 1 2 3 4

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Acted out in class</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Sent to the office</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Dwight saw himself as a person of worth. This strong self-concept is what Dwight exhibited almost all the time in the Reading Laboratory. On the teacher surveys, the eighth-grade teacher was the only one who saw Dwight less than very sure of himself. The other two teachers surveyed agreed with Dwight's
assessment of himself.

Dwight's reaction to item number four was consistent with his desire to improve. He had told the Director on different occasions that he was sure the way to be successful was never to be entirely satisfied with your progress.

Dwight had no record of being a discipline problem in class. This was agreed to by the teachers surveyed.

V. **Attitude Toward Teachers**

**Student Survey - Attitude Toward Teacher of the Program**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me. 1 2 3 4

2. The teacher made me feel as if I was welcome in his class. 1 2 3 4

3. The teacher never put me down as "loser" in class. 1 2 3 4

4. The teacher liked teaching reading. 1 2 3 4

**Attendance Figures**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5</td>
<td>-0-</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>-0-</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>-0-</td>
</tr>
</tbody>
</table>

**Teacher Survey**

Key: 1-never; 2-sometimes; 3-many times; 4-always
Summary and Conclusions of Attitude Toward Teachers

Dwight was seen as a student who got along with his teachers. His responses on the attitude survey indicated this was true in the Reading Laboratory. The Program Director often found Dwight eager to enter into a conversation. This same ability to communicate was noted by the seventh and ninth-grade teachers. The eighth-grade teacher did not feel Dwight respected him or sought individual help. The fact that the teacher graded Dwight down on the above statements may indicate a personality conflict between Dwight and the teacher.

The Program Director found Dwight to have an exceptional attitude toward academic achievement, but was never able to pinpoint his problem with reading. All things being equal, Dwight is seen to have a chance to continue to succeed in school.
Case Study No. 9 - Mike

I. Introduction

Mike was fifteen years old when he concluded the ninth grade. Mike had very poor peer relations. He was physically small and did not seem to be able to sustain physical activities for any length of time. However, his health report showed no record of any present or past ailments.

Mike lived with his stepmother, real father, two real sisters and two half-sisters. His father was a spare parts analyst for an electronics firm.

The interview was conducted with Mike's stepmother since his father was not at home. His stepmother did not find time to stop and talk, but continued to load the dishwasher as she spoke. When Mike's stepmother was asked about what she knew of the reading program, she said she had heard nothing about it. The interviewer noticed Mike did not use the word "Mother," but addressed his stepmother as "Pat." Some new furniture was delivered the same day as the interview and Mike referred to it as "their new furniture" because "they" just received some money. Later his stepmother said "they got" Mike when he was eleven years old. When asked if the family recently moved from North Carolina, (Mike's cumulative folder had North Carolina as the place from which he transferred) the stepmother said the "kids" might have, but "we" lived in Florida. These seemingly contradictory
statements were not explained to the interviewer, nor did the cumulative folder give any meaningful explanation. Mike entered his first California school during the sixth grade, the school year 1967-68.

Mike's ninth-grade reading scores on the Nelson Reading Test, Form A and B were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-4-70</td>
<td>6.7</td>
<td>8.7</td>
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</tr>
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<td>7-28-71</td>
<td>8.5</td>
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<td>7.8</td>
</tr>
<tr>
<td>RESULTS</td>
<td>1.8</td>
<td>-2.5</td>
<td>.7</td>
</tr>
</tbody>
</table>

Mike's Lorge scores were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
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<td>Spring, 71</td>
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<td>43</td>
<td>31</td>
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</tbody>
</table>

II. **Home Life**

**Student Survey - Attitude Toward Home**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family.  
   1 2 3 4

2. Our family has made reading very important to me.  
   1 2 3 4

3. I read a lot now because I learned to read a lot at home.  
   1 2 3 4

4. Our family has always supplied reading material for me.  
   1 2 3 4

5. My family uses the library a lot.  
   1 2 3 4
6. My family treats me as equal.

7. I can voice my opinion and I will be listened to by my family.

8. My family allows me to question their decisions.

Summary and Conclusions of Home Life

Mike indicated on his attitude survey that his family did not make reading important to him. He also indicated his family did not use the library a lot. However, in spite of this, Mike claimed that his home supplied enough reading material for him.

From what was observed during the interview and from what information was supplied by Mike's stepmother, Mike's claim that his home supplied him with reading material was true. There was a set of encyclopedias, a dictionary, a subscription to Popular Science and a subscription to the Herald Examiner newspaper. Also noted by the interviewer were assorted magazines in the living room.

The conclusion would seem to be that Mike's home was not totally a negative influence in the development of his reading habits. The lack of motivation from the family to read would be a negative influence, but the presence of books would be a positive influence for better reading habits.

III. Academic Achievement and Grades

Student Survey - Attitude Toward Grades
Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading. 1 2 3 4
2. I think grades are very important because they prove how well I have done. 1 2 3 4
3. My parents like when I get good grades. 1 2 3 4
4. I don't care if I get poor grades. 1 2 3 4
5. If grades were eliminated, I would be happier. 1 2 3 4
6. I liked reading because the teacher did not emphasize grades. 1 2 3 4

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1.7</td>
<td>1.9</td>
</tr>
<tr>
<td>8</td>
<td>1.8</td>
<td>2.5</td>
</tr>
<tr>
<td>9</td>
<td>2.6</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary and Conclusions of Academic Achievement and Grades

As the student survey indicated, Mike was highly grade conscious. This was evident in the Reading Laboratory because
he was always concerned about what grade he was going to get. He seemed to read only when he thought a good grade would result. Mike's teachers saw him as being interested in school work. This interest in school work was also a factor in motivating his daily work in the Reading Laboratory. His reading habits gradually improved as a result of his application to school work.

Mike was very reward oriented and thought up several new ways of earning money (script) used in the Reading Laboratory.

The improvement in Mike's Grade Point Average from seventh to ninth grade seemed to be an indication of the quality of school work he was accomplishing. This, along with the studious attitude noted by his ninth-grade teacher, seemed to indicate a marked improvement in Mike's overall academic achievement.

IV. Self-Concept

Student Survey - Attitude Toward Self

Key: 1 - strongly agree; 2 - agree; 3 - disagree; 4 - strongly disagree

1. I feel I am a person of worth at least on an equal plane with others. 1 2 3 4

2. All in all, I am inclined to feel that I am a failure. 1 2 3 4

3. I feel I do not have much to be proud of. 1 2 3 4

4. On the whole, I am satisfied with myself. 1 2 3 4

5. I am able to do things as well as most other people. 1 2 3 4
Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Acted out in class.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Sent to the office.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Self-Concept

Mike indicated on his attitude survey that he had a strong positive self-concept. His responses did not introduce any unusual factors.

The teachers surveyed indicated Mike was somewhat of a behavioral problem in the seventh and ninth-grades, although they never had to send him to the office. These same teachers indicated they perceived Mike to have shown, most of the time, a positive attitude toward self and respect for his peers.

Mike presented the image in the Reading Laboratory of a student who wanted to appear self-assured, but had to try too hard to maintain this image. Mike was seldom a behavioral problem in the Reading Laboratory and seldom did not respect his peers.
From the fact that Mike was not usually a behavioral problem and that he did exhibit a positive attitude most of the time, it seemed correct to conclude that Mike's self-image of himself was a positive one.

V. Attitudes Toward Teachers

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me. 1 2 3 4
2. The teacher made me feel as if I was welcome in his class. 1 2 3 4
3. The teacher never put me down as a "loser" in class. 1 2 3 4
4. The teacher liked teaching reading. 1 2 3 4

Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Showed respect for teachers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Sought individual help.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
Summary and Conclusions of Teachers

Mike seemed to have limited his progress in the Reading Laboratory because he did not avail himself of extra help from the teacher. This pattern of not seeking help seemed to have prevailed in his other classes also, according to the teachers surveyed.

His cooperation in the Reading Laboratory seemed to have stemmed partially from his liking for the Program Director. Mike was seen by his teachers as being respectful although this did not seem to encourage him to seek individual help from them.

Mike's regular attendance over the three years in junior high school seemed to indicate a strong interest in school.

Mike's responses to the attitude survey indicated he liked the program's approach as he agreed to all of the statements to some degree. Along with the results of the teacher's surveys, the facts seemed to indicate Mike had a somewhat positive attitude toward teachers.
**Case Study No. 10 - Rick**

I. **Introduction**

Rick was sixteen years old at the conclusion of the ninth grade because he was retained in the third grade. Rick did not show any signs of illness past or present. He was a very mature boy for his age. His peer relations were good, but most students were still not Rick's mental age and therefore did not seek his friendship. Since he worked at a gas station on a graveyard shift, there were many times when Rick slept in the Reading Laboratory because he was so tired. Rick's standardized scores showed him to be an average learner (CTMM, 10/64).

Rick lived with his mother and father. His older brother was married. Rick's father was a truck driver. The family moved to a mobile home park in the summer of 1970. During the interview only Rick's mother was present. She kept emphasizing to the interviewer that this was their first trailer. Rick's mother appeared to have a curved spine and a deformity of the mouth, none of which she referred to. Rick's mother indicated at least three times that his father was out of work.

Rick had a tremendous interest in mechanics. The interviewer was given a lengthy view and explanation of a newly installed sound system in Rick's car.

Rick's ninth grade reading scores on the Nelson Reading
Test, Form A and B were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-2-70</td>
<td>5.8</td>
<td>2.8</td>
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</tr>
<tr>
<td>7-27-71</td>
<td>4.7</td>
<td>3.0</td>
<td>4.5</td>
</tr>
</tbody>
</table>

RESULTS: -1.1 .2 -.1

Rick's Lorge scores were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring '71</td>
<td>9.0</td>
<td>6</td>
<td>17</td>
<td>11</td>
</tr>
</tbody>
</table>

II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family. 1 2 3 4
2. Our family has made reading very important to me. 1 2 3 4
3. I read a lot now because I learned to read a lot at home. 1 2 3 4
4. Our family has always supplied reading material for me. 1 2 3 4
5. My family uses the library a lot. 1 2 3 4
6. My family treats me as an equal. 1 2 3 4
7. I can voice my opinion and I will be listened to by my family. 1 2 3 4
8. My family allows me to question their decisions. 1 2 3 4
Summary and Conclusions of Home Life

Although Rick's family may have made reading very important to Rick, his performance in the Reading Laboratory proved he had little practice or success with reading. The lack of reading skill appeared to have been greatly influenced by the family's lack of reading material around the house and the apparent neglect of library training.

