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The Results of One Year of Counseling and Tutoring on Two Seventh Grade Adjusted Curriculum Illiterates

Janet Broomfield Boone

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THE RESULTS OF ONE YEAR OF COUNSELING
AND TUTORING ON TWO SEVENTH
GRADE ADJUSTED CURRICULUM
ILLITERATES

BY
JANET BROOKFIELD BOONE

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Education, South Dakota State University

1965

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THE RESULTS OF ONE YEAR OF COUNSELING AND TUTORING ON TWO SEVENTH GRADE ADJUSTED CURRICULUM ILLITERATES

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Date

Head, Education Department

Date
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J. B. B.
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INTRODUCTION

Most of us have at some time pondered the implications of physical blindness. Could there be a greater single handicap? Consider the sighted illiterate who has eyes but cannot read. There is no shame attached to a white cane but the functionally illiterate adolescent or adult is embarrassingly aware of his handicap in this modern American world of printed signs, printed directions, posters, newspapers, and books. The illiterate's world is limited socially, economically, academically, and vocationally.

Nationally we are concerned about the adult illiterates. In the Argus-Leader of April 27, 1965, Sylvia Porter's column (17) was entitled, "Adult Illiteracy War Paying Dividends." She wrote:

Today, about 80,000 illiterates are enrolled in basic adult education courses and new legislation now before Congress may add 37,000 more this year.

Today, 100 "pilot projects" in basic adult education are under way across the nation and 250 more are planned for this year.

Typically, 220 hours of basic education instruction are given in courses lasting from 12 to 20 weeks. Often students go on to vocational courses under the Manpower Development and Training Act or the Vocational Educational Act.

The total cost averages around $3,000 per student—about $500 for the basic education and $2,500 for training in skills. But if the student
was unemployed, on welfare, or seriously underemployed to begin with, the economy gets back its investment in less than two years.

This article commends the economic practicality of teaching adult illiterates and we are reminded that these adult illiterates were once school age illiterates.

If the adult illiterate is handicapped in our American society today, we may assume the illiterate of the next generation will be even more unfortunate. This study considers the present school-age illiterate.

Three events over a period of seventeen years produced a personal interest in literacy and the illiterate. The first event occurred in 1946 at a Summer Institute of Linguistics at the University of Oklahoma. It was attended in preparation for missionary service in the (Belgian) Congo*. The Institute offered study in specialized areas including techniques in teaching the indigenous illiterates on the mission field. This was challenging and fascinating. It offered a preview of the romance of teaching reading at an above elementary level.

The second personally impressionable event took place in the Congo. It was an encounter with the veteran literacy worker, Dr. Frank C. Laubach. He came to

* Known as the Republic of Congo since 1960
Leopoldville to initiate overdue literacy work. It was an ennobling and enabling experience to be instructed by Dr. Laubach and to learn better ways of "opening the eyes of the adult illiterate".

His African visit followed the publishing of his book, Teaching the World to Read. In this book Dr. Laubach (13:11) wrote:

The first problem we often confront is how to persuade an illiterate to learn. If you walk up to a stranger and ask him to study, he is likely to say "no." Of one thing we may be sure—he does want to read. Our experience agrees with the Bombay report that finds "a keen desire on the part of illiterates to become literate." Then why does he say "no"? Every illiterate is suspicious of strangers, whether in New York or Bombay or Zanzibar or Cuzco. First of all he has every reason to suspect that the teacher feels superior, for practically all educated people act superior. The illiterate dislikes this attitude of superiority as much as we do. He also has every reason to suspect an ulterior motive. Illiterates have been swindled and exploited and deceived by educated people so constantly that they are afraid of us--fear is their only defense.

The first thing, therefore, that an educated teacher must do is to disarm this suspicion, to prove that he does not feel superior and that he is not playing some clever trick. The chief obstacle to be overcome is not indifference to reading. If the student refuses to study, it is probably because he doesn't like you. You don't have to sell literacy—you have to sell yourself.

Dr. Laubach's philosophy of teaching stressed the importance of "each one teach one". This one-to-one relationship together with his unique materials launched
missionary educators on a campaign for literacy. Primers and readers were developed in a number of the languages of Congo. These languages are phonetic and therefore understandably easier than English for the beginning reader. Following this literacy workshop, a large part of two terms of missionary service was spent in work with adult Congolese illiterates.

The third event was an assignment to be teacher-counselor in a Sioux Falls junior high school. The assignment included teaching a seventh grade adjusted curriculum class. The first half-day with the 18 pupil class revealed one nonreader. This illiterate youngster is Subject One (S1) in this paper. His illiteracy was a challenge. That challenge was a decisive factor in undertaking this action research problem.

Purpose of the Study

The purpose of this study was to develop a technique whereby this adolescent nonreader of potentially average mental ability would be enabled to step from the shadow of illiteracy into the enlightening experience of reading. Introspection preceded other investigation. The qualities of an effective teacher-counselor were restudied and reevaluated. The words of Kahlil Gibran as quoted by Arbuckle (1:230) describe
such an educator:

Then said a teacher, Speak to us of Teaching.

And he said:

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.

And he who is versed in the science of numbers can tell you of the regions of weight and measure, but he cannot conduct you thither.

For the wisdom of one man lends not its wings to another man. And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of the earth.

After quoting Gibran, Dr. Arbuckle (1:231) writes concerning the question of teaching and learning:

The Client-centered counselor is somewhat like Gibran's teacher, or, might we say, Gibran's teacher could very well be a Client-centered counselor. At any rate, the teacher, as he is so beautifully described by Gibran, is a rare fellow seldom seen in the halls and classrooms of the academic world of America. He is a person who is very much aware that
the individual student (or client) must discover for himself; as Porter says, the counselor at least must abandon the effort to teach, since learning does not come through teaching, but through discovery. The teacher who is concerned with learning, and with the ego of the student rather than the ego of the teacher is well aware of the futility of much of his teaching. He is aware, like the Client-centered counselor, that he cannot teach what the student should learn. He can only try, somehow, to develop the soil, to clarify the atmosphere, to bring in the sunlight--call it what you will--so that the student begins to have the wonderful experience of discovering and discerning and developing.

