A Study in Individualized Reading With Nine- and Ten-Year-Old Pupils

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A STUDY IN INDIVIDUALIZED READING WITH NINE- AND TEN-YEAR-OLD PUPILS

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A Thesis Presented to the Graduate Faculty at the Fort Hays Kansas State College in Partial Fulfillment of the Requirements for the Degree of Master of Science

by

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Date July 31, 1963 Approved

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ABSTRACT

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A STUDY IN INDIVIDUALIZED READING WITH NINE- AND TEN-YEAR-OLD PUPILS

Thesis Directed by: Dr. Hulda Groesbeck

The purpose of this study was to measure the effectiveness of individualized reading with a group of nine- and ten-year-old pupils. The study was carried out in the Fort Hays Kansas State College Summer Laboratory School. Subjects participating in the study were twenty-one nine- and ten-year-old pupils enrolled in the laboratory school.

Initial and final reading tests were administered to determine (1) the approximate initial reading status of each pupil and (2) growth in reading skills occurring during the period of instruction. Throughout the five-weeks period continuous evaluative and diagnostic techniques were employed to secure data for improvement of instructional procedures as well as to evaluate pupil progress. Instruments used in compiling these data were (1) teachers' records, (2) pupils' records, (3) pupils' questionnaires, (4) teachers' observations, (5) teacher-made tests, (6) standardized tests, (7) parents' questionnaires, and (8) student teachers' evaluations.

Reading instruction was provided in twenty fifty-minute periods extending over the five-weeks session. Reading materials were selected by each pupil to meet his interests and purposes and progress was paced to his rate of learning. The instructional techniques employed and the
learning experiences provided were varied and were designed to meet individual and group needs and interests. The teacher met with pupils individually at least twice each week. Groups were formed for activities and instruction as common needs and interests developed and functioned until goals were attained.

Instruments used in evaluating pupils' reading skills, interests, and attitudes revealed the following.

1. A mean gain of 1.2 months was achieved in reading ability. Gains of one month to fourteen months were achieved by 65 per cent of the pupils in comprehension ability and by 40 per cent of the pupils in vocabulary. Greatest gains were in retention, interpretation, and appreciation. No increase in mean scores occurred in organization and vocabulary skills.

2. Increased maturity in the use of language skills in both speaking and writing were noted.

3. During the five weeks 365 books were read by the twenty-one pupils. The greatest number read by a pupil was fifty and the least number was three.

4. Attitudes toward reading improved, interests became broader, and more discrimination in the selection of books was shown by these pupils.

5. Pupils', parents', and student teachers' reactions to the absence of fixed ability grouping for reading were favorable.

The following recommendations are suggested by this investigation.

1. That classroom teachers move in the direction of more individualization of instruction, proceeding carefully and thoughtfully after
a thorough study of the philosophy of the program and of the procedures involved.

2. That classroom teachers using the individualized approach in reading should have a thorough knowledge of developmental reading skills and should continuously check, teach, and reinforce these skills as needed.

3. That classroom teachers seek ways of helping pupils become aware of their vocabulary needs and of ways of improving in this area.

4. That further studies be conducted in which instruction is provided for a longer period of time and with greater emphasis upon the building of vocabulary skills.
DEDICATION

This thesis on measuring the effectiveness of individualized reading with a group of nine- and ten-year-old pupils is dedicated to my husband, Bus, in appreciation of his help and patience during the completion of this task.
ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to Dr. Hulda Groesbeck under whose guidance this thesis was written. She also wishes to acknowledge the many helpful suggestions offered by Dr. Jeanne Kuhn.

The writer's appreciation is also extended to Dr. W. C. Wood and Dr. Doris Stage for their advice and encouragement.
TABLE OF CONTENTS

CHAPTER                                  PAGE

I. INTRODUCTION                           1
   Purpose of the Study                   1
   Significance of the Study              1
   Limitations of the Study               3
   Definitions of Terms                   3
      Individualized reading               3
      Basal reader                         3
      Trade books                          4
      Self-selection                        4
      Personalized reading instruction     4
      Lock-step                             4
      Pacing                                4
      Sharing                               4

II. REVIEW OF THE LITERATURE ON INDIVIDUALIZED READING 5
   An Overview of Individualized Reading 5
   Procedures Utilized in Individualized Reading 15
   Advantages and Disadvantages of Individualized Reading 17
   Studies Involving the Individualized Reading
      Approach                               21
      City Schools of Richmond                21
      Palos Verde School District, Rolling Hills, California  22
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appleton, Wisconsin</td>
<td>23</td>
</tr>
<tr>
<td>Wyandanch, New York</td>
<td>24</td>
</tr>
<tr>
<td>Menlo Park, California</td>
<td>25</td>
</tr>
<tr>
<td>Roseville Public Schools, St. Paul, Minnesota</td>
<td>25</td>
</tr>
<tr>
<td>Alachua County Schools, Florida</td>
<td>26</td>
</tr>
</tbody>
</table>

III. THE STUDY OF INDIVIDUALIZED READING WITH NINE- AND TEN-YEAR-OLD PUPILS

| Plan of Study | 28 |
| Procedures | 29 |
| Classroom organization | 31 |
| Book selections | 32 |
| Individual conferences | 33 |
| Grouping for instructions in the basic skills | 35 |
| Sharing of the reading material | 37 |
| Evaluative and diagnostic techniques | 38 |
| Teachers' records | 38 |
| Teachers' observations | 39 |
| Teacher-made tests | 39 |
| Results of the study | 39 |
| Pupils' records | 39 |
| Pupils' questionnaires | 41 |
| Standardized reading tests | 45 |
| Parents' questionnaires | 48 |
| Student teachers' evaluations | 49 |

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 52 |
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBLIOGRAPHY</td>
<td>56</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>60</td>
</tr>
<tr>
<td>A. Example of Parents' Letter</td>
<td>61</td>
</tr>
<tr>
<td>B. Example of A List of Basic Reading Skills</td>
<td>62</td>
</tr>
<tr>
<td>C. Example of Teachers' Records</td>
<td>66</td>
</tr>
<tr>
<td>D. Example of Pupils' Questionnaires</td>
<td>67</td>
</tr>
<tr>
<td>E. Data from Pupils' Questionnaires</td>
<td>69</td>
</tr>
<tr>
<td>F. Example of Parents' Questionnaires</td>
<td>76</td>
</tr>
<tr>
<td>G. Data from Parents' Questionnaires</td>
<td>77</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Initial Reading Grade and Intelligence Quotient Score</td>
<td>30</td>
</tr>
<tr>
<td>II. Initial Reading Test Scores</td>
<td>46</td>
</tr>
<tr>
<td>III. Final Reading Test Scores</td>
<td>47</td>
</tr>
</tbody>
</table>

The purpose of this study was to measure the effectiveness of individualized reading with a group of slow and exceptional readers.

Significance of the Study

Our American society has developed a school system which seeks to give every child an education regardless of ability, color, or background. This is a tremendous and important task which requires the provision of high professional quality education for individual differences.
CHAPTER I

INTRODUCTION

Individualized reading, as an approach to learning, is not new. For many years teachers have been concerned with the individual differences of their students and have tried to reach them by providing a large variety of learning experiences. With overcrowded classrooms this has become difficult. Teachers, who are convinced that it is important, have found ways to approach reading in an individual manner. Studies and experiments in the individualization of reading have been carried out throughout the nation. The individualized method has gained respect as it has demonstrated that it allows reading instruction to become what it should be, an individual matter.

PURPOSE OF THE STUDY

The purpose of this study was to measure the effectiveness of individualized reading with a group of nine- and ten-year-old pupils.

SIGNIFICANCE OF THE STUDY

Our democratic society has developed a school system which entitles every child to an education regardless of creed, race, and religion. This is a tremendous and important task which requires persons of high professional quality who can provide for individual differences.
Individualized reading, with its unique contribution of self-selection is a new concept on the educational horizon. Ability grouping and basal readers are decades old. Although reading achievement is improving in this country, it is not improving enough; and the blame for this meager growth rests on those who, perhaps knowing no better, have led children to read books and other materials which are remote from their purpose. A new and different method of teaching reading is needed to replace the outmoded and basic reader programs now in vogue in our schools.¹

The individualized reading approach came as a reaction against the traditional groupings, which can create a stigma for the slow learners, and as an attempt to meet the demand of the rapid learners for good books. Another influential factor was the recognition of the failure of many girls and boys to develop a love for reading. Modern proponents of individualized reading believe this approach will create a greater interest in reading.

Many in-service teachers are dissatisfied with the reading as taught with the basal readers. They are interested in the individualized reading approach and question its practicability in a typical classroom.

The Summer Laboratory School in which this study was conducted provided immediate opportunities for student teachers to observe and participate in the program. This participation enabled these students to have direct experiences with a teacher who gave serious study to the problem of setting up and working through an individualized reading program. The teacher felt the study would provide information and data to those in-service teachers who are interested in developing individualized reading programs.

¹Jeannette Veatch, Individualizing Your Reading Program (New York: G. P. Putnam's Sons), pp. 10-11.
LIMITATIONS OF THE STUDY

There are many methods and varied procedures for meeting individualized differences in reading but this study dealt only with the method known as individualized reading.

The study was confined to a group of nine- and ten-year-old pupils for a period of five weeks.

The writer was the teacher of the nine- and ten-year-old pupils.

DEFINITION OF TERMS

_Individualized reading._ Individualized reading is both ideational and organizational. It is a way of thinking about the place of reading in the total curriculum and about the materials and methods used, and about the child's developmental needs. It permits a child to choose from a variety of materials on the basis of his own interests, abilities, and purposes, and permits the child to read at his own comfortable rate of speed. It is a plan of instruction in which teachers assess with the individual child the strengths and weaknesses of his current performance in reading. Settings are provided that permit the child and the teacher to evaluate and concentrate on the individual child's silent and oral reading skills, his interests in books, and his attitude toward reading. Records are kept, both by teacher and pupil, on the amount of material read, skills and abilities developed, and the general direction in which the child is moving in his reading accomplishments.

_Basal reader._ Basal reader is the term applied to the textbook used in instructing pupils in a sequential skill developmental program.
Trade books. Trade books are books designed for the general bookstore and library market rather than for textbook use.

Self-selection. Self-selection allows the child to select his reading materials on the basis of his interests, abilities, and purposes and allows him to read at his own comfortable rate of speed.

Personalized reading instruction. In personalized reading instruction the child is given formal instruction in reading skills, a careful record is kept of both his progress and the material on which he is working, and the child meets with the teacher individually at scheduled periods to check his progress.

Lock-step. Lock-step means that all pupils in a class are expected to move forward at the same rate in the same book, mastering the same amount of material to the same degree of thoroughness.

Pacing. Pacing is the term used when a child selects his own reading material and moves through it at his own comfortable rate of speed.