Rick seemed to like home, although he was not given a voice in family affairs. Rick must have liked the treatment he received at home (items six, seven and eight on Student Survey) because he claimed home was a good place to be.

Rick's mother said they did not have a dictionary, set of encyclopedias, subscription to any magazines and only subscribed to the local newspaper. She also indicated that Rick borrowed a lot of motorcycle and car magazines from neighbors. His father, according to Rick's mother, had been demanding Rick to read all the printed material connected with the mechanical repairs he did.

Rick's attitude survey seemed to indicate he had little positive influence from home to develop good reading habits. This conclusion is partially supported through the interview. However, it is contradicted by the mother's concern for reading and the father's help.

III. Academic Achievement and Grades

Student Survey - Attitude Toward Grades
Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading. 1 2 3 4
2. I think grades are very important because they prove how well I have done. 1 2 3 4
3. My parents like when I get good grades. 1 2 3 4
4. I don't care if I get poor grades. 1 2 3 4
5. If grades were eliminated, I would be happier. 1 2 3 4
6. I liked reading because the teacher did not emphasize grades. 1 2 3 4

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2.1</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>2.5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

1. Was interested in school work. 1 2 3 4 1 2 3 4 1 2 3 4
2. Did academic work. 1 2 3 4 1 2 3 4 1 2 3 4

Summary and Conclusions of Academic Achievement and Grades

In the Reading Laboratory, Rick showed interest to learn. However, Rick's interest rose and fell according to the subject
matter under discussion. Rick truly could sustain his attention if
the subject at hand was one of interest to him. Rick indicated
that he would be happier if grades were eliminated. It was pos-
sible that he would have been the type of student who would do
well under a credit/non-credit system.

Rick seemed to have impressed his teachers with his inte-
rest to succeed in school. Because Rick was such a poor reader,
his success might not have always been as great as his interest
in school work. The teachers indicated a variety of reactions as
to Rick's completion of academic work. It was interesting to note
that the ninth-grade teachers surveyed rated Rick low on academic
work done, yet this was the year Rick achieved his highest Grade
Point Average.

Rick's survey did not indicate general agreement with
grades since he indicated he would have liked grades eliminated.
Rick's Grade Point Average for every year except the ninth grade
was a "C". Rick's teachers seemed to show a deterioration of
interest in school and academic work he accomplished. The Read-
ing Laboratory observation was that Rick enjoyed the low-keyed
approach to learning. The conclusion would seem to indicate that
Rick would like school a great deal more if grades were forgotten
and he could then only learn what interested him. Therefore, it
would seem Rick had a positive attitude toward school.
IV. Self-Concept

Student Survey - Attitude Toward Self

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I feel I am a person of worth at least
   on an equal plane with others.  
   1 2 3 4

2. All in all, I am inclined to feel that
   I am a failure.  
   1 2 3 4

3. I feel I do not have much to be proud of.  
   1 2 3 4

4. On the whole, I am satisfied with myself.  
   1 2 3 4

5. I am able to do things as well as most
   other people.  
   1 2 3 4

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Acted out in class.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Sent to the office.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
Summary and Conclusions of Self-Concept

Rick showed, through his comments on the attitude survey that he had a strong self-concept. This same image was presented to the Program Director in the Reading Laboratory. His teachers surveyed indicated that they did not always see a positive self-attitude. Rick's seventh and eighth grade teachers possibly only saw him during his formative stages.

In the seventh and eighth grade, Rick must have caused trouble because the teachers indicated this. However, the ninth-grade teacher surveyed indicated he had settled down. This was proven true in the Reading Program because Rick was never a behavior problem there.

Of the one hundred and forty students in the Reading Laboratory, only two students could be considered exceptionally mature individuals and Rick was one of these two. Rick was a student who stood head and shoulders above most others. His personal maturity was so obvious to other students they had an understood policy of only speaking with Rick when they had to. He was friendly and was treated decently by his peers, but he simply did not fit into their group. On the occasion of the interview at the trailer park where Rick lived with his parents, the interviewer met what seemed to be a good friend of Rick's. This friend was a twenty-three year old male. As the conversation developed, it was obvious that this older friend allowed Rick to
lead the conversation. As different topics emerged in the conversation, it was also apparent that the older boy showed admiration for Rick's opinions.

In conclusion, Rick had a positive self-image as seen by himself, the Reading Laboratory, and his ninth grade teacher.

V. Attitude Toward Teachers

**Student Survey - Attitude Toward Teacher of the Program**

Key: 1 - strongly agree; 2 - agree; 3 - disagree; 4 - strongly disagree

1. The teacher was friendly toward me.  
2. The teacher made me feel as if I was welcome in his class.  
3. The teacher never put me down as a "loser" in class.  
4. The teacher liked teaching reading.

**Attendance Figures**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>23</td>
<td>0</td>
</tr>
</tbody>
</table>

**Teacher Survey**

Key: 1 - never; 2 - sometimes; 3 - many times; 4 - always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Showed respect for teachers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
2. Sought individual help.

Summary and Conclusions of Teachers

Rick had indicated that he did not think the Program Director was friendly toward him. This was very difficult to reconcile with his response that indicated he was made to feel welcome in the class. Also, from what was observed in the Reading Laboratory, Rick's reaction to the Program Director seemed to be very positive. Many times Rick would only find energy enough to sit at his desk and sleep. The Director knew of Rick's work schedule at a gasoline station, so little was said to bother Rick when he slept. When class ended, Rick would half-apologize and half-thank the Director for understanding.

Rick's eighty-one absences during the three years he was in junior high, twenty-three during the ninth-grade year, would seem to indicate Rick did not care if he missed school. Rick's comments during the year in Reading Laboratory indicated he had no real desire to come to school.

Rick's teachers seemed to indicate that Rick was anxious to do well in school, but he very seldom sought individual help. This most directly indicated how Rick got through school. He showed interest, but did not put out any real effort to learn.

Rick's attitude survey indicated he agreed with the Reading Program except that he felt the teacher was not friendly toward him. Rick's excessive number of absences seemed to
indicate he did not care if he missed school. The teachers surveyed indicated Rick showed them respect, but he did not approach them for individual help. The Reading Laboratory observation of Rick was that he was respectful to the teacher and agreed with the Program. The conclusion would seem to be he did not have a negative attitude toward teachers.
Case Study No. 11 - Michelle

I. Introduction

Michelle, age fifteen, was an attractive young lady but was not considered to be among the most sought-after students for a full-time friend. This may have been because she had moved into the junior high school at the beginning of the 1970-71 school year and did not have a chance to make many friends. Michelle was a very quiet girl compared to her peers. She enjoyed reading and often became very excited over a new book she had discovered in the Reading Laboratory. She liked reading so much that she enrolled in the 1971 Summer School Reading Program in the secondary school district to which she belonged.

Michelle lived at home with her mother, stepfather, and four younger sisters. The mother and girls had moved from Orange, New Jersey, a number of years ago after Michelle's father had left home. Michelle's mother had recently remarried. Her mother, a European, is a secretary and her stepfather, a Canadian, is a bank teller.

Michelle's reading scores according to the Nelson Reading Test were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-28-71</td>
<td>8.6</td>
<td>5.4</td>
<td>7.4</td>
</tr>
</tbody>
</table>

Michelle's Lorge scores were only given for the ninth
grade because the district she transferred from did not give the
Lorge Examination.

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring '71</td>
<td>9.0</td>
<td>16</td>
<td>13</td>
<td>14</td>
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</tbody>
</table>

II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family.
2. Our family has made reading very important to me.
3. I read a lot now because I learned to read a lot at home.
4. Our family has always supplied reading material for me.
5. My family uses the library a lot.
6. My family treats me as an equal.
7. I can voice my opinion and I will be listened to by my family.
8. My family allows me to question their decisions.

Summary and Conclusions of Home Life

In Michelle's attitude survey she indicated that her family not only made reading important to her, but also supplied materials for reading and tried to teach her to read at home. When
Michelle's mother first visited the Reading Laboratory, she confirmed this same attitude. Her mother claimed she would not allow a television in the home, so the children would do more reading.

Michelle liked to read a lot in the Reading Laboratory. Her reading interest usually lay in girls' romance stories. Michelle would always enjoy the time of interviews because she delighted in telling the Program Director what she read and related the reading to movies she had seen.

Michelle's mother was definite about how Michelle should act and what clothes she would allow her to wear. This seems to be corroborated in the attitude survey in which Michelle said she was not allowed to question decisions at home or allowed to voice her opinion.

Her mother claimed that they subscribed to the Reader's Digest; however, not to a newspaper. Other magazines purchased were Campus, Life and assorted teen magazines. They did not have a set of encyclopedias, nor did they own a dictionary.

III. Grades

Student Survey - Attitude Toward Grades

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading: 1 2 3 4

2. I think grades are very important because they prove how well I have done: 1 2 3 4
3. My parents like when I get good grades.  
4. I don't care if I get poor grades.  
5. If grades were eliminated, I would be happier.  
6. I liked reading because the teacher did not emphasize grades.  

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1.6</td>
<td>1.4</td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td>2.1</td>
</tr>
<tr>
<td>9</td>
<td>2.0</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th>9th</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Was interested in school work.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Did academic work.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Academic Achievement and Grades

Michelle indicated on her survey that she was in favor of the present grading used in many schools. Her dislike for poor grades, her parents' liking of good grades, and her other answers concerning grades were very much reflected in the way Michelle thought and acted in Reading Laboratory. When she had first entered the Reading Laboratory, she was preoccupied with how to get a good grade.
Michelle's answer on item number six is interesting. She claimed she did not like the Reading Laboratory because the teacher did not emphasize grades, but it was evident from her actions and comments during the year that she really did enjoy the Reading Laboratory. It seemed that Michelle's disagreement with statement number four indicated that she liked the Reading Laboratory, but not because grades were de-emphasized.

Michelle's grade point average, along with the teachers' survey of her, seems to indicate Michelle really liked school, but did insufficient work to earn good grades. In the Reading Laboratory this was also true. Michelle would always be willing to sit and read but never wanted to do any written work.