Therefore the purpose of this study was to determine the effect of an accepting, supportive atmosphere on the learning of illiterates of potentially average mental ability. Reading skills would be developed in a private one-to-one relationship where learning could be experienced by the pupil. The two subjects in this study had been previously exposed to much conventional teaching in the classroom and in a remedial program. They had not learned to read. The challenge and purpose were to create a noncompetitive, nondidactic, nonthreatening situation in which discovery and learning could evolve.

Hypotheses Tested

These hypotheses were tested through action research:

(1) the one-to-one relationship of counseling and tutoring will effect a positive growth in
reading in a nonreader of potentially average mental ability,

(2) the cumulative effect of grade school failure in reading can best be favorably reversed in a counseling-tutoring situation.

Limitations of this Study

Walter R. Borg (3:313, 318) in *Educational Research: An Introduction* states:

Action research emphasizes the involvement of teachers in problems important in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the science of education. It is research carried out by the person who feels a need for the results and is in a position to translate the results into action in the classroom.

Frequently in the process of carrying out the action research, the teacher gains new insights into the project that may lead to changes in procedure that offer a better possibility of solving the teacher’s problem. In scientific research, such insights would be applied to later research projects, but in action research, the procedure is usually changed while the project is in progress. In the scientific research situation, the research worker is usually outside the situation he is studying. He strives to be an objective and unbiased observer. In contrast, the action research worker is a participating part of the situation. His enthusiasm and ego-involvement in the situation, which lead to biasing and reducing the generalizability of his research findings, are considered by many to be desirable in action research as they increase the likelihood that the teacher is learning better ways of solving at least his own problems.
This succinct description of action research implies some of the limitations of the method. The personal involvement of the researcher does reduce objectivity but the resultant enthusiasm maximizes in-service growth.

Because the counseling and tutoring were done solely by the researcher, the scope of the study was limited to two pupils and the time was limited to the two years. To be optimally effective the sessions should have continued until each subject was reading on a level commensurate with his age and potential ability. Additional subjects would have enlarged the scope and additional time would have increased the measurable achievement.
REVIEW OF THE LITERATURE

As stated in the Handbook of Research on Teaching (9:865), "Research on reading instruction comprises more material than does research in any other part of the curriculum." The area of reading is inexhaustible for the researcher but the scope of this paper is confined to understanding and helping the adolescent nonreader of potentially average ability.

The literature applicable to the problem and consequently incorporated in this review pertains to the successful reader, the retarded reader, the learning environment, the characteristics of a helping relationship, the teacher's attitude, the methods of teaching remedial reading, the materials for remedial instruction, and coincident research.

The Reader

The understanding of the successful reader and the study of the act of reading are prerequisites to remedial work. David H. Russell and Henry R. Fea (21:868) write:

All methods of instruction (in reading) ... give considerable place to learning to recognize symbols. In essence, the reading act is divisible into two processes: (1) identifying the symbol, and (2) obtaining meaning from the recognized symbol. Without both processes, the reading act is incomplete. When a child is beginning to read, the teacher's main task is to assist him to identify
and recognize letters, syllables, words, phrases, and perhaps even sentences.

A study by Dr. Keshian (10:158-159) revealed characteristics of children who learned to read successfully. He reports:

Seventy-two children were selected from three communities of differing socio-economic status by random stratified sampling to determine some of the physical, social, emotional and environmental characteristics and experiences of children who have learned to read successfully. A case-study method utilizing standardized tests, data on reading, intelligence, personality, physical ability, and questionnaires and school health records were employed. The author concluded that reading success is the result of many factors rather than one single variable. Health, access to reading materials, intelligence, formal education of parents, being read to by parents in early childhood, and emotionally integrated home life encouraging reading all seemed factors in reading success. Successful readers are well adjusted, but do not represent any one personality type.

These findings imply the need for optimal familial environment.

Jane Warters (23:349) writes in her Techniques of Counseling:

Reading is the most common area of difficulty for both secondary and elementary school students. According to Rabinovitch, more than 10 per cent of the American students "are reading so inadequately for their grade placement that their total adjustment is impaired." Students who are seriously deficient in reading usually feel uncomfortably different. By the time a student who is seriously retarded in reading reaches high school, the cause of the retardation has most likely become obscure. It is difficult to determine whether his disability is organic-centered (visual defect, intellectual defect, cerebral dysrhythmia) or school-centered
(Poor reading instruction) or child-centered (emotional problems) or family-centered (lack of interest and of good reading materials in the home). While the cause may be obscure, the fact of retardation is not. His teachers may consider his case hopeless. And he may feel that not being able to read in high school "is akin to being adrift in mid-Pacific without oar, sail, or motor."

Because the emotional problems may result more from the secondary effects of being a nonreader than from the primary causes of the reading disability, the remedial reading teacher has to help the student with his emotional problems as well as help him to progress in reading. A frontal attack on the reading problem may, however, be the best approach because success in reading may help the student to function effectively as a person as well as help him to achieve scholastically. An oblique attack may have to be made on some factors inherent in the disability, such as poor interpersonal relations in the family. For example, a student may feel a strong need to be a poor reader in order to shame (punish) his parents who, he believes, love him only when he succeeds and rejects him when he fails.

The problem of reading is being professionally considered by concerned counselors. The effects of dyslexia are increasingly noticeable in our highly literate society.

The Wechsler Intelligence Scale for children profile has been helpful in diagnosing retarded readers. This tool of identification has been the subject of various studies. Robinson (1963) states:

For the past ten years investigators have concerned themselves with the profile of subtests on the WISC in relation to retarded readers. Although there have been some differences in results, enough similarity seems present to further investigate the function of the profiles as diagnostic tools.
The findings appear to show more agreement in the profile of weak areas than in strong. Coding and Arithmetic scores are consistently low with some tendency for weakness in Digit Span and Information. Areas most often high are Picture Completion, Picture Arrangement, and Block Design. Dockrell hypothesized that the low score in Coding might be due to the close resemblance between it and reading and writing. Good visual discrimination and memory are needed.