Sharing. Sharing is the term used to describe activities in which the pupils presented to others materials and ideas developed from their reading.
CHAPTER II

REVIEW OF THE LITERATURE ON INDIVIDUALIZED READING

AN OVERVIEW OF INDIVIDUALIZED READING

The concept of meeting individual needs is not new. This concept has been with us since the days of Comenius in the early sixteen-hundreds when he urged "... education at each stage should be adapted to the age and capacities of the child," and with the publication of Rousseau's *Emile* in 1762. Pestalozzi urged attention to individual differences and pointed out methods of achieving this aim in his famous best seller, *Leonard and Gertude*. For three and a half centuries the masters have been telling us that we should strive to meet the individual needs of children.¹

When reading instruction was first provided for children it was taught exclusively on the individual basis. The child was taught as an individual by a scribe, a priest, a tutor, or some member of his family. Even in our early "dame schools" in America, each child was taught individually and progressed at his own rate.

When mass education was extended to all children it became necessary for one teacher to teach a large group of pupils. In meeting this problem the monitorial system, imported from England, was hailed as an excellent solution and was widely adopted.² The first monitorial

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school in the United States was opened in 1806 in New York City. The system spread rapidly over much of the eastern part of the United States. In many cities the first free schools established were monitorial. According to this plan one teacher was in charge of perhaps seventy-five or one hundred pupils. This larger group was divided into smaller groups usually of nine pupils each, and each of these smaller groups was taught by a monitor. Although the plan had many long-range beneficial effects its basic faults were fatal to it. The goals of instruction that could be attained by the monitorial plan were, at best, very limited, and cheapness, not excellence, was its major justification.

The next and most far-reaching influence in the classroom organization was the publication of the McGuffey Readers between the years of 1836 and 1844. McGuffey was the first author to produce a clearly-defined graded series of readers with one reader for each of the six grades. During the second half of the nineteenth century, the classification of pupils into grades became accepted practice. Educators soon became concerned with the rigidity and inflexibility imposed by the graded structure. About 1890, there appeared a number of plans and systems intended to promote the individualization of instruction. Some city

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systems attempted semiannual or quarterly promotion plans to provide more flexibility in grading.7

The first voice in America raised loudly in protest against class lock-step methods of teaching and in earnest advocacy of completely individual progress was that of Preston Search.8 While superintendent of schools in Pueblo, Colorado, Search emphasized individual work and individual progress, as opposed to group work and group progress, and worked to eliminate the concept of nonpromotion.9 Frederic Burk, with the help of Mary Ward, in 1912 and 1913 started the present movement to individualize school work. In the elementary school of the San Francisco State Normal School, Burk developed the first definite technique of individual instruction and promotion. His "self-instruction bulletins" spread all over the United States and to many foreign countries. Burk's school was visited by educators from all parts of the world. His "Monograph C", published in 1915, showing the statistical results of two years of individual work was widely read and reviewed. Teachers who trained under Burk carried his methods into rural and village schools and modified the classroom procedure in their city school classes.10

Even before the days of accurate measurement in education, it was obvious that the schools were failing to adapt themselves to some individuals. Another plan, involving an assistant teacher to help in an

7Anderson, loc. cit.


9Anderson, loc. cit.

overpopulated classroom, emerged in Batavia, New York in 1898 and was used in Batavia and elsewhere in various forms for about thirty years.\textsuperscript{11} Essentially this plan was a method of coaching and encouraging the laggards, of keeping them up with the rest of the class. An extra teacher was usually assigned to this duty.\textsuperscript{12} More recently, the idea of having an assistant teacher has reappeared, not only in connection with classroom overcrowding but also as a means for the training and induction of new teachers.\textsuperscript{13}

Toward the turn of the century some school systems had begun to provide different programs, or the same program on different time schedules for slow, average, or gifted children. Homogenous grouping, at first crudely arranged, became fairly common as an attempt to simplify the teacher's job in meeting the needs of children with varying abilities.

Among the most famous plans of organization was the work-study-play "platoon school" as developed in 1900 by W. A. Wirt at Gary, Indiana. Pupils were divided into two platoons and classes were scheduled so that one platoon studied academic subjects in homerooms while the other platoon engaged in "activities" (art, music, physical education, auditorium, library, nature study, home economics, manual arts) in rooms appropriate for them. The plan permitted economical use of the school facilities, although its main purpose was to insure proportionate emphasis upon the three major aspects of child living (work, study, and play.)\textsuperscript{14} The idea

\textsuperscript{11}Anderson, loc. cit.

\textsuperscript{12}"Burk's Individual System," op. cit., p. 32.

\textsuperscript{13}Anderson, loc. cit.

\textsuperscript{14}Anderson, op. cit., pp. 241-242.
that children could be classified in homogenous groups of approximately the same age levels and the same general ability levels dominated the instructional organization of our classroom during the early years of the twentieth century. It was not until the measurement movement in the 1920's began to produce evidence concerning the differences in native capacities and achievement of children that doubts concerning the validity of this concept arose.15

Then came the startling news of experimentation in individualized instruction which was being carried out in a few places. The most notable plans of individualized instruction introduced at this time were the Winnetka Plan and the Dalton Plan.16 Carleton W. Washburne, at one time an associate of Burks', directed the Winnetka technique of individual education as written in the "Monograph C" recommendations in a public school system. In the Winnetka technique, time rather than quality was varied. In other words, a child could take as much time as he needed to master a skill, but he had to master it. Some of the things the teacher did under this system read very much like the so-called new ideas urged under the current drive toward individualized reading.17 The teacher, under this plan, spends her whole time teaching, not listening to recitations. She helps an individual here or a group there; she encourages and supervises. She is about among her students as they work, not at her desk.18

15Gerald A. Yoakam, "Providing for the Individual Reading Needs of Children," The Education Digest, XX (October, 1951), 47.


Thus, the Winnetka Plan not only allowed for flexibility of time but also for different interests and abilities as the curriculum was adapted to individual differences. Although the Winnetka Plan has had great influence upon other efforts to individualize instruction and combat the lock-step graded system and philosophy, it has undergone considerable modification over the years.

At the time Washburne was inaugurating the Winnetka Plan, Helen Parkhurst started another form of individual instruction known as the Dalton Plan. Miss Parkhurst said that her plan was a sociological rather than a curriculum experiment. Its aim was to keep school life from becoming mechanical by socializing the school. It was a vehicle for the curriculum and concentrated more on the life of the school. The guiding principles included the freedom of the children to pursue interests on their own terms, the worthiness of community living, and the budgeting or apportionment of time for the tasks which were to be completed. The plan’s basic philosophy was to have pupils function as individual members of a social community. The Dalton Plan was applicable only to that part of the school starting with the fourth grade. It was assumed that students of that age had sufficient command over the tool subjects to work independently and easily. The plan aimed to combine class work but most important was the training it gave pupils to handle a job, to manage time, and to plan work.

19Stauffer, loc. cit.
21Stauffer, loc. cit.
Even though much of the research currently available on human growth and development had not yet been done, certain principles emerged that were and still are important for education. These principles are:

1. No group has yet been found in which the individuals composing it possess equal amounts of any one ability.

2. Performances vary so greatly as to indicate that no single requirement is adequate as a stimulus to a majority of the group.

3. To study the development of a learning process it is absurd to set up as a standard a definite quantity of performance and expect each member of the group to accomplish just that amount and no other.24

The individualized reading program which gained recognition in the 1950's is different from the individual instruction which was subject-matter orientated, and each child was given subject-matter assignments which he was permitted to complete as fast as he could. The present plan is child-psychology oriented, utilizing particularly Dr. Willard Olson's theory of seeking, self-selection and pacing. Thus the child seeks out and chooses the book he desires to read and paces himself.25

An examination of the literature in an attempt to determine the beginning of the currently increased interest in the personalized reading program labels it as a product of the 1950's.26 But as far back as the early twenties one could have found teachers like Jean Betzner and Mildred Batchelder in the Horace Mann School of Teachers College, Columbia


University, New York City, instructing children individually in reading.
The Nassau School in East Orange, New Jersey, under the leadership of
Dewilt Boney as principal, and the Maury School in Richmond, Virginia,
where Etta Rose Bailey has exercised similar leadership, are two schools
in which individualized teaching of reading has continued for at least
the past twenty years. Eland B. Jacobs worked out his plan for indi-
vidualized reading instruction when he was an upper-grade teacher in
Michigan more than twenty years ago. Other teachers throughout the country
have been quietly experimenting with a truly individual approach to help-
ing children progress in reading skill. Some have been influenced by
such teachers as Roma Gans at Teacher College, Columbia University. Others
have been influenced by Willard Olson's discussion of children's growth
patterns by their seeking, self-selection, and pacing in his book entitled
Child Development, publicized in the late forties. An influence in Cali-
ifornia has been the Claremont Conference on Reading. In New York City
May Lazar has been giving strong leadership in the direction of individualized
reading.27 Jeannette Veatch's book Individualizing Your Reading Program,
published in 1959, was the first book on individualized reading instruction.
Walter B. Barbe's book entitled, Educator's Guide to Personalized Reading
Instruction was published in 1961. Starting slowly in the early 1950's
the professional literature has given more attention to the personalized
or individualized method of teaching reading until now there is hardly
an issue of a journal in elementary education which does not carry

27Alice Miel (ed.), Individualizing Reading Practices (Practical
Suggestions for Teaching, No. 11, New York: Bureau of Publications,
Teachers College, Columbia University, 1958), pp. v-vi.
accounts of another program of personalized or individualized reading instruction. The increased interest in individualized reading is evidenced by Sam Duker's article in the March, 1963, *Elementary English* in which he listed thirty-four theses written in twenty-five colleges located in fourteen states. Twenty-five of these theses have been written since 1959 and five were written prior to that period. There are several doctoral studies now in progress. These vary in design from survey type to controlled experimentation.

In a democracy we believe that each human being is unique and should have an opportunity to develop to his highest potential. Jeannette Veatch pointed out that individualized reading with its unique contribution of self-selection is a new concept on the educational horizon. The philosophical difference between individualized reading and a basal program is that in an individualized program the personal interest of the child is engaged before he is taught.

Walter Barbe stated that the major goal of the personalized reading program is not based on the fact that children are failing to read. Nor is this the reason for developing it as a method of teaching reading. Even though children are learning to read, in many instances they are not developing the love of reading which is essential if they are to continue through life using the skills which they have learned.

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29Sam Duker, "Master's Studies of Individualized Reading," *Elementary English*, XL (March, 1963), 280.


