ANALYSIS OF CHANGES IN READING TECHNIQUES
OVER A TEN YEAR PERIOD, 1926-1936

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ANALYSIS OF CHANGES IN READING TECHNIQUES
OVER A TEN YEAR PERIOD, 1926-1936

Thesis

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements For the Degree of
MASTER OF SCIENCE

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August, 1939

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CHAPTER I

INTRODUCTION

Statement of the Problem

Reading techniques have changed materially within the last ten years. Subject-matter, procedures, and objectives have undergone many transformations. These are of extreme importance in the teaching of reading and are worthy of detailed study. The purpose of this study is to make an examination of the reading technique employed by teachers in 1926 and 1936 and make a comparison of the two. An analysis will be made of the different techniques and an evaluation attempted of the merits of each.

Purpose of Study

Reading is the most important subject in the curriculum of the elementary school. By means of reading the pupil can extend his experience away from his immediate environment and gather the interesting information and the vital facts that provide the settings and the backgrounds needed for interpretation and for constructive thinking in all the varied fields of human endeavor. Reading is the key that unlocks the great storehouse of knowledge and wisdom, art and culture.

In modern life reading is becoming constantly more important. The teaching of reading has long commanded the
earnest attention of serious students of education. It is perhaps the most vital point in our elementary curriculum and no doubt the most vulnerable. The pupil's success in attaining a fair degree of ability to read determines to a large extent his success in later school and life activities.  

Reading is an indispensable means of familiarising people with current events, with significant social issues, with community and national problems, and with American institutions, ideals, and aspirations. It is also essential in attaining vocational efficiency, in broadening one's range in information, and in seeking pleasure during leisure hours.

Probably no other subject in the elementary grades has undergone more development in recent years than has reading. It is considered at the present time a most important tool of learning and as a result, close relation between reading and practically every other school activity has developed. As a means of gaining information and pleasure, reading is essential in every content subject, such as history, geography, social science, literature, and arithmetic, for lack of comprehension or failure to interpret the subject matter obtained through reading is a vital problem.

Source of Data

An extensive study has been made of reading techniques

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of 1926 as compared with reading techniques of 1936 with emphasis placed upon needs and methods, the measurements, and the progress that has been made. The related facts in the findings and in the summary of this thesis are based upon the results of the achievement and diagnostic tests, and upon the research in reading materials with special comparisons made from the study of the Twenty-fourth and Thirty-sixth Yearbooks of the National Society for the Study of Education on the subject of reading.

Reliability of the Data Used

There are many methods of procedure in the study of various problems. In some types of studies it is expedient to use statistical data already compiled by authorities in their respective fields, and then by comparative study, form conclusions.

Recently scientific workers have begun to appreciate fully the importance of the intelligence tests in the search for better educational procedures.\(^3\)

The testing movement has made growth, and a wide use of the standard tests has been tremendously helpful in attacking some of the educational problems. Terman, a great psychologist in the field of mental testing, states that the use of intelligence scales should be encouraged for research purposes.

It is obvious that tests can be used on groups in order to bring out with an exactness the specific difficulties which can be used for the purpose of a comparative study in establishing basic facts. ¹

CHAPTER II
READING TECHNIQUES OF 1926

General Objectives

The purpose of this chapter is to set up objectives as obtained from careful analysis of the findings on reading techniques of 1926.

A detailed study of the desirable reading activities of children and adults, and of the attitudes, habits, and skills that are involved has led to the adoption of three major objectives in reading. The first two are broad, comprehensive aims that are of first importance in the life of every child and adult. The third emphasizes desirable attitudes, habits, and skills.

Specific Objectives

Specific aims, types of reading, and informal tests are included as a part of this study.

Rich and Varied Experience Through Reading

The primary purpose of reading in school is to extend the experiences of boys and girls, to stimulate their thinking powers, and to elevate their tastes. The ultimate end of instruction in reading is to enable the reader to participate intelligently in the thought life of the world and appreciatively in its recreational activities.¹ The objective emphasizes the importance of the content of what is read and attaches new

significance to it.

There are two large values of wide experience gained through reading. The first is its contribution to the broad, well-rounded development of the reader. If wisely chosen, reading materials will extend the experiences of boys and girls, enlarge and correct their fund of information, and stimulate habits of good thinking. Much of the information needed today by a well-informed person must be secured through the reading of interesting accounts of the world and its people. As our social life becomes more complex, the need of rich and varied experience will be increasingly large. It is important that pupils recognize sooner or later the imperative need of keeping in touch with social progress and world problems through reading.

A serious weakness of reading instruction in former decades lay in the fact that the selections used were organized primarily for use in teaching pupils to read. In the future, reading should not only accomplish this purpose well, but in addition it should broaden the horizon of the reader and stimulate his interests and thinking powers. A forceful statement of the scope and value of such reading follows.

The reading that produces the greatest educational returns to young people is the reading of books chosen for their value in revealing the great fields of science, history, biography, industry, invention, travel, exploration, manners and customs in other lands, etc. When children are brought into contact with enough and good enough books of these sorts, life-long habits of intelligent reading become fixed. Moreover, there must be reading from newspapers and magazines for recreation, for social enlighten-
ment, and for ideas, suggestions, and for information with respect to vocations and civic problems.

Wide experience does more than aid in the interpretation of life situations; it also contributes to the development of power to interpret effectively what is read. The fact is generally recognized that a reader of wide experience interprets what he reads far better than one of limited experience. As a rule, the associations which he makes are more numerous, vivid, and effective. If reading materials are selected with care, they supply boys and girls with wholesome attitudes and a rich fund of information which are essential in intelligent reading.

Strong Motives For, and Permanent Interests In Reading

A second objective of reading instruction is to develop strong motives for, and permanent interests in reading that will inspire the present and future life of the reader and provide for the wholesome use of leisure time. This includes not only permanent interests in reading in a narrow sense of the term, but in addition keen interests in life, in the world and its people, a desire to keep posted concerning current events and social problems, and the habit of reading systematically for recreation and intellectual stimulation. The ultimate measure

1Leonard P. Ayres and Adele McKinzie, The Public Library and the Public Schools, pp. 77-78. Cleveland: Survey Committee of the Cleveland Foundation, 1916.
of the validity of the reading experiences in school is to
the extent to which they lead to desirable interests, standards,
tastes, and habits which carry over into life outside of school,
such as interest in current events, in books and selections of
genuine worth, and in the wholesome use of leisure time. The
accomplishment of this aim makes it necessary to acquaint pupils
with the sources and values of reading materials of both the
work and recreational types, and to develop standards which may
be used in selecting reading materials.