Another researcher, Mildred Robeck (18:120-127), writes concerning the WISC and concludes that remedial readers require training in symbolic memory. She writes:

Reading clinic students rated significantly high, beyond the .001 level of confidence, in Comprehension, Similarities, Vocabulary, Picture Completion, and Block Design. They showed extreme deviation toward both ends of the continuum, in Picture Arrangement and Object Assembly. Students with reading problems showed significant weakness, beyond the .001 level, in Information, Arithmetic, Digit Span, and Coding.

Research should be undertaken which tests the effectiveness of teaching methods designed especially for underachieving students whose ability to form concepts and generalizations is high. Ways should be devised and tested which increase the student's memory for symbolic materials.

Conclusions
1. Reading clinic subjects as a group were found to be high in those verbal areas which involved judgment and the ability to generalize.

2. Problem readers showed relative intellectual weakness in their ability to recall specific verbal material.
3. On performance tests, remedial readers tended to deal more effectively with the figural than with symbolic materials.

These researchers have extended the diagnostic understanding of the retarded reader.

The Learning Environment

The learning environment is the next significant consideration in this review. The concern is for "learning", not "teaching". Culbreth Melton reported on work done in a college reading clinic. The age of the students is of minimal importance. The reference is cited because of its environmental implications. Melton (14:927) relates:

Situations in which clinicians are working with students with reading problems should have many attributes of the helping relationship. There is an interaction between a tutor (therapist) and a poor reader. Various approaches may be used including psychotherapy, or counseling, parent therapy, or a direct attempt to repair deficient reading skills. The various methods differ in their attention to reading skills per se. When an adequate helping relationship exists, flexibility characterizes the use of methods. For one student, the first session may be concerned with reading. A delay in attacking reading as such is not a waste of time or a delaying tactic. It is a matter of the application of the readiness concept in the appropriate usage. Thus, the choice of approach at different phases of the remedial work is dependent upon the type of personality or emotional problem which is enmeshed with the reading difficulty. (Spache, 1962, p. 316).

Regardless of the helping method used, the relationship between pupil and tutor is of paramount importance. Some of Rogers' criteria of
effective interpersonal relationships must characterize the interactions of pupil and tutor if improvement is to occur. (Rogers, 1962)

Melton's statement that "the relationship between pupil and tutor is of paramount importance" is the epitome of the implications of this study.

The reference to Carl Rogers recommends a review of the characteristics of a helping relationship as defined in his book, *On Becoming A Person* (20:50-55):

So rather than try to tell you how you should use the findings I have presented I should like to tell you the kind of questions which these studies and my own clinical experience raise for me, and some of the tentative and changing hypotheses which guide my behavior as I enter into what I hope may be helping relationships, whether with students, staff, family, or clients. Let me list a number of these questions and considerations.

1. Can I be in some way which will be perceived by the other person as trustworthy, as dependable or consistent in some deep sense? . . . .

2. Can I be expressive enough as a person that what I am will be communicated unambiguously? . . . .

3. Can I let myself experience positive attitudes toward this other person--attitudes of warmth, caring, liking, interest, respect?

4. Can I be strong enough as a person to be separate from the other?

5. Am I secure enough within myself to permit him his separateness? . . . .

6. Can I let myself enter fully into the world of his feelings and personal meanings and see these as he does? . . . .
7. Still another issue is whether I can be acceptant of each facet of this other person which he presents to me. Can I receive him as he is?

8. Can I act with sufficient sensitivity in the relationship that my behavior will not be perceived as a threat?

9. Can I free him from the threat of external evaluation? In almost every phase of our lives— at home, at school, at work—we find ourselves under the rewards and punishments of external judgments. "That's good"; "that's naughty." "That's worth an A"; "that's a failure." "That's good counseling"; "that's poor counseling." Such judgments are a part of our lives from infancy to old age. I believe they have a certain social usefulness to institutions and organizations such as schools and professions. Like everyone else I find myself all too often making such evaluations. But, in my experience, they do not make for personal growth and hence I do not believe that they are a part of a helping relationship.

10. Can I meet this other individual as a person who is in process of becoming, or will I be bound by his past and by my past? If, in my encounter with him, I am dealing with him as an immature child, an ignorant student, a neurotic personality, or a psychopath, each of these concepts of mine limits what he can be in the relationship.

The Rogerian approach enables the client to "become a person" of worth and self respect. The presence of the counselor does not limit; it liberates and supports. The counselor encourages but does not intrude.

Herman J. Peters, a professor of education at Ohio State University (15:2, 4) wrote:
Although many definitions have been given of counseling, it is fitting and proper that we look frequently to our definitions of the counseling process, in particular, the counseling interview. This is necessary if we place counseling at the heart of the guidance process and if we are to gain in effectiveness in understanding this human phenomenon with its cognitive and conative processes.

Counseling may be defined as a person-to-person interaction in private in which the counselor assists the counselee in adjusting to some concern or concerns. It is in this intimate and private situation that the counselor stands on the edge of creation. The counselor becomes an active participant in an emerging better life of the counselee. The counselor in each hour that he spends with a counselee imparts not facts on an instructional basis but rather he delves into the subject matter of self -- a delving that carries tremendous possibilities of influence.

In regard to self concept and behavior, Peters (15:4) observes:

Basic to an individual meeting the demands of growing up is an understanding of himself -- the person known to himself. The degree to which a person knows and accepts himself in his developmental tasks is the core of the self-concept theory. Thus it becomes the focus of junior-senior high school counseling.

The quotations from Arbuckle, Rogers, and Peters emphasize the prominence accorded counseling throughout this action research problem.

The teacher's attitude is a critical factor. The positive attitude of belief in the pupil must emanate consistently. This will tend to reduce anxiety and instill hope in the pupil (client). Emmett Betts (2:120) makes these observations:
One of the important steps in the follow-up is the reduction of the child's anxiety:

1. The clinician demonstrates to the child that he can learn to read and how he can learn to read. This sometimes overlooked step is very important to the child who has given up hope.

2. The child may be taken out of the school situation in which his frustrations have been compounded. But he must be taken out of an unhealthy climate and put in a healthy one.

3. The child and his parents and his remedial teacher are taught suggestive relaxation before remedial reading is undertaken. This relaxation is continued in each remedial reading session.

4. Special needs—such as visual and emotional—are cared for either before or during remedial instruction, depending upon the recommendation of the specialist. In some cases, however, the remedial reading is used as supportive therapy.

