R E P O R T R E S U M E S

ED 012 691 RE 000 316

READING PROGRAMS IN SECONDARY SCHOOLS. OCCASIONAL PAPERS IN READING, VOLUME I.

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PUB DATE JUL 67

EDRS PRICE MF-$0.25 HC-$1.08 27P.

DESCRIPTORS- SECONDARY EDUCATION, *HIGH SCHOOLS, *JUNIOR HIGH SCHOOLS, *READING RESEARCH, *READING INSTRUCTION, DEVELOPMENTAL READING, *READING PROGRAMS, CURRICULUM PLANNING, DROPOUT PREVENTION, BLOOMINGTON

A SAMPLING OF SECONDARY SCHOOL READING PROGRAMS DESCRIBED IN THE PROFESSIONAL LITERATURE IS REVIEWED. BOTH SENIOR AND JUNIOR HIGH SCHOOL PROGRAMS ARE INCLUDED. FIVE MAJOR QUESTIONS ARE CONSIDERED--(1) HOW DO SECONDARY READING PROGRAMS BEGIN, (2) WHAT STUDENTS ARE INCLUDED, (3) HOW SHOULD PROGRAMS BE SCHEDULED INTO THE CURRICULUM, (4) WHO IS RESPONSIBLE FOR SECONDARY READING INSTRUCTION, AND (5) WHAT ARE THE CHARACTERISTICS OF PRESENT PROGRAMS. IN THE ARTICLES REVIEWED, FOUR TYPES OF READING PROGRAMS WERE DESCRIBED. THE REMEDIAL PROGRAM WAS THE MOST COMMON. A BRIEF HISTORY OF THE MOVEMENT FOR SECONDARY SCHOOL READING PROGRAMS IS GIVEN. THE FUTURE IMPORTANCE OF THE REMEDIAL PROGRAM, ESPECIALLY IN RELATION TO THE DROPOUT PROBLEM, IS DISCUSSED. A 114-ITEM BIBLIOGRAPHY IS INCLUDED. (RH)

OCCASIONAL PAPERS IN READING

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School of Education
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Occasional Papers in Reading is issued on a non-regular basis eight to twelve times per year. Papers can deal with any aspect of reading including articles describing research projects, theoretical speculation on reading, reports and evaluations on innovative program developments, reviews of tests and instructional materials, annotated or analytical bibliographies, and other general or specialized papers of current interest to the reading researcher or practitioner. Manuscripts for inclusion are invited and should be submitted to Dr. Leo Fay, Editor, Occasional Papers in Reading, School of Education, Indiana University, 220 Pine Hall, Bloomington, Indiana 47401. All submitted papers are evaluated by the Editorial Advisory Board, Dr. E. G. Summers, Chairman. Copies of papers in the series can be obtained by writing to the Editor.

READING PROGRAMS IN SECONDARY SCHOOLS

In 1925, the National Society for the Study of Education proposed in its Twenty-Fourth Yearbook that reading guidance be provided in secondary schools. (3)* The same organization, in its second report in 1937, proposed that provision should be made for refinement of reading interests, habits, and tastes. (3)

Gray, in a report for the National Society for the Study of Education in 1948, stated:

> The primary attack on reading on the secondary school level should be through a program designed to promote maximum reading growth among all students in keeping with their individual capacities and needs. (3:322)

Traditionally, reading has been considered a skill to be taught in elementary school. In the past, reading was not part of the secondary school curriculum, and secondary school teachers, being primarily subject matter oriented, assumed that pupils entering grade seven were prepared to read all the materials they might encounter. This idea might have been valid at a time when students with learning problems caused by reading dropped out of school. Soon after the end of World War II, however, student population in the secondary school began to increase, and many students entered secondary school reading below grade level. It was during the decade from 1950 to 1960 that most rapid growth in enrollment took place. It was also during this decade that secondary school administrators and teachers began to recognize the serious nature of the reading problem. Although some school systems had provided for reading instruction before 1950, the earliest attempts of any scope began in the early fifties when a few secondary schools began to make definite plans to provide for some type of reading instruction. Even now most secondary schools do not have a reading program which subscribes to Gray's ideas. Progress has been made, however, and the schools described in this paper are an indication that secondary schools are rapidly implementing some type of reading program.

Should the program be only remedial or developmental? Gray's idea, from the 1948 Yearbook, is that reading instruction be offered all secondary school students in keeping with their individual capacities. Interpreting this means that a developmental program which meets the needs of most of the students is necessary. In addition, special classes for remedial and accelerated students should be available. Even this may not accommodate

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*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

all students. Schools are working toward the goal of providing reading instruction for all, but the literature points out that presently only a few schools actually do provide for all students.

Although all the schools described in this paper reported some degree of success, it is worth noting that the administration participated actively or exerted leadership in almost every case. It would seem reasonable to suggest that the chances for having a successful program are best when leadership is provided by the administration, and the entire staff wholeheartedly cooperates. In the event this ideal situation cannot be attained, it is not suggested that persons in secondary schools interested in a reading program abandon their efforts. The possibilities for having a strong, effective program are, however, less likely.