IV. **Self-Concept**

_Student Survey - Attitude Toward Self_

Key: 1 - strongly agree; 2 - agree; 3 - disagree; 4 - strongly disagree

1. I feel I am a person of worth at least
   on an equal plane with others.  1 2 3 4

2. All in all, I am inclined to feel that I am a failure.  1 2 3 4

3. I feel I do not have much to be proud of.  1 2 3 4

4. On the whole, I am satisfied with myself.  1 2 3 4

5. I am able to do things as well as most other people.  1 2 3 4
Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

1. Was a behavioral problem. 1 2 3 4
2. Was defensive when corrected. 1 2 3 4
3. Acted out in class. 1 2 3 4
4. Showed a positive attitude toward self. 1 2 3 4
5. Showed respect for peers. 1 2 3 4
6. Sent to the office. 1 2 3 4

Summary and Conclusions of Self-Concept

Michelle indicated a strong self-concept. Her survey and the teachers' survey claim she was never a behavioral problem and almost always showed a positive self-concept. Michelle exhibited these qualities in Reading Laboratory. She never caused trouble and always showed outstanding respect for peers.

From what the interview revealed, Michelle has developed a strong self-concept because of the family she comes from. The sisters and mother have a European background which seems to have instilled in Michelle a certain amount of independence and pride.

V. Teacher

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree
1. The teacher was friendly toward me.
2. The teacher made me feel as if I was welcome in his class.
3. The teacher never put me down as a "loser" in class.
4. The teacher liked teaching reading.

Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>not available</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>not available</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>-0-</td>
<td>-0-</td>
</tr>
</tbody>
</table>

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th>9th</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Showed respect for teachers.</td>
</tr>
<tr>
<td>2.</td>
<td>Sought individual help.</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Attitude Toward Teacher

From Michelle's attitude survey and her teachers' surveys, it is easy to see how positive she was in her relations with her teachers. It was proven true in Reading Laboratory that Michelle could easily get along with students and teachers. Once during the year, Michelle encountered a conflict with another teacher which concerned her very much. She would mention the incident often. While in the Reading Laboratory she indicated a willingness to submit to any just decision by the Director.
Case Study No. 12 - Pete

I. Introduction

At the conclusion of the ninth grade, Pete was sixteen years old. He was a healthy young man who was athletically inclined. Pete lived at home with his father, mother, and two older sisters. In many conversations with Pete during the Reading Laboratory Program, the Program Director noted a deep respect on Pete's part for his father. The father held three jobs: He was a full-time law enforcement officer, a part-time employee in an airplane factory, and a security guard on weekends. Both sisters held full-time jobs and Pete held a part-time job as a bus boy. Pete's major interest was in gardening and he had totally landscaped many yards in the two and a half years the Program Director knew him.

Pete's parents were very cooperative during the interview, and supplied much information. However, in his cumulative folder were many comments by teachers that claimed the family gave little help to Pete and refused to show up for teacher-parent conferences. The family moved the year that Pete's grade school recommended that he be retained in the sixth grade. When the family moved to the new area, Pete was promoted to seventh grade, despite the previous district's recommendation.

Pete's records indicated many days of absenteeism. He was absent a total of 352 days in his first nine years of formal
education.

The parents made a point to tell the interviewer of Pete's very proud acceptance of his commendations sent home as part of the Reading Laboratory Program (See description of Program, Self-Concept, pp.

Pete's ninth grade reading scores on the Nelson Reading Test, Form A and B, were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-3-70</td>
<td>4.2</td>
<td>2.7</td>
<td>3.5</td>
</tr>
<tr>
<td>6-27-71</td>
<td>2.9</td>
<td>3.3</td>
<td>3.1</td>
</tr>
<tr>
<td>RESULTS</td>
<td>-1.3</td>
<td>.6</td>
<td>-.4</td>
</tr>
</tbody>
</table>

Pete's Lorge scores were unavailable. The following DAT scores were substituted.

<table>
<thead>
<tr>
<th>Date</th>
<th>VR</th>
<th>NA</th>
<th>SE</th>
<th>MR</th>
<th>ABS</th>
<th>SR</th>
<th>CL</th>
<th>SP</th>
<th>VRNA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969-70</td>
<td>30</td>
<td>5</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>25</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Explanatory Note

In the case study on Pete, two seventh grade teacher surveys were presented. These surveys were both related to Pete's performance in the seventh grade and were filled out by one teacher. The teacher felt there was a distinct difference between Pete as he was in the first few months of the seventh grade compared to the final months of the year and wanted the survey to reflect this difference.
II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family. 1 2 3 4
2. Our family has made reading very important to me. 1 2 3 4
3. I read a lot now because I learned to read a lot at home. 1 2 3 4
4. Our family has always supplied reading material for me. 1 2 3 4
5. My family uses the library a lot. 1 2 3 4
6. My family treats me as an equal. 1 2 3 4
7. I can voice my opinion and I will be listened to by my family. 1 2 3 4
8. My family allows me to question their decisions. 1 2 3 4

Summary and Conclusions of Home Life

Pete indicated on the attitude survey that his family had attempted to foster good reading habits. The fact that Pete had only achieved a third grade reading ability did not reflect much success for these parental attempts. Pete's problem with reading was a very difficult one. The Reading Specialist who had dealt with Pete for two years before he entered the Reading Laboratory seemed to feel that Pete had a dyslexia problem. The Program
Director gave Pete more individual help than any other student; yet Pete's net gain was always reversed by the time the next day's instruction began. The Reading Specialist also claimed that Pete's mother had told him of a professionally administered brain wave test, but the results were not made available to the reading staff.

The type of reading material in Pete's home, according to the parents, included a wide variety of novels and books on do-it-yourself projects. There was no set of encyclopedias, two dictionaries, no magazine subscriptions and only infrequently bought copies of Life magazine kept around the house. The parents claimed that they belonged to two book clubs.

Pete indicated on the attitude survey that he liked his home and family. This same attitude was noted when he made comments to the Program Director about his parents and sister.

Pete's attitude survey indicated that his home made reading important and contained plenty of reading material. These indications were confirmed by the Program Director's observations and the interviewer's observations. Therefore, it would seem correct to conclude that Pete's home exerted a positive influence for good reading habits.

III. Grades

Student Survey - Attitude Toward Grades

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading. 1 2 3 4
2. I think grades are very important because they prove how well I have done.  
3. My parents like when I get good grades. 
4. I don't care if I get poor grades. 
5. If grades were eliminated, I would be happier. 
6. I liked reading because the teacher did not emphasize grades. 

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>unavailable</td>
<td>1.3</td>
</tr>
<tr>
<td>8</td>
<td>1.6</td>
<td>0.7</td>
</tr>
<tr>
<td>9</td>
<td>1.6</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th (1)</th>
<th>7th (2)</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was interested in school work.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Did academic work.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Academic Achievement and Grades

Pete indicated on his attitude survey that he was in agreement with the present grading system.

His Grade Point Average was very low for all three years of junior high school. His teachers confirmed that his interest in
school work and his accomplishment of academic work bordered on the two lowest possible ratings.

Pete's performance in the Reading Laboratory followed the pattern indicated by his teachers and his low Grade Point Average. He spent most of his time in Reading Laboratory listening to tapes, straightening files, running errands or working on a one-to-one basis with the Program Director. Very seldom would he read. The only independent work he ever did in the Laboratory was to listen to records, make a collage, or do reading exercises from an adult programmed reading text.

In summary, because Pete's Grade Point Average was so low, because his teachers rated him so low on the teacher surveys and because his observed behavior in the Reading Laboratory was consistent with these findings, it would seem that Pete had a negative attitude toward school. However, Pete indicated that he did like the Reading Laboratory because it did not emphasize grades. Possibly this approach could be successfully used for further attempts at learning by Pete.

IV. Self-Concept

Student Survey - Attitude Toward Self

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I feel I am a person of worth at least on an equal plane with others.  

1 2 3 4
2. All in all, I am inclined to feel
   that I am a failure.  
   
3. I feel I do not have much to be proud of.  
4. On the whole, I am satisfied with myself.  
5. I am able to do things as well as most other people.  

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

    7th (1)  7th (2)  8th  9th
1. Was a behavioral problem.  
   1 2 3 4  1 2 3 4  1 2 3 4  1 2 3 4 
2. Was defensive when corrected.  
   1 2 3 4  1 2 3 4  1 2 3 4  1 2 3 4 
3. Acted out in class.  
   1 2 3 4  1 2 3 4  1 2 3 4  1 2 3 4 
4. Showed a positive attitude toward self.  
   1 2 3 4  1 2 3 4  1 2 3 4  1 2 3 4 
5. Showed respect for peers.  
   1 2 3 4  1 2 3 4  1 2 3 4  1 2 3 4 
6. Sent to the office.  
   1 2 3 4  1 2 3 4  1 2 3 4  1 2 3 4 

Summary and Conclusions of Self-Concept

On his attitude survey, Pete indicated he had a strong positive self-concept.

On the teachers' surveys, Pete was rated as a behavioral problem. His seventh grade teacher indicated Pete went from
"never" being a behavioral problem to "many times," all within a very few months. The seventh grade teacher rated Pete as showing a positive attitude toward self "many times" during the early months of the year, but "never" as the school year progressed. Pete's respect for teachers showed the same drastic change. In the eighth and ninth grade years this same pattern seemed to have persisted according to the teachers' ratings.

Pete's attitude in the Reading Laboratory was very much that described by the other teachers. One difference observed in the Reading Laboratory and the teachers' comments was that it was not necessary to send Pete to the office at any time during the school year 1970-71. Pete was in the Reading Laboratory officially twice a day, but many times made unexpected visits because teachers would release him from their classes and Pete would come to the Laboratory usually just to sit and talk.

Pete indicated he felt he had a strong self-image. Pete's teachers claimed he was a behavioral problem and was very defensive when corrected. This was also true of his behavior in the Reading Laboratory. These indications would seem to lead to the conclusion that Pete had a poor self-concept.

V. Teacher

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me. 1 2 3 4
2. The teacher made me feel as if I was welcome in his class.  
   \[\begin{array}{c}
   1 & 2 & 3 & 4 \\
   \end{array}\]

3. The teacher never put me down as a "loser" in class.  
   \[\begin{array}{c}
   1 & 2 & 3 & 4 \\
   \end{array}\]

4. The teacher liked teaching reading.  
   \[\begin{array}{c}
   1 & 2 & 3 & 4 \\
   \end{array}\]

**Attendance Figures**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>unavailable</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>23</td>
<td>0</td>
</tr>
</tbody>
</table>

**Teacher Survey**

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th (1)</th>
<th>7th (2)</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Showed respect for teachers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Sought individual help.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

**Summary and Conclusions of Attitude Toward Teachers**

Pete's attendance figures were possibly the most surprising statistics in this section of the case study. Although he was absent a total of 352 days in his first nine years of school, his cumulative folder gave no reason for the many days missed. During the ninth grade, Pete underwent surgery for a hernia which would account for some of the twenty-three days absent that year.
Pete indicated on the attitude survey that he liked the Reading Program. His one response on this segment of the survey which was not in total agreement was item number one.