Reading is fundamentally an individual skill and, as such, can best be learned when instructions most nearly meet the individual's needs. This process does not eliminate all group procedures; instead it increases the number of groups. It necessitates that groups be flexible, temporary, and formed for teaching a particular skill or sharing ideas gained from reading.32

Lazar said this about the individualized reading approach:

The term 'approach' here is considered in its broadest sense—as a way of thinking about reading; an attitude toward reading and not as a single method or technique. Individualized reading is based on thinking which involves modification of concepts and the development of new concepts, not only with respect to class organization, techniques and materials, but also to the child's developmental needs as well.33

Willard Olson has established the concepts upon which the individualized reading program is based. Olson recognized that all learning is really a process of self-selection. The learner is continuously seeking from the environment and selecting the experiences which meet his need at the particular moment. As those in environment provide the learner with materials, situations, encouragement and approval, he continues to develop. Through their care for him and their planning for situations which will provide conditions for growth they pace the learner's seeking and selecting.34

32Jill Bonny and Levin B. Hanigan, "Individualize Teaching of Reading," The National Elementary Principal, XXXV (September, 1955), 76.


Basic to the success of an individualized reading program is the philosophy that children should learn to assume considerable self-direction and self-control as they mature. Only when the pupils in a class have developed to the point where they can read and work independently for short periods without constant direct supervision by the teacher, can this program have any chance for success. Individualized reading may be initiated in any grade, from one to six, when this situation has been realized.35

PROCEDURES UTILIZED IN INDIVIDUALIZED READING

The individualized reading program is organized so that all pupils read independently rather than in regular reading groups. Trade books chosen by the pupils are the basic reading materials. Self-selection of books is a key feature of individualized reading. Each pupil reads at his own pace and keeps a record in his notebook of the books he reads.

Evans suggested that after the pupils are oriented to the program and understand that they are to have a book of their own choice in their possession at all times, the following activities may be carried out during the reading period:

1. Individual conferences, averaging five minutes, are held between the teacher and the child. At this time the student's reading list is checked to note progress and some of the books are discussed. The child may read orally to the teacher and any difficulties can be corrected. A comprehension check is often made. A notebook sheet or card is kept for each pupil so that progress and deficiencies can be noted by the teacher during or immediately after the conference. Help may be given in the selection of books suitable to the child's reading level and interests.

2. When not in conference or otherwise engaged, the child reads independently at his seat or selects a new book from the shelf.

3. Teaching sessions with small, flexible groups are held from time to time to teach skills. The composition of these groups depends upon the teacher's conference notes, diagnostic reading test data, and observations.

4. Some of the earlier writers suggested occasional use of basal readers for skill and basic vocabulary teaching. However, most present-day advocates are violently opposed to any use of the basal, which is criticized as too 'dull and restrictive.'

5. Short periods are set aside for the sharing of reading experiences among the members of the class. Motivation for future reading takes place here.

6. Some children will work on their reading lists in their notebooks or will be adding words to their vocabulary lists.

7. Creative work growing out of common reading experiences may be going on in small groups. For example, some children may be preparing a play.36

Certain misconceptions about individualizing reading guidance need to be avoided, else what is basically a creative, insightful approach to children in their self-development in reading becomes merely a mechanical, rate performance of perfunctory details. Leland B. Jacobs pointed out:

1. Individualized reading is not a single method, with pre-determined steps in procedure to be followed.

2. Individualized reading is not a guarantee of the alleviations for either the child or the teacher, of all the problems and pressures in reading instructions.

3. Individualized reading does not eliminate group reading.

4. Individualized reading does not support a laissez-faire attitude toward instruction in which the child merely does what he wants to do because he wants to do it.

36Dean N. Evans, "Individualized Reading—Myths and Facts," Elementary English, XXXIX (October, 1962), 580.
Individualized reading is no panacea for all the ills of teaching reading.37

Beverly Hostelter pointed out that the teacher is the key to the success of an individualized reading program in the following statements.

"An individualized reading program needs an interested, intelligent efficient, flexible teacher. The teacher should have a knowledge of the entire range of teaching reading and be enthusiastic for books."38

ADVANTAGES AND DISADVANTAGES OF INDIVIDUALIZED READING

A psychologically powerful quality of individualized reading is the fact that it starts with the child. One of the most promising developments in education today is the trend toward accepting the learner where he is and helping him take the next step.39 It capitalizes on his normal, healthy drive to explore his environment. From this environment the child seeks those experiences that are consistent with his maturity and his needs. This supports the contention, since children grow at widely varying rates, that it is impossible to say when a given boy or girl will be ready for a particular reading experience. Rather, his developmental pattern will be found on a continuum or range of growth toward maturity.40


38 Beverly Hostelter, "What Does Individualized Reading Mean to You?" Elementary English, XXXIX (March, 1962), 265.


40 Harold G. Shane, Mary E. Reddin, and Margaret C. Gillispie, Beginning Language Arts Instruction with Children (Columbus, Ohio: Charles E. Merrill Book, Inc., 1961), p. 195.
Schwartzberg pointed out:

The individualized reading program has proved successful in a wide variety of classrooms. It has been successful because it has brought about a basic reorientation of viewpoint. Instead of concerning ourselves with the number of levels on which a teacher can teach, we are now concerned with the one level on which each child can learn.41

It is quite true that a good deal of research needs to be done in this field to evaluate more fully the enthusiastic reports of the teachers who have tried an individual method of teaching reading after feeling dissatisfaction with ability-group procedures. The writer feels that she has found an approach to reading which will prove helpful in teaching reading more efficiently and provide a more interesting learning experience for the pupils. There is a growing body of literature which tends to support the fact that there is much value in a program for teaching reading individually. Hildreth pointed out these values in an individualized reading program:

1. Learning takes place in a more permissive atmosphere than is possible when materials are invariably selected by the teacher and practice must conform to prescribed exercises and activities.

2. Giving the child choice in selection establishes favorable and positive attitudes toward books. With this plan children begin to take an absorbent interest in books at once and become self-reliant in the selection and use of books.

3. The motivation and purposing from free choice of good story books hold the child's interest and help him concentrate on the task.

4. Independent practice activities on an individual basis are always more economical of the pupil's practice time than taking turns listening to other children read aloud.

5. The pupils cover more ground in continuous reading when they use story books than when they are confined to reader selections.

41Herbert Schwartzberg, "Puppetry and Individualized Reading Program," The Reading Teacher, XIII (November, 1960), 103.
6. The plan obviates the pressure slow children feel about getting into the 'top group.' No child is forced ahead at too rapid a pace. Nor is any child held back by the slower progress of the rest of the group. The pupil receives specific help from the teacher at the time he most needs it.

7. Free-choice reading is a boon to the gifted child because it increases both the range and quantity of his reading.

8. Children learn to use books of all types for study projects and school activities.\textsuperscript{42}

Lazar cited these advantages in an individualized reading program:

1. This program may actually be less expensive in terms of schoolbook purchases, because it does not require a dual set of basal readers and trade books in sufficient quantity for every child.

2. Reading and the other language arts become more closely integrated, and greater growth is evidenced especially in oral and written expression and in critical thinking.

3. The child experiences greater self-worth and he takes more initiative, demonstrates greater self-management, and gains more independence.

4. Parents and librarians report increased interest in reading on the part of the children and more actual reading outside the school.

5. There is more creative teaching as the classroom becomes a more lively, interesting place. The environment and activities take on greater resemblance to real-life situations.

6. Children read more, read faster, and comprehend better, and at the same time experience more enjoyment. They read more varied materials.\textsuperscript{43}

Veatch cited these values of an individualized reading program:

1. Close personal interaction with the teacher serves child's psychological needs.

2. Acquiring skills only as needed assures their normal development.

3. Oral reading promoted by genuine audience situation.\textsuperscript{44}


\textsuperscript{44}Veatch, op. cit., pp. 29-32.
In Harry W. Sartain's research on individualized reading he found these disadvantages:

1. The less capable pupils are less likely to achieve success in an individual situation.

2. Individualized reading does not allow adequate time for setting of thought-provoking purposes for reading.

3. The lack of planned sequential skill program makes teachers uneasy about a wholly individualized organization.

4. Teachers using the wholly individualized approach are constantly pressed for time to provide the conferences that pupils need.45

Robert Karlin found these two disadvantages:

1. There is little or no provision for readiness.

2. Guidance and reinforcement follow the completion of reading.46

David H. Russell pointed out that:

1. Children and especially young children profit from direct guidance more than from a laissez-faire situation.

2. Under incidental teaching, reading skills tend to be developed in haphazard fashion, if at all.

3. The individual program demands unusual teaching ability in planning and conducting a complex program of activity for thirty or more individuals.

4. To be successful, individualized reading requires a complicated system of records of pupils' activities which imposes a heavy burden of clerical work on the teacher.

5. Children often make unwise selections in the things they want to read.47


In a summary of the research up to 1959 Witty concluded:

It seems that a defensible program in reading will combine the best features of both individualized and group instruction in reading. . . some basal materials. . . appear to be highly repetitious and unrealistic, particularly for the primary grades. It is necessary therefore, for teachers to select basal materials with care and to use them judiciously to meet individual and group needs. Beyond doubt there is need also for diverse materials in a worthwhile reading program. . . It is clear that today we have an unusual opportunity to cultivate independence in reading through the use of the many excellent children's books now available.48

Most proponents of the individualized reading program do not accept Witty's suggestion that individualized reading be considered a part of the total reading program. Veatch has criticized Witty's summary of the research up to 1959 in an article in the April, 1960 Elementary English.49

STUDIES INVOLVING THE INDIVIDUALIZED READING APPROACH

Very little controlled research on individualized reading has been reported. Most of the research on this topic at present falls into the category of unpublished theses, dissertations, or mimeographed reports of experiments carried on in certain schools. In the few studies that have been reported, pupils in the individualized reading programs made significantly greater gains than did the control groups in vocabulary, comprehension, and total reading. Classroom test findings vary.

Examples of these studies are as follows.

City Schools of Richmond. This study was made on the question:


What is the difference, if any, between the progress in skills of pupils at the intermediate grade level if taught on their individual levels of accomplishment regardless of grade placement and that of pupils taught as a group the curriculum prescribed for their grade with only minor incidental provisions made for individual differences in ability or achievement? This experiment was done with the 448 students in the fourth-grade classes for a full school term. The report of the findings is based on amount of growth from the time of the initial test to the time of the final test rather than in actual scores obtained at the end of the period. The control group averaged .67 years in total reading gain and the experimental group averaged 1.11 years. With similar chronological ages, similar mental ages, and consequently similar intelligence quotients in the two groups and comparable achievement scores at the outset there must be an explanation for this difference other than any differences in the original make-up of the groups. Since incidental differences were statistically minimized through the handling of the composite groups and the one planned difference was the provision for individual differences it seems reasonable to associate these factors as cause and effect.50

Palos Verde School District, Rolling Hills, California. The dual purpose of this study was (1) to show how an individual reading program which included the self-selection of reading material was adapted to the physical, emotional, and academic needs of second grade pupils; and (2) to compare reading gains made by pupils taught by individualized self-selective techniques. The study extended over a period of one calendar

year and compared reading gains made by one hundred sixty subjects selected from eight second-grade classrooms. A control group and an experimental group were identified, composed of eighty subjects each. In the control group reading instruction was presented in the conventional manner. While in the experimental group an individualized self-selective method was employed. Teachers also were matched on the basis of comparable educational background and teaching experience. Subjects in the two groups were comparable in number, mental age, intelligence, and socio-economic background.