Where does reading fit into an already crowded curriculum? For schools thoroughly convinced that a need exists, a solution can usually be found. For those schools where the idea of secondary school reading is resisted, the scheduling becomes much more of a problem. The schools described in this paper were all able to fit reading into a daily program in one way or another.

Who is responsible for reading instruction in the secondary school? Ideally, a reading specialist working in cooperation with the secondary school teachers should be able to do the job well. The specialist provides the leadership, offers in-service training, teaches the special classes, takes care of diagnosis and testing, and guides students in a lab where one is available. The other teachers, especially those of mathematics, social studies, and science, can have an active and significant role in reading instruction. Since this ideal is rarely attainable, either because of staff shortages or because of lack of staff cooperation, a lesser program usually has to do.

What does the future hold for secondary school reading? At no time in our nation's history has the need for a well-educated population been more evident. The demands and the problems of our society will require well-educated leaders able to bring new vision and hope to our country. Reading is the key to educational success. It is safe to say that as the years pass there will be more reading instruction available for more students. Hopefully, the day will soon come when all secondary school students in America will participate in some type of reading program.

It is the purpose of this paper to describe and analyze a sampling of secondary reading programs which have appeared in the professional literature to provide answers to five major questions.

1. How do secondary reading programs begin?
2. What students are included in secondary reading programs?
3. How should programs be scheduled into the curriculum?
4. Who is responsible for secondary reading instruction?
5. What are the characteristics of currently existing programs?

How Reading Programs Are Begun

During the past fifteen years many articles have been written about reading programs in the secondary school. These articles cover many aspects of secondary reading, and include suggestions and recommendations for establishing effective secondary reading programs. Some of these programs have been research oriented, with the hope that an effective way might be found to teach secondary school reading. Other programs have been developed by secondary school faculties who were simply hoping to improve the reading level of their students.

This section discusses the question of how reading programs are begun, and describes programs on both the senior and junior high school level.

In Dubuque, Iowa, (46) the need for a reading program grew out of a total school survey which revealed, among other things, that a large part of the secondary school body was reading below level. The faculty of Lakewood High School, Lakewood, Ohio, (31) became convinced that the elementary school could not be expected to teach all the complex skills required of the secondary school student, and with this conviction began a secondary reading program. A developmental program grew out of a remedial program in Phoenix Union School in Arizona, (51) when the teachers reported that many students could not read the technical material required in modern shop instruction. In one of the earliest reading programs reported, that in Chicago, (55) the administration and faculty became concerned about the low level of reading in many classes. Committees were formed to study the problem, and a comprehensive developmental program was inaugurated in 1942. Anderson (1) states that a reading program was developed in a junior high school in Lufkin, Texas, because the principal and vice-principal felt that reading was a "cradle-to-grave process and a developmental reading program should be established in elementary, junior, and senior high school." (1:172) Surveys, such as one discussed by Artley, (4) show the extent of reading instruction in a certain area. This information is often revealing enough to a faculty to stir it to action. Ellis (34) describes a developmental reading program of the Delhaas Joint School District in Pennsylvania, which began with a "meager attempt to provide aid to remedial readers and progressed to a very intensive program offering reading instruction to all students." (34:41) Ramsey (77) reports that a deep concern was felt by both the board of education and the faculty of Mexico High School, Mexico, Missouri, that students were not reading as well as could be expected. Out of this concern grew a reading program. Fitting reading into the curriculum of the new Nicolet High School in Milwaukee (85) did not seem to be a problem. The staff and administration were convinced a need existed. Since they were free to plan a new complete course of study, it seemed logical to include reading from the start. Swenby and Zielsdorf (96) report that a remedial program was developed when the faculty and administration became aware, after careful examination of reading tests, that many ninth grade students were reading below grade level. Leamnson (59) reports that the superintendent of instruction in Indianapolis provided the leadership to begin a program of reading instruction in all the high schools of that city.

Bland (10) states that a remedial program had been in operation in Evanston Township High School, Illinois, for below average students. The administration and faculty, however, recognized the need for implementing a total school program to include all students. Criticism from the public, more rigid college entrance requirements, and a desire to improve the instructional program caused the Atlanta (98) School Administration to provide for reading in its secondary schools. After careful examination of pupil records, Tormey (99) reports the faculty and administration decided a secondary reading program was needed in Needham, Massachusetts. Campbell (17) reports that the faculty of Northview High School, Norfolk, Virginia, devoted time to studying the long-range instructional plans of the school to determine where improvements were needed. After careful study, the faculty decided to direct its efforts toward providing for and improving reading instruction. In Sarasota Junior High School, Sarasota, Florida, Turner (103) reports that all the teachers met many times with the school principal to discuss ways of improving the curriculum. It was decided that some provision for reading instruction was needed, and as a result of total faculty cooperation a Reading Enrichment course was added to the curriculum for all pupils. Probably the most decisive action to establish reading in secondary schools was taken by the state of pennsylvania. (65) In 1959, the State Council of Education mandated a reading program for all public school seventh and eighth graders. Some opposition was noted; however, 81 percent of surveyed junior high schools responded favorably to the mandate. The State Council of Education anticipated significant improvement in reading levels of junior high school students.