The importance of stimulating strong motives for reading
is emphasized by the fact that thousands who learned to read
in school read very little, if at all, as adults. Furthermore,
a surprisingly large number of people state frankly that they
are not interested in reading or that they do not know where to
secure materials which they might care to read. If school
systems are justified in spending millions of dollars each year
in teaching pupils to read, it is imperative that permanent
habits of reading be established in order to secure intelli-
genent participation in personal and social activities for which
society makes such generous provision. In this connection,
special attention should be given to those pupils who learn
slowly, who encounter unusual difficulties, or who fail to
respond to the motives that appeal to most pupils.

Desirable Attitudes and Economical Habits and Skills

An analysis of the characteristics of an effective reader

3 Twenty-fourth Yearbook, National Society for the Study
shows that he follows appropriate steps in each reading
situation, assumes desirable attitudes, and makes use of
economical and effective habits and skills. A third aim of
reading instruction, therefore, is to develop the attitudes,
habits, and skills that are essential in the various types
of reading activities in which children and adults should
engage. Unfortunately, a complete classification of these
attitudes, habits, and skills has never been made. A suffi-
cient number have been distinguished, however, to enable
teachers to recognize numerous teaching problems. They will
be listed separately first under appropriate headings in order
to emphasize their variety and specific characteristics. This
outline will be followed by a discussion which shows that
these habits and skills enter into various combinations to
form the step or procedures appropriate to given reading
situations. 4

1. The important habits common to most reading situa-
tions. An analysis of reading activities shows that certain
habits, such as the recognition of words and the interpretation
of typographical devices, are common to practically all reading
activities. In the case of mature readers, such habits usually
operate automatically. In the case of the early stages of
instruction and in diagnostic and remedial cases, they must
be given specific attention to insure rapid progress. These

4 Ibid., p. 12.
habits may be classified into four groups.

The first group relates to the recognition of sentences as units of thought and to the anticipation of the sequence of ideas in different types of sentences. Mature readers should be able to recognize with ease and rapidity the meaning of statements that are more or less complex and involved. In the case of children who have acquired good language habits, sentence form and structure present few or no difficulties in reading. To non-English speaking children and to those whose homes provide few or no educational advantages, language difficulties present serious problems. Even brighter children have difficulties in interpreting such language forms as the double negative and the conditional clause.

The second group of habits relates to the recognition of words and groups of words and has been distinguished for both oral and silent reading as follows:

- Accurate recognition
- Rapid recognition
- A wide span of recognition
- Regular progress of perception along the lines
  Accurate return sweeps from the end of one line to the beginning of the next

A characteristic difference between rapid and slow silent reading is the rapidity with which meanings are recognized and assimilated. A slow reader recognizes a relatively small unit of a line at each fixation and proceeds slowly and
often irregularly from left to right. A rapid reader, on the other hand, recognizes a large unit at each fixation and progresses regularly and rapidly from left to right along the lines. In skimming, only parts of a passage are recognized, the units to which attention is directed being consciously or unconsciously selected by the reader according to his purpose. The additional fact should be recognized that the speed of both slow and rapid readers varies materially with the purpose of reading.  

In oral reading, both meanings and pronunciations must be recognized. This may require a study of the context, the phonetic analysis of monosyllabic words, and the analysis of polysyllabic words for meaning or pronunciation, or both. Oral reading also includes habits of accurate enunciation and pronunciation. In silent reading, the recognition and pronunciation of words is usually not necessary. There is danger that teachers who are interested primarily in teaching pupils to read silently may fail to develop sufficient accuracy and independence in word recognition. There is even greater danger that teachers interested primarily in oral reading will overemphasize word recognition and pronunciation.

A third group of habits common to most reading situations relates to the recognition and interpretation of typographical devices, such as punctuation, paragraphing, indentation, italics, marginal or paragraph headings, and references to
footnotes or the appendix. Pupils must acquire, sooner or later, the habit of recognizing these cues to meaning and must learn to interpret them quickly and accurately.

A fourth group of habits which should be established early relates to such matters as holding the book correctly at the right distance from the eyes, securing proper light, and retaining a good sitting or standing position while reading.6

2. Habits of intelligent interpretation. The intelligent interpretation of what is read is a problem of first importance and must be emphasized vigorously in every grade. It includes a clear grasp of the meaning of passages, an understanding of the thoughts, sentiments, and ideals expressed, and the arousal of appropriate emotional attitudes. In other words, it is a form of clear, vigorous thinking, involving the formation of numerous valuable associations. It presupposes keen interest in what is read and a strong impelling motive. In simpler types of reading, it includes also the following attitudes and habits:

Concentrating attention to the content
Associating meanings with symbols
Anticipating the sequence of ideas
Associating ideas together accurately
Recalling related experiences
Recognizing the important elements of meaning

6Ibid. p. 23.
In more complex forms of interpretation, various mental processes are involved. Some of these are not essential to interpretation in a narrow sense of the term, but they are required when reading for specific purposes. An outline of these important habits or processes follows:

Analyzing or selecting meanings; for example,

- to select important points and supporting details
- to find answers to questions
- to find materials relating to a given problem
- to determine the essential conditions of a problem

Associating and organizing meanings; for example,

- to grasp the author's organization
- to associate what is read with previous experience
- to prepare an organization of what has been read

Evaluating meanings; for example,

- to appraise the value or significance of statements
- to compare facts read with items of information from other sources
- to weigh evidence presented
- to interpret critically

Retaining meanings; for example,

- to reproduce to others
- to use in various specific ways

One of the requirements of good interpretation is the recognition of the purpose of reading and the use of appropriate habits. It is essential, therefore, that instruction provide
training in reading numerous types of material for various purposes until appropriate habits and reading procedures have been fully established. ①

3. Effective oral interpretation of selections to others. Studies of the uses made of reading in school and in modern life show that there are many valuable uses of oral reading in the classroom, at home, and in public. It follows that pupils should be taught to read to others effectively. In making the recommendation, however, the committee recognizes the fact that oral reading is far less important than intelligent silent reading and should require much less time and energy than has been given to it in the past.