At the beginning of the study, the two groups were tested and were found to be equal in reading achievement. After one year's reading instruction by the respective methods, the subjects were retested. Reading gains were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Reading Vocabulary</th>
<th>Reading Comp.</th>
<th>Total Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>1.09</td>
<td>1.31</td>
<td>1.14</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>1.26</td>
<td>1.96</td>
<td>1.41</td>
</tr>
</tbody>
</table>

The self-selective reading method produced greater gains than did conventional reading methods in the areas of reading vocabulary, reading comprehension, and total reading.51

Appleton, Wisconsin. This study compared the growth in reading of twenty pupils in the intermediate grade using the self-selection method with the growth for the city as a whole. This study was in effect for twenty-one months with the same students and the same teacher. The following four means of evaluation were used: (1) standardized tests,

51Antionette McChristy, "A Comparative Study to Determine Whether Self-Selective Reading Can be Successfully Used at the Second Grade Level," Claremont College Reading Conference, Twenty-Fourth Yearbook (Claremont, California: Claremont College Curriculum Laboratory, 1959), pp. 48-49.
(2) teacher's observation, (3) pupils' reactions to the program, and (4) parents' appraisal. After a year and a half of reading under the self-selection plan, the reading scores of the self-selection class equaled those of other classes in the city, while the growth of the self-selection class in reading skills from September to April exceeded that for the city as a whole by six months.52

Wyandanch, New York. An experimental program in individual reading was established with fifty-four pupils in the third-and-fourth grades in Wyandanch, New York. From the standardized tests given at the beginning of the year and again at the end of the year, it was observed that better than average gains in reading ability were made. A study of test patterns showed a much higher degree of accuracy at the end of the year than at the beginning. The gain in these groups was greater than in similar groups taught by the group method. In an informal interest inventory conducted in both control and experimental groups, dramatic results were evidenced by the much wider range of reading interests in the experimental group.

The wide range of scores in the experimental groups, especially at the upper end, seemed to indicate that "the lid was lifted", and that no child was held back. The range of scores in the control group was much narrower, despite the fact that the intellectual range was equal to or higher than that of the experimental group.

It was indicated by this study that the pupils read more proficiently, with greater interest, and in more varied areas. Reading became

fun, as well as an important tool for finding information. There was a
definite carry-over of reading skills to other parts of the curriculum.
There also seemed to be a greater retention of skills and vocabulary
because teaching occurred at the time the need was evident. 53

**Menlo Park, California.** In this experiment a class of third-
grade pupils was tested in October and then again in May. The median score
for the class in the fall in terms of grade placement was 3.3. The median
for the spring was 4.4. Class test results showed an eleven months growth
in reading vocabulary and a fifteen months growth in reading compre-
hension. A normal growth for this period of time would have been seven
months, since that length of time had elapsed.

During the seven month period, even greater growth took place in
such things as interest in reading, discrimination in reading, and variety
in reading. An awareness of authors developed, and the pupils acquired
the ability to plan reading activities independently and to do reference
work. Most important of all, since the pupils developed a love for
reading, the habit of reading was established. To this might be added
the increased satisfaction the pupils gained not only in reading stories
and whole books but in writing with better choice of words, improved
sentence structure, and better spelling. 54

**Roseville Public Schools, St. Paul, Minnesota.** This experimental
program was carried out with second-graders in the Roseville Public

53 Ruth Greenman and Sharon Kapilian, "Individual Reading in
Third and Fourth Grades," *Elementary English*, XXXVI (April, 1959),
234-237.

54 Mary Largent, "Thanks to an Individualized Reading Plan, My
Third-Graders Are Eager Readers," *National Education Association Journal*,
XLVIII (March, 1959), 64-65.
Schools. Five teachers, randomly chosen, used the individual approach while five other teachers used a basal approach. After three months of school the five teachers who began with the individualized approach changed to a basal approach, and the other five shifted to the individualized approach for three months. Tests of word recognition, paragraph reading, knowledge of word elements, and better sounds were given three times.

Strengths of the individualized approach noted included the individual conference, the larger number of books read, the interest in individual improvement, and the special appeal the approach had for the best readers. The weaknesses involved: the restlessness of the slower readers and some of the average readers who could not work independently for long periods of time; the difficulty in teaching recognition and methods of attacking new words; the problems of identifying pupils' difficulties and teaching appropriate skills during infrequent short periods; and the frustration the teachers felt as they tried to schedule as many daily conferences as they thought the pupils needed.

A comparison of the progress made by the pupils using the two approaches revealed insignificant differences. One exception was noted; the group with the least ability made greater gain in word recognition under the basal plan.55

Alachua County Schools, Florida. An action research project was undertaken with two second-grade classes to see if an individualized reading program in a small school with a few materials could increase interest

and improve skills in reading. One second grade embarked upon an individual reading program a few weeks after the beginning of the fall semester. The other class served as a control group, using reading groups and a reading series. There was no difference between the two classes as measured by achievement and intelligence tests.

The basic problem was the availability of materials. Since individual reading recognizes the psychological principle that learning is experiencing, experience charts were used as much as time permitted. They were important because they made it possible for the pupils to read sentences that had meaning for them in terms of past experiences. A pupil who could not read from books could sometimes read an experience chart that he had helped to write.

The experimental group gained over its original score significantly more than did the control group. In the semester's time, less than four months, the control group gained an average of 3.04 months; the experimental group gained 7.32 months.

The pupils in the experimental group said they liked to read and felt that they were good readers. Several said their mothers thought that they were good readers. It would seem that the individualized reading gave them a feeling of success.56

CHAPTER III

A STUDY OF INDIVIDUALIZED READING WITH

NINE- AND TEN-YEAR-OLD PUPILS

The purpose of this study as stated in Chapter I was to measure the effectiveness of individualized reading with a group of nine- and ten-year-old pupils.

PLAN OF STUDY

The study was carried out in the 1963 Fort Hays Kansas State College Summer Laboratory School. This school is maintained to provide opportunities for observation and participation for college students enrolled in student teaching. Ten student teachers were assigned to the classroom in which this study was conducted.

Subjects used in the study were twenty-one nine- and ten-year-old pupils from western Kansas enrolled in the summer school. Final test results are presented for twenty subjects. One pupil did not complete the five weeks program. While a limited number of these pupils attended the session for review and reinforcement of learning skills this group was fairly representative of the population as a whole, as will be noted in Table I, both in intellectual ability and reading performance.

Instruction designed to meet the reading needs of each pupil was provided in twenty fifth minute periods extending over the five-weeks summer session. A variety of evaluative and diagnostic techniques were employed throughout the study. These included (1) teachers' records,
(2) pupils' records, (3) pupils' questionnaires, (4) teachers' observations, (5) teacher-made tests, (6) standardized tests, (7) parents' questionnaires, and (8) student teachers' evaluations.

PROCEDURES

The pupils used in this study were aware that they would be working with individualized reading. However, since none had had previous experiences in such a program the many facets of this approach were explained to them in detail.

The pupils were told that they would select their own reading books and would read individually with the teacher. The group's response was positive to this idea and pupils seemed eager to try this different approach to reading. Discussions were held to explain the responsibilities of each pupil. The kind of books to be used, the ways in which the books could be reported, classroom routine, independent and group activities, records pupils kept of the books they read, and individual conferences were included in these discussions. At the beginning of the study a letter was sent to each pupil's parents explaining the method used in the summer reading program. (Appendix A.)

To determine the initial status in reading ability of each pupil the Developmental Reading Test, Bond, Clymer, Hoyt, Form IR-B was administered. The California Test of Mental Maturity was also administered as a diagnostic instrument and as one measure of ability to profit from instruction. The results of these tests are presented in Table I.

An informal interest inventory was given at the outset of the study. These three questions were asked. (1) What type of books do you
TABLE 1
INITIAL READING GRADE AND INTELLIGENCE QUOTIENT SCORES
(N=21)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Reading Grade</th>
<th>I.Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.5</td>
<td>130</td>
</tr>
<tr>
<td>2</td>
<td>6.2</td>
<td>141</td>
</tr>
<tr>
<td>3</td>
<td>4.8</td>
<td>81</td>
</tr>
<tr>
<td>4</td>
<td>4.8</td>
<td>102</td>
</tr>
<tr>
<td>5</td>
<td>3.5</td>
<td>128</td>
</tr>
<tr>
<td>6</td>
<td>6.2</td>
<td>106</td>
</tr>
<tr>
<td>7</td>
<td>7.2</td>
<td>106</td>
</tr>
<tr>
<td>8</td>
<td>4.2</td>
<td>103</td>
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<tr>
<td>9</td>
<td>4.6</td>
<td>117</td>
</tr>
<tr>
<td>10</td>
<td>4.7</td>
<td>99</td>
</tr>
<tr>
<td>11</td>
<td>4.9</td>
<td>128</td>
</tr>
<tr>
<td>12</td>
<td>5.7</td>
<td>133</td>
</tr>
<tr>
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<td>6.7</td>
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<td>14</td>
<td>5.4</td>
<td>86</td>
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<td>3.1</td>
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<td>16</td>
<td>4.5</td>
<td>132</td>
</tr>
<tr>
<td>17</td>
<td>7.5</td>
<td>126</td>
</tr>
<tr>
<td>18</td>
<td>6.2</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>4.7</td>
<td></td>
</tr>
</tbody>
</table>

mean = 5.4  
range = 3.1-6.2

enjoy reading? (2) Who is your favorite author? (3) Who is your favorite illustrator? Reactions to these questions enabled the teacher to secure books which were of interest to the pupils and also books by the pupils' favorite authors. These books were available when the pupils began their self-selection. The information gained from these tests and the questionnaire helped the teacher gain insight as to the kinds of books and their levels of difficulty which should be provided for the pupils' reading.
Trade books ranging from kindergarten to the tenth grade in reading difficulty, were obtained. These books were secured from the college and the city libraries. Pupils also brought books from home. In addition to these trade books, basal readers, texts in various subject fields, newspapers, pamphlets, and magazines were also available. These reading materials were kept circulating in and out of the classroom. There were approximately two hundred books used in the classroom during the study.

Classroom Organization

After the materials were collected they were arranged attractively on the shelves and the reading table within easy access for browsing. The room was so arranged that the books were easily available yet not in the way of traffic. The pupils' desks were placed in groups of threes and fours as this made it easy for pupils to discuss their books and to help one another if necessary. Art supplies were accessible to the pupils. They could work with these in the art corner or select the needed material and work at their seats. They could discuss their books in small groups at the reading table or in the seminar room, which was available for use at all times. The seminar room was used also for preparation of the dramatizations and puppet plays.