Summary

Many articles describing secondary school reading do not state who initiates a reading program. In some situations it is apparent that administrators lay the groundwork. In other cases school faculties, either in small groups or working as a total group, stir up interest in reading. In still other situations, school surveys, outside community pressures, and test results provide the motivation to stir a secondary school faculty into taking some action. In Pennsylvania, the state department assumed broad leadership by requiring reading instruction in all junior high schools. The type of program was left up to the individual schools.

Most reading programs seem to have been planned and started by the administration with faculty cooperation. Cleland (15) feels that a reading program in secondary schools cannot succeed without the dynamic leadership of the administration. Crockett (16) also notes that the success of a reading program in secondary school will be in proportion to the quality of its leadership. Grissom states: "The genesis of a reading improvement program always can be traced directly to staff interest and concern." (25:162)

Reading in the Senior High School (Grades 10, 11, 12)

A developmental reading program was established for all tenth-grade students in Carlsbad High School in New Mexico. (67) Each

section of grade ten English was scheduled for six weeks of instruction in reading sometime during the year. The program consisted primarily of efforts toward improving reading speed and comprehension. The English teachers of Carlsbad, assisted by the Director of Instruction, were responsible for instruction. Test results at the conclusion of the six weeks program indicated that students consistently showed marked improvement under this plan. Comparison of students' reading ranks one year later also showed that the developmental reading program in the sophomore year was worthwhile. It was decided to continue the developmental program in the tenth grade, and to expand the program to include some students in grades eleven and twelve.

Several attempts had been made to establish a county-wide reading program in Butte County, California, (52) without the aid of a reading specialist. The attempts met with failure because no high school in Butte County had a reading teacher or any other teacher who was willing to assume leadership in developing a reading program. Reading had been left to the ingenuity of the classroom teachers. The English teachers had tried to provide for some reading instruction. Since money was not available for special reading teachers, a reading program had to be developed which would fit into the existing curriculum. The curriculum coordinator administered the diagnostic and follow-up tests and introduced the program in each participating class in each county high school. He also advised and encouraged the English teachers who were responsible for instruction. Not all students in the five high schools participated. Groups were selected from the freshman, sophomore, and junior classes. Observations made by the author indicate that although many students made considerable improvement in both rate and comprehension, more improvement could have been made had there been stronger faculty support.

Jensen and Stone (50) report on a reading program developed for Shafter High School in which three years of intensive search was required before a full time director of reading could be found. It was decided that a reading program should operate in three areas: remedial reading, developmental reading, and professional assistance to the faculty. In the developmental program, assistance was provided the average and superior students by giving them classroom instruction in reading for one hour per day, five days each week, for a period of six to eight weeks. This part of the program was aimed primarily at students who intended to continue their education beyond high school. Professional assistance to the faculty was given by the reading consultant part time. The rest of his time was spent working with disabled readers.

Campbell (17) describes a reading program in which all students attending Northview High School could participate. After careful study by a committee and experimentation by several faculty members, a plan was proposed. Freshmen were taught reading ten minutes daily in English, social studies, mathematics, and science classes. Sophomores were taught reading one period weekly in the same classes. Juniors were taught reading one period weekly in English class, and seniors had reading at the discretion of their English teachers. It is significant to note that the faculty devoted a full year to planning this program. Another significant feature was the in-service training provided for the staff. Although a reading

consultant was not available it was recognized that outside help was necessary; consequently, a consultant from the McGuffey Reading Clinic was brought in to help with the program.

Jenson and Clark (51) report on a reading program at Phoenix Technical School which grew out of a remedial reading clinic. Only a few students were being reached by the clinic, and it was becoming apparent that many students had difficulty reading the technical material required in modern shop instruction. It was decided to expand the program to include all entering students, and to coordinate reading with English. All entering freshmen were tested, and on the basis of test results divided into four instructional groups which were taught by four freshman English teachers. All groups received approximately eighty hours of classroom instruction. An evaluation of the program revealed that three of the four groups made significant gains. The group which did not gain included the best students. The author felt this group did not receive the same amount of attention as the other groups because they were already reading at a much higher level.

Hill (46) describes the organizational plan used in Dubuque. The results of a survey showed that a definite need existed for a reading program. Grades seven and nine were selected for detailed study during the planning stages, because in each case the students in these grades would be in either junior or senior high school for at least two more years. A reading consultant assumed the leadership for the program. Reading levels were determined for each student. Four divisions were created in grades seven and ten to accommodate all the students reading at various levels. Three of the divisions were taught reading by English teachers in English classes. In one division of grade seven, reading was included as part of a block or core which also included social studies, spelling, and language arts. Instructors, who were given guidance in the planning of the program and the selection of materials, were assigned these divisions on a voluntary basis. Only staff members who displayed a sincere interest in working with reading were selected. In-service training was provided for the staff. At the completion of the first year the program was carefully evaluated and some changes made. One of the most notable results of this program was the strong interest and enthusiasm displayed by the teachers.