Effective oral reading presupposes a mastery of the fundamental habits described in one, above, including accurate pronunciation and clear enunciation, and of the habits of intelligent interpretation described in two. It also includes the following important attitudes, habits, and skills:

A definite motive for reading
A sympathetic regard for the listener
A clear understanding of the meaning and purpose of a selection
A sense of the importance of the message
Clear oral presentation of thought relationship
Vocal adjustments to the rhythm of poetry

Appropriate gesture and facial expression, subordinated to the thought of the selection

Controlled bodily movements and breathing

Confidence in one's own ability

4. Skillful use of books, libraries, and sources of information. Wide reading, both of the recreational and work types, can be pursued to advantage only when readers use books and sources of information skillfully and intelligently. It follows, therefore, that one of the important obligations of teachers of reading is to develop skill in the use of printed materials and sources of information. Satisfactory results presuppose keen interest on the part of pupils in keeping materials clean and orderly and in learning to use books and sources of information effectively. Important habits and skills which should be developed are listed in the following outline: 8

(1) In the use of books and sources of information

Keeping books clean and neat

Opening books and turning pages carefully

Skillful use of preface, index, table of contents, chapter and paragraph headings, keys, tables, graphs, glossary, appendix

Effective use of dictionary in finding words, in deriving pronunciations, and in selecting appropriate meanings

8Ibid. p. 16.
Effective use of sources of information in finding references quickly

(2) In the use of libraries

Effective use of library privileges and aids, including card files, bound volumes of periodicals, reader's guides, bibliographies

Technique of withdrawing and returning books

In addition, it is necessary to train pupils to ascertain the reliability of printed material and to prejudge and select books intelligently for specific purposes. Some of the points which must be considered in this connection are the date of publication, the position or standing of the author, the nature of the evidence presented, and the character of the author's interpretations.9

Appropriate procedures in given reading activities are next in this list. The fact was emphasized earlier that attitudes, habits, and skills enter into various combinations to form the steps or procedures appropriate in given reading activities. For example, when one reads a selection silently to secure a clear grasp of its meaning, he directs attention to the content, he associates meanings with symbols, he associates the elements of meaning into related wholes, he recognizes the relative importance of ideas, he studies the context or other sources for meanings which are not familiar, he analyses the content of what he reads, he weighs

9Ibid., p. 17.
values and makes judgments, and he fixes in mind those meanings which are of value to him. On the other hand, when one reads aloud to others a passage with which he is quite familiar, he considers the importance of the message to his audience, the specific results which should be secured through reading, and the steps by which those results can be produced most effectively. When reading aloud, he recognizes groups of words accurately and pronounces them clearly and distinctly, he gives a clear oral presentation of the thought, he adjusts his manner of presentation to changes in the character and mood of the selections, he controls his facial expression, bodily movements, and breathing in order to secure the most desired results, and he observes his audience carefully from time to time to determine needed adjustments.

These examples make it clear that different attitudes, habits, and skills are used in different reading situations. It follows that one of the major responsibilities of the school is to train pupils to adopt appropriate procedures in given reading activities. The fact should be remembered, however, that the procedures adopted and the specific attitudes, habits, and skills, that are involved are intimately related and must be developed simultaneously. When preparing to present a unit of work, teachers should make a careful study of the purpose of the reading exercise, the steps by which it can be accomplished most effectively, and the essential attitudes, habits, and skills that are involved.
It is also necessary to determine which of the essential steps or habits have been thoroughly mastered, which will need additional drill, and which are new and will need special emphasis. Furthermore, individual differences must be considered and provision made for children at different levels of advancement. In order to describe the problems involved more concretely, an analysis of one reading situation for a sixth-grade class is included.

Situation: Reading of a series of references to prepare a report on child life in Holland.

Prerequisites:

1. Keen interest in the problem

2. A sufficient mastery of fundamental habits to engage in independent reading of available materials.

3. Ability to interpret the materials assigned and to make use of the information presented

4. Power of sustaining and directing effort until the problem has been solved

5. Ability to use index and make notes

Initial step: A clear recognition of the problem to insure an accurate understanding of the purpose of the reading activity undertaken

Second step: Selecting materials

1. Collect all available sources in order that nothing pertinent to the problem may be disregarded.
2. Ascertain from the table of contents or index the amount and location of relevant materials.
3. Scan the material rapidly to determine its usefulness.
4. Select the material to be studied by considering the problem, its importance, and the amount of time that may be devoted to it.
5. Classify the selected references into two or more types: (a) those of a general nature to be read rapidly for background purposes; and (b) those making specific contributions and therefore requiring more careful reading.

Third step: Reading and assimilating

1. Read rapidly the background references to secure a basis for understanding the more specific references.
2. Read more carefully the references making specific contributions.
3. Select the items of information which bear directly on child life in Holland and which are worth presenting to the class.
4. Make brief notes or references concerning important points.
5. Go over the important items of information in order to develop a comprehensive picture of the essential facts.
Fourth step: Organizing the material

1. Analyse the information obtained and classify it under appropriate headings. In this connection make free use of notes and references made while reading.

2. Refine this analysis until the major facts and the important details are summarized in an effective outline. Frequent re-readings of references may be necessary.

3. Critically scrutinize this outline, making such revisions as seem desirable.

Fifth step: Fixing the outline in mind and preparing the oral report

1. Go over the organization until its essential points are clearly in mind, if it is to be presented without the use of notes.

2. Review the facts relating to each important item until they can be presented clearly and coherently.

3. Practice giving the report as a whole until it can be given effectively with or without notes as the occasion demands.

Variations in procedure are evident in this problem. The steps which have been outlined apply to a given situation. They should be modified to meet different conditions. For example, the problem should be limited to brief topics in the lower grades; the materials assigned should be very
simple; definite help should be given to the pupils in finding references; fewer notes should be required; and less well-organized and complete reports should be expected. In the upper grades the problem may be broader; more individual initiative and responsibility should be expected; the selection of materials may require the wider use of books, card indexes, and readers' guides; pupils should work more rapidly and interpret more critically; their organizations should be more appropriate for the purpose at hand and their presentations longer and more effective.

Furthermore, provision should be made for individual differences among pupils within a group. The materials assigned to brighter pupils may be richer in content and more difficult, more initiative and independence should be expected, and more complete, more detailed, and better organized reports may be required. For pupils who learn slowly, the problem should be simplified, the materials assigned should be easier, more encouragement and guidance is usually necessary, and less complete and well-organized reports should be required. It is imperative that the teacher make careful studies of the accomplishment and needs of her pupils and provide training in each important reading situation which will lead to maximal progress on the part of all.¹⁰

¹⁰ Ibid., pp. 9–19.
Initial Period of Reading Instruction

General purpose and duration of initial period—The general purpose of early training in reading is to stimulate keen interest in reading activities, to cultivate a thoughtful reading activity, and to develop reasonable speed and accuracy in reading simple passages. The time at which systematic training begins and the duration of the initial period vary with the preparation of pupils and with their capacity to learn. Experience teaches that a majority of first-grade pupils are prepared for reading at the beginning of the first grade or very early in the year and are able to complete satisfactorily all requirements of the initial period by the end of that grade. For many pupils, however, reading should not be introduced for several weeks or months after they enter school. In such cases the type of training discussed in this section should often be continued well into the second grade.\(^\text{11}\)

Formal types of development during the initial period—A study of the development of children during this period reveals evidence of progress in the following phases of reading; (a) rapid progress in associating meanings with written or printed symbols; (b) the early development of a thoughtful reading attitude; (c) rapid progress in interpreting simple passages, in securing new experiences through

\(^{11}\text{Nineteenth Yearbook, National Society for the Study of Education, Part One, Volume 19, 1920.}\)
reading and in enlarging the meanings of familiar words; (d) the
acquisition of a sight vocabulary of several hundred words and
the development of independence in the recognition of simple
words; (e) rapid progress in establishing fundamental habits,
such as speed and accuracy in recognizing words, a wide span
of recognition, regular progress of perception along the lines,
and accurate return sweeps of the eyes from the end of one
line to the beginning of the next.