5. Special word learning techniques are taught. How and when these are used depends upon why they are recommended.

6. Since these nonreaders and retarded readers have not learned to think in a reading situation, special attention is given to these skills from the beginning of instruction.

7. Since the basic interests of nonreaders reflect considerable maturity as contrasted to their written-language skills, special attention is given to the selection of topics bearing on their interests. Furthermore, high-level interest and low-level readability books are used as soon as possible.

The role of the counselor-tutor is to "demonstrate" to the child that he can learn to read. The cumulative effect of remembered repetitive failures
must be favorably reversed by positive attitudes and ultimately negated by success.

Carl R. Rogers is again quoted to accentuate the "unconditional positive regard" given the student to create a learning climate. This master counselor, Rogers (20:283), advises:

A third condition is that the therapist experiences a warm caring for the client--a caring which is not possessive, which demands no personal gratification. It is an atmosphere which simply demonstrates "I care"; not "I care for you if you behave thus and so". Standel has termed this attitude "unconditional positive regard", since it has no conditions of worth attached to it. I have often used the term "acceptance" to describe this aspect of the therapeutic climate. It involves as much feeling of acceptance for the client's expression of negative, "bad", painful, fearful, and abnormal feelings as for his expression of "good", positive, mature, confident and social feelings. It involves an acceptance of and a caring for the client as a separate person, with permission for him to have his own feelings and experiences, and to find his own meanings in them. To the degree that the therapist can provide this safety-creating climate of unconditional positive regard, significant learning is likely to take place.

The Methods and Materials

The preceding writings have referred to reading and environment. The next consideration is method and materials. Russell and Fa (21:867) state that "... some methods and materials are better than others, but there seems to be no 'best' method for all children learning to read."
Dr. Leonard Bloomfield proposed a method stressing the basic requirement of knowing letters. His linguistic approach is compatible with the Laubach method employed in this study. Robert Pooley (16:251) discusses the Bloomfield method:

Nearly twenty-five years ago Dr. Leonard Bloomfield, an internationally renowned linguist, set down a method of teaching reading. He did so because he felt that the methods then in use failed to make use of scientific information about English very well known to linguists, but little known or ignored by those who educated children.

Bloomfield begins with the axiom that reading is the relation of printed (or written) words to speech. From this axiom it follows that the foundation of successful reading is the command of the letters that form words so that words may become speech as quickly as possible.

Since children always learn to read aloud and only after some years bypass active vocalization, the primary essentials of reading are letters and phonemes. The Bloomfield approach sets up a basic relationship between these two elements so that the child can quickly and easily read for himself an ever-expanding vocabulary resting upon the association of letters and phonemes.

The selection of materials should be determined primarily by the pupil's needs. The teacher should provide interesting materials at the pupil's level of ability. David Shepherd (22:194) observes:

As I have reviewed examples of successful remediation, several simple and obvious characteristics revealed themselves.

1. The instruction as well as the materials are suited to the child's instructional level.
The materials are challenging; he can learn from them, and he can do so successfully. It is in some remedial classes that the pupil first tastes success in learning to read.

2. The instruction and the materials are pinpointed to each pupil's need.

3. The teacher needs to be organized. He needs to know what he must do to help each pupil.

4. The remedial pupil should acquire an understanding of the reading process and the skills involved in it.

5. Successful remedial classes are ones in which the pupil's personal worth is recognized. The teacher's viewpoint toward pupils, particularly disabled readers, is the matrix here. Also, materials suitable to the pupil's intellectual stage of development contribute. A sixth grader who is asked to begin reading in a primer which is composed of stories about first grade children may well throw up his hands in disgust from the outset.

6. A remedial teacher is an optimist. He is energetic. He knows his material. He believes in the pupils—he knows they can learn to read.

7. Sound teaching procedures need to be employed. The teacher must know effective ways to teach the skills.

Programs and Projects

New York has recognized the reading problem by introducing an upgraded program. In Slums and Suburbs, James Conant (659-60) refers to that program. He further defends the simplification of reading materials.
to the suitable ability and interest level of retarded readers.

Actually, the reading-upgrading program in New York junior high schools has many separate facets. First, there are roughly 135 full-time remedial reading teachers in approximately eighty-five schools. Second, there are the extra periods allotted for instruction, as many as ten per week. Third, and very important from my point of view, is a team project designed for in-service teacher training. The purpose is to improve the teaching of reading in all subject areas, not just English. Seven teams of three expert teachers each go into the schools—one team to a school—for ten weeks and conduct demonstration classes for the teachers. My staff was very much impressed with what they saw. A fourth step may well raise some eyebrows among some professors of education. It is a new and rigorous promotional policy that sets definite standards for pupils to meet, including passing grades, reading proficiency, and satisfactory attendance and behavior.

A final note to the general problem of teaching reading. I have been intrigued with the charge that the so-called "classics" of English and American literature have been rewritten into simpler form for public school children, the implication being that children in the schools today cannot read as well as their predecessors. I think the critics of this innovation are misinformed. The reason for the procedure is simple. There are very few elementary reading materials of mature enough content for adolescent youth who have difficulty with reading—the same youth who would not have been in school fifty years ago. These rewritten classics are specifically for those youth only; they are not written for school children in general. In San Diego I visited a special classroom of very difficult youngsters, including some dropouts who came back to school on a part-time basis. Many of these pupils, sixteen and older, were reading at the third and fourth grade level, but they were interested in what they were reading because the content was mature enough. To my mind, there is little question that these pupils
A significant reference pertains to a project conducted in a California junior high school. G. Keith Dolan (7:129-135) reported on that study. He introduces this article by commenting that "there have been more than 3000 studies conducted in reading in the English speaking world." Even so, there are still delayed readers. A study was made of the effect of counseling and Mr. Dolan lists these conclusions:

1. The learning process can be limited by attitudes toward it which can be altered in a positive and favorable direction through a program of effective counseling.

   Although not all changes were dramatic, nor were the differences between the means of the two groups of sufficient magnitude to be statistically significant, the total evidenced new and favorable attitudes in a positive direction.

2. Significant differences can be obtained in reading achievement scores between students in a reading class who have been individually counseled and those who have not.

3. Significant differences can be obtained in reading achievement scores between students who have been counseled and are enrolled in a reading class.