The eighth and ninth grade teachers indicated Pete was a student who seldom respected teachers and who seldom sought individual help. These ratings gained more significance when they were compared to the seventh grade teacher's responses which rated him as "always" respecting teachers and "many times" seeking individual help.

Pete was absent many days in his school career, and received low ratings on the two more current teachers' surveys. Pete did indicate that he agreed with the Reading Program and the Director's approach to teaching reading. Therefore, the data seemed to lead to the conclusion that Pete had a negative attitude toward some teachers.
Case Study No. 13 - Paul

I. Introduction

Paul was age fifteen at the conclusion of the ninth grade and was small in stature compared to his male peers. He was well-liked by all his peers and was never observed in a depressed or unhappy mood. He seemed very healthy and there was no record of past health problems.

Paul's main interest, outside of football and baseball, was motorcycles.

Paul lived at home with his father, mother, and one older brother. His father was a law enforcement officer and his mother a housewife. Pete's home was located in an area where the average home cost was $22,000.

Paul was one of the few reading students in the Reading Laboratory who performed well on reading tests, but did poorly in the classroom.

Paul's ninth grade reading scores were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-2-70*</td>
<td>10.3 (reading rate, 8.2)</td>
<td>7.2</td>
<td>8.6</td>
</tr>
<tr>
<td>7-28-71**</td>
<td>8.5</td>
<td>6.2</td>
<td>7.8</td>
</tr>
</tbody>
</table>

* The Gates Reading Test was used to arrive at this reading score.

**The Nelson Reading Test, Form B, was used to arrive at this reading score.

Inasmuch as the complete Lorge scores are not available,
the DAT scores are presented:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10-67</td>
<td>6.0</td>
<td>101</td>
<td></td>
<td>not available</td>
</tr>
<tr>
<td>Fall '69</td>
<td>8.0</td>
<td>35th</td>
<td>45th</td>
<td>40th</td>
</tr>
</tbody>
</table>

II. Home Life

Student Survey - Attitude Toward Home

Key: 1 - strongly agree; 2 - agree; 3 - disagree; 4 - strongly disagree

1. I like home and my family.  1 2 3 4
2. Our family has made reading very important to me.  1 2 3 4
3. I read a lot now because I learned to read a lot at home.  1 2 3 4
4. Our family has always supplied reading material for me.  1 2 3 4
5. My family uses the Library a lot.  1 2 3 4
6. My family treats me as an equal.  1 2 3 4
7. I can voice my opinion and I will be listened to by my family.  1 2 3 4
8. My family allows me to question their decisions.  1 2 3 4

Summary and Conclusions of Home Life

Paul was very critical of his home reading background, although he was apparently satisfied by his home life in general.
6. I liked reading because the teacher did not emphasize grades.

Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tbody>
<tr>
<td>7</td>
<td>1.8</td>
<td>1.8</td>
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<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>9</td>
<td>2.5</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Academic Achievement and Grades

Paul's Grade Point Average seemed to indicate that he did not perform well in class. The three teachers surveyed indicated that they did not consider him to be a highly motivated student. The ninth grade teacher felt Paul was never interested in school work, and never did academic work.

In the Reading Laboratory Paul only sat down and read when he found a magazine or book that greatly interested him. His academic work seemed to depend on how interested he was in the material at hand.

These observations seemed to lead to the conclusion that Paul had a negative attitude toward school.
During the interview it was noted that the home did not contain much reading material. Two magazines were observed, *Life* and *Look*. The family subscribed to the *Herald Examiner*. An old set of encyclopedias and an old dictionary were presented when the interviewer questioned Paul's mother about available reading material.

Paul was observed to be a student who had above average skills but whose interest in reading was only noticeable when he found material he liked.

Paul indicated he liked his home and family but did not receive much emphasis on reading from home. Paul was observed by the Director to read with above average reading skills. These facts seemed to lead to the conclusion that Paul's home contributed only slightly toward positive attitudes toward reading habits.

III. **Academic Achievement and Grades**

**Student Survey - Attitude Toward Grades**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading. 1 2 3 4

2. I think grades are very important because they prove how well I have done. 1 2 3 4

3. My parents like when I get good grades. 1 2 3 4

4. I don't care if I get poor grades. 1 2 3 4

5. If grades were eliminated, I would be happier. 1 2 3 4
IV. Self-Concept

Student Survey - Attitude Toward Self

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I feel I am a person of worth at least on an equal plane with others. 1 2 3 4

2. All in all, I am inclined to feel that I am a failure. 1 2 3 4

3. I feel I do not have much to be proud of. 1 2 3 4

4. On the whole, I am satisfied with myself. 1 2 3 4

5. I am able to do things as well as most other people. 1 2 3 4

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Acted out in class.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Sent to the office.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
Summary and Conclusions of Self Concept

Paul saw himself as a person with a strong self-concept, but was substantiated only by his seventh grade teacher. The eighth and ninth grade teachers did not feel that Paul had so strong a self-concept.

Paul was seen by his teachers to be only somewhat of a behavior problem. He did not act out a great deal in class and was seldom sent to the office.

Paul's teachers claimed he did not always demonstrate a positive attitude toward self, nor did he always respect his peers.

V. Attitude Toward Teachers

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me.  
2. The teacher made me feel as if I was welcome in his class.  
3. The teacher never put me down as a "loser" in class.  
4. The teacher liked teaching reading.

Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
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</thead>
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<td>7</td>
<td>16</td>
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<td>8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
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<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Showed respect for teachers.</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sought individual help</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Attitude Toward Teachers

Paul indicated he liked the Reading Program and the Program Director's approach to reading. This attitude was demonstrated in the Reading Laboratory by the fact he not only was a student in the Laboratory for one period but spent an additional period there as a student aide.

The teachers surveyed seemed to indicate that Paul's respect for teachers declined between the seventh grade year and the ninth grade year. Paul was seen by these same teachers as seldom seeking individual help.

The attendance figures revealed Paul was more regular in his attendance during the ninth grade.

These surveys and Paul's attendance figures did not seem to indicate any specific trend that would show how Paul felt toward teachers. It seemed evident he liked the Reading Laboratory Director, but showed little respect for his other teachers.
I. Introduction

Ken was sixteen years old and was physically well built. He had been retained in the fourth grade which accounted for the fact that he was almost a year older than his peers. In general, Ken's attitude toward school was good. He always seemed to put forth effort to improve in school and worked hard at whatever he tried to do.

Ken's I.Q. was measured by the S.I.T. at 73 when the Program Director administered this test in 1971.

Ken also seemed to be behind in social maturation for many of his friends were underclassmen who seemed to enjoy his immature behavior.

Ken lived with his mother, stepfather, younger brother and sister. His mother told the interviewer that Ken's father had left the family when Ken was only six years old. His stepfather had held many jobs, the last as head of a construction site where new homes were being built. Ken's mother worked at a film processing plant. She and the stepfather seemed to spend little time at home together because of the hours they worked.

Ken held a job at a local restaurant. His chief interests were motorcycles and cars. He had previously been in special reading classes, special education programs and had been tutored for reading.
Ken's ninth grade reading scores on the Nelson Reading Test, Forms A and B were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Vocabulary</th>
<th>Paragraph Comprehension</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>1970</td>
<td>6.3</td>
<td>4.1</td>
<td>5.4</td>
</tr>
<tr>
<td>1971</td>
<td>6.9</td>
<td>3.1</td>
<td>5.1</td>
</tr>
<tr>
<td>RESULTS</td>
<td>.6</td>
<td>-1.0</td>
<td>-.3</td>
</tr>
</tbody>
</table>

Ken's Lorge scores were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Verbal %</th>
<th>Non-Verbal %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring '71</td>
<td>9.0</td>
<td>9</td>
<td>12</td>
<td>11</td>
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</tbody>
</table>

II. Home Life

Student Survey - Attitude Toward Home

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like home and my family. 1 2 3 4
2. Our family has made reading very important to me. 1 2 3 4
3. I read a lot now because I learned to read a lot at home. 1 2 3 4
4. Our family has always supplied reading material for me. 1 2 3 4
5. My family uses the library a lot. 1 2 3 4
6. My family treats me as an equal. 1 2 3 4
7. I can voice my opinion and I will be listened to by my family. 1 2 3 4
8. My family allows me to question their decisions.

Summary and Conclusions of Home Life

According to Ken's attitude survey it seemed that he had related his poor reading to the low interest in reading he found at home. However, on survey item number two, he agreed that his desire to read stemmed from family influences which had made reading important to him. In general, Ken noted a very negative influence from home toward reading.

Ken indicated on his survey that he disagreed with the statement, "I like home and my family." During the home visit, the interviewer attempted to bring Ken into the conversation, but he spoke only enough to answer direct questions put to him. He also disagreed with statements six, seven, and eight which attempted to measure the degree students participate in family decisions. Ken's family did not seem to consider his opinions in many decisions. In general, Ken indicated he was not included in family discussions or decisions.

While in the Reading Laboratory, Ken never indicated he was dissatisfied with his home or dissatisfied with his relations with any family member.

During the interview the mother and father related that few magazines were bought for the home and none were subscribed to. The family only subscribed to the local newspaper. The
parents reported that there were few books in the home and that they owned one old set of encyclopedias and a dictionary.

The parents did feel that the Reading Program seemed to do very important work for their son and other students.

In summary, Ken indicated that he did not like home and that he had a secondary role in the family. He felt his family did not help his reading, except to emphasize its importance. Ken did not speak about his dissatisfaction with home to the Reading Program Director, but the interview substantiated the fact that few reading materials were kept at home. The conclusion would seem to be that Ken's home was more of a negative influence than a positive one on his reading habits, but because Ken's parents were concerned about helping him improve, there seemed to be some evidence of positive attitudes toward reading in the home.

III. Academic Achievement and Grades

Student Survey - Attitude Toward Grades

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I like the grades I received in reading.  
   1 2 3 4

2. I think grades are very important because they prove how well I have done.  
   1 __ 3 4

3. My parents like when I get good grades.  
   1 2 3 4

4. I don't care if I get poor grades.  
   1 2 3 4

5. If grades were eliminated, I would be happier.  
   1 2 3 4
6. I liked reading because the teacher did not emphasize grades.

<table>
<thead>
<tr>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
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</tbody>
</table>

Teachers' Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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<tr>
<td>8th</td>
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<td>1 2 3 4</td>
</tr>
<tr>
<td>9th</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Summary and Conclusions of Academic Achievement and Grades

As Ken's Grade Point Averages indicated, he could achieve academically. Ken demonstrated in school a great desire to succeed but his limited ability made the accomplishment of his goals a slow and arduous process. Apparently frustrated and unable to postpone his gratification for success in Reading Laboratory, Ken began to show signs of not wanting to try.