**Essential activities**—In order to secure rapid progress
in early reading lessons, at least five types of activities
are essential.

1. Interesting experiences which serve as a basis for
reading lessons. These include group activities, excursions,
plays, games, stories, rhymes, and discussions of objects
and pictures. School systems follow various plans in pro-
viding these experiences. For example, some schools have
organized sets of practice exercises based on cutting,
pasting, and coloring activities which provide motives for
reading and for learning to read.

2. Oral and silent reading lessons based on interesting
experiences. The subject matter for these lessons is
organized by the pupils and teacher during the reading or
language period, written on the board or printed on charts
by the teacher, and later mimeographed, hectographed, or
printed for use in reading classes.

3. The story hour and dramatization period. The es-
tivities of these periods prove very effective in stimulating a desire to read, in preparing pupils for the thoughtful interpretation of what they read, in enriching their experiences, in providing good models of expression, and in improving the language habits of children.

4. Frequent opportunities to read in connection with numerous classroom activities. The equipment of the room, attractive picture books on the reading table, announcements on the bulletin board, and the use of written and printed material in content studies, stimulate a desire to read and provide continuous opportunity for thoughtful reading. The fact should be noted that much of this early incidental reading is done silently, followed frequently by oral reading and more often by discussion.

5. Interesting games and drill exercises to aid in the recognition of words and groups of words which appear most frequently in incidental reading activities and in the early selections of the books which are read first.

On account of the brevity of this report very few suggestions concerning methods of teaching can be included at this point. Attention is called to the fact, however, that the technique of teaching reading lessons based on familiar experiences is admirably discussed in several other books. 12

It has been definitely ascertained that the pupils

who read widely make more rapid progress than pupils who read a limited amount of material. Some classes read only two or three books under supervision, others from twenty to thirty. It is suggested that provision be made for reading at least twelve books under supervision during the first year. Some of these books should be read in group activities; others should be read individually. The fact should be remembered, however, that the pupils should interpret intelligently as well as read widely.

It is impossible to state at this time the most appropriate number of books to be read independently by children during the first grade. In one city which reported, the average number of books read by the pupils of a first-grade class was thirty; the maximum, thirty-eight, and the minimum, twenty. It is recommended that provision be made for the independent reading by each pupil of at least ten interesting books at home or at the library table. In the judgment of the committee a larger number may be read to advantage by pupils who make normal progress in learning to read.

Relative importance of oral and silent reading comes next. The exact amount of emphasis which should be given in the initial period to oral reading and to silent reading is still an open question. The fact that silent reading is the type used most frequently, both in school and in adult life, justifies the recommendation that pupils should form habits of thoughtful silent reading from the
beginning. The fact that oral reading is intimately related to spoken language makes it an economical and desirable means of promoting rapid growth in reading. On the other hand, the fact that pupils who learn exclusively by oral methods frequently become word readers indicates that there is danger in over-emphasizing oral-reading habits.

These facts justify the conclusion that pupils should be taught from the beginning to read both orally and silently. As a rule, approximately equal amounts of class time should be devoted to each type of reading in the first grade. This will result in much more silent reading than oral when all reading activities are considered. However, teachers who note the progress of pupils will find frequent justification for departing for a period of time from this general recommendation.13

The accomplishments and progress of first-grade pupils may be determined from time to time through the use of the following standardized reading tests:

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<th>Accomplishment</th>
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<td>1. Recognizing the meanings of words seen</td>
<td>Detroit Group Test in Word Recognition</td>
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<tr>
<td>2. Interpreting simple sentences and paragraphs</td>
<td>Haggerty Reading Examination, Sigma I</td>
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<tr>
<td>3. Understanding and reproducing what is read</td>
<td>Starah Silent Reading Test</td>
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13Ibid., p. 42.
Accomplishment (Cont.)

4. Rate of silent reading

5. General accomplishment in speed and accuracy of oral reading

6. Rate and accuracy of oral reading

Test (Cont.)

Starah Silent Reading Test

Standardized Oral Reading Paragraphs

Gray Oral Reading Check Tests

The standard scores which accompany these tests are based on the results of reading instruction as it has been given in the past. Evidence has been secured which shows clearly that higher standards of achievement may reasonably be expected of first-grade pupils. For example, it was found in a recent unpublished study in which three tests were used that pupils who revealed at the end of the first grade the five qualities described above made on the average distinctly superior scores. The standard scores, as well as the average scores, of these pupils which are suggested as desirable standards, are presented here for purposes of comparison.

Maggerty Reading Examination, Sigma I, Test I

Standard Score, 4

Desirable Score, 5

Starah Silent Reading Test

Standard Score, Comprehension 15

Rate per minute 90
Desirable Standard, Comprehension, 18
Rate per minute 100

Standardized Oral Reading Paragraphs
Standard Score, 31
Desirable Score, 40

The scores which have been described represent desirable levels of achievement at the end of the initial period. They may be established by a large proportion of first-grade pupils at or very near the end of the year. They may be easily surpassed by many pupils who learn to read easily. They may not be attained by many pupils until well into the second grade.

Period of Rapid Growth in Fundamental Attitudes, Habits, and Skills

Distinguishing characteristics and duration of the period. -- Each period in an effective reading program is characterized by the enrichment of experience and the cultivation of interest in reading activities. In addition, the third period has been distinguished as one of rapid growth in the fundamental attitudes, habits, and skills on which intelligent interpretation, speed of silent reading, and pupils should be able to read independently and intelligently, either orally or silently, simple content material such as is usually assigned in the fourth grade.14

14Ibid., p. 42.
Studies of the progress of pupils show that a large proportion of them fulfill all requirements of this period during the second and third grades. Therefore, the problems of the third period will be referred to in the discussions that follow as the normal problems for these grades. In doing so, four facts are clearly recognized, namely, that pupils who enter the second grade differ widely in achievement and require instruction at different levels of advancement, that they move forward through the second and third grades at different rates of progress, that many pupils who learn rapidly are prepared for more advanced work much earlier than the end of the third grade, and that pupils who learn slowly require in the fourth and even in the fifth grades instruction similar to that recommended for this period.\textsuperscript{15}

The specific aims of instruction in reading for pupils who make normal progress during the second and third grades follow:

1. To provide a rich variety of reading experiences based on the world's greatest stories for children and on informational material relating to numerous topics which are studied in content subjects or which challenge the pupils' interest in other activities.

