

better; the girls achieved significantly more in both the experimental and control groups.

Data for 1963-64 again showed no statistically significant differences between the scores of the experimental and control groups, although a trend toward greater growth by the experimental group was observed.

Test data were supplemented by two-hour interviews of each teacher in the experiment.

Stanfield reached these conclusions concerning the culturally disadvantaged portion of the population of the study:

1. The activity level of boys, and particularly those who might be termed "disadvantaged," was much greater than girls.
2. When evaluating verbal facility, the teachers reported the frequent use of incomplete and fragmentary sentences, especially among the culturally disadvantaged. Stanfield observed that when mixed classes were taught, some of the teachers erroneously believed that the boys and girls were participating equally.
3. Auditory discrimination was developed with greater difficulty among boys than girls, and that still greater difficulty and differences were observed among those pupils in low socio-economic schools. It was reported that it many times would take boys ten lessons to learn and recognize sounds that the girls could identify in three lessons.
4. Learning skills were less easily developed among boys than girls, and among culturally disadvantaged pupils than among those in higher socio-economic levels. It was observed that boys listened more effectively when more than one scene was employed; i.e., they were engaged in parallel use of vision, touch, etc.
5. The maximum attention span of first grade, culturally disadvantaged boys tended to be about 12 minutes, while that of girls was almost double that period. However, this observation was qualified by a number of teachers who observed: "It depends upon the activity. Boys can pay attention for a long time if they're doing something active and dynamic, either mental or physical."
6. In the area of goals and motivations, teachers reported that culturally disadvantaged boys were less anxious to read, evidenced less self-motivation in learning to read, evidenced less adequate work habits, and were less desirous of assuming responsibility than were boys of average or above-average economic level. Boys as a group also tended to be more deficient in these areas than

did the girls.

7. In analyzing the interests of children in the experiment, Stanfield concluded that culturally disadvantaged pupils did not adequately respond to the situations depicted in currently available primary reading material.

Research in Progress. Data from the most recent testing of pupils using for the first time all of the materials developed during the summer of 1964 and included in the description of the program (above) now are being processed. Analysis of these data will not be completed for some time.

Stanfield recently received a Kosenburg Foundation grant to pursue this experimentation in teaching beginning reading from high-interest materials. Tentative data will be available in 1965-66, but this phase of her work will not be completed until the end of the school year 1967-68.

Progress. If one may generalize from the experiments conducted by Whipple and Stanfield which were alike in some respects, it may be tentatively concluded that beginning reading instruction with culturally disadvantaged pupils may be more effectively accomplished with materials which:

1. Provide opportunity through illustrations and text, for pupils to identify themselves with the characters in the stories.
2. Employ speech patterns with which pupils are familiar.
3. Are high in interest value, an item of particular importance when teaching boys to read.
4. Provide many meaningful repetitions of vocabulary in an interesting manner.
5. Make provision for the shorter attention span evidenced by culturally disadvantaged children.
6. Facilitate early and continued success in reading.

Programmed Basal Instructional Material

Sullivan Associates Programmed Reading. The results of instruction with programmed reading material are being investigated in a cooperative project between UCLA and the Santa Monica and the Monrovia Unified School Districts. A Ford Foundation grant has been received by Arthur Lundberg, Professor of Education; and John McNeill, Associate Professor of Education; and Harriet Foster, Associate Research Psychologist, are responsible for the details of the project.

Attitudes of the Program. The investigators believe that the Sullivan

materials may possess two chief values:

1. Because the pupils may proceed at their own pace, unlimited opportunity to react to each learning task is provided.
2. Because verification of success is inherent in the completion of the learning tasks, continuing gratification or reassurance is provided.

Description of the Program. The Sullivan materials consist of fourteen basic books, seven of which the average first-grade pupil would be expected to complete during the first year of instruction. These are in the familiar workbook-type format and usable only by one pupil; a crayon whose marks disappear after about twenty minutes may serve to reduce the per-pupil cost of the program.

Two kinds of supplementary materials are available: a series of exercises designed to reinforce the skills developed in each book, and story-books to be read independently in connection with each of the basic instructional books.

Current Status. The project was designed to investigate:

1. The influence of four variables as first-grade pupils were taught to read from the Sullivan Programmed Reading materials: (a) intelligence, as evaluated by the Binet or WISC; (2) sex; (3) bi-lingualism; and (4) socio-economic background.
2. Possible interaction effects with program and non-program subjects.
3. The manner in which the program is used by different teachers in the experiment.
4. The effects of using the publishers' supplementary material.

The investigators plan to compare pupils in relation to data obtained on each pupil in September (1964) before instruction was initiated; additional tests are scheduled to be administered in February, May, and October (1965).

In at least two schools, comparisons will be made of pupils of the experimental teachers under program (this year's first grade) and non-program (1st year's first grade, now enrolled in the second grade) instruction.