In the Laboratory, the most obvious problem Ken had seemed to be his inability to settle down. He had too much energy or too little energy. He would go from one extreme to another, either having too much or too little energy to apply himself to
As indicated by Ken's response to statement number four on the attitude survey, he seemed to be grade-oriented. Since he was assured of a good grade in Reading Laboratory, he might not have tried as hard as he could. In Ken's case, perhaps guaranteed grades did not mean performance in academics would result. Ken indicated on statement number five that he would be happier if grades were eliminated.

It was interesting to note the gradual decline of Ken's Grade Point Average from seventh to ninth grade and to observe how the teachers also rated Ken progressively lower each year. (See statement number one on teacher survey.)

Possibly the low I.Q. (73) indicated by the S.I.T. showed Ken's true learning potential. With such a limited potential, it must have required a great deal of work for him to have achieved a B average.

In summary, Ken indicated on his attitude surveys that grades mean a lot to him; Ken also indicated he would like to see grades eliminated; Ken's Grade Point Average was high but began to decrease in the ninth grade; Ken's teachers also decreased their rating of Ken in the ninth grade. These indications would seem to lead to the conclusion that Ken had a positive attitude toward school and academic achievement but he showed signs of becoming less interested in earning grades.
IV. **Self-Concept**

**Student Survey - Attitude Toward Self**

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. I feel I am a person of worth at least on an equal plane with others.  
   ![Score](1 2 3 4)

2. All in all, I am inclined to feel that I am a failure.  
   ![Score](1 2 3 4)

3. I feel I do not have much to be proud of.  
   ![Score](1 2 3 4)

4. On the whole, I am satisfied with myself.  
   ![Score](1 2 3 4)

5. I am able to do things as well as most other people.  
   ![Score](1 2 3 4)

**Teacher Survey**

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a behavioral problem.</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
</tr>
<tr>
<td>2. Was defensive when corrected.</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
</tr>
<tr>
<td>3. Acted out in class.</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
</tr>
<tr>
<td>4. Showed a positive attitude toward self.</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
</tr>
<tr>
<td>5. Showed respect for peers.</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
</tr>
<tr>
<td>6. Sent to the office.</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
<td>![Score](1 2 3 4)</td>
</tr>
</tbody>
</table>

**Summary and Conclusions of Self-Concept**

The observations made in the Reading Laboratory by the
Director did not bear out the low self-concept that Ken indicated on his student survey. However, Ken's other teachers seemed to concur with Ken's assessment of his low self-esteem. The teachers also considered Ken somewhat of a behavioral problem. Since the literature related to poor self-concept among students indicated there was some relation between poor behavior and poor self-concept, perhaps Ken's teachers had correctly assessed him.

Ken was observed by the Program Director to be very immature. During the school year, he was a member of the track team and was not well-liked by his teammates because of his immature behavior. His immaturity also held his development back as a runner on the team because he was so inconsistent in his attendance at and active participation in the practice sessions.

An evaluation of Ken's self-concept would include the following: Ken, himself, had low self-esteem; his teachers indicated he had less than a positive attitude toward himself by their admission that he was somewhat of a behavioral problem; the Program Director observed Ken to be socially immature. This data seemed to support the conclusion that Ken probably had a negative image of himself and that he was well aware of it.

V. Attitude Toward Teachers

Student Survey - Attitude Toward Teacher of the Program

Key: 1-strongly agree; 2-agree; 3-disagree; 4-strongly disagree

1. The teacher was friendly toward me. 1 2 3 4
2. The teacher made me feel as if I was welcome in his class.  

3. The teacher never put me down as a "loser" in class.  

4. The teacher liked teaching reading.  

Attendance Figures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excused Absences</th>
<th>Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10</td>
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<td>11</td>
<td>-0-</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>-0-</td>
</tr>
</tbody>
</table>

Teacher Survey

Key: 1-never; 2-sometimes; 3-many times; 4-always

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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<tr>
<td>2.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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</table>

Summary and Conclusions of Attitude Toward Teachers

It was not surprising to see that Ken liked the Reading Program and the teacher because there was good rapport between Ken and the Program Director. This relationship was a very positive influence on Ken. The relationship allowed Ken to be positively reinforced. The Program provided him a place to talk when in need of a listener, and Reading Laboratory offered him help in improving his social maturity.
Ken's teachers indicated he often sought individual help. He was not rated by his teachers as respectful, but the Program Director never noted a lack of respect on Ken's part in the Reading Laboratory. Ken's attendance figures indicate he did not miss one day of school during the ninth grade. All factors seemed to lead to the conclusion that Ken had a positive attitude toward teachers.
Summary

The Reading Program developed by the author was designed to attempt to reverse the negative attitudes of poor readers on the secondary level.

To accomplish this reversal, the basic philosophy of the program was to provide success for all the students.

The program concerned itself with the following areas to implement this basic philosophy: The role of the teacher; the self-concept of the student; the influence of the home on the student's reading habits; the attitude of the student toward grades.

The role of the Program Director was conceived as the instrument to gain the respect and confidence of the students. The students' concepts of self-worth were considered to be the major factor to bring about their desire to attempt to succeed. The influence of the home was considered to be a means to create an incentive for improvement. The grading system which rewarded effort instead of achievement was employed to provide every student with the means of achieving success.

The fourteen case studies revealed the types of students placed in the Reading Program and provided some insight into the factors that might influence poor reading students. The case studies, thereby, presented the justification for the somewhat unique methods employed in the operation of the program.
IV. Findings and Conclusions

The major questions and the hypothesis of this paper are as follows:

1. Can negative attitudes toward school, teachers, reading and self which have been built up over nine years be reversed in a year's course?

2. Can the attempt to deal with negative attitudes bring about reading improvement?

3. What should be the teacher's role in this attempt to deal with negative attitudes?

4. How much of a part does the home environment play in the failure of students in reading?

5. Do students perform when guaranteed a high grade?

Hypothesis

The hypothesis of this study was that the reversal of negative attitudes toward teachers, grades, self and home of poor readers would produce significant improvements in the following areas: reading skills, reading interest, academic achievement.

Since much of the information already presented and about to be presented would not be considered scientifically gathered, the study was not intended to "prove" its hypothesis. Rather, the attempt here was to organize information for the reader under ap-
propriate headings, to draw some apparent conclusions from this information, and to make recommendations to improve future programs of this type in light of the information gathered.

The conclusions about the program were drawn by referring to the random sampling chosen from the student population in the Reading Laboratory. Accumulated remarks, responses to surveys, Grade Point Averages for the seventh, eighth and ninth grades, and other sources were used as indicators to draw conclusions as warranted by the major questions of the study. The tendency to generalize from the fourteen students to the entire student population was recognized and avoided.

Because this study was descriptive in nature, there was no attempt to offer real proof that the Reading Program itself was the cause of what seemed to be the correct conclusions drawn from the data gathered. The data was gathered with the purpose only to describe and did not attempt, scientifically, to extract conclusions from control groups.

Can negative attitudes toward school, teachers, reading, and self which have been built up over nine years be reversed in a year's course? The indicators in this study seemed to point out that there was reason to hope these negative attitudes, although possibly developed over a nine year period, could be reversed. At the end of the program, the attitudes toward school of the fourteen students studied indicated they enjoyed that portion
of school called the Reading Program. The students had not been asked to comment directly on their attitude to all of the school curriculum but only on the Reading Program. From these reactions to the program which were all positive, (see Appendix pp.220), it seemed safe to assume that at least one phase of school was met with a positive attitude. Although this could not definitely be said to be a change, it was at least an indication as to the attitude these students had when the year ended.

Another indicator of their attitude toward school at the end of the year was their attendance records. It seemed logical to assume that greater attendance at a particular activity showed some increased interest and therefore a positive attitude toward this activity. The activity in this case was school. The figures indicated (see Appendix, pp.230) that during the ninth grade the fourteen students averaged only 4.1 excused days of absence. When this figure was compared to the seventh grade average of 6.7 days and the eighth grade average of 8.8 days, it seemed to indicate an increase wrought by some factor(s) that had made school more attractive. The Reading Program could not possibly have been the only cause for this increase, but the program did try to make school more appealing to students.

Another possible indicator that school had become more attractive to students, thus reflecting a more positive attitude toward school, were the fourteen students' Grade Point Averages.
The figures (see Appendix, pp. 225 indicated that in the seventh grade thirteen students (one student's record was unavailable) had an overall Grade Point Average of 2.05 for the first semester and fourteen students had a 2.2 for the second semester. In the eighth grade these same students had a Grade Point Average of 1.97 for the first semester and 2.1 for the second semester. During the ninth grade, every student showed an increased Grade Point Average, an overall Grade Point Average of 2.6 for the first and second semester. Again, this increase seemed to indicate there was a more positive attitude toward school brought about by some factor or factors. The factors could have been numerous but among them might have been the Reading Program.

A positive attitude toward teachers might have been indicated by the attitude surveys of the fourteen students. On the segment of the attitude survey dealing with how they liked the reading teacher's approach to teaching reading, the students' responses were total positive agreement. The students claimed they felt welcome in class, felt the teacher was friendly toward them, and did not feel the teacher labeled them as "losers" during the Program.

Another indicator that was considered in this attempt to show that the students had positive attitudes toward teachers was the teachers' surveys. (See Appendix, p. 223). Because some
students had transferred to the school during the ninth grade, more than one ninth grade teacher had been asked to survey the students in order to obtain a more composite picture for inclusion in the case studies. On these surveys there was agreement among the teachers that in the ninth grade the fourteen students were respectful to teachers to varying degrees. Of the sixteen teachers surveyed, nine teachers agreed that these fourteen students showed respect for teachers always, and the remaining seven also agreed but to a lesser degree. Thus, a combination of the results of the two surveys would seem to indicate that a positive attitude toward teachers was prevalent at the conclusion of the ninth grade.

A positive attitude toward reading might be indicated by the following data: reading scores recorded at the end of the program; the student's reaction on the attitude survey; and the use of the library by the student.

The reading scores (See Appendix, p. 233 showed there was a slight increase in overall reading ability among these fourteen students at the conclusion of their ninth grade year. The average reading ability at the beginning of the school year was 5.9 (Nelson Reading Test, Form A). At the conclusion of the year the average reading ability rose to 6.0 (Nelson Reading Test, Form B). This slight increase would seem to indicate that some factor was involved in helping these students improve, if only slightly. For
some reason, these students kept returning to reading even though failure was still being experienced. This continued application to work would seem to indicate a more positive attitude toward reading at the conclusion of the ninth grade year which might have helped bring about the improvement noted.