As a result of a developmental program described by Crockett and Niles (30) in Windsor, Connecticut, each department in this high school agreed to set aside time in each class to teach reading. The program was intended to accomplish the following goals: (1) to make every teacher appreciate his part in a reading program, (2) to provide for regular teaching of reading in every class every day, and (3) to make use of the textbooks already in the hands of the pupils. A schedule for teaching four basic skills was developed. The English teachers taught written recall for a period of two weeks. During the same two weeks the social studies teachers taught speed and skimming. At the end of two weeks the schedule was rotated, giving each teacher an opportunity to concentrate on a different reading skill. Ten minutes was set aside at the beginning of each period for this project, and every teacher was expected to participate. The regular textbook in each class was used as the reading

text. Because no staff member was qualified as a reading consultant, the staff of Windsor High School decided to secure the services of an outside reading consultant. The program proved to be successful, and it was decided the same plan of instruction would be continued.

Bezcon and Gillett (8) report on a reading program in Eugene, Oregon, where reading was open to all students as an elective subject. Class size was kept at twenty students; consequently, many students had to wait before being able to enroll. The program was designed to be self-motivating and self-directing. Special reading teachers were available for both the remedial and developmental phases of the program. There was no attempt to segregate students of equal ability into separate classes. The author points out one of the strengths of the program was the fact that it was not a class for only poor readers. A permissive atmosphere was maintained, and the students were free to move quietly around and talk with other students or the teacher, as long as others were not disturbed. In this program the services of the guidance director, reading clinician, school counselor, school nurse, and librarian were utilized, thus making for a very successful project.

A reading program described by Ramsey (77) in Mexico, Missouri, had the following characteristics: (1) reading instruction was given in eleventh grade English classes by English teachers who had no previous training in the teaching of reading, (2) no attempt was made to group students homogeneously, (3) reading instruction was given as part of literature instruction, and (4) four important study skills--word attack, vocabulary, comprehension, and reading rate--were stressed. Although professional help was provided in setting up the program and providing in-service training for the staff, the teachers conducted this program throughout the year without the help of a reading consultant. To determine the effectiveness of the reading instruction, a control group consisting of seventy-eight eleventh grade students was created. These students received no formal instruction in reading. The gains of the experimental group were superior to those of the control group in every measured ability. As a result of this experiment the author felt there was great value in making reading instruction a regular part of English instruction.

Leamnson (59) reports on a developmental reading program begun in all of the high schools of Indianapolis at the same time. The program was experimental in nature at the start. One school made the program voluntary, other schools required reading for all pupils, and in still other schools reading was offered to certain classes within the school. Special developmental reading labs were set up in each high school. Personnel to handle the labs were given three weeks instruction in developmental reading. Twenty-two English teachers participated in the workshop. Reading instruction was scheduled as a regular part of the English course. A reading consultant was assigned to coordinate the activities of all the schools. Because the first year's results lived up to the expectations of the staff, the reading program was to be expanded to include all pupils for a minimum of one semester sometime during the time a student was in senior high school.

Noall (72) reports on one of the few instances where large group instruction in reading was attempted. A study was conducted in Lynfield High School in Massachusetts, to determine if reading skills could be taught to a large number of high school students in the same room at the same time, and still provide for individual differences. The program, which ran for an hour after school three times a week for seven weeks in a large cafeteria, was taught by a trained, but inexperienced teacher. A public address system was used whenever the entire group of 114 students were taught at the same time. Some problems were immediately apparent, mostly dealing with the setting for the program. Students did accept responsibility for their own attendance and behavior. Initially students worked in groups; however, at the beginning of the third week they began working on individual assignments. Significant growth was noted, indicating that individual differences can be considered even when classes are very large.

Severson (85) reports on a program developed for Nicolet High School in Milwaukee. Since the school was new the staff planned a reading program which was an integrated part of the curriculum and which was available for all students. A full time reading consultant was employed. The reading study skills were to be a basic part of the school's curriculum, and all subject matter teachers were to teach reading. Special classes were provided for both remedial and accelerated students. An interesting approach was used by the faculty to introduce reading to the students of this high school. On the first day of school all teachers participating in the reading program presented the same type lesson. This was done to impress the students with the importance of reading in all subject areas. The teachers then continued to present lessons in this way. Improvements in reading level, spelling, and over-all reading interest were evident. The faculty also reacted with enthusiasm to this reading program.

A pre-college reading program reported by Dorbin (114) was developed primarily for those students planning on entering college. In September of each year a list of juniors planning on entering college was submitted to the Guidance Department of Massapequa High School in New York. Reading teachers and the guidance counselor visited the English classes to explain the purposes of the Pre-College Reading Course. Interested students were scheduled for two periods a week, usually not more than fifteen to a group. The students' free period was used for reading instruction. Four semesters of developmental work were involved. A senior entering the program for the first time was placed in first phase of the program. Four days a week were devoted to developmental reading, and one day devoted to students needing remedial instruction. Average gains for a semester were impressive. The author stressed teamwork as a factor in the success of the program.