Pupils were permitted to move about freely as they selected their books, read, or carried out their independent activities. This freedom was limited only to the extent that pupils were not disturbing others. In this way individual reading conferences of teachers with pupils were not disturbed. Pupils were encouraged to wait until the conference was
over if specific help with words was needed. In the meantime, they were to try to figure out the word, use the dictionary for help, ask a neighbor, or write it down, and receive help when the conference was over. Pupils were using their dictionaries more frequently as the study progressed.

Book Selections

After the room was arranged and the classroom routine was understood, the pupils were allowed complete freedom in selecting books. The books were arranged in interest categories: adventure, animals, science, mystery, famous people, fun stories, sports, poetry, history; not by reading ability levels. The pupils were told in selecting a book to skim through it and see that it did not have more than two or three new words on each page. If it had more than this number it would probably be too difficult. If the book had no new words it would probably be too easy.

To motivate reading interest experiences such as these described below were provided.

1. A librarian came the first week to talk with the class about the books in the city library. As all pupils were not from Hays a trip to this library was made so that the out-of-town pupils could obtain library cards and use them during the summer.

2. Interest in certain books was aroused by leaving a book and a note on the pupil's desk. The note might read, "You have read several books about sports. Are you acquainted with Basketball Bones by H. D. Francis? Compare this book with the other books you have read about sports." Usually this book was read.

3. An attractive bulletin board with this caption "ARE YOU ACQUAINTED WITH THIS CHARACTER?" was a good selling point for books.
An important character from the book would be illustrated with the book displayed below. The pupils seldom failed to read this book.

4. A "real live author" who resided in Hays was asked to come and tell the pupils about the children's books she had written.

Individual Conferences

By the beginning of the second week the initial testing had been completed, children were acquainted with the individualized reading approach, and all felt comfortable with the books they had chosen. At this time the teacher-pupil conferences were initiated. Pupils remained in their seats while the teacher circulated through the room meeting with each pupil individually. The period when the teacher and pupil were together in a one-to-one relationship was an important phase of this study. It was through these individual contacts with pupils that clues to specific needs and interests were recognized.

The Summer Laboratory School provided an opportunity for student teachers to observe and participate in the program. Each student teacher was assigned to and worked with the same two pupils during the study. Precautions were taken so that no more than two conferences per week were held with each pupil as this probably would be as many as a classroom teacher would be able to schedule. Conferences were kept to this minimum so as not to invalidate the study.

The form of the conferences might be similar for each pupil, reading orally, exploring the pupil's feelings toward a book, working on specific skills, discussing and planning a possible follow-up, and discussing how the pupil planned to share his book. But the content,
the discussions, the learnings, and the teaching were often quite different. One pupil might need help with initial consonant blends; another might need to work with strange words encountered in his reading; perhaps another had an emotional problem he needed to discuss with someone who would listen.

As the teacher and student teachers were not familiar with all the books in the room, a card file was kept to help acquaint them with the books. As a book was read by the teacher or the student teachers a few questions with answers were recorded on a 3" x 5" card and filed by the author's name in a file box. When a conference was held, these cards with the questions and answers were used to check the pupil's comprehension of the materials read. The teachers' familiarity with the books led to more successful conferences.

Each student teacher had a list of basic reading skills which should be presented to elementary pupils. (Appendix B.) As a pupil read orally and was then questioned his specific needs were noted. Practice materials were available for an immediate follow-up. Basal reader manuals were sometimes used in teaching specific skills. Exercises from reading workbooks were always available for practice work. Pages were removed from the workbooks, mounted on cardboard with a page on either side, and reinforced at the edges with masking tape. When a worksheet was assigned to a pupil he also received a transparent plastic sheet and a marking pencil. The worksheet was covered with the plastic on which the answers were written with the marking pencil.

An important part was played by the rest of the class while a conference was going on. Pupils gained independence and learned
self-control. They were not to interfere with a conference unless a matter needed immediate attention. If they read aloud in groups, they read quietly so as not to disturb others. If they were working on activities in preparation for the sharing of reading experiences with the class, they gathered materials, and performed these activities independently and quietly.

**Grouping for Instruction in the Basic Skills**

The philosophy of individualized reading does not exclude grouping from the classroom. Grouping has a definite place but groups should be set up for specific purposes and needs. Pupils were grouped for instructions in three ways: (1) by total class, (2) by small groups, and (3) by individuals. Whole class grouping occurred when a new concept was introduced or for total group discussion and sharing. Groups were formed for pupils who were having similar difficulties; for example, in dividing words into syllables. Developmental lessons in these skills were presented to the groups and were continued until the difficulty had been eliminated.

The **Silent Reading Diagnostic Test**, Bond, Clymer, Hoyt, Form D-A administered at the beginning of the study, provided useful data for instruction in all three ways of grouping.

Usually the emphasis in special groups was on reading skills, but at times groups were formed around common interest areas. Pupils shared activities such as reading orally, telling or discussing stories, reporting on books, or planning dramatizations. Purpose and not ability was the basis for these groups. The interest groups lasted only until group purposes were satisfied.
Working with the individual pupil was the third way of organizing for instruction. The individual conference revealed not only the specific needs of the individual pupil but gave clues to common weaknesses among the pupils. Thus, not only was help provided on an individual basis at the time help was needed but also specific skill groups could be set up for this purpose as well.

The pupils' records yielded clues for specific needs as well as for grouping for instruction. These records showed that the pupils needed help in spelling, language, and writing as well as in the basic reading skills. The typewriter was used with some of the pupils who had difficulty with spelling words correctly in their individual records. They wrote the misspelled word three times on the typewriter and used the word in a meaningful sentence. These words and sentences were then recorded on tapes so the pupil could take his spelling test individually later on. The pupil would pronounce the word, use it in a sentence, pronounce the word again and leave enough time to write the word. The typewriter and tape recorder were added incentives to the correct spelling of words.

As will be noted from the procedures described above, in individualized reading the pupil starts from where he is and not from where the group or grade level prescribes. He can progress from where he is to those skills which he needs. Skills are important in individualized reading and become clearer to the pupil because he is taught the reading skills when he needs them and thus can see the worth and importance of attaining these skills.
Sharing of the Reading Materials

Due to the limited time available for this study many pupils did not become well acquainted with all members of the class. Much of the sharing of reading materials and experiences was done by individuals rather than by several working together. The following are some examples of these sharing activities.

1. A group of four boys sitting together all read the same book. After discussing the book they decided to dramatize the story.

2. Two pupils, a boy and a girl, shared their book with paper sack puppets. The puppet provided support for the girl who was lacking in self-confidence. She seemed proud to be able to share her book with the class. She made a sock puppet and shared another book before the end of the study.

3. One girl gave a "live book report" by dressing as the main character and telling the interesting part of the story.

4. Several pupils shared their books by illustrating scenes or an illustration of the main character.

5. Some books were shared by reading the most exciting or funniest incident in the story.

6. As two boys narrated the story of Pierre by Maurice Semdak it was recorded on tape. They shared this story with another class.

Books were also shared while the students were reading in groups. A child felt free to read an exciting passage to the others in his group. Frequently you could hear pupils discussing their books with friends as they were reading.

Not all pupils wanted to share their books. Some pupils wanted to share their books the same way each time. These pupils were encouraged
to use other ways of expressing their experiences.

**Evaluative and Diagnostic Techniques**

As was stated earlier in the chapter a standardized reading test, a group intelligence test, and a short informal interest inventory were administered during the first week of the study. Throughout the remainder of the five-weeks period continuous evaluative and diagnostic techniques were employed to secure data for improvement of instructional procedures as well as to evaluate pupil progress. Instruments used in compiling these data were (1) teachers' records, (2) pupils' records, (3) pupils' questionnaires, (4) teachers' observations, (5) teacher-made tests, (6) standardized tests, (7) parents' questionnaires, and (8) student teachers' evaluations. While the use of these was an important and integral part of the procedures only teachers' records and observations will be described here. The remainder fall more appropriately in the succeeding section in which the results of the study are presented.

**Teachers' records.** Accurate records were kept by the teachers of each pupil's attributes and difficulties. Data were recorded on a three page spread of a record form which was kept in a loose-leaf notebook. (Appendix C.) This notebook was preferred as extra sheets could be added when necessary. Notations were added to this record each time the pupil met with the teacher and usually after each group meeting. Data in the following categories were noted on the teachers' records: (1) pupil's name, age, grade, and address, (2) parents' names, occupation, and telephone, (3) intelligence quotient and mental age, (4) reading test result, (5) diagnostic test results, (6) record and date of each conference,
(7) interests, (8) specific notes about social and emotional traits, (9) record of books read, and (10) record of how books were shared.

Teacher's observations. Day by day pupil observation was another method of evaluation and provided an opportunity to observe the behavior patterns of the pupils. Often through careful observation one was able to determine pupils' attitudes motivating their behavior in the classroom.

Teacher-made tests. Many short teacher-made tests were administered during group activities. These were used for the purpose of measuring growth in the reading skills. These tests were used for diagnostic helps rather than for grading purposes. Teaching manuals used with basal readers were helpful in the preparation of these tests.

Results of the Study

As stated in the preceding section a variety of instruments was used to obtain diagnostic and evaluative data. Instruments which provided information useful for evaluative purpose and the results obtained are presented below.

Pupils' records. Each pupil kept a record of his reading experiences during the study. His record included: (1) the date a book was read, (2) the title, author, and illustrator of each book, (3) a brief comment about each book, and (4) a list of some of the new words encountered while reading.

An example of one pupil's recording.

Date: June 21, 1963
Title: The Incredible Journey
Author: Sheila Burnford
Illustrator: Carl Burger
"I liked the story because it told of an uncanny love that made two dogs and a cat fight the dangers of starvation, wolves, and thirst for three hundred miles."

The type and kind of reading done by a pupil was a clue as to the pupil's growth in maturity and understanding. Many pupils progressed from fairly easy books to more difficult stories with satisfactory results.

The twenty-one pupils read three hundred and sixty-five books during the five-week study, averaging seventeen books per pupil. The least number of books read by an individual was three and the greatest number was fifty. Several pupils chose books on the primary level as this was their independent reading level at the time. The pupil who read fifty books chose books of different categories on intermediate level or above. This pupil read all of the time—while sitting on the curb waiting for her ride to school, going down the hall, and as soon as she entered the classroom each day. Another pupil read twenty-one books ranging from primary level to intermediate and above. He enjoyed books about sports of all kinds and these were usually intermediate level and above. At one time he was reading a primary book and he remarked, "Now I am going to read an easy one." This pupil knew he was weak in vocabulary and he worked to overcome this weakness. On the second reading test his vocabulary score showed an increase of 1.5 years.

The pupil who read only three books was reading on an intermediate level. This was the first time some of the pupils had read "fatter" books, as one girl stated it. Some pupils seemed to be afraid to try a book that could not be read in twenty or thirty minutes. One boy had
read seventeen primary books and the teacher was convinced he could read more difficult books than this. Tornado Jones by Trella Lamson Dick was laid on his desk. He worked on this intermediate book for three weeks, reading only at school, and finished it a few minutes before the close of this study. One day as he was going to music class he remarked, "I surely wish I did not have to go to music as I was reading such an exciting part." He had matured as he had read a "big" book.