The findings in the California study are consistent with those in this present study. The effect of counseling is favorable and significant.
In summing up the review of literature, the substantial amount of research done in the field of reading will be more than duplicated without discovering all the answers. This study has drawn upon the work of many. Some contributors remain anonymous for they include teachers, professors, authors, pupils, and contacts through the years.

The continual and continuing review of research literature encourages belief in the worth of this study and commends this type of counseling-tutoring for delayed readers of potentially normal ability.
PROCEDURE

Subject One ($S^1$) was tutored for a year beginning in September, 1963. Subject Two ($S^2$) was tutored during the school year 1964-1965.

In scheduling counseling-tutoring sessions these factors were considered: (1) the inability to read, (2) the observable behavior, (3) the evaluation of each student as recorded on his cumulative record, and (4) the time available.

The first year $S^1$ was scheduled for a daily lesson before school. He came regularly to 171 half hour counseling-tutoring periods. The following summer he came to the counselor's home for twelve one hour sessions. At present he is coming once a week for continued help and follow-up.

The second year of the study, $S^2$ was scheduled for daily sessions. He was frequently absent resulting in fewer sessions. He attended 123 sessions of 57 minutes.

Description of Subject One

$S^1$ is of average height and quite slender. He has an olive complexion and dark hair. He appeared to be hyperactive and defensive. In the classroom he was easily discouraged and frequently muttered quietly but
Audibly. His placement in seventh grade adjusted curriculum was in consideration of his academic difficulties and his illiteracy. The records revealed his penchant for absences from school. The first year of this study he recorded a full year of perfect attendance. He had repeated first grade but was promoted socially after that.

S1 is the fourth child of six. The oldest sibling is the only girl. There are two older brothers and two younger ones. The mother reported that she had completed tenth grade and her husband had completed the seventh.

The school psychologists tested S1 in the third and sixth grades. The WISC results revealed:

Third Grade:

Verbal I. Q. 89
Performance I. Q. 85
Full Scale I. Q. 85

Sixth Grade:

Verbal I. Q. 85
Performance I. Q. 94
Full Scale I. Q. 88

During this study he was tested in June 1965. He had just completed eighth grade adjusted curriculum. His scores were as follows:
<table>
<thead>
<tr>
<th>Verbal Tests</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>7</td>
</tr>
<tr>
<td>Comprehension</td>
<td>13</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>5</td>
</tr>
<tr>
<td>Similarities</td>
<td>6</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>8</td>
</tr>
<tr>
<td>Sum of Verbal Tests</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Tests</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Completion</td>
<td>9</td>
</tr>
<tr>
<td>Picture Arrangement</td>
<td>8</td>
</tr>
<tr>
<td>Block Design</td>
<td>5</td>
</tr>
<tr>
<td>Object Assembly</td>
<td>9</td>
</tr>
<tr>
<td>Coding</td>
<td>13</td>
</tr>
<tr>
<td>Sum of Performance Tests</td>
<td>44</td>
</tr>
</tbody>
</table>

Verbal I. Q. 86
Performance I. Q. 92
Full Scale I. Q. 88

In the cited studies of Robinson (19) and Robeck (18) it was indicated that retarded readers tended to score low in Coding. Sl's score of 13 in this subtest is possibly the result of eight years of persistent practice in making meaningless facsimile copies of pictures and printing. Copying has been his "school work", done to occupy hours of sitting through days of school.

Sl's other high score of 13 was obtained in the Comprehension subtest. This is in keeping with the Robeck findings. The Block Design subtest was low. Sl's potential ability is probably near normal.

Sl is interested in drawing and his hobby is coin collecting. His father is very religious. The parents
and younger children attend church regularly. The discipline is strict although it has modified somewhat in the past few years, according to the mother.

There have been contacts with the parents throughout the study. The mother has made several office visits and numerous telephone calls. The father came for two office interviews. The parents have been cooperative and interested in the tutoring.

As an eighth grader, S\textsuperscript{1} wrote the Differential Aptitude Test. His scores, using Sioux Falls boys percentiles, were as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>7</td>
</tr>
<tr>
<td>Numerical</td>
<td>21</td>
</tr>
<tr>
<td>VR + NA</td>
<td>13</td>
</tr>
<tr>
<td>Abstract</td>
<td>40</td>
</tr>
<tr>
<td>Space</td>
<td>25</td>
</tr>
<tr>
<td>Mechanical</td>
<td>1</td>
</tr>
<tr>
<td>Clerical</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>30</td>
</tr>
<tr>
<td>Sentences</td>
<td>21</td>
</tr>
</tbody>
</table>

In the school testing program, S\textsuperscript{1} wrote the Iowa Test of Basic Skills. Here are the recorded seventh and eighth grade results in this test, using national grade equivalents:

<table>
<thead>
<tr>
<th>Category</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>5.4</td>
<td>5.0</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>5.7</td>
<td>6.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>6.0</td>
<td>6.4</td>
</tr>
<tr>
<td>Capitalization</td>
<td>4.8</td>
<td>6.7</td>
</tr>
<tr>
<td>Punctuation</td>
<td>6.0</td>
<td>4.8</td>
</tr>
<tr>
<td>Usage</td>
<td>4.9</td>
<td>4.3</td>
</tr>
</tbody>
</table>
These Iowa Test of Basic Skills test scores are of questionable validity. S1 was observed during the testing. He was not able to read the material but was filling in every line of the answer sheet.

The fifth grade teacher wrote on the cumulative record that S1 was at that time attempting to read from a first grade reader but was having difficulty with most of the words.

His sixth grade teacher made an entry indicating that S1 could do nothing requiring reading but she mentioned that he worked hard at what he could do.

The material selected for tutoring S1 was the book, Streamlined English by Dr. Frank C. Laubach (12). This was chosen because of the remembered success of Dr. Laubach's method when used personally to instruct Congolese adult illiterates. Another influence in the selection was the need of a new approach for this pupil who had consistently failed to learn while using conventional elementary primers. In the review of literature, Mildred Robeck (13) is quoted as advising that "Ways
should be devised and tested which increase the student’s memory for symbolic materials." The Streamlined English charts offered a graphic mnemonic device for each of the principal sounds in English. Copies of these Laubach charts are included in the appendix of this paper. This graphic-phonetic method presumes a more sophisticated vocabulary than the primary school readers.