To improve the skill of the normal reader, a reading center was established in Lakewood High School, Lakewood, Ohio. (31) The faculty had questioned whether senior high school students would use the lab, but it was soon discovered that more students wanted to use the lab than could be accommodated. Because of this, seniors were given first chance to use the center. Instruction was individualized and students were required to use the center during their free periods. A special

instructor was available to give help to all students all day. Speed, comprehension, correct study habits, and methods of remembering and concentrating were all stressed. The reading center proved to be popular among high school pupils, and it was generally felt they definitely improved in reading skills.

Hegman (45) reports on a Developmental Reading Laboratory at Eden Central High School in Ohio. The laboratory was organized for all students in grades nine, ten, eleven, and twelve, and was operated on an individualized basis. An environment conducive to quiet, independent, unpressured study was provided. The program was designed to be self-motivating and self-directing. Students were to be given only a limited amount of supervision. All levels of ability from all high school classes would work in the lab at the same time. Students were admitted at any time during the school year and could continue working in the lab until they achieved their objectives. The philosophy of this school can best be summed up in the following statement:

> The Reading Lab offers an environment that provides freedom to learn individually, independently, successfully, freedom from pressure of assignments, of competition, of grades--freedom for almost immediate success, immediate use of learned skills, and acquired tools for securing endless knowledge. (45:67)

A special teacher was assigned to supervise and assist students in the lab; however, it was discovered that once students realized the importance of their work very little supervision was necessary.

In Atlanta (88) an experimental study involving two groups of average and above-average seniors was conducted to determine if high school students planning to attend college were reading well enough to cope with the difficult materials used in college courses. A one-semester course was designed to increase the students' rate of reading, to develop flexible reading habits, and to improve their comprehension and reading vocabulary. Classes for the experimental group met for five fifty-minute periods each week for sixteen weeks. Work was individualized in a laboratory-type setting and students were given opportunities to work the accelerator and other devices. The control group received no special instruction in reading. At the end of the semester both groups were tested. While the experimental group was superior in rate, the mean scores for vocabulary and comprehension for the control group were slightly higher. The author suggests that the teachers of the experimental group relied too heavily on machine and drill devices. In future programs it was decided to emphasize the mechanics of reading less and to concentrate on other reading skills.

A summer program for students in grades eleven and twelve who were planning to enter college and who were average or above in academic standing

was also described. (98) Classes met for ninety minutes five days a week for eight weeks. Both group and individualized activities were included in the program. In the summer, more attention was given to vocabulary and comprehension and less on rate of reading. Progress in three areas--rate, comprehension, and vocabulary--was impressive. No statistical comparison could be made between the summer program and the experimental semester of the regular academic year; however, both students and teachers reacted very favorably toward the summer program. The principle difference between the two programs was the use of machines and other pacing devices to improve rate.

At Needham Senior High School, Needham, Massachusetts, Tormey (99) describes a reading program, conducted by special reading teachers, which permitted all freshmen and seniors who wished to participate. Developmental reading classes, limited to twenty students, met twice weekly. Students went to reading instead of study halls. The first developmental reading course operated with one teacher, with seniors given first choice. In the second year of operation a second reading teacher was employed and all ninth-grade students were required to take the course. Other students could elect to take reading if they chose, with seniors given preference. Most students would take reading for one semester; however, some were permitted to take the course for a full year. Since all ninth grade students scoring below the 33th percentile were required to take reading at Needham, there was something in the developmental reading course to help nearly all students get a good start in high school.

Summers (95) reports on a reading program at East High School, Duluth, Minnesota, in which five tenth-grade classes were taught reading for one six-week block of time. The students were scheduled in the reading lab during time taken from their regular English classes. The English teachers and a special reading teacher provided the reading instruction. Since the student population of East High School ranks above the national average, in that between 80 and 85 per cent of the graduates enroll in an institution of higher learning, a program was developed keeping in mind objectives that would help these students in college. The instructional program for all groups was the same. Each period of fifty minutes was divided into two sessions of twenty-five minutes. Two activities were then possible simultaneously. The reading specialist could work with one group of students while the English teacher supervised the activities of another group. Reading gains were statistically significant. Both students and faculty reacted favorably. This study provides a good illustration of the kind of working relationship which is necessary and attainable if best results are to be achieved.

Bond (11) discusses a special program for retarded readers in the Germantown Friends School in Philadelphia. Most students became involved in the remedial reading program upon entering the seventh and tenth grades. At this time they were given a reading test. Other pupils in other grades were tested upon a teacher's recommendation and some then involved in the remedial program. It was set up primarily for students reading below level; however, some students not reading below level were also admitted. Students were grouped for instruction according to their ability and their specific reading needs. Groups were always

kept to five or less students. It was necessary at times to have several groups at one grade level. The groups met twice weekly for fifty minutes each session. A special reading teacher was responsible for the instruction. Reading classes were scheduled during the day for the students. Since the staff was enthusiastic about the program, this did not present problems.