Some pupils enjoyed reading but did not care to write comments about the books they had read. These comments were not mandatory, as one of the objectives of the individualized reading approach is to learn to love to read. Indeed, a lengthy report of each book was not suggested as it was judged that such a requirement might stifle the pupil's interest for reading. The teachers tried to encourage the writing of brief comments, however, as pupils would be practicing skills necessary for writing, spelling, and grammar, as well as providing a check on their retention of the book. Some people were writing better comments as the study progressed.

Most of the pupils reported that they had read more books than ever before and they were enjoying reading more. From these reports the writer concluded that the pupils were devoting more time to reading and thus were given more opportunity to practice reading skills.

Pupils' questionnaires. The purpose of these questionnaires was to determine (1) pupils' interest in reading, (2) pupils' feelings about their own progress and learning, (3) pupils' estimate of proper length of reading period, (4) adequacy of books available to pupils, (5) pupils' attitude toward the individualized reading program, (6) pupils' attitudes
toward ability grouping for reading, and (7) pupils' library habits. (Appendix D.)

Questions one and two on the questionnaire dealt with reading interests before and after starting the reading program. Fifteen pupils answered that they were interested in different kinds of books after starting the reading program, five had not found any new interests, and one answered, "I already liked all books." Some of the interests changed from humorous books to baseball books, fairy tales to animal stories, fact to fiction, "Saint stories" to fun stories, cowboys to "bugs", and from science to horse stories.

In answering question three, "Do you think you are a better reader since you started this program?"; fifteen answered "yes." Three answered, "I do not know" and one answer was, "I could read well before I started this program." Some of the responses of the pupils who answered "yes" are as follows:

"I can read fatter books."
"I read more."
"I am reading more than usual."
"I have learned many new words."
"I learned to use the dictionary."
"It is easier to read."
"Sound out words better."
"The books are good."

In response to the question asking if they were enjoying this type of reading more, eighteen pupils answered "yes", two "no", and one "a little." The eighteen pupils' answers on how long they thought the
reading period should be, varied from twenty minutes to all day. More of the pupils preferred to read in the mornings. Nineteen of the pupils indicated that there were enough different kind of books in the room from which to choose and one pupil wanted more humorous books.

Nineteen of the pupils preferred reading individually rather than reading with a group. Below are some of the reasons why the pupils preferred reading individually:

"Because I can go faster."

"It is tiring waiting for your turn."

"Other readers don't go fast enough."

"We don't have to wait for the slow readers."

"Reading without stopping."

"I get nervous and lose my place."

Question IX on the pupil questionnaire was, "What do you like about groups?" Four pupils answered, "Nothing." One answer was, "I didn't." Another answer was, "I can't think of anything I liked about group work."

Fourteen pupils gave reasons for liking groups. Typical responses were as follows:

"Plays."

"Company and drawing."

"Playing a part."

"Talking."

"You can help each other."

"I like to listen to others read."

"I read faster in a group."
Some of the responses to the question, "What did you dislike about groups?" were:

"Everything."

"I do not get to read enough."

"I would rather read in another book."

"I don't like to read in the same book."

"Reading workbooks."

"You have to wait your turn."

"You have to read as fast and slow to keep up."

Fourteen answered "yes" they were using the library more since they started this type of reading, five answered "no", one "a little more", and one "I don't know." Five had taken out library cards since starting this kind of reading, sixteen had library cards before starting this type of reading, and one stated, "I had one and lost it."

Seventeen of the pupils felt that the teachers' suggestions had helped them improve their reading. Some of the suggestions pupils felt were helpful were: (1) help in pronouncing and spelling, (2) learning new words, (3) how to make reports, (4) guidance in selection of books, and (5) using the dictionary.

Twenty of the pupils preferred this kind of reading rather than reading in groups. Only one said he wanted to read with a group.

From this questionnaire the teacher has drawn the following conclusions in regard to the individualized reading approach in comparison with conventional procedures: (1) by reading more children's interests are widened, (2) pupils are capable of assessing their own progress and
learning, (3) pupils enjoy reading, are reading more, and are using the library more, (4) the pupil had no stigma about not being able to keep up with the group, and (5) more time was devoted to reading thus giving more opportunity to practice the reading skills.

**Standardized reading tests.** Another evaluation was accomplished through the administration, on two separate occasions, of different forms of the Developmental Reading Tests, Bond, Clymer, Hoyt. Form IR-B was administered on June 10, 1963, and Form IR-A was administered on July 10, 1963. The purpose of these tests was twofold: (1) to determine approximately the initial reading level of each pupil and (2) to learn what growth had taken place during the period of instruction. Scores obtained on these tests are presented in Tables II and III.

As indicated by the test mean scores the greater amount of growth occurred in the area of comprehension. The class mean for comprehension on the first test was 5.42 and 5.69 for the second test. Gains from 0.2 of a year to 1.6 years in comprehension ability were made by 65 per cent of the pupils. The greatest amount of gain, 0.67 of a year, was shown in appreciation. Retention showed a gain of 0.22 of a year and interpretation 0.32 of a year. No gain was shown in organization. These data indicate that individualized reading through its emphasis on a better understanding of the pupil and upon the pupil’s enjoyment of reading materials provided satisfactory learning of most comprehension skills.

The pupils scored a little higher in vocabulary on the first test than in comprehension, but this was not true of the second test. Gains in vocabulary from as much as 0.1 of a year to 1.5 years were made by 40 per cent of the pupils. Five pupils progressed from 1.1 years to 1.5 years in vocabulary. Not as many pupils gained in vocabulary as in
**TABLE II**

**INITIAL READING TEST SCORES**

(N=21)

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<th>Appreciation</th>
<th>Av. Comp.</th>
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<th>Total Read.</th>
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Mean Score: 5.15 5.97 5.63 4.93 5.43 5.38 5.40

Range: 2.6 - 8.0 4.1 - 10.2 2.9 - 8.8 0 - 6.9 3.0 - 8.0 3.1 - 9.4 3.3 - 8.7

*This pupil did not complete the study.*
# Table III

**Final Reading Test Scores**  
*(N=21)*

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**Mean Score**  
5.37  
5.84  
5.95  
5.60  
5.69  
5.37  
5.53  

**Range**  
2.5-6.0  
2.5-8.0  
4.6-9.4  
3.8-7.8  
4.1-8.5  
3.7-8.5  
4.2-8.2

*This pupil did not complete the study.*
comprehension but more pupils made larger gains. The class as a whole showed no gain in vocabulary. The mean for vocabulary on the first test was 5.38 and 5.37 on the second test.

**Parents' questionnaires.** At the close of the study a questionnaire was sent to each of the pupils' parents. (Appendix F.) The data on the questionnaires were used as one evaluation of the study. These data are presented below.

Seven parents stated that their child was reading more since attending Summer Laboratory School and ten said they saw no difference in their reading. Five of these ten children referred to were avid readers.

Nine responses to the question, "Have you noticed any difference in his attitude toward reading?" were "yes", five were "no", and three, "no difference." Parents' comments were:

"She is more willing to share stories; thus she has a greater interest in the story."

"She has always enjoyed reading but feels this had made the school reading class more enjoyable."

"He enjoys reading and is eager to go to the library."

"He can read better and he reads more with interest."

"I have noticed she is reading more for information as well as for entertainment."

"Children are reading more on a voluntary basis," was the opinion of eleven parents and five parents thought not.

Twelve parents answered "yes" to the question, "Is he interested in sharing his books and stories with members of the family?" Two
answered, "no", two, "very much so", and one, "Not particularly unless questioned."

Some of the parents' reactions to the Summer Laboratory School and the individualized reading program were as follows:

"Orchids to you all (teacher and student teachers) because of Jim's big improvement in his reading."

"I would say his attitude toward reading has improved. He has become more selective in his choice of books."

"I am sure the Summer Laboratory School reading has helped. If it could only be used in the public schools it would be wonderful."

"Patricia enjoyed the Summer Laboratory School very much and showed more interest in reading."

"Thank you so very much for giving Mary a most delightful summer reading course."

Student teachers' evaluations. At the close of the study each student teacher was asked to evaluate the study and to state whether she thought the approach could be used in her classroom. Here are some of their comments.

Student Teacher 1

I can more readily understand why Nila Blarton Smith in 1930 said that the basic texts would march silently out of the classroom after viewing 'first hand' the marked, frequent, spontaneous enthusiasm displayed by the children during this new reading approach. Their pleasure in this program as compared to traditional group reading was so clearly apparent and their verbal comments confirmed this choice. I like this reading approach but because of tradition I will combine basal reading and the individual approach in reading with my best readers.

Student Teacher 2

The individualized reading program was very interesting and profitable. It has been a practical course. I feel I can go back to my classroom and set up the program by following the same
procedures used in the laboratory school. I will probably continue to use S.R.A., basal reader, and other reading helps I have in my classroom, but the greater share of my allotted reading time will be used for the individualized program.

Some good positive attitudes toward reading were becoming evident. A choice of higher reading level books, a greater love for reading, and a better understanding of reading skills were some of the objectives which were being achieved.

Student Teacher 3

I have been impressed with the individualized reading program. I find it much more interesting and challenging to both the students and the teacher than the basal approach.

I plan to use the individualized approach at least two days a week and the basal reader for two days. This will leave one day for the Weekly Reader. Later in the year I would like to use the individualized reading approach entirely.

Student Teacher 4

The Summer Laboratory School offered an enrichment program in individualized reading for the pupils as well as for the student teachers. I was interested to see this type of reading in action. This did not force the slower students to stay up with the average group, and the better readers were not forced to slow down to stay within reach of this same mythical group. Allowing the pupils to work at a pace which was comfortable for them minimized the competition. The pupils competed with themselves rather than with the class in general. The pupils enjoyed the permissive atmosphere for learning. The selection of their own books was a challenge for the pupils.

I would like to try this reading approach.

Student Teacher 5

I have read and heard much about individualized reading but always wondered just how it would work in a typical classroom. From my experience and my observation this summer I think it is a valuable method, a fine experience for children, and could be initiated into any classroom after preparatory arrangement had been made.

I was amazed at the great amount of insight into a pupil's reading habits that could be gained in such a short conference. The dramatizations motivated the interests of the children.

I will attempt this type of program on one day per week basis. This one day program will give me an opportunity to become more secure with this approach and to acquaint the parents with the program.
Student Teacher 6

I have gained a great deal of insight in the field of individualized reading. My greatest gain was in the method of presenting and reviewing the reading word attack skills. I was impressed with both the individual conference and the small group work for teaching reading skills.

The use of the typewriter, tape recorder, dramatizations, book reviews, and the pupils' records has given me several ideas for teaching my literature classes. I feel the use of these teaching devices is an important part of the reading program.

I am planning to use individualized reading in combination with the basal text with my top reading group. This individualization will begin about the tenth week of school.