On the attitude survey, the fourteen students were asked to respond to the following statement: "I liked reading because the teacher did not emphasize grades." Eleven of the fourteen students agreed with this statement. These eleven students appeared to have a positive attitude toward reading since they claimed they liked reading. The idea behind including the statement about grades was to attempt to link in some way the student's attitude toward reading with his attitude toward grades, thus indicating whether a dislike of grades could overcome a positive attitude toward reading or visa versa. In the case of eleven students, it seemed that a positive attitude toward reading was present.

A demonstration of a positive attitude toward reading did not seem evident, however, when the use of the library was taken into consideration. Of the fourteen families interviewed, there were only three families that had a library card and only three students agreed that their family used the library a lot.

Finally, as indicators of a positive self-image felt by these fourteen students the student attitude survey and the teacher surveys could be referred to.
On the student attitude survey, thirteen of the fourteen students agreed that they were persons of worth, at least on an equal plane with others. Only one student agreed he was a failure. These responses would seem to indicate that the students had high self esteem which would possibly be one of their greatest assets to future reading success.

The teachers' surveys seemed to indicate that the teachers did not view these fourteen as the students viewed themselves. Of the sixteen ninth grade teachers surveyed, only three teachers responded that these students always had positive attitudes toward self. The remainder of the teachers' responses were as follows: many times - seven; sometimes - three (See Appendix, p. 223). Although the teachers were not as unanimous about the students' self-concept as were the students themselves, the conclusion which seemed appropriate in this case hinged on the small differences in degrees to which the teachers rated the students' positive attitude toward self. Certainly the whole matter of self-concept would seem to have rested on how the individual saw himself. Therefore, it seemed very reasonable to consider that these students did have a positive attitude toward self at the conclusion of the ninth grade.

Can the attempt to deal with negative attitudes bring about reading improvement? This question was basically very difficult to answer definitively. Thirteen of the fourteen case studies
indicated the average reading ability of students entering the Reading Laboratory was 5.4 years (Nelson Reading Test, Form A).

These same thirteen students were tested (Nelson Reading Test, Form B) at the end of the Reading Program and averaged a total reading ability of 6.1. To prove that it was the program that caused this slight improvement in overall reading is impossible.

Since so much of the success of this course was dependent upon improved attitudes, any reading instruction per se was put off until students had accepted the program as a means of learning and no longer associated it with what seemed to be frustrating learning experiences of the past. Because this period of acceptance took so much time, many students had barely begun specific reading skills improvement at the time the semester ended. However, the program did have a systematic approach to remediating reading problems and relied heavily on the method of saturating students with many, many words from all types of reading material. A marked improvement of the thirteen reading students in vocabulary (Nelson Reading Test, 1970--average vocabulary, 6.7; 1971--average vocabulary, 7.3) was shown. The decline of paragraph comprehension, 4.9) seemed to be related to lack of a concentrated attempt to deal with comprehension skills.

Again, since much of the emphasis in the Reading Program was on reversing negative attitudes toward reading, it seemed appropriate to indicate the results of the attitude surveys.
The survey did not directly ask whether the student liked the Reading Laboratory. Instead, the acceptance of the program rested on how well the students accepted the Program Director and the policy toward grades. If these two very pivotal portions of the program were rejected by the student, then the program would have been very minimal in its effects.

On the attitude survey (see Appendix p. 220) appeared the following statement: "I liked reading because the teacher did not emphasize grades." The students' reactions were as follows: strongly agree - five; agree - six; disagree - one; strongly disagree - two. Since eleven of the fourteen students surveyed were in agreement with the policy stated, it seemed safe to assume that they liked both the Reading Laboratory and the grading policy. It is difficult to ascertain whether the three students who disagreed did so because they disliked both the Reading Laboratory and the grading policy or because they liked reading but liked it for reasons other than the one stated. These same fourteen students were also asked to indicate their sentiments toward the program by evaluating the teacher (see student survey, Appendix p. 220). In this portion of the survey, the students were in total agreement on all points presented for evaluation except for one student who disagreed with the statement, "I liked reading because the teacher did not emphasize grades." This seemed to indicate that all fourteen students, in some way or another, did accept the Reading
Program and that their positive attitudes toward the Program were perhaps reflected in their improved reading skills.

The twenty students who were transferred into the Reading Laboratory gave further indication of the relationship between reading improvement and positive attitudes (see Reading Program, Overview page 39). Because these twenty students were in trouble with other teachers or were found to be incapable of continuing course work in other classes, they were transferred into the Reading Laboratory, either at their own request or at the suggestion of the counseling office. The fact that the Reading Lab was considered a place of refuge on the campus seemed to indicate that the relaxed atmosphere in the Reading Laboratory could successfully counter the hostile situation from which the student was transferring. In the case of a student--teacher personality clash, the Reading Laboratory offered a low pressure atmosphere to read and relax. Also, the failing student was able to transfer into the Reading Laboratory and find success.

What should be the teacher's role in this attempt to deal with negative attitudes? As already set down in the earlier explanation of the program (see The Program, The Teacher, page 49) much of the emphasis was on the image the teacher presented to the student. It was upon this foundation stone that the program succeeded or failed. If the students did not see the teacher as very willing to deal with their reading problems and with all other
related problems of poor readers, there would have been only a continuance of the negative attitudes the program hoped to reverse.

A portion of the attitude survey was used by the fourteen students to indicate their reaction to the teacher in the program. The positive attitude to all the statements seemed to indicate this random sampling agreed with the approach the Program Director took in teaching the Reading Laboratory students (See Appendix p. 220).

The hope of the program was not to isolate the improved attitudes within the Reading Laboratory only, but to foster their development in other classrooms on campus as well. The students were stimulated to improve their attitudes toward teaching and learning in general. An indication of how this general improvement had some effect was possibly reflected in the teachers' evaluations of the random sampling. The teachers were asked to evaluate the fourteen students, eighth and ninth grade and if they sought individual help from their teachers. The idea behind the first statement was that possibly, when different teachers' responses over the three years were compared, the students' respect for the teachers would show an increase. Another objective of the statement was to show what type of student, as far as respect for teachers was concerned, was present in the Reading Laboratory student population. It was hoped that the statement dealing with individual help sought by the students from their teachers would indicate to some degree the student's ability to approach a teacher.
Of course, responses to the statement could also have reflected how unapproachable a teacher was or how unimportant extra work was considered to be by the students. However, if one of the main objectives of the program was accomplished, the teacher evaluation would show that the Reading Laboratory student was able to respect teachers and approach them in more than a very rigid student-teacher relationship.

When the aggregate evaluations for these two statements were reviewed (See Appendix p. 224) the responses seemed to indicate that the fourteen students did respect their teachers. All of the teachers stated that the students always, to some degree, respected teachers.

However, to a lesser degree, the students sought individual help over the three years, according to their teachers. Although ten students were singled out by their teachers for their consistent respect for teachers, these same teachers did not see these students seeking individual help.

In the Reading Laboratory the opposite was observed. As students showed greater respect for the teacher, individual help, either offered or sought, was increased. When the Program Director began the year by sitting down to conduct the first interviews, he found the students reluctant to talk. The conversations became more meaningful for the student as the year went along. This change in attitude was seen as a probable result of the
Program Director's attempt to be an approachable adult whom the students could respect.

Therefore, the fact that the teachers' evaluations of the random sampling did indicate that there was respect for teachers, the lack of a corresponding number of students seeking individual help would seem to indicate that the teacher should attempt to meet his students on a warmer, more personal emotional level. Greater rapport between student and teacher could possibly result in greater learning in that classroom.

On the attitude survey, the very positive reaction to the statement, "The teacher made me feel as if I was welcome in his class," typified the attitude the Program Director tried to effect in his students.

The Program Director found that because the Reading Laboratory was a place where positive approaches to a student's ego were attempted, the students found themselves liking what was offered them in the Reading Laboratory. Even if the books and magazines were the same ones they had seen last week, or the bulletin boards had not been changed for a month, the atmosphere was one of welcome and sincere concern by the teacher.

The students who made up the random sampling also reacted very positively to the statement, "The teacher never put me down as a loser while in class." Certainly one of the greatest dangers in dealing with slow students is to use the tool of sarcasm.
to prod a student into action. Possibly, a limited use of joking could be useful to bring about work, but the Program Director found his laboratory proved a better place to learn when the students were not looking for ways to get back at the teacher for a particularly sarcastic remark.

The teacher surveys contained a statement that asked the teachers to evaluate the student as to how defensive he was when corrected. To the credit of both teachers and students, very few teachers said the students were defensive most of the time. This seemed to indicate that teacher criticism or corrections were tempered with justice and kindness.

How much of a part does the home environment play in the failure of students in reading? Certainly, the answer to a question of such breadth could not be totally satisfying in a descriptive study such as this. But, in the attempt to answer this question, the responses gathered in the interviews with parents and students, the student attitude surveys, along with the observed home conditions during home visits indicated some trends (See Appendix p. 221).

On the attitude surveys, the students were far from being in unanimous agreement that their families had fostered good reading habits (See Appendix p. 221).

On the attitude survey one statement asked for a response as to the amount of reading material supplied by the home. The students were split. Eleven students felt plenty of material was
supplied by the home and three said they had not received enough reading material. When the accumulated responses from all the sources mentioned above were reviewed (See Appendix p. 234) six homes had none to few books. The remaining eight had many books and usually a large variety. These same responses indicated that every home except one subscribed to a newspaper or bought one at a newsstand. Three homes only bought or subscribed to the local newspaper which was published three times a week and was understandably provincial in its news coverage. Three homes did not have a set of encyclopedias, three homes had old sets of encyclopedias, and one home claimed an encyclopedia bought at a supermarket. The remaining homes had recent editions of encyclopedias and one home had four sets of encyclopedias. Two homes did not have any dictionaries while the remaining twelve had at least one. The magazines kept in the fourteen homes varied. One home claimed to have no magazines and subscribed to none, but the student there did borrow motorcycle magazines from neighbors. Another home claimed only comic books. Six homes had Life magazines on the shelves, three homes kept Reader's Digest and two homes had Look magazine. The remaining homes varied in the magazines available in the house. Seven homes subscribed to no magazines while the remaining seven subscribed to at least one magazine.