Swenby and Zielsdorf (96) report on a remedial-reading program in the senior high school in Wausau, Wisconsin, as part of the regular school program. Three sections of tenth grade English were designated special English. The regular tenth grade English course was followed, with a certain part of each period used for teaching reading. Classes were limited to twenty students. The guidance director and the ninth grade English teachers cooperated in making choices for these classes. The program was carried out without the aid of a reading expert, and with only slight change in the school program. Since reading was included with English, there was no need to schedule another period. General response by both students and faculty was very favorable. One of the important results of this program was an awareness of the importance of basic reading skills, and of the close correlation between reading and academic success.

Summary

In studying the literature one finds many differences in senior high school reading programs. If one could examine hundreds of programs, it would be easier to generalize; however, some direction can be noted from examining a small number of cases.

Only five of the twenty senior high schools studied required all students in all grades to take reading. Thirteen schools required reading of all students in at least one grade. In two schools reading was offered as an elective for all students.

Six of the twenty schools included reading instruction during the regular English period. In four schools reading was scheduled just as any other subject. In four other schools reading was a cooperative venture with instruction included in science, social studies, and mathematics. Reading laboratories are becoming more prevalent, and at least three schools in this study focused their entire program on a lab. Two schools scheduled reading during students' free periods, and in one situation reading instruction was provided after school hours.

In nine cases reviewed special reading teachers were responsible for instruction. At least seven schools left the development of a reading program up to the English teachers. In four schools the teachers of social studies, mathematics, science, and English included reading in their daily instruction.

Developmental programs were found in thirteen of the twenty schools reviewed. Four of the schools had both developmental and remedial programs. One school provided reading instruction for all students by having a developmental, remedial, and accelerated program. Two schools reported only a remedial program.

Reading in the Junior High School (Grades 7, 8, 9)

In a reading program described by Capehart (18) in Oak Ridge, Tennessee, all pupils in grades seven and eight were taught reading by homeroom teachers in self-contained classrooms. After a careful study of students' reading levels, it was decided that many students needed more help than the regular classroom teacher could provide. A program was planned which classified pupils into three groups according to reading level and intelligence. Laboratory experiences, in addition to regular homeroom reading, were provided for some of the pupils who it was thought would benefit most. The teachers were very pleased with the progress of the students in the laboratory and recommended that more students be given the laboratory experience.

An all-school reading program was reported by Cramer (29) in West Junior High, Kansas City, Missouri, in which the public library provided the core around which a reading program was developed. Students met in the library for a forty-five minute period twice each school month. The teacher assumed the responsibility for management of the pupils, and the librarian was responsible for instruction. Nothing was said about a remedial or developmental reading program; however, the author states that generally all pupils read up to their capacities from year to year as a result of this library program.

Anderson (1) describes a program for seventh grade students in Lufkin, Texas, in which three homogeneous groups were formed from ten seventh grade rooms. Each group contained five sections. The year was divided into three semesters, each of which was twelve weeks long. A master teacher with much experience in teaching reading and language arts was selected to develop and to teach in the program. The students who needed the most help were given special instruction during the first semester. During the second semester the average seventh-grade pupils received the special instruction. The accelerated pupils received reading instruction during the final semester. An interesting innovation in this program was a weekly trip to the auditorium where all the seventh graders in the school participated in the same lesson.

McCracken (60) describes a developmental reading program for eighth grade students. Reading was taught as an independent subject not correlated with other subjects. The class was taught daily throughout the year by a special reading teacher. Although the students met for some large group instruction, small groups were used most of the time.

A reading course for seventh-grade students in Westview Junior High School, Miami, Florida, was described by Schiavone. (82) This program was primarily for enrichment and was set up to help each student gain an understanding of the reading skills necessary for optimum growth. A special remedial reading section was included for severely retarded readers. The program consisted of three twelve-week units, one each in art, music, and reading. The seventh grade was divided into three sections, each section taking one of the units each semester. Fifteen seventh grade classes participated in the program, with a reading specialist responsible

for instruction. Students were permitted an hour each week in the library for book selection and instruction, taught and supervised by the school librarian. Teachers rated the program positively and felt students improved in reading ability.

Cohn (26) reports on the growth of reading clinics in New York City, from one in 1955 to eleven in 1965. Each clinic was staffed with three reading teachers, one school psychologist, one school social worker, and periodically a psychiatrist. Children were released from their regular area schools to come to the clinic on a regularly-scheduled basis for reading instruction. The clinic taught 3,000 children yearly.