The periods were regularly begun with a friendly exchange of conversation. The amount of communication was regulated by the needs of the client. When he wished to talk he had an empathetic listener. When he was interested in learning, the counselor became a teacher. The first day he learned the first chart. Support was given in the form of approbation and praise. Each day he learned and received generous praise. The suggestions listed in the teacher’s manual for Streamlined English (1:2) were guidelines to follow:

1. Help your student to help himself.
2. Begin on time and end on time.
3. Let the student do the work. A good teacher will not talk much.
4. Let each student progress as quickly as he can.
5. Give praise and encouragement.
6. Don’t tell the student something he knows.
7. Never scold or shout.
8. Don’t ask him something he doesn’t know.
9. Teach something new in each lesson.
10. Be friendly and sympathetic. Don’t “talk down” to your student or show off your knowledge.

During the year S1 advanced through the five charts, the stories and fifteen lessons. From the first week, dictation and writing were incorporated in the sessions.

The most notable learning was the mastery of the sounds. This slowly but ultimately enabled him to attack new words knowledgeably and successfully. It unlocked the way to spelling. S1 is still a beginning reader but he and his counselor-teacher are expecting him to “become” an adequate reader capable of functioning in a literate society. He is now reading the McGraw-Hill’s Programmed Reading by Cynthia Buchanan (4). He was amused at Book One and is now enjoying Book Two.

S1 speaks very quietly and with a minimum of words. During the daily sessions of the first year of this study there was a steady gain of rapport. Throughout the second year of the study there was no contact with him. Currently, at the end of the second year, a follow-up is being made. Rapport is good but he continues to speak quietly and with a paucity of words.
A tape was made of the third follow-up session. A portion of that interview is included here. He had just read for almost an hour and had successfully completed one of the tests included in the programmed test (4).

Counselor: That is fine! How do you feel about reading?

S1: O.K.

Counselor: Does it make you excited?

S1: A little.

Counselor: I get excited just listening to you because you have really improved,

Counselor: How important do you think it is to learn to read?

S1: It's real important. (pause) Anything you do you have to know how to read. In your subjects you have to know how to read too.

Counselor: I haven't had to tell you any words in these two books. How were you able to do it?

S1: Sounding words out.

Counselor: Did you have anyone to help you privately last year?

S1: No.

Counselor: How many times a week do you think you would enjoy having some help? I would like you to get through this series before you go back to school.
S1: About anytime you could have time.

Counselor: So you really want to keep on and learn more.

S1: M hm. (Affirmative reply) A couple of times a week. We have a game Thursday night.

Counselor: Thursday is the night you have to be there.

S1: I don't have to; but I would like to.

Counselor: That is what I mean. I want you to be there for the game.

Counselor: Would there be a quiet place in your home? (Pause) Or would you rather come here?

S1: I guess it would be better here.

As implied, the tutoring of S1 is still in progress. He will be helped as long as he wants help or until he is satisfied with his level of reading.

Description of Subject Two

Subject Two (S2) began receiving counseling-tutoring in September of 1964. He was in the seventh grade adjusted curriculum class and was functionally illiterate. He was two years older than the average seventh grader.

S2 is poorly groomed and comes from a culturally deprived home and area. He is the oldest of six children. There are two younger sisters and three
younger brothers. His records show a consistent pattern of frequent absences each year. He is generally absent from school to help with the housework or to baby-sit. S2 exhibits exceptional family loyalty.

The subject was willing to begin the tutoring sessions and regularly used a large portion of the period in conversation. He enjoyed "visiting" and expressed himself well despite a limited vocabulary.

A review of S2's cumulative record revealed the following scores on group intelligence tests administered in the regular school testing program:

Lorge-Thorndike administered in the fourth grade:

<table>
<thead>
<tr>
<th>Test</th>
<th>I. Q.</th>
<th>Language I. Q.</th>
<th>Nonlanguage I. Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82</td>
<td>67</td>
<td>97</td>
</tr>
</tbody>
</table>

California Test of Mental Maturity administered in the sixth grade:

<table>
<thead>
<tr>
<th>Test</th>
<th>I. Q.</th>
<th>Language I. Q.</th>
<th>Nonlanguage I. Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
<td>60</td>
<td>80</td>
</tr>
</tbody>
</table>

His sixth grade teacher made a note indicating he was doing second and third grade work.

S2 was tested by a school psychologist when he was a fourth grader. The Wechsler Intelligence Scale for Children was used. The results were:

<table>
<thead>
<tr>
<th>Scale</th>
<th>I. Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal I. Q.</td>
<td>87</td>
</tr>
<tr>
<td>Performance I. Q.</td>
<td>106</td>
</tr>
<tr>
<td>Full Scale I. Q.</td>
<td>96</td>
</tr>
</tbody>
</table>
The psychologist indicated that most of the nonverbal test scores were on a mental age equivalent of one to two years above his chronological age. He further stated he felt that the subject’s potential ability was at least a high average. The psychologist’s recommendations indicated S² should be given praise and encouragement, particularly in those areas where he could do well.

On a WISC administered during this study, this boy scored as follows:

<table>
<thead>
<tr>
<th>Verbal Tests</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>6</td>
</tr>
<tr>
<td>Comprehension</td>
<td>11</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>5</td>
</tr>
<tr>
<td>Similarities</td>
<td>9</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>8</td>
</tr>
<tr>
<td>Sum of Verbal Tests</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Tests</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Completion</td>
<td>7</td>
</tr>
<tr>
<td>Picture Arrangement</td>
<td>10</td>
</tr>
<tr>
<td>Block Design</td>
<td>18</td>
</tr>
<tr>
<td>Object Assembly</td>
<td>18</td>
</tr>
<tr>
<td>Coding</td>
<td>5</td>
</tr>
<tr>
<td>Sum of Performance Tests</td>
<td>58</td>
</tr>
</tbody>
</table>

Verbal I. Q. 86
Performance I. Q. 111
Full Scale I. Q. 98

This WISC profile is relatively consistent with the findings of Robinson (19) and Robeck (18) as cited in the review of literature.
The counselor-tutor had no contacts with the parents of $S^2$. The family has no telephone. The father was in another state for a major part of the school year. The mother did not attend any of the meetings of the P. T. A.