These statistics seemed to indicate quite a mixture of
reading habits and led to no clearcut conclusions. The fact that *Time* and *Newsweek* magazines, the Saturday Review or other more middle class magazines did not often appear on this list did not indicate anything unusual. The fact that so many homes did have some reading material held out a great deal of hope for these reading students. If the reading teachers or English teachers that these students came in contact with had supplied some motivation to read, most of their students would have had some reading material at home that would satisfy their interest. These results also seemed to bear out the accuracy of responses on the student survey wherein only three students felt they had not been supplied with adequate reading material.

Also, on the attitude survey for the students was a statement referring to the family's use of the library. The responses to this statement were the exact opposite of the responses to the statement on the attitude survey which asked about the reading material supplied at home. It is presumed that those families who did not feel that their home lacked reading materials had no reason to go to the library, while those three families who did not have reading material claimed they used the library more.

The accumulated responses from the interviews (See Appendix, p. 236) indicated three students had library cards and used them, while the remaining eleven did not have library cards and never used the library. These statistics corresponded with the attitude
survey which indicated the same division of responses, three used the library and eleven did not.

The educational goals of the student would presumably be somewhat influenced by the educational goals preached and lived by their parents. Not necessarily was a student always going to follow in the footsteps of his parents. On the other hand, the student had a great deal of interest in the father's (and/or mother's) work. The work day or week and the challenges met on the job would be the topic of some conversations in the home. From these conversations the student would begin to form opinions about the future job he might want. Since many occupations did not leave a great deal of leisure time nor require a great deal of contemporary news, the parents might not include much reading in their daily routines.

On the attitude survey (See Appendix p.220) the students responded to two statements intended to give a small insight into the goals set at home as to the importance of reading. Less than fifty percent said their home did not make reading important to them or did not offer a lot of reading materials for them. This number of students was not great when it was taken into consideration that these students did not read very well at all.

The occupations of the parents of these students would possibly have given some clue as to the type of reading habits the home environment fostered. It would not have been reasonable to
have assumed that because a parent's occupation had always been of a type requiring little education that the student would naturally want to learn or not learn accordingly. However, as had been indicated already, the occupation of the parent could have an influence on some students' reading habits. Any further conclusions about the students' reading habits and the parents' occupation would have to be drawn by the reader.

Of the fourteen students in the random sampling, six students had mothers who worked. Two of the jobs were on production lines in a machine shop and one a film development plant. Of the fourteen students, only one father indicated he had a part-time job. The father had a full-time job in law enforcement, part-time jobs in an airplane factory and a weekend security guard job. Other parental occupations included a truck driver, four machinists, a bank teller, a printer, a remodeler, and one engineer who worked for a prosperous firm in the San Fernando Valley. The engineer and the bank teller were the only two white collar workers among the fourteen parents.

During the school year 1970-71, the occupations of most parents of the students in the Reading Laboratory were unknown to the Director. However, he surmised that if a survey were taken the results would have been very much as they actually turned out to be. Therefore, the Reading Laboratory methods used in attempting to strengthen the home's influence toward more reading
took into consideration parents who were blue collar workers and who did not have a lot of time for reading.

Another area of concern for the Reading Laboratory was the parental framework of the students. The home was taken into consideration a great deal in the attempt to reverse negative attitudes, but the home life was given a top priority for concern when the home was known to be structured around a step-parent. Of the fourteen students randomly sampled, there were three step-fathers and one step-mother. The home influences were difficult to assess, but the unsettling effects of a step-parent, according to Reading Laboratory students when interviewed, seemed to be their most difficult problem. The scope of this paper was not such that a detailed explanation of the delicate and intricate relations between parents and children could be examined. Certain home influences undoubtedly contributed to students' reading failures and the Reading Laboratory did make allowances for parent-student relations. The Director tried to allow time to listen to any student who wanted to talk privately about his parents, although he never assumed to offer any professional advice he was not qualified to give. Even if a student did not have some concrete solution to take back to his home situation, the Reading Laboratory had at least supplied some place for the student to talk out his problem with someone willing to listen without negative criticism to the problem.
Do students perform when guaranteed a high grade? Students in the Reading Laboratory were guaranteed a high grade, hopefully, to bring about a rapport between teacher and student that would overcome what seemed to be an extreme negative attitude toward school, teacher, reading and grades. The program's posture toward grades (See The Program, Grades, pp. 56) tried to be one of salutary neglect mixed with a rationale for grades that only recognized effort and positive attitudes. This attempt was observed by the Program Director to be successful. The students did perform. If the student did not feel like working there was a noticeable air of expectation as he waited for the Director to demand work and to threaten that a poor grade would result. In many instances, the Director received refusals to work which were followed by statements such as, "Do I get a poor grade now?"

It seemed very contradictory that these Reading students were concerned over grades since most of them had a history of poor grades. On the attitude survey (See Appendix the students strongly indicated that the grades they earned were proof of how well they had done. The responses were as follows: strongly agree - eight; agree - six; disagree - zero; strongly disagree - zero. To the statement, "I like the grades I received in reading," the following responses were recorded: Strongly agree - eight; agree - six; disagree - zero; strongly disagree - zero. The two above statements, as can be seen had identical responses. On
checking back on individual responses, it was interesting to note that the seven students who strongly agreed with the first statement above (I like the grades I received in reading), also strongly agreed with the second statement above (I think grades are very important because they prove how well I have done.) This similarity of responses was also true for the six students who stated they agreed with statements one and two. Only one student split his answers (strongly agreed to statement number one and agreed to statement number two.)

This similarity in answers did not seem to take on any significance until the responses to another statement on the survey, "If grades were eliminated, I would be happier" were noted. The responses to this statement were as follows: strongly agree - one; agree - four; disagree - five; strongly disagree - four. Since there were five students who would like to have seen grades eliminated and felt that the elimination of grades would make them happy, the assumption would seem to have been that some students did not want grades so there would not be proof of how well or how poorly they had done.

Observations made in the Reading Laboratory by the Program Director would indicate that some students did operate better without the worry of reading performance being tied to a letter grade evaluation. When students were given only positive reinforcement, either orally or written, for their effort to improve
their reading, some students reacted with more effort than when given a letter grade.

The responses to the attitude survey seemed to indicate that only positive reinforcement, such as good grades, were what they would like applied to them. (See Appendix p. 22) Any poor grades were definitely not considered desirable. To the statement, "I don't care if I get poor grades", all fourteen students surveyed strongly disagreed. As was already noted, the high grades or positive reinforcement had more motivational power than a threat of poor grades.

The Program Director never received any comments from students comparing the Reading grade to other teachers' grading policy. When questioned about the grading system in the Reading Laboratory, the students never felt that they were cheating or getting away with something they should not by receiving a high grade for effort only. In fact, many students felt so justified that upon receiving a B on a report card, they sometimes challenged the grade on the grounds that an A was deserved because the student had read every day and had tried to improve. This type of challenge was symptomatic, it would seem, of the program's emphasis on effort and not on the grade received. The student who wanted better grades realized that effort was the only criteria for better grades and therefore saw that the better grade could only be earned by greater effort or proof of greater effort. The hair-splitting
routine of tallying points and averages which seemed to be very prevalent at grading time was left out of the Reading Laboratory scene because there were no points to add up and argue over. Parents also seemed very pleased with grades students received and never quarreled over the fact that the student was graded on effort and not on tests or homework.

Hopefully, the emphasis on effort only would lead to future learning.

**Hypothesis**

The hypothesis of this study was that the reversal of negative attitudes toward teachers, grades, self and home of poor readers would produce significant improvement in the following areas: reading skills, reading interest, academic achievement.

It seemed evident from the nature of this study that the hypothesis would not be proved scientifically. The proof of this hypothesis, or one similar to it, would hopefully be accomplished someday. This paper was only to point out the possible conclusions demonstrated by the data gathered. In the preceding portion of this chapter, conclusions were drawn in light of the major questions of the study by using many sources of information. This same material will now be used to point out what might be some plausible insights into whether the reversal of negative attitudes could significantly improve reading, reading interest and academic achievement.
Reading Skills

As has already been pointed out, the negative attitudes toward teachers and grades, the influence from home and a poor self-concept all seemed to affect the poor reader. Certainly a time limit in which to accomplish the reversal of these attitudes could not be predicted, but their reversal did seem well within the reach of the education process. The major question left in doubt seemed to be "Would the reversal contribute to reading improvement?".

The fourteen students used as a random sampling of the Reading Laboratory student population showed a slight improvement in their reading (Nelson Reading Test, Form A and B) after being exposed to the program's attempt to reverse negative attitudes. The increase from a 5.9 (Nelson Reading Test, Form A) to a 6.1 reading ability (Nelson Reading Test, Form B) was slight but could have been an indication that these students were just beginning to improve a great deal in reading.

The reading scores also indicated an improvement in the vocabulary of the fourteen students. The students improved their vocabulary from a 6.7 level (Nelson Reading Test Form A) to a 7.3 vocabulary level (Nelson Reading Test, Form B). The slight decrease from a 5.0 in paragraph comprehension (Nelson Reading Test, Form B) seemed to be the result of a lack of a concentrated effort on the part of the Director to improve this reading skill.

In light of the fact that every student was saturated with
light reading material during every period spent in the Reading Laboratory in the hope that the consistent application to reading would improve vocabulary, the slight increase shown in vocabulary might be interpreted as a positive result of the Reading Laboratory Program.

**Reading Interest**

Some data that would possibly demonstrate the reading interest of students at the conclusion of the Reading Laboratory Program were: results of student attitude surveys, ninth grade student reading scores, student attendance figures and ninth grade teacher surveys.

On the student attitude survey, eleven of the fourteen students agreed with the statement, "I liked reading because the teacher did not emphasize grades." This majority agreement seemed to indicate that the students liked the program in spite of the fact that the program emphasized only one area, more reading. If this program, which attempted to bring students in contact with quantities of reading material, was found agreeable by eleven poor readers, perhaps there was an indication that interest in reading was high at the conclusion of the ninth grade.

As was pointed out in the preceding section dealing with reading skills, the fourteen students did show a slight increase in reading ability. This slight increase might have been an indication of how their increased interest in reading sustained the students to
continue reading, even though they still experienced a certain amount of failure. The students in the Reading Laboratory were observed by the Program Director to be highly enthusiastic when they first entered the Laboratory in the Fall of 1970 and saw the large selection of high interest, light reading materials that were made available. This enthusiasm understandably waned as the year progressed, but the general interest throughout the year was always observed to be higher than average.

The increased interest in school by the fourteen students could possibly be related to new-found success in reading. Certainly the Reading Program could not claim that the average days of excused absences for these students dropped from 8.8 days in the eighth grade to 4.4 days in ninth grade merely because they were enrolled in the Reading Laboratory. This decrease in the days absent was probably caused by numerous other factors. However, the fact remains that the program attempted to convince students that their interest in school would increase as they became more involved in successful school work.