Conroy (27) tells how she was able to motivate retarded readers at Bertha Dreyfus Junior High School, Staten Island, New York, by having them write and publish their own articles and stories in their school paper. The school paper was then used as a reading text, and Conroy reports that students were thrilled to see their own work used in this way. Motivation was not a problem; students were anxious to read. States the author:

> If students realize and accept those values of language skills, they will be able to achieve in other academic areas. Self-motivation is the strongest impelling force known in the realm of education. In this regard, the use of the school literary magazine with retarded readers should not be overlooked. (27: 626)

A twenty-week experiment reported by Martens (66) was conducted in a Catholic girls' school in St. Paul, Minnesota, with two matched groups in grades seven and eight, to determine the effects of pacer training. Any student whose reading achievement was at least one year below level was placed in the special class. A large majority of the participants had normal or above intelligence. The same teacher conducted all reading classes and directed study periods in which she was available for direction and guidance. All students were excused from the same course on alternate days to attend the reading course. After twenty weeks the students were tested. Both groups, the one using the pacer and the one using other materials, made substantial gains, with the pacer-trained group receiving the higher score. The author points out that these gains were relatively permanent. It is important to note that only small differences were evidenced between the two groups, indicating that the reading pacer is not necessary for the success of a reading program.

Ellis (34) reports on a reading plan in Levittown, Pennsylvania, which began as a remedial program and advanced to a very intensive program for all students. This expansion involved classifying all students in three sections according to ability and intelligence. Students were then grouped homogeneously within the large sections for more effective instruction. The amount of time consigned to reading varied with the students' abilities. English teachers were responsible for instruction. Aids were assigned to the teachers of the most retarded

readers. Two important outcomes were expected by using teacher aids: more individualization of pupil instruction and an in-service training period for prospective reading teachers.

Vogel (108) describes a reading plan at Skiles Junior High School, Evanston, Illinois, in which four basic instructional groups--accelerated, average, underachieving, and slow learner--were formed. Reading was taught as a subject within the curriculum, except that a reading clinic was available for the most retarded readers, taught by a trained clinician. Groups were taught in five homeroom classes of approximately thirty students each, with the homeroom teachers and the reading teacher responsible for instruction. To improve reading in other subjects, special units were prepared cooperatively with the mathematics, science, and social studies teachers. The reading consultant worked with both elementary and junior high teachers and made special efforts to improve the quality of instruction. The junior high teachers were also provided opportunities to observe the teaching of reading in elementary schools.

Penty (76) describes a remedial reading program in Battle Creek, Michigan, in which students were selected from grades seven, eight, and nine who were two and a half years below their mental age in reading and were thought to have potential for growth. Most of these students were average in intelligence. Much time was spent in analyzing students' problems to plan an effective program suited to the individual. Since students expressed disappointment at having to take reading during their elective periods, they were excused from English and social studies classes. These were the subjects in which most of them were having difficulty. Work was done in small groups of six students for a one-hour period two days a week. Many different methods of instruction were used, and all but 29 of 318 students made gains. Petty believes that "junior high school students can make good gains in reading if individual needs are diagnosed and if methods and materials are provided to meet these needs." (76: 280) He makes the point, however, that although most students made gains, disabled readers should receive special help before they reach junior high school.

Turner (103) describes the action taken by the teachers at the Sarasota, Florida, Junior High School, to improve the reading level of disabled readers. It was first decided to add another period to the school day; thus making it possible to fit remedial reading into the daily schedule. It was soon evident that more students needed help than could be accommodated, and it became necessary to give preference to pupils with I.Q.'s of 90 or more who were two years retarded in reading who wanted to be helped and were willing to work. A special reading teacher was responsible for the instruction. In planning the work Gate's principle was followed: ". . . the best remedial instruction is simply the best classroom methods used with unusual care and intensity, and with very exact adjustment to the needs of the individual." (103: 137) No grades were given and no pressure placed on pupils to do a required amount of reading. Students were free to read whatever interested them. The program was successful, and plans were made to include more pupils in the future.

Umans (104) reports on a remedial reading program in New York City in which maximum use was made of remedial reading teachers. A special plan was developed in which these teachers would be responsible for reading instruction in specific junior high classes and be assisted by the regular classroom teacher. In time it was expected the regular junior high teacher would be responsible for the reading instruction, leaving the remedial teacher free to move to another classroom. By following this plan two outcomes were expected: students would receive special help in reading and inexperienced teachers would be trained on the job. Junior high school teachers were asked to volunteer, with the understanding that after a certain period of time they would take over by themselves. It was hoped this plan would make it possible for more teachers to become sensitive to pupils' reading problems and to provide teachers with some skill in reading instruction.

A reading plan at Farnsworth Junior High School in Sheboygan, Wisconsin, which was established for advanced readers is described by Miller. (69) The program was first offered as an elective, and only eighteen students registered. A three-pronged attack including vocabulary development, improving reading rate, and broadening pupil interests was suggested. This program proved to be very successful, the needs and interests of other students were considered, and eventually classes were extended to include others. A reading teacher was in charge of instruction, except for remedial cases who were taught in the English classes. The demand for the classes to continue indicated the program's success. Clinical services for seriously-retarded readers were not available, and the author does suggest a need in this area.