2. To stimulate keen interest in reading wholesome books and selections for pleasure and information and to establish the habit of reading independently.

\textsuperscript{15}\textit{i}bid.\textit{.}
3. To secure rapid growth in habits of intelligent interpretation. This includes the following items: (a) Rapid progress in the interpretation of the important ideas of simple passages; (b) Steady progress in reading different types of material for various purposes, such as finding answers to questions, following direction, and remembering what is read, and interpreting increasingly difficult passages such as those in the Monroe Silent Reading Test.

4. To increase the rate and accuracy of oral reading and of silent reading.

5. To provide for the development of desirable habits of interpretative oral reading and of appropriate standards in specific oral-reading situations.

6. To continue training in the skillful use of books, to familiarize pupils with the privileges and opportunities of libraries, and to teach them to withdraw and return books.

Provision for essential types of reading activities.—In order to accomplish these aims in the second and third grades, provision must be made for at least three general types of activities, namely, daily reading lessons, wide reading in connection with numerous classroom problems and activities, and much independent reading, both in and out of school. Important problems in connection with each type will now be considered.

Purpose of daily reading lessons.—An essential purpose of all reading activities is to enrich experience and to
stimulate and broaden the reader's interests. In addition, daily practice in reading has three purposes which are peculiarly appropriate in the second and third grades, namely, (a) to develop power as a reader, that is, to secure rapid growth in ability to deal successfully with increasingly difficult reading situations, (b) to make desirable habits permanent, and (c) to eliminate or correct undesirable habits.\textsuperscript{16}

Current practice would justify a recommendation of about seventy minutes per day for reading in the second grade and sixty minutes in the third grade, varying somewhat with each school and the type of class organization.

Wide reading for information and pleasure in various problems which are studied in the second and third grades is very desirable for three reasons. It is important means of extending and enriching the experience of pupils, it supplements to a distinct advantage the somewhat limited first-hand experience and the oral reports which the teacher and pupils can provide, and it establishes habits of independence in recreational reading and study which are essential in all grades above the third.\textsuperscript{17}

\textbf{Independent reading for pleasure and information. --}

The third type of reading activity which should be provided includes independent reading in school and at home.

\textsuperscript{16}\textit{Ibid.}, pp. 45-47.
\textsuperscript{17}\textit{Ibid.}, p. 52.
Specific aims of reading instruction which are appropriate for fourth, fifth, and sixth grades are:

1. To provide rich and varied experience in practically every field of thought and activity for which pupils are prepared, such as history, science, geography, art, travel, recreation, and literature.

2. To continue the development of interest in entertaining, instructive, worth-while reading, and to give elementary training in the sources and values of different types of reading material.

3. To promote rapid growth in the habits of intelligent interpretation.

4. To improve and refine the habits of recognition in both oral and silent reading.

5. To improve the quality of oral interpretation and to develop standards of use in oral reading situations.

6. To provide systematic instruction in the economical and skillful use of books, in the privileges and opportunities which libraries afford and in the intelligent use of library privileges.

The suggestions contained in this chapter do not include all the essentials of the teaching of reading, but general and specific aims in reading techniques have been carefully studied. The next part of the chapter will be devoted to different types of tests and evaluation which are very important parts of the reading program.
Evaluation of the Reading Program

Testing

Regardless of the form that evaluation or testing assumes, it is merely the measuring of certain qualities either directly or indirectly. The qualities to be measured in reading are those involving changes brought about in the students, what changes, and the extent of the changes. The evaluation of the ways and the means utilized and the determination of the actual changes in students are reciprocal processes which should occur simultaneously.

Evaluation and testing are as important in reading as in any realm of activity. Measurement is necessary to determine the progress made by the students, to evaluate procedures, to provide appreciation for learning, to stimulate interest and provide a basis for continuous revision of the curricula. It is obvious that without some attempt to determine what is accomplished and how well it is accomplished that we have no basis for making decisions or for intelligent planning.

How to Evaluate and Test

Through standardized tests and other types of tests which may be worked out as specific tests, the progress of children may be checked from time to time. Teachers should be aware of their purposes and values and allow leeway for adoption.
Standardized Tests

These standardized tests are for diagnosing reading conditions, measuring progress, comparing groups, and assisting in making classifications. To serve most advantageously, such tests should be given at the beginning, the middle, and the close of the school year.

Informal tests assist in diagnosing reading preparedness and accomplishments in revealing reading abilities and disabilities and measuring progress.

Such tests should be applied for the purpose of testing pupil progress as a basis for directing growth in reading rather than merely as a basis for promotion from grade to grade.

Informal Reading Tests for Primary Grades

*Ascertaining to what extent pupils realize the meaning of phrases out of familiar context without saying the words of each phrase.*—This is not only a test, but also an opportunity for practice or review with the vocabulary of stories previously read. 18

The teacher says, "Point to the right picture in your book." The teacher exposes the following phrases one at a time on the blackboard or on large phrase-cards (any reader containing pictures full of action may be used in this manner).

18Ibid., p. 107.
The pupil responds by pointing to the proper thing.

The old man
The old man's bag
The gold on the floor
The window
The man at the window
The old man in bed

The hole in the bag
The gold that fell out
The fairy
The fairy's wand
The children
The yellow dandelions

Ascertain whether children can comprehend questions in which familiar statements are paraphrased.--The teacher says, "Each card in this game begins with 'What.' Open your books to the story and answer by reading the right words. The right words are the ones that tell 'What.'" (Notice how the order of the words is changed by using these questions. Verb forms are also changed.) Or the teacher says, "Be ready to answer the question." 19 (orally)

What did Peter Rabbit hear?
What did the dogs say?
What did Peter Rabbit say?
What did the horse do all day?
What did the horse say?
What did the cow say?
What did the goat say?
What was the goat afraid of?
What did Peter Rabbit think?
What did he do?

19 Ibid.
Ascertain whether the children can complete sentences and organize them into a story from incomplete visual cues. Unfinished sentences based on a story previously read are put on the blackboard or on cards. The same idea can be used with sentences based on class experiences. Pupils are told to study to see whether they can read the sentences as though the whole story were there.\textsuperscript{20}

The goat saw.............
They had to cross.............
When they went over the bridge they heard....................
This is what he said.............
Next came the....................
He said............................
Last of all came the.............
He said............................
The troll tried to..................
The troll fell.....................