Finally, of the sixteen ninth grade teachers who were surveyed, nine indicated that they saw the fourteen students "many times" to "always" interested in school work. This was compared to eighth grade teachers only a year earlier, of whom but three stated that the students were "many times" to "always" interested in school.
Academic Achievement

The hope of almost all reading teachers would seem to be that improvement made in reading would be transferred to academic disciplines other than reading. This transfer, if successful, would mean general academic improvement for the student.

According to the Grade Point Average of the random sampling for the seventh, eighth and ninth grades (see Appendix p.227) the Grade Point Average for the ninth grade was the highest of the three years. This increase from a low of 1.96 in the eighth grade, first semester, to the ninth grade high of 2.6 for the first and second semester would seem to indicate these students had accomplished general academic improvement. Again, the Reading Laboratory did not claim to be the only factor in this obvious academic improvement, but the Reading Program did attempt to make students want to improve academically.

Summary

The following conclusions were indicated when the results of the gathered data was reviewed in light of the hypothesis and major questions of the study:

1. The attitudes toward school, teachers, reading, and self, did seem to be positive among the fourteen students surveyed, at the conclusion of the ninth grade.

2. Reading improvement, although slight, was achieved by the fourteen students enrolled in the Reading Program. Also,
their attitudes toward reading at the conclusion of the ninth grade were generally positive.

3. The role of the teacher which the Program Director assumed was reacted to positively.

4. The data indicated that most of the fourteen students were aware of the amount of reading material available in their homes and whether the home contributed to making reading important to them. However, no attempt was made to establish a correlation between the amount of reading material in the student's home and his success in reading. The material gathered and presented as a result of interviews with the parents of the fourteen students was latent with possible invalid conclusions based on value judgments. Such judgments were avoided.

5. The study seemed to indicate that the lack of emphasis on grades in the Reading Program was well accepted by the fourteen students surveyed. The gathered data seemed to reveal that basing grades on effort alone was an acceptable criteria for both students and parents.

Recommendations

1. Because of the great numbers of secondary students who read below grade level and have developed negative attitudes to further learning because of this reading failure, an emphasis on the affective factors of learning in reading should be explored
by classroom teachers in group sessions under the directions of educators noted for their work in the affective domain of learning.

2. Research should be undertaken to provide classroom teachers with attitude surveys that reveal both positive and negative attitudes of poor reading students, to enable classroom teachers to reverse negative attitudes and build on positive attitudes.

3. Research on attitudinal changes toward reading should be furthered by scholarship funds provided by professional organizations to college students to enter the field of secondary education, specializing in reading.

4. The advantages and disadvantages of credit/non-credit classes should be explored by classroom teachers to provide data for research necessary to persuade curriculum policy-makers to apply a credit/non-credit evaluation to secondary reading programs.
References


Groff, P. J. Children's attitudes toward reading and their critical reading abilities in four content type materials. Journal of


Kunz, Jean T. The self-concept of the young child as he learns to read. Claremont reading conference, thirty second yearbook, 1969, 114-122.


Seay, L. C. A study to determine some relations between changes in reading skills and self-concepts accompanying a remedial


Summary of Responses on Student Attitudinal Survey

KEY: 1-strongly agree, 2-agree, 3-disagree, 4-strongly disagree

Attitude Toward Teacher of the Program

1. The teacher was friendly toward me. 1-9 2-4 3-0 4-1
2. The teacher made me feel as if I was welcome in his class. 1-10 2-4 3-0 4-0
3. The teacher never put me down as a "loser" while in class. 1-9 2-5 3-0 4-0
4. The teacher liked teaching reading. 1-9 2-5 3-0 4-0

Attitude Toward Self

1. I feel I am a person of worth, at least on an equal plane with others. 1-5 2-8 3-1 4-0
2. All in all, I am inclined to feel that I am a failure. 1-0 2-1 3-4 4-9
3. I feel I do not have much to be proud of. 1-0 2-1 3-4 4-9
4. On the whole, I am satisfied with myself. 1-3 2-8 3-3 4-0
5. I am able to do things as well as most other people. 1-3 2-11 3-0 4-0
Attitude Toward Grades

1. I like the grades I received in reading. 1-8 2-6 3-0 4-0

2. I think grades are very important because they prove how well I have done. 1-8 2-6 3-0 4-0

3. My parents like when I get good grades. 1-12 2-2 3-0 4-0

4. I don't care if I get poor grades. 1-0 2-0 3-0 4-14

5. If grades were eliminated, I would be happier. 1-1 2-4 3-5 4-4

6. I liked reading because the teacher did not emphasize grades. 1-5 2-6 3-1 4-2

Attitude Toward Home

1. I like home and my family. 1-6 2-7 3-1 4-0

2. Our family has made reading very important to me. 1-2 2-8 3-4 4-0

3. I read a lot now because I learned to read a lot at home. 1-3 2-5 3-6 4-0

4. Our family has always supplied reading material for me. 1-4 2-7 3-2 4-1

5. My family uses the library a lot. 1-1 2-2 3-7 4-4

6. My family treats me as an equal. 1-5 2-5 3-3 4-1
7. I can voice my opinion and I will be listened to by my family.

8. My family allows me to question their decisions.
KEY: 1-never; 2-sometimes; 3-many times; 4-always

1. Was interested in school work.
   7th Grade: 1-0 2-2 3-8 4-3
   8th Grade: 1-1 2-7 3-2 4-1
   9th Grade: 1-1 2-6 3-5 4-4

2. Did academic work.
   7th Grade: 1-0 2-3 3-7 4-3
   8th Grade: 1-2 2-3 3-4 4-2
   9th Grade: 1-4 2-9 3-1 4-2

   7th Grade: 1-7 2-4 3-2 4-0
   8th Grade: 1-7 2-2 3-2 4-0
   9th Grade: 1-8 2-7 3-0 4-1

4. Was defensive when corrected.
   7th Grade: 1-7 2-4 3-2 4-0
   8th Grade: 1-5 2-3 3-2 4-1
   9th Grade: 1-7 2-4 3-4 4-1

5. Acted out in class.
   7th Grade: 1-7 2-6 3-0 4-0
   8th Grade: 1-6 2-4 3-1 4-0
   9th Grade: 1-9 2-6 3-1 4-0
6. Showed a positive attitude toward self.

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7. Showed respect for peers.

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8. Sent to the office.

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10. Sought individual help.

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## Students' Grade Point Averages

### Seventh Grade

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**RESULTS** 2.05 for 13 students 2.2 for 14 students
Students' Grade Point Averages

Eighth Grade

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RESULTS 1.97 for 14 students 2.1 for 14 students
### Students' Grade Point Averages

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**RESULTS**  
2.6 for 14 students  
2.6 for 14 students
## Students' Attendance Figures

### Seventh Grade

#### 1968-69

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**TOTAL**: 81 days/12 students  
**AVERAGE**: 6.7 days/12 students  
**TOTAL**: 8 days/12 students  
**AVERAGE**: .6 days/12 students
Students' Attendance Figures

Eighth Grade

1969-70

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TOTAL 115 days /13 students

AVERAGE 8.8 days/13 students

8 days/13 students

1.1 days/13 students
### Students' Attendance Figures
#### Ninth Grade
#### 1970-71

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**TOTAL** 58 days/14 students 1 day/14 students

**AVERAGE** 4.1 days/14 students .2 day/14 students
## Average Reading Scores

### Ninth Grade

#### 1970

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6.7 average for 13 students

5.0 average for 13 students

5.9 average for 13 students
### Average Reading Scores

**Ninth Grade**

1971

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7.3 average for 13 students  
4.9 average for 13 students  
6.1 average for 13 students

*Scores computed on Gates Reading Test, therefore, they are not included in order to make statistics more comparable.*
Comparison of Average Reading Scores

1970 and 1971

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Accumulation of Responses
from Parent Interview

1. **Type of Job(s) Held by Parents**

   **Fathers:**
   
   Truck driver; Machinist (4); Spare Parts Analyst;
   
   Bank Teller; Remodeler; Printer; Head of a Construction Site; Policeman; Studio Prop Man; Engineer; Law Enforcement Officer (also part-time Aerospace Designer and Security Guard).

   **Mothers:**
   
   Housewife (8); Machine Shop Worker; Secretary
   
   (Worked in film development plant); The jobs held by the remainder of the mothers is unknown.

2. **With Whom Student Lived**

   Three students lived with their stepfathers and real mother.

   One student lived with his stepmother and real father.

   Ten students lived with both real parents

3. **Comments of Parents which Pertained to the Reading Program**

   No previous information about the Reading Program (4); Important; It did a lot; Very good; Successful;

   Very Important; Helpful (4).

4. **Physical Ailments**

   Convulsions; Visual perception problem; Diabetes; Serious
kidney ailment; (the remaining ten students were not known to have suffered any physical ailments).

5. **Years of School Repeated**

Three students failed and repeated the Third Grade; Two students failed and repeated the Fourth Grade and the remaining nine students had no previous failures.

6. **Type of Magazines in the Home**

- Newsweek; Popular Science; Life; Teen; Campus;
- Reader's Digest; National Geographic; Field and Stream;
- Sports Afield; Outdoor Life; Look; Sport; Surfer;
- Better Homes and Gardens; Outdoors; Sports Illustrated;
- Boys' Life; Comic books; Borrowed motorcycle magazines.

7. **Magazines Subscribed to in the Home**

- Popular Science; Reader's Digest (3); National Geographics; Field and Stream; Sports Afield; and Outdoor Life; Surfer; Better Homes and Gardens; Look;
- Life; Sport; Look; Life; (Seven of the students surveyed did not subscribe to any magazines).

8. **What Newspapers Subscribed to.**

Six students' homes subscribed to the Herald Examiner; four to the Los Angeles Times and three to the local newspaper; (two homes did not subscribe to any newspaper).

9. **Encyclopedias in the Home**
Encyclopedias were present in eleven homes, three of which were very old and one a supermarket edition. The remaining three homes had none.

10. **Dictionaries in Home**

Dictionaries were present in ten homes; one home had four; one home had two; and two homes had none.

11. **Library Cards in Home**

Library cards were present in three homes and eleven homes had none.

12. **Kind and/or Amount of Books in Home**

Five homes contained a variety of books; one home had many novels; one a variety of mysteries; one, many books pertaining to sports; four homes contained few books of any kind; and two homes contained none at all.

13. **Types of Study Area Provided in Home**

Six homes provided bedrooms; one a den and seven homes provided no study area at all.