One of the most unique and interesting developments in reading was reported by Cooke. (28) A plan was conceived by Miss Muriel Garten of Westchester County, New York, for a reading clinic on wheels. This vehicle was to serve twelve school districts with 35,000 children and was called a Rolling Reader. The Rolling Reader was to serve three purposes: (1) to provide instruction and diagnosis for severely retarded readers, (2) to serve as a teacher's in-service education laboratory, and (3) to serve as a research unit. The Rolling Reader was 36 feet long, equipped with a generator, air conditioner, heating system, and classroom. It provided seven equipped carrells which were used for individual study. To be of assistance to all the students and teachers of Westchester County, the plan was for the vehicle to spend a certain amount of time at each school.

A reading program in Kenmore, New York, planned as a summer school activity for advanced junior high pupils and taught by the regular seventh grade language arts teachers, was described by Viox. (106) Since only a limited number of students could be included, the criterion for admittance were stringent. Students retarded in reading and those with other problems, either academic or emotional, were not accepted. Students met for two hours and forty-five minutes daily for six weeks. Although the article does not describe the activities of the program, it does give very positive statements about the growth in reading skill and improved attitudes on the part of the students.

Cawley and Chaffin (22) report on a study conducted with seventh grade students. To evaluate the effectiveness of the program two groups of matched subjects were set up, all reading below grade level. These students were taught by reading specialists for twenty-five minutes a day for one semester. Although both groups had definite reading instruction, procedures and materials were not the same. In both groups, however, the gains made during the instructional period and the post-instructional period were statistically significant. The authors feel the results of this program provided evidence that substantial growth can be made by students in a reading program in which only the skills of reading are emphasized.

Keeves (78) describes an experiment in inproving reading among three low eighth grade classes in Sidney Lanier Junior High School, Houston, Texas, in which "a plannfor teaching reading was sought that would provide not only stimulating material for students at all levels of ability, but an incentive for their reading extensively." (78:15) A committee of seven teachers--three in English, three in social studies, and one in science--and the principal, planned the program. It was decided by the committee that reading done in English classes should contribute in some way to the work being done in social science and science. English teachers were responsible for instruction of the reading taught in their classes. The first year of the program proved to be very successful, and it was planned to include more students a second year. Unfortunately, too many staff changes caused the program to be ineffective the second year; however, the author states the staff intended to try again.

Summary

The junior high school reading programs differ in several ways from the senior high programs. At least eight schools, out of the eighteen reviewed, reported only remedial programs. Three schools required reading for all students in junior high, and four schools required reading in either seventh or eighth grade. Reading instruction for advanced pupils was offered in one school.

Reading was taught in a special period in ten schools. Only three schools reported that reading was taught in an English class. It was taught in a self-contained situation in two schools, and in one school the library was mentioned as the center for reading activity.

In nine schools a special reading teacher was responsible for instruction. English teachers provided instruction in three schools, and in four other schools a librarian or homeroom teacher developed the reading program.

Two programs were described which cannot be categorized with the others. One of the most unique approaches to providing in-service training to teachers and remedial instruction to students was the Rolling Reader. By traveling from school to school this vehicle was able to reach thousands of students and hundreds of teachers. Undoubtedly many people are waiting for reports. If successful, this type of vehicle could simplify in-service training and provide remedial instruction to pupils in remote areas.

Many schools have summer school programs; however, only one reported a program limited exclusively to advanced pupils. Because class size had to be limited, the qualifications for entrance were stringent. Students with reading problems were not admitted.

In the articles reviewed, four types of reading programs were described, with remedial programs the most common. Eight schools reported only this type of reading program. Six schools reported developmental reading. One reported only an accelerated program, and one other school described a program which was developmental, remedial, and accelerated.

Conclusion

In reviewing the literature on reading programs in secondary schools, it is encouraging to note from the authors' descriptions that the majority of programs already in progress are viewed positively and with optimism for their continued success. As hinted in the introduction, the problem of school dropouts before World War II was not nearly as predominant an issue as it has become during and since the 1950's. The causes for and solutions to the dropout problem are a matter for concern and study beyond the scope of this paper. However, it is widely recognized that reading problems and the dropout problem are closely related, and it is at the secondary school level that the two often become one. The elementary school child may not read well and may not enjoy reading, but it is in secondary school that he can, and often does, turn his back on that which reading represents--education and learning. This then points to the reading problem as a grave issue, and the problem of the floundering secondary school reader as a focal point for concern--the individual at the critical point of making decisions which will influence his future failure or success.

It seems apparent that although successful programs of reading have been organized in a number of secondary schools throughout the country there is a need for some kind of unified plan of action. The literature points out that those schools which have initiated secondary reading programs have often of necessity done so on a trial and error basis. Although there is room for new ideas and a pioneer approach in this, as in any area of education, there is also the necessity for guidelines set up by those who have studied and experimented for the use of those who are simply practitioners. These can come only after the test cases have been thoroughly evaluated. One can hope that the present programs in operation are serving as test cases and that concrete secondary reading program plans can and will evolve.

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