Records of the number and titles of library-type books read by pupils also will be maintained. No statistically significant differences in the achievement of the control and experimental groups were reflected in the data obtained from the tests administered in February. McNeill and Foster believe that while no

conclusions can be drawn at this state of the experiment, that differences in average performance or in variability of individual performance may be found as additional data become available.

Progress. At this time, the investigators believe that more rigid controls need to be exercised in the way the programmed materials, as well as other materials of instruction, are used in the classrooms. It is their belief that variables are operative for which controls have not been provided, and that to the extent to which these variables are present the results of the experiment may not be definitive.

Therefore, it is planned that the present project will be completed as scheduled (October, 1966), and that a second phase will be initiated, in which the use of all instructional materials will be subject to less variation.

Phonic Emphases Used to Supplement Instructional Materials

Eclectic Phonetic Emphasis. This title may be a misnomer, for certainly the program observed at Ninety-third Street Elementary School in Los Angeles consists of much more than supplementary phonics drill.

Rationale. The very great concern of the principal of this school, located in a low socio-economic area and comprised almost wholly of Negro pupils, for the development of reading skills was expressed by him in this way: "If a child can read he can do anything; if he can't he can do nothing." Consistent with this philosophy, the school program centers around reading, emphasizing to a marked degree this phase of the communication skills.

Description of the Program Material. In addition to using one of the two state-developed basal series, workbook-type follow-up materials are used at all reader levels. Teachers also prepare, in addition to the exercises directly extending the skills taught in a particular lesson, oral reading exercises which provide both (1) opportunity to use new vocabulary and (2) exercises in following written instructions. Extensive use is made of cards with which pupils may match upper and lower case letters with a picture which represents the sound of that letter.

Current Status. As would be expected in a school where homogeneous grouping was employed, some classes are reading well above grade level; similarly, some are well below. However, when the scores of all B2 classes were grouped, the achievement appeared to be much higher than would be expected in a school located in a low socio-economic area.

Further evaluation will be made through comparing the achievement of pupils in this school with pupils enrolled in neighboring schools. These comparisons will be made on the data obtained in the regular city-wide kindergarten and beginning first-grade pupils, are assigned to one of three

orientation rooms. Here reading ability is evaluated and permanent assignment is made, usually a period of about one week.

Children who enter the school at other times are similarly tested and assigned by one of two special reading teachers. This is an on-going activity for the school will experience about 100 per cent turnover, with 40 to 50 per cent remaining for three to five years.

A final organizational factor is the use of the "divided day" schedule, approximately one-half the class arriving one hour after their classmates and similarly remaining in school one hour later. The teacher thus has a total group of only 15 or 16, dividing these into the familiar two groups for instruction. In most classrooms, the slow-readers are the ones who arrive at the earlier hour.

When all pupils have arrived in the classroom, the supplementary phonics lesson is held. All children participate, regardless of the reading group to which they belong. This supplementary phonics instruction is initiated at the beginning of the first grade as, according to principal Newell Bowman, "a rate comfortable for the pupils."

At the beginning of grade two, instruction is begun anew with the simplest phonics drills. The purpose of this complete re-teaching is to provide (1) review and (2) initial teaching for pupils who had not attended that school in the first grade.

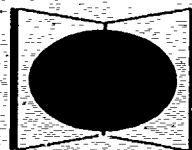
Reading instruction is initiated in the second semester of the kindergarten as the pupils show readiness. In a kindergarten where there are few high achievers and the formation of reading groups is impractical, these few will be sent to a B1 room for reading instruction. A similar procedure is followed with the occasional child who enters kindergarten and already can read. The principal reports that from 50 to 70 per cent of the more able kindergarten pupils will be reading by the end of the year, some completing the primer. At least a ten minute daily "story-time" is observed in all classrooms.

Current Status. As would be expected in a school where homogeneous grouping was employed, some classes are reading well above grade level; similarly, some are well below. However, when the scores of all B2 classes were grouped, the achievement appeared to be much higher than would be expected in a school located in a low socio-economic area.

Further evaluation will be made through comparing the achievement of pupils in this school with pupils enrolled in neighboring schools. These comparisons will be made on the data obtained in the regular city-wide testing program.

ERIC





**CURRENT TITLES IN THE PERSPECTIVES IN READING SERIES:**

1. *College-Adult Reading Instruction*
2. *Reading Instruction in Secondary Schools*
3. *Children, Books and Reading*
4. *Developing Study Skills in Secondary Schools*
5. *First Grade Reading Programs*
6. *Corrective Reading in the High School Classroom*
7. *Corrective Reading in the Elementary Classroom*
8. *The Evaluation of Children's Reading Achievement*
9. *Organizing for Individual Differences*
10. *Evaluating Books for Children and Young People*

**INTERNATIONAL READING ASSOCIATION**  
Six Tyre Avenue • Newark, Delaware 19711