Test factual comprehension. Incidentally, this gives new reading experiences based on material previously read, preferably on factual material related to class experiences. Some early experiences should be with animals. This illustration presupposes class experience with frogs.\textsuperscript{21}

Each child is supplied with cards on which the words

\textsuperscript{20}Ibid.
\textsuperscript{21}Ibid., p. 108.
yes and no are printed and with number cards. Pupils may write or print yes or no beside the numbers which they write on a slip of paper. This technique makes it possible to use the exercise or test with a group or as seatwork.

The teacher says, "Read the first question and answer it by yes or no. Then read the next sentence and answer it. Try to answer all of them."

1. Do frogs lay eggs?
2. Did you ever see frog's egg?
3. Do frogs' eggs have hard shells?
4. Do frogs lay very many eggs?
5. Are frogs' eggs as big as marbles?
6. Do frogs sit on their eggs until they hatch?
7. Are frogs' eggs found on the ground?
8. Did you ever see a pollywog?
9. Do pollywogs have tails?
10. Do pollywogs turn into frogs?
11. Do frogs have tails?
12. Can pollywogs swim?
13. Do young pollywogs have legs?
14. Do frogs have only two legs?
15. Do pollywogs ever have two legs?

Children read this story from their books and take the tests based upon the material read.22

22Paul V. Sangren, Improvement of Reading Through The Use of Tests, Extension Department, Western State Teachers College, Kalamazoo, Michigan, 1932, p. 114.
Jack and Jane Make Butter

One day Jack and Jane made some butter in school.
This is what they wrote about it.
We made some butter in school.
We got the cream from the cow.
We put the cream into a jar.
We shook the jar.
We said, "Come, butter, come.
Peter is at the garden gate
Waiting for a butter cake.
Come, butter, come."
Soon the butter came.
We washed the butter.
We put salt in it.
We put the butter on bread.
We ate the bread and butter.
It was good.

Informal Reading Tests for Intermediate and Upper Elementary Grades

Test the ability to locate information.--This test is given with books open. The pupils may respond by giving the three opening words of the paragraph in which the information is located, or by giving the page of paragraph reference. Thus the amount of copying and writing may be reduced. Or pupils may stand when they find the material on a given topic. When many of the pupils have located the
material, the information may be worked into a blackboard outline before the next topic is assigned. Such tests, or exercises, are most valuable when based on subjects which pupils are studying at the time. The questions should be based upon a use of the index, appendix, table of contents, chapter headings, subtitles, illustrations, maps, tables, footnotes, and cross references. Teachers should always locate the information themselves while planning a test of this sort, so that they may realize the nature of the difficulties which the pupils are likely to encounter. The test may necessitate the use of more than one book. A simple assignment is: 23

Locate information on these topics:

1. Cotton-growing countries
2. Cotton-growing states of our country
3. Size of United States' cotton crop
4. Size of world's cotton crop
5. Insects which harm the cotton crop
6. Places where long staple cotton grows
7. Cotton-seed products
8. Cotton ports
9. Cotton mills
10. Cotton produce
11. Best part of our state for cotton-growing

2. Test the richness of a pupil's vocabulary of meanings and his ability to distinguish shades of meaning.\(^{24}\)

Illustrations:

1. Write words which describe a circus parade, an accident, or a carnival.

2. Write never at the top of your paper. Write always at the bottom. What words would you put between the always and never? Make a ladder of words which leads from always to never. You may have two minutes to do this.

3. Write phrases which fit between the following extremes.

   See how many you can write.

   exceedingly small  exceptionally large

   unusually early     extremely late

   somewhat surprised  simply astounded

Values of Informal Tests in Silent Reading

Since improvement of instruction in reading depends to a considerable extent upon the systematic measurement of attainment with reference to the numerous specific objectives, it becomes necessary to use informal tests having no standards. The primary function of informal tests is to measure in terms of local materials and situations. Determining upon definite objectives or purposes and testing in accord with these will encourage a more thorough professional attitude on the part of the teacher and serve as a basis for a study of the problems of learning and teaching upon which the

\(^{24}\)Ibid.
improvements in silent reading instruction depend. Informal reading tests may serve as an index and guarantee of mental activity on the part of all pupils during silent work-type reading at the same time enabling the teacher to determine quickly any problems encountered by the class as a whole. These tests also enable the pupil and teacher to become aware of the nature of specific difficulties. By means of these tests pupils may be held responsible for the comprehension of assigned readings and the teacher may ascertain to what extent the objectives of assigned study were attained. 25

A preliminary survey conducted by Ford shows the average number of basal texts read in each grade. Subsequent inquiry was made after a year to determine how steps taken to provide more material, to improve the quality of teaching, and to stimulate interest in reading had influenced practice. These results have also been converted into thousand-word units. It is significant to note that the Monroe Test was given at the beginning of Ford's investigation and again at the end. Ford reports reading in readers separately and includes data on additional books. Only the data on readers are included. The number of additional books for each grade is here given to show that a decrease in number of readers used was accompanied by an increase in the average number of other books read. This is no doubt a desirable trend.

From a careful comparative study of data it seems reasonable to conclude that progressive elementary schools are reading more extensively than they were ten years ago. It is also patent that the so-called traditional or intensive reading program is still prescriptive in some situations and preserved by the force of other circumstances in others. We also find that a specific diagnostic supervisory plan can put an extensive reading program into practice in one year. 26

<table>
<thead>
<tr>
<th>Kindergarten and Early First</th>
<th>Later First and Early Second</th>
<th>Later Second, Third, Fourth, Fifth, Sixth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period of Preparation</td>
<td>Period of Initial Instruction</td>
<td>Period of Wide Reading to Extend and Enrich Experience and of Emphasis upon Rapid Progress in Fundamental Attitudes, habits, and Skills</td>
</tr>
</tbody>
</table>

a. Providing pupils with real, varied, and rich experiences essential to getting meaning from material to be read  
b. Providing experience in the use of ideas  
c. Providing experience in the speaking of simple English sentences  
d. Developing a wide speaking vocabulary  
e. Training in accurate enunciation and pronunciation  
f. Developing the desire to read  

g. Providing pupils with real, varied, and rich experiences essential to getting meaning from material to be read  
h. Classifying pupils for purposes of instruction  
i. Initiating first systematic informal lessons in reading  
j. Reading in connection with various school activities  
k. Developing a sight vocabulary  
l. Introducing the reading of books  
m. Developing independence in recognition of new words  
n. Developing fundamental habits of recognition  

a. Providing pupils with real, varied, and rich experiences essential to getting meaning from material to be read  
b. Classifying pupils for instructional purposes  
c. Continuing informal lessons  
d. Reading in connection with various school activities  
e. Reading in readers  
f. Developing comprehension  
g. Reading widely in connection with content subjects  
h. Developing vocabulary  
i. Improving fundamental reading habits, such as eye movements  
j. Utilising informal and standardized tests  
k. Encouraging independent reading in any available materials to be found
# TABLE 2