Student Teacher 7

I found that it was possible to have many children all working and reading at different rates of speed and levels of ability. It was evident that children will select those books which are on their levels of ability.

I plan to individualize gradually by using two reading periods a week for individualized reading and use it along with the regular basal text.

Student Teacher 8

I can see great possibilities in individualized reading. I will be librarian in a fine library and will have the opportunity of helping children select their reading material.
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to measure the effectiveness of individualized reading with a group of nine- and ten-year-old pupils. The study was carried out in the 1963 Fort Hays Kansas State College Summer Laboratory School. Ten student teachers observed and participated in the study. Subjects participating in the study were twenty-one nine- and ten-year-old pupils enrolled in the Summer Laboratory School.

Reading instruction designed to meet the needs of each pupil was provided in twenty fifty-minute periods extending over the five-weeks summer session. This instruction was provided by working with the pupils individually, in small groups, and with the class as a whole. The evaluation of the study was made on the basis of information obtained by standardized tests, questionnaire, and by observation. Standardized tests were administered to measure growth in skills that had taken place during the period of instruction.

Conclusions

During the five-weeks study, which is approximately 11 per cent of a total school year, 65 per cent of the pupils progressed from one month to more than fourteen months. The mean gain for the class as a whole was 2.4 months. The most gains were shown in retention, interpretation and appreciation. The tests did not indicate measurable gains in organization. Gains on the whole, however, do indicate that individualized reading through its emphasis on a better understanding...
of the pupil and upon the pupil's enjoyment of reading materials is
providing satisfactory learning of the comprehension skills.

Growth in vocabulary from nearly one month to over fourteen
months were attained by 40 per cent of the pupils. Five students showed
gains of nearly ten months to over fourteen months. The class as a
whole showed no improvement on the standardized tests in vocabulary.
Initial and final average scores were almost identical. The reason for
this may have been that some of the children considered the reading as
recreational reading. In the limited time available for the study the
concept that this was reading was not understood. This concept could
well have been established had a longer time been available for the
study.

More reports were given, utilizing both art and dramatization.
These reports helped the pupils grow in self-confidence. To some
extent the pupils were showing increased maturity in the use of language
and in creative writing when they presented such reports based on their
reading interests.

Books read during the study totaled 365 in number which was an
average of seventeen books per pupil. The children reported that they
were reading more books, enjoying reading more, and using the library
more with the individualized reading approach. More books were being
read and pupils were finding more interests. Reading habits and
attitudes, particularly among the slower readers, began to improve. As
the pupil read easier self-selected materials, he gained in confidence
and progressed with a feeling of competence toward more difficult and
challenging books. This was particularly evidenced when a pupil had
finished a "fatter" book. The pupils' evaluations and reactions were enthusiastic and clear in their own minds as to why they liked this approach.

Many of the pupils felt that they had a bigger part in this reading program as they were capable and responsible for developing some of their own approaches to learning. The pupil had no stigma about being able to keep up with a group. Groups were formed for a particular need and when that need was served the group was disbanded.

Evidence of changes in the pupils' reading attitudes and habits as indicated by the parents were (1) the pupils seemed more interested in reading and were using the library more, (2) pupils were reading better, reading for information as well as for entertainment, and were showing more selectivity in their choice of books. Some parents felt that this type of reading had made reading in the classroom more enjoyable and it would be a fine idea if this type of reading could be used in the public schools.

The student teachers were quite enthusiastic about this approach and eight of the ten planned to combine individualized reading with the basal reader plan in their classrooms. The investigator found this to be a gratifying and enjoyable experience for herself as well as for the pupils and student teachers. She felt that she had found an approach which will prove helpful in teaching reading more efficiently and provide a more interesting and effective learning experience for the pupils.
Recommendations

The following recommendations are suggested by this investigation.

1. That classroom teachers move in the direction of more individualization of instruction, proceeding carefully and thoughtfully after a thorough study of the philosophy of the program and of the procedures involved.

2. That classroom teachers using the individualized approach in reading should have a thorough knowledge of developmental reading skills and should continuously check, teach, and reinforce these skills as needed.

3. That classroom teachers seek ways of helping pupils become aware of their vocabulary needs and of ways of improving in this area.

4. That further studies be conducted in which instruction is provided for a longer period of time and with greater emphasis upon the building of vocabulary skills.
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A. BOOKS


H. PERIODICALS

Bonney, Jill, and Levin B. Hanigar. "Individualized Teaching of Reading," The National Elementary Principal, XXXV (September, 1955), 76-82.


Schwartz, Herbert. "Puppetry and Individualized Reading Program," The Reading Teacher, XII (November, 1959), 103-107, 117.


G. HANCOCK


B. OTHER SOURCES


APPENDIX A
EXAMPLE OF PARENT'S LETTER

June 14, 1963

Dear Parents:

In our Summer Laboratory School, we are trying a different method in the teaching of reading. We are attempting what is known as the individual approach to teaching reading—in short Individualized Reading.

We are all aware that reading is fundamentally an individual skill and, as such, can best be learned when instruction most nearly meets the individual's needs.

In addition to the conventional skills phase of the reading program, we hope to achieve additional desirable objectives. We hope to inspire the child to read more books; to provide broader reading experiences; to instill in each one an appreciation of good literature; to develop a spirit of self-evaluation; and to enable the child to proceed at his own reading rate more satisfactorily.

Self-selection in reading is just what the words imply. Each child selects a book from a wide variety of well-chosen reading material and reads the book at his own comfortable speed.

We know that the way to learn to read—is to read. Usually the more anyone reads the better reader he becomes. A reader is a person who reads not only for information, but for the pure joy of reading. We feel that self-selection and individualized reading will contribute much to the total growth of children.

We have a wide selection of books at the Summer Laboratory School, but we are encouraging the children to go to the public library as well. We want the children's use of the public library to become a habit. We would appreciate your cooperation in making it possible for your child to go to the library.

Sincerely,
APPENDIX B

EXAMPLE OF A LIST OF BASIC READING SKILLS

BARBE READING SKILLS CHECK LIST
FIFTH LEVEL READING SKILLS

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. Vocabulary:
A. Word recognition of vocabulary in content areas

Social Studies—English—Arithmetic—Science—Miscellaneous

B. Meaning of words
1. Interpreting word meanings
2. Semantics
3. Synonyms, antonyms, homonyms, heteronyms
4. Knows abstract meanings of words
5. Understands figurative and colorful expressions
6. Understands colloquial speech

II. Word Attack Skills:
A. Phonics skills
1. Syllabication
   a. Each syllable must contain a vowel and a single vowel can be a syllable.
   b. The root or base word is a syllable and is not divided.
   c. Blends are not divided. (th str)
   d. Suffixes and prefixes are syllables. (dusty in come)
   e. If the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant.
   f. If a vowel in a syllable is followed by only one consonant, the syllable usually ends with a vowel.
   g. If a word ends in le, the consonant just before the l begins the last syllable.
   h. When there is an r after a vowel, the r goes with the vowel to make the "er" sound. (er ir ur)

1Walter B. Barbe, Copyright 1960.
2. Vowel sounds (review long and short sounds)
   a. When there is only one vowel in a word or syllable the vowel is short.
   b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent.
3. Accent.
   a. In a word of 2 or more syllables, the first syllable is usually accented unless it is a prefix.

B. Dictionary
1. Alphabetization.
   a. Division into quarters and thirds.
   b. Classifying words by second, third, and fourth letters.
2. Using a dictionary.
   a. Recognize and learn abbreviated parts of speech as n.= noun; v.= verb; adj.= adjective; adv.= adverb.
   b. Learning the preferred pronunciation.
3. Use of guide words.
4. Syllabication and accent.
5. Interpreting diacritical markings. (bottom of page)
6. Interpreting key to pronunciations. (bottom of page)
7. Interpreting phonetic re-spellings.
8. Cross references.
9. Plurals—irregular. (deer, deer shelf, shelves)
10. Comparative and superlative adjectives. (many, more, most)
11. Change in accent and its effect on pronunciation and meaning of words. (present, present')
14. Adverbs derived from adjectives. (ly ending as a clue or help.)

C. Glossary
2. Use guide words.
3. Find meanings to understand what is being read.

D. Context clues
1. Review using context clues.
2. Review associating ideas with words.
3. Review associating ideas with characters.
4. Sentence structure. (Noun, verb)
5. In poetry. Rhythm scheme can sometimes help.

III. Comprehension:
A. Locating information
1. Table of contents.
   a. Examine tables of contents of several books.
   b. List titles and have pupils use table of contents to locate pages.
2. Examine books to find: title page, pictures, key, guide words, publisher, copyright year.
APPENDIX B (Continued)

B. Reference materials
1. The encyclopedia
   a. Topics arranged alphabetically
   b. Show meaning of characters on back of each volume.
   c. Compare dictionaries and encyclopedias for differences of materials.
   d. Pupils should know names of important children's encyclopedias.
2. The atlas and maps.
   a. Examine atlas to find answers for questions on location, relative size, direction and distance.
   b. Use maps to explain latitude and longitude.
      Compare with known facts about streets and highways.
3. Magazines and newspapers. Use to supply more recent information than textbook could contain.
5. Time tables.
   a. Reading and interpreting.
   b. Following directions.
   a. Explain that every book has its place on the shelf.
   b. Each class of books has its own call number.
   c. Examine cards. Author, title, subject
   d. Give practice in location of titles and call numbers.
8. Catalogues.

C. Reading to organize.
1. Outlining. Use roman numerals and letters.
2. Establish a sequence. Pupils list sentences in order of event.
3. Follow directions.
4. Summarize.