The assistant principal visited the home on several occasions. He talked with the mother concerning the importance of regular school attendance.

$S^2$ was well motivated in the sessions. He enjoyed the charts in Streamlined English and quickly learned the sounds and letters. After learning the sounds on the charts, he studied the book published for Project '76, the adult literacy program of the Massachusetts Council for Public Schools, Inc. (8). The teacher's manual for this Massachusetts project was used throughout the year as a resource book for word study and dictation.

One new procedure used with $S^2$ was kinesthetic in nature. It was suggested in the manual of the Project '76 (8:5, 6) program. This program emphasized the multi-sensory approach and this new procedure employs the use of sandpaper.

Of great importance in the multi-sensory approach is the use of the student's index finger in writing letters and words which cause him difficulty. Maximum efficiency is achieved if a large sheet of sandpaper is used and the individual
"writes" on the rough surface with the index finger. This "writing" produces no image on the paper, but it seems to be in the brain. When a student can remember in no other way, or when he has confusions that plague him over a long period (e.g., the b, d, p, confusion), we find that use of the sandpaper can produce the desired change in learning behavior.

Why the use of sandpaper in this way should produce the desired learning results is not immediately clear. Classically, the results are ascribed to the fact that a tactual experience somehow fixes an image when visual and auditory experience fail. More recently, however, there seems to be some evidence that the use of sandpaper produces a sudden and dramatic rise in body tension levels during the period when the fingers are moving over the rough surface. It is during this period of elevated tension, which is also a time of heightened and focused attention, that the letter or word is most likely to be learned. In other words, the symbol or word "rides in" to the storage areas of the central nervous system during the period of increased tension and attention generated by the use of sandpaper.

Whatever the reason may be, the continued use of the finger during the early learning stage (and at any later time when difficulty in remembering is encountered) is one of the most effective tools that we have yet discovered.

S² then began reading the McGraw-Hill Programmed Reading (4) series. He was completing Book Twelve when school closed. He had surpassed S¹'s achievement. S² will be in eighth adjusted curriculum next year and will be able to continue his advancement. As with S¹, each tutoring session included dictation, spelling, and reading.
In April a tape was made of one of the interviews with S2. The following excerpts imply the improved self concept of the learner:

S2: She (the teacher) can see where I have "proved and I can do all my words better than I used to and it just seems I can do three times better than I have before. Mom says, "Just wait until the end of school year." She says she can't even wait. I says, "Mom, I can't either." --Just to see what I can really do!

S2: We had a lot of fun on them words what Mom bought me. I liked arithmetic and art and stuff like that -- now I like reading more than I do them. I want to get on my reading instead. I used to like arithmetic and art because there's no reading hardly to it--and well, now I just love reading.

Counselor: And now you enjoy reading.

S2: I guess it's just more important now -- I like it a lot better than I do art and I used to love that. Now I will stop anything to start reading. . . . . . . And this year at the beginning of this school year I didn't know how to read. This one book we had in the library and I just took it out -- I think it was Thursday -- and I checked it out and I read almost half of that. And I haven't finished it yet.

Counselor: Are you able to sound out most of the words?

S2: More words than I have. Mississippi, I have got part of that. I don't know it all yet. m - i - s - s - er -- m - i - s - s - i - s - s - i - p - p - i.

Counselor: Good!
I think that is about it.

Counselor: You spelled it correctly.

We were studying how to spell words in Social Studies when we had our test. She (the teacher) said I spelled a lot more words than I did at the beginning of the year. She thought I was doing a lot better than I had done for the whole year.

Counselor: So you have improved a lot.

M hm, and Mr. ___ , he says that in the beginning of the year I didn't even try to read in the Health class and now he sees my work. Now my grades went up.

Counselor: So it feels good to be able to read.

That's for sure!

(He told a story about Opie on the Andy Griffith show.)

Opie said, "This year I am going to work harder and I am going to get all A's all year long," and I told myself that I wished I would get all A's one of these years. And I said to myself, "I'll betcha if I try hard enough I will get it -- almost."

Counselor: So you think it is important to get all A's?

It's not so much all A's as to get your grades up and get your reading. If you don't get your - - what do you call them when you graduate from school? Then you hardly get a job that is worthwhile to keep. You should go all the way through college and get your education so you can get a good enough job to support your kids and have them go through school.
Counselor: So it’s important to get a good education to be a good husband and father.

S2: And get a good enough job so you can report (sic) your family.

Counselor: That is what I wanted you to understand. The grade isn’t the most important thing. What is important?

S2: It’s reading and your work — what you can do. And try to do what you think is best and do your work the way you think you know how to do it and do it the best you can.

S2 had indicated many unrealistic aims. These have never been challenged in the sessions but there has been evidence of progressive insight and indications of more realistic expectations.

During the two years study, both subjects have evidenced a slow but positive growth toward improved self-concept. The moderate reading success has helped each to feel more positively about himself. This is the vocation of the counselor, et al. As Combs (5) said in a lecture delivered at the 1965 American Personnel and Guidance Association Convention in Minneapolis:

For example, one of the things we have been finding out about self actualizing people is that they tend to see themselves in essentially positive ways. They believe they are basically liked, wanted, acceptable, able, dignified, worthy and the like. Psychologically sick people on the other hand see themselves as unlike, unwanted, unacceptable, unable, unworthy and so on. It follows if this is true that the helping professions must find way (sic) of helping clients,
students, patients or colleagues to feel more positively about themselves. Furthermore, since perceptions are learned from experience, it points the way to what we need to do to help other people to greater health and productivity; clearly, it is necessary to provide them with experiences which will help them feel more positively about self. And the ways to do this are almost self evident. They are suggested by the very descriptions of self actualization:

How can a person feel liked unless somebody likes him?
How can a person feel acceptable unless somewhere he is accepted?
How can a person feel he had dignity unless someone treats him so?
How can a person feel able unless somewhere he has some success?

In the answers to these simple questions lie the guidelines to the conditions for teaching, therapy, social action, supervision and the encouragement of growth and development everywhere.