Scores and Marks Made by a First Grade Class on an Informal Recognition Test

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Score</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>32</td>
<td>A</td>
</tr>
<tr>
<td>C</td>
<td>30</td>
<td>B</td>
</tr>
<tr>
<td>D</td>
<td>27</td>
<td>B</td>
</tr>
<tr>
<td>E</td>
<td>26</td>
<td>B</td>
</tr>
<tr>
<td>F</td>
<td>24</td>
<td>C</td>
</tr>
<tr>
<td>G</td>
<td>24</td>
<td>C</td>
</tr>
<tr>
<td>H</td>
<td>20</td>
<td>C</td>
</tr>
<tr>
<td>I</td>
<td>19</td>
<td>C</td>
</tr>
<tr>
<td>J</td>
<td>19</td>
<td>C</td>
</tr>
<tr>
<td>K</td>
<td>17</td>
<td>D</td>
</tr>
<tr>
<td>L</td>
<td>15</td>
<td>D</td>
</tr>
<tr>
<td>M</td>
<td>12</td>
<td>D</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td>D</td>
</tr>
<tr>
<td>O</td>
<td>9</td>
<td>E</td>
</tr>
<tr>
<td>P</td>
<td>9</td>
<td>E</td>
</tr>
<tr>
<td>Q</td>
<td>7</td>
<td>E</td>
</tr>
<tr>
<td>R</td>
<td>4</td>
<td>E</td>
</tr>
</tbody>
</table>

Highest Possible: 36 A
<table>
<thead>
<tr>
<th>Rate</th>
<th>Comprehension</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>Marked ability; increase reading interests.</td>
</tr>
<tr>
<td>Average</td>
<td>High</td>
<td>Satisfactory ability; stimulate and motivate to more rapid reading.</td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
<td>Poor mechanical skill; stress rate through rapid reading drills.</td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
<td>Increase skill through specific practice.</td>
</tr>
<tr>
<td>Low</td>
<td>Average</td>
<td>Unsatisfactory; poor control over mechanics; train in easy reading.</td>
</tr>
<tr>
<td>High</td>
<td>Low</td>
<td>Poor training and ability; probably not reading at all; train on simple materials; check comprehension frequently.</td>
</tr>
<tr>
<td>Average</td>
<td>Low</td>
<td>May lack in intelligence, or have other handicaps; emphasize continuous reading of easy materials in order to stress good comprehension. This is very important.</td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
<td>Lack of intelligence, very poor training, or physical handicaps. Make complete diagnosis of silent reading disability.</td>
</tr>
</tbody>
</table>
CHAPTER III

READING TECHNIQUES OF 1936

The modern curriculum recognizes educational values, not only in the academic experiences at school, but also in all the experiences in which pupils engage both in school and, through school direction, at home. Since the lunchroom as well as the classroom, the safety patrol as well as the health class, the community-chest campaign, as well as the arithmetic drill period are considered means to an all-round development of pupils, critical attention is given to the selection and planning of all the activities in which children or older students engage. All activities must be valuable for pupil growth; they must be consecutive, or at least have some cumulative effect; they must provide a well-rounded experience for boys and girls at each stage of development. This involves the inclusion of many types of experience, among them some that contribute primarily to social understandings, that provide for participation in significant aspects of social life, that acquaint the child with the physical environment in which he lives, that contribute to healthful living, that offer opportunity for individual group creative activities, that provide for the development of efficient methods of work, and the like. To do this the curriculum must be very thoroughly responsive to the
changing demands of contemporary life.\(^1\)

Because of the changing social and industrial conditions of today, the task of the teacher is much greater than it once was. Every teacher must be a teacher of reading. Life is much more complex. Because of the immensity and complexity of the task of teachers, they must be changed to carry on the work.

The ten year period from 1926 to 1936 has brought many changes to the elementary schools. As this study has shown, the plant, the equipment, the methods have changed in the reading program. No longer is subject-matter the sole function of a school. Yet, subject matter is still a serious concern of every teacher. Through reading children are trained to live and to meet life situations. Subject matter, then, becomes a means to an end, and not an end in itself.

School authorities realise that children must be given a preparation for meeting the world when they leave school. They must understand the world in which they enter. The new demands of citizenship, the new demands of leisure time — all such important items — have proved to educators that a new type of purposeful reading must be substituted for the subject matter type as prescribed in 1926.

The child is a social interest and product. He not only speaks the language of his home or community, but he adopts their standards of cleanliness, their level of morality, their habits of reading, their social attitude and ideals.

Children are helped or handicapped by home conditions, by parental habits and attitudes toward reading. Not only the number but the quality of books at home should be known. The teacher should be familiar with the kind of books, papers, magazines read; the topics discussed by parents if any, the attitudes expressed, and the encouragement that the child receives.3

Good reading is simply communicating with those who have left contributions in written or printed forms. It puts the greatest characters of all past time and many of the best today as our next door neighbors. They are ready to answer inquiries or spend an evening with us provided we have mastered certain accepted forms of expression, so here is a language activity. Spelling and writing clearly come under this heading. From this has developed one of the activity units, namely, the Language Activities Unit. It includes reading (in the narrow sense) oral expression, spelling, and writing. One fourth of a day is tentatively allotted to this unit.3

The subjects of the curriculum which were originally confined to the skills have long dominated procedure in classrooms. Each subject has been taught by itself. Skills have been isolated and learned with no relation to their uses. But with the realization that normal learning

2Ibid., pp. 174-175.

involves many types of subject matter and that practice is more effective than drill, the tendency to minimize the lines of demarcation between subjects has grown.

The series of activities planned for the child in school should involve practice on the skills. The teaching of the skills is a highly contemplated process. In guiding the activities, the teacher must study individual differences, be conscious of certain ideals of performance, and at the same time apply a specialized technique dependent upon a working knowledge of many basic principles. It is part of any program of course of study making to enumerate these principles and interpret them to the teaching staff as a whole.

Because children mature at different rates, individual differences must be recognized in initiating the child to reading, in providing later reading experiences that will be vital and significant to him, and in adapting methods and techniques of teaching.

The basic reading program is divided into five important stages.4

1. The stage at which readiness for reading is attained. This stage usually comprises the pre-school years, and kindergarten, and often the early part of the first grade. The chief purpose of the guidance recommended is to provide the experiences and training that promote reading readiness.

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2. The initial stage in learning to read. For pupils who advance normally, this stage usually occurs during the first grade. Among other attainments, pupils acquire keen interest in learning to read and a thoughtful reading attitude.