D. Note taking
1. From reading
2. From lectures

E. Reading for appreciation
1. To derive pleasure
2. To form sensory impressions
3. To develop imagery
4. To understand characters
   a. physical appearance
   b. emotional make-up

IV. Oral Reading:
A. Recognize and pronounce words with speed and accuracy.
B. Group words into meaningful phrases.
C. Interpret marks of punctuation accurately.
D. Re-express to an audience the meaning and feelings expressed by an author.
E. Express emotion sincerely.
F. Read in a pleasant, well-modulated voice.
G. Read with poise and self-confidence.
H. Dramatize portions of the story.
I. "Telewise" or give radio version of story incidents.
J. Take part in a stage version of a story.
K. Verify answers to questions.
L. Interpret characterizations.
M. Interpret word pictures.
N. Interpret general mood of text. e.g. humor-suspense.
O. Interpret sensations given by words.
P. Interpret the organization of text.
   1. Main thought in the paragraph.
   2. Main events in sequence.
   3. Main heads and sub-heads in outline.
   4. Directions for carrying out an activity.
APPENDIX C
EXAMPLE OF TEACHERS' RECORDS

(First Page)

Pupil's Name __________________________ Date of Birth ________ ________ ________
Parent's Name __________________________ Father's Occupation ________________
________________________ Mother's Occupation ________________
Address ____________________________ Telephone __________________________
Intelligent quotient ________________ Mental Age __________________________
Reading test results __________________________
Diagnostic test results __________________________

(Second Page)

Date of Conference __________________________

Notations:
1. Notes on oral and silent reading
2. Notes on skills needed
3. Vocabulary difficulties
4. Interests
5. Notes about social and emotional traits
6. How pupil will share his book

(Third Page)

Books read:
APPENDIX D

EXAMPLE OF PUPILS' QUESTIONNAIRES

1. What kind of books were you interested in before you started this kind of reading program? __________________________________________
   __________________________________________

2. Are you interested in different kinds of books now? ______________
   __________________________________________
   What new subject? ____________________________________________
   ____________________________________________

3. Do you think you are a better reader since you started this reading program? ________________
   Why? __________________________________________
   __________________________________________

4. Do you enjoy reading more now? ________________

5. How long do you think the reading period should be? ________________
   What time of the day would you like to have reading? ________________
   __________________________________________

6. Are there enough different kinds of books for you to choose from in the room? ________________

7. Do you like the way you have been talking to the teacher by yourself rather than working with the teacher in a group as you did in the past? ________________

8. Do you like reading by yourself better than you did reading with a group? ______________________
   Why? __________________________________________
   __________________________________________
9. What did you like about groups?

10. What did you dislike about groups?

11. Do you use the library more since you started this kind of reading?

12. A. Have you taken out a library card since starting this kind of reading?
   B. Did you have a library card before you started this kind of reading?

13. Have your teacher's suggestions helped you improve your reading?
   How?

14. Do you want to continue this kind of reading or would you rather go back to the way of reading in groups?

APPENDIX E
DATA FROM PUPILS' QUESTIONNAIRES

(I.) What kind of books were you interested in before you started this kind of reading program?

Pupil responses:

1. All kinds
2. Animal, mystery, Indian
3. Funny books (humorous)
4. Fun books
5. Funny (humorous)
6. Horses and animals
7. Dog stories
8. Fairy tales
9. Horses, comedy
10. Any kind
11. Exciting, fun
12. Fact
13. Saint stories
14. Mystery
15. Cowboys
16. History
17. All kinds
18. Animal
19. Adventure
20. Mystery, adventure
21. Airplanes, science

(II.) Are you interested in different kinds of books now?

Pupil responses: yes - 16 no - 5

1. Fun stories
2. Baseball books
3. Pilgrim Stories
4. Mystery, animal
5. Indians
6. Animal
7. Mystery
8. Horse
9. Cats, dogs
10. Mystery
11. Fiction
12. Fun stories
13. Bugs
14. Sports
15. I already liked all books.
16. Mysteries
APPENDIX E (Continued)

(III.) Do you think you are a better reader since you started this reading program? why?

| yes - 15 | "I do not know" - 3 |

Responses of pupils who answered "yes":
1. "I can read fatter books."
2. "I could read well before I started the program."
3. "Because there were more interesting books."
4. "I like to read."
5. "I read more."
6. "I am reading more than usual."
7. "I always read a lot."
8. "I read more."
9. "The books are good."
10. "Because I like to read and I am reading more."
11. "I've learned many new words."
12. "I learned to use the dictionary."
13. "I read more."
14. "I read more."
15. "Because I learned new words."
16. "It's easier to read."
17. "Sound out words better."

(IV.) Do you enjoy reading more now?

| yes - 18 | no - 2 | "A little" - 1 |
APPENDIX E (Continued)

(V.) How long do you think the reading period should be? ________

What time of day would you like to have reading?

1. 3 hours after noon
2. 2 hours any time
3. 1 hour in the afternoon
4. all day all day
5. 1 hour morning
6. 1 hour hot afternoon
7. all day all day
8. 1 hour morning
9. 30 minutes morning
10. one-half hour
11. 1 hour 10:30-11:30
12. 2 hours 8:45-10:45
13. 1 hour and 15 minutes afternoon
14. as long as the teachers want it to be
15. as long as they think I don't know
16. 4½ hours in winter afternoon
17. 20-30 minutes any time
18. half an hour afternoon
19. 1 hour morning
20. 2 hours about 10:00
21. 1 hour morning

(VI.) Are there enough different kinds of books for you to choose from in the room?

yes - 19
no - 2
APPENDIX E (Continued)

(VII.) Do you like the way you have been talking to the teacher by yourself rather than working with the teacher in a group as you did in the past.

yes - 19  no - 2

(VIII.) Do you like reading by yourself better than you did reading with a group?_________Why?

Reading alone - 19  Reading with a group - 2

1. "I can't read out loud very well."
2. "Because I can go faster."
3. "Because I get more reading out of it."
4. "You find it more interesting."
5. "I like to read with a group."
6. "It is tiring waiting for your turn."
7. "Other readers don't read fast enough."
8. "It is not fun to read in groups."
9. "Reading by yourself is more fun."
10. "I can read."
11. "So people can not hear me."
12. "In a group I learn more."
13. "Because I can read as fast as I want to."
14. "Because I have to wait."
15. "No! Because more to learn."
16. "Because it takes too long."
17. "We don't have to wait for the slow readers."
18. "Because with a group it takes too long."
19. "Read without stopping."
APPENDIX E (Continued)

20. "Because it's more fun."
21. "I get nervous and lose my place."

(IX.) What did you like about groups?
1. "No."
2. "I can't think of anything I liked about group work."
3. "Nothing."
4. "You get a little interested."
5. "Plays."
6. "Company and drawing."
7. "Nothing."
8. "Playing a part."
9. "I didn't."
10. "Talking."
11. "You can help each other."
12. "You learn more."
13. "Nothing."
14. "I don't like anything about it."
15. "You can ask more questions."
16. "Nothing."
17. "There aren't so many."
18. "I like to listen to others read."
19. "I didn't like them."
20. "I read faster in a group."
21. "I don't like working in groups."
APPENDIX E (Continued)

(X.) What did you dislike about groups?

1. "Everything."
2. "If I mispronounced a word the kids laughed at me."
3. "I don't get to read enough."
4. "You don't get much interested."
5. "I would rather read in another book."
7. "We have to read too slow."
8. "I like to read alone."
9. "I don't like to read in the same book."
10. "Too hot."
11. "It takes too long."
12. "You have to read as fast and slow to keep up."
13. "Reading workbooks."
14. "I had to wait."
15. "I would rather be alone."
16. "Not a thing."
17. "Nothing."
18. "You have to wait your turn."
19. "Had to wait so long before it was my turn to read."
20. "Read the same book."
21. "I get nervous in groups."

(XI.) Do you use the library more since you started this kind of reading?

yes - 14
no - 5
"A little more"
"I don't know"
APPENDIX E (Continued)

(XII.) A. Have you taken out a library card since starting this kind of reading?

yes - 5  no - 16

B. Did you have a library card before you started this kind of reading?

yes - 16  no - 4  "had one and lost it" - 1

(XIII.) Have your teachers' suggestions helped you improve your reading? ________ How?

yes - 17  "It has a little" - 1  "I do not know" - 1

1. _____

2. "It has a little in the pronouncing and spelling."

3. "Yes. By giving book reports about them."

4. "Yes by reading a lot."

5. "Yes. Learn new words and how to make reports."

6. "I think so."

7. "Yes. Telling me what I should read."

8. "Yes. I read better out loud."

9. "Yes. By learning new words."

10. "Yes. Mom thinks so."

11. "Yes. Helped me find my mistakes."

12. "I don't know."

13. "Yes. If I forget something they help me remember."

14. "Yes. By reading out loud."

15. "No."

16. "Yes." By helping."

17. "Yes. I need to study meaning of words."

18. "Yes. New words."
APPENDIX F
EXAMPLE OF PARENTS' QUESTIONNAIRES

Dear Parents:

You have previously received a letter concerning the study in individualized reading with nine and ten year olds in which your child is participating. Each child has been receiving his share of individualized instruction as reading is being taught on an individual basis. Have you noticed any change in your child's reading habits and preferences? Would you fill out this questionnaire to the best of your knowledge and return it by July 10th? Thank you.

Very sincerely,

1. Is your child reading more books than he did before attending the Summer Laboratory School? _______________Less books? ______
   No difference? _______________

2. Have you noticed any difference in his attitude toward reading?
   _______________ If so, in what way?

3. Is your child reading more on a voluntary basis than before? ______

4. Does your child make use of the public library? _______________

5. Is he interested in sharing his books and stories with other members of the family? _______________

If you have any comments not covered by the questionnaire, would you write them in this space?
APPENDIX G

DATA FROM PARENTS' QUESTIONNAIRES

(I.) Is your child reading more books than he did before attending Summer Laboratory School? _______ Less books? _______ No difference? _______

More - 7  Less - 5  No difference - 10

(II.) Have you noticed any difference in his attitude toward reading? _______ If so, in what way?

Yes - 9  No - 5  No difference - 3

"She knows what she has read and can tell the story after she has read it."

"She has always read a lot and likes to read. She is a good reader."

"She is more willing to share stories; thus a greater interest in the story."

"I have noticed she is reading more for information as well as for entertainment."

"She has always enjoyed reading but feels this has made school reading class more enjoyable."

"He enjoys it more."

"Seems to be somewhat more interested."

"He enjoys reading and is eager to go to the library."

"He can read better and he reads more with interest."

"He sits down and seems to understand the story better."

"Better."
APPENDIX G (Continued)

"We have noticed no particularly difference in his attitude toward reading as it was positive previously."

(III.) Is your child reading more on a voluntary basis than before?  
   Yes - 10    No - 5    "I think so" - 1

(IV.) Does your child make use of the public library?  
   Yes - 15    No - 1    Some - 1
   "Yes, he has access to three more libraries."
   "Some, as he has many books at home."
   "No, as she has been getting books from the reading clinic."

(V.) Is he interested in sharing his books and stories with other members of the family?  
   "Not particularly unless questioned."
   "Very much so. From time to time he mentions what he read and questions many things he has read."

If you have any comments not covered by the questionnaire would you write them in this space?  
   "Orchids to you all (teacher and student teachers) because of Jim's improvement in his reading."
   "I think Gene's speed and comprehension has improved some, but reading is still a chore rather than pleasure so far as he is concerned."
   "Dea Ann has always spent as much time each day reading as she is able to squeeze in."
   "I would say his attitude toward reading has improved. He has come to be more selective in his choice of books."
"I am sure the Summer Laboratory School reading has helped. If it could be used in the public schools it would be wonderful."

"Randy has enjoyed his schooling here in Hays. He has always liked to read since first grade."

"She was very interested in doing the pantomime of the book, Cindy. I feel the various methods used in sharing books was of special interest to her."

"Thank you so much for giving Mary a most delightful summer reading course."

"Debra has enjoyed her five weeks of school and I don't doubt for a minute that she hasn't gained some from it."

"Patricia enjoyed the Summer Laboratory School very much and showed more interest in reading."