The aim of the procedure was to convince these two subjects that they could succeed, they were liked, they were worthy, and they were accepted. Observation indicates the procedure was effective.
FINDINGS

To the extent that action research can reveal results, the two hypotheses were supported to an observable degree.

The first hypothesis that the one-to-one relationship of counseling and tutoring will effect a positive growth in reading in a nonreader of potentially average mental ability was supported.

S1 learned all of the sounds and letters in the Streamlined English reading charts. He is presently reading successfully in the McGraw-Hill Programmed Reading books. His ability to sound out new words is significant because it liberates the reader from dependency on a teacher to identify new words. The projected continuing tutoring will augment this independence by enlarging his recognition of progressively difficult sound patterns inherent in the English language. He is presently reading at a primary level and he has learned the basic skills prerequisite to continued positive growth.

S2 progressed to the twelfth book of the McGraw-Hill Programmed Reading series. The greater advancement made by this pupil was probably due to his higher potential ability as evidenced by the recent individual
intelligence tests administered as a part of this study. S2 learned the basic tools essential to a continued positive growth in reading. Coincidental with this progress in reading was a marked improvement in his pronunciation of words. This has been a noticeable and obvious result of understanding the orthographic structure of previously mispronounced words.

The second hypothesis that the cumulative effect of grade school failure in reading can best be favorably reversed in a counseling-tutoring situation was minimally supported. To claim this method to be the best would be a subjective evaluation. The basis for claiming a favorable result is observation of improved self-concept as demonstrated in counseling interviews and the progressively improved attitude toward reading. Avoidance of reading was negated by success and each pupil now expresses an optimistic disposition toward reading.

The findings should not be written as terminal. The study is ongoing and the prognosis is for continued improvement for each of the subjects.

The enthusiasm of the researcher has probably produced a slight Hawthorne effect. The constant awareness of this possibility has been a goad to
minimize the extent of this effect. There has been valuable in-service development personally and additional professional research is indicated.
SUMMARY AND CONCLUSIONS

This action research problem was undertaken because of interest in the problem of illiteracy and because of the obvious need of an illiterate seventh grade adjusted curriculum pupil of potentially average ability. The study was later enlarged to include a second subject with the same problem.

Two hypotheses were tested through action research: (1) the one-to-one relationship of counseling and tutoring will effect a positive growth in reading in a nonreader of potentially average mental ability, (2) the cumulative effect of grade school failure in reading can best be favorably reversed in a counseling-tutoring situation.

The procedure included providing the optimal learning environment created by a helping relationship of client-centered counseling and tutoring. The first book used was Dr. Laubach's Streamlined English because of its graphic presentation of letters and basic phonics approach. The reading readiness charts from that book are included in the appendix of this thesis.

The two subjects of this study responded favorably to the counseling-tutoring technique. The counseling relationship seemed to create the positive
atmosphere appropriate for learning. In the counseling-tutoring sessions the threat of embarrassment or competition was removed. All successes were recognized and verbally rewarded.

$S_1$ is reading at a primary level and is improving. He will continue to receive counseling-tutoring until he is reading at the level he desires.

$S_2$ is reading adequately to function in the eighth grade adjusted curriculum to which he is assigned.

This method has merit to the extent the tutor believes in it and to the extent he/she believes in the student. Without optimistic concern for the individual, the tutor would compound the problem and add to the cumulative history of failure.

In planning this research, the possibility of creating materials suited to the adolescent retarded reader was proposed. After employing the appropriate materials already available, the projected book was abandoned. The books used successfully in this study and advisedly recommended are Streamlined English (12) by Dr. Laubach and the fourteen books of the McGraw-Hill Programmed Reading (4) series. The Streamlined English book is recommended because of its graphic-phonic presentation of the letters and sounds. There are
numerous books that could follow *Streamlined English*. The books of the McGraw-Hill series were effective in this study.

With future subjects the researcher tentatively plans to use these same materials. The method and materials will be continually reevaluated and adjustments will be made as indicated by the needs of any individual learner.

The researcher has been conscious of in-service growth during this study. Undoubtedly the comprehensive graduate program has effected growth and counselor competency. The study has been improved by this professional growth and the study has been a part of the total program effecting that growth.
IMPLICATIONS AND RECOMMENDATIONS

One follow-up of this study is projected group work with delayed readers. S1 and S2 were uniquely illiterate in their respective classes. Their acute needs indicated concentrated immediate help in a one-to-one relationship. When two, three or four comparably retarded readers are identified there will be an attempt made to employ the tutoring technique in a small group. There would be time provided for complementary individual counseling in addition to the group counseling-tutoring. This probably would not be as effective as the strictly individual sessions. It is indicated because of the obvious cost of prolonged private tutoring.

While this present study has been in progress, several counselors, some administrators, and some teachers have been professionally interested in the technique. It is hoped that these findings will be of practical use in the counseling and remedial work in the Sioux Falls schools. The elementary school counselors are encountering this problem in the grade schools. One counselor has already requested the materials for use with a sixth grade boy who was referred to her for dyslexia.
The implications of this study are provocative and promising. This paper merely records the relatable surface results of what was experienced, what was learned, and what is anticipated for the future.

The immediate results have been that two adolescent nonreaders have acquired the basic skill of reading. The desired future results are that other illiterate adolescents and preadolescents will learn to read and avoid the stigma of adult illiteracy.

The personal search and the professional research will continue in this study. It is probable that the most significant results will be realized when this paper is just another thesis gathering dust in the stacks.
LITERATURE CITED


15. Peters, Herman J. "The School Counselor's Finest Hour." Duplicated article.


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**Chart 2**

*From Streamlined English by Frank C. Laubach*
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June 1, 1965

Mrs. Janet Boone
1717 South Phillips
Sioux Falls, So. Dak.

Dear Mrs. Boone:

I read your letter of May 22nd with much interest and am indeed gratified to learn how successful your experiments in Streamlined English have been.

I shall welcome this effort of yours to write a book along these lines and shall be eager to see what you accomplish. You are welcome to use my charts and stories with the proper acknowledgments, as you indicate.

Please keep in touch with us, for we are looking for people who are engaged in this kind of research. We can accomplish more pulling together than we can in isolation.

Sincerely yours,

Frank C. Laubach