3. The stage of rapid progress in fundamental reading attitudes and habits. This stage of development occurs usually during the second and third grades. It is characterized by rapid growth in reading interests and by notable progress in accuracy of comprehension, depth of interpretation, independence in word recognition, fluency in oral reading, and increased speed of silent reading.

4. The stage at which experience is extended rapidly and increased power, efficiency, and excellence in reading are acquired. The fourth stage of development occurs normally during Grades IV, V, and VI, and is characterized by wide reading that extends and enriches the experiences of the reader and broadens his vision. The chief purposes of the guidance provided are to promote greater power in comprehension and interpretation, greater efficiency in rate of reading and in reading for different purposes, improvement in the quality of oral reading, the extension of the pupil's interest, the elevation of reading tastes, and greater skill in the use of books and other printed sources of information.

5. The stage at which reading interests are refined.
The fifth stage of development occurs as a rule during the junior-high-school, senior-high school, and junior-college periods. The chief purposes of guidance in reading during these years are to promote the further development and refinement of the attitudes and habits involved in various types of reading, to broaden interests and elevate tastes in reading, to develop increased efficiency in the use of books, libraries, and sources of information, and to secure a high level of efficiency in all study activities that involve reading.

The place of reading in the curriculum has greatly expanded, and the content and methods of teaching pupils to read have improved rapidly. Reading has acquired broader relationships than formerly in child life. Therefore, the reading program must be adequately adjusted to individuals. In order to provide adequately for the varying needs of children it is essential that teachers study frequently the attainments and needs of their pupils and organize instruction accordingly at appropriate levels of advancement. This may mean, for example, that in a second grade class some pupils may require guidance of the type usually provided for those at the initial stage in learning to read; others may require guidance similar to that usually provided at the second grade level; and still others may be so advanced that they are able to read easily and with adequate comprehension all materials used by pupils of that grade. Individual
difference may be provided for in the following ways:

1. Systematic and continuous study of the attainments and needs of pupils through the use of both informal and formal methods

2. A flexible scheme of grouping pupils within a grade or classroom that recognizes individual differences and provides for them

3. The provision of different kinds of guidance in reading in the same grade or classroom in harmony with varying needs of pupils taught.

4. Differentiation in the materials taught

5. The provision of extended periods of work, uninter rupted by failure whereby pupils may satisfactorily gain progress from one level of advancement to the next.

6. The substitution of various aspects of child growth for progress in reading as a basis of promotion from grade to grade

In 1926 reading was thought of as a "special subject of instruction," and not as a means to an end. Some teachers believe that strong purposes for reading can be provided but in connection with large units, activities, or projects that are pursued in specific fields, such as the social studies or science. Consequently they select reading materials that provide incentives for reading that enable individuals and groups to gather information and solve problems in connection with a vital unit of work.
The reading period supplements opportunity for all for much reading in connection with vital units of work by providing a sequence of equally interesting, challenging, and purposeful activities to promote growth in learning to read.

Perhaps it is advisable at this point to mention certain philosophical and psychological ideas in regard to the reading program.

The fight for democracy never ends. Since our idea of democracy is changing, the reading program must provide for:

1. Equal opportunities for all.
2. The school should be an agency uniting home and society.
3. A wholesome knowledge of organic psychology is fundamental to well-rounded and proper development.
4. Core curriculum should be broad enough to stimulate a wide intellectual curiosity.
5. Directing reading should fit the individual to participate actively in many phases of society.
6. The aim of reading is to develop integrated personalities possessing a high standard of social aims.
7. Reading should fit the individual to participate actively in many phases of society.

Philosophy has caused a new trend in educational thought concerning school organization. The center of attention has changed from the convenience of school organization and administration to the interests, attitudes, and activities
of the child. It is not known to what extent educational policies have been influenced by this changing philosophy, but influence is evident.

Psychology has likewise played its part in influencing elementary school reorganization during the early part of the twentieth century. The introduction of mental and educational measurements has supplied educators with information concerning individual differences in children. Special reading diagnosis has been applied to the poor reader and his case given remedial treatment. Mental and educational tests prove to be of value. Psychological aims in reading are:

1. Centering experience around life problems.
2. Experience should be in progressive relationship so growth is continuous from one level to another.
3. Experience should be an outgrowth of interests, needs, capacities, and available material.
4. Experience in reading should develop understanding, knowledge, appreciation, desirable habits, and increasing skill.
5. Provision must be made for individual differences and adjustment.
6. Self activity and actual participation are a basis to learning.
7. Purposeful reading should provide character training adequate to the development of worthy citizenship.\(^5\)

Evaluation

1936

Evaluation is a continuous process. Purposing, planning, executing, and judging are not separate acts, each beginning where the other ends. Selection of activities implies choice; intelligent planning demands rigid selection, both of ideas and data. Therefore, while the conference period and the culminating activities may be thought of as being more purely evaluation, to defer all such systematic testing of thought and idea until this latter stage is to defeat the entire purpose of the curriculum. Once the teacher sees evaluation as a continuous process, he endeavors constantly to train his pupils in critical thinking. He clarifies aims for them by presenting them in varying language and in concrete form.

Evaluation is both an individual and a cooperative process. The individual pupil is urged to find his own proof and to make his own criticisms. At the same time he is encouraged to share his thinking with others in order that he may acquire the technique of cooperative thinking.

Intelligent observation is one of the teacher's most important techniques in evaluation. The teacher should study the aims of education continuously. He should read art, science, sociology and economics, psychology, philosophy, and theology to enlarge his background so that he may consider the entire situation and not be misled by one single factor.
There are at least four types of selection tests. Type I consists of a two-column selection of a series of related facts; Type II consists of a means for testing reorganization of facts; Type III consists of a test for the re-grouping of facts; and Type IV is a test in which a multiple choice is offered for the selection of relevant from irrelevant facts.

Samples of the four types of tests described are given below:

**Type I**

Draw a line from the words in the first column to the words in the second column most closely related:

1. boat  
   train  
   airplane  
   automobile  
   air  
   read  
   water  
   engine

2. winter  
   summer  
   cotton  
   wool  
   plant  
   cold  
   hot  
   sheep

3. lettuce  
   potato  
   banana  
   tomato  
   red  
   green  
   brown  
   yellow
Type II

(May be used in Grades IV through VII)

This test should have at least five groupings of statements with four elements under each. Special scoring directions are needed for this test.

Write 1 for the earliest event or statement, 2 for the next one, 3 for the next, and 4 for the most recent.

3. Use of petroleum for manufacturing
1. Invention of McCormick reaper
4. Development of television
2. Rotary printing press

Type III

(May be used in Grades IV through VII)

The following is a list of leaders prominent in scientific progress. Write in Column I the country to which each person belongs. Write in Column II his contributions.

Cyrus McCormick __________ United States __________ Reaper
Charles Darwin ____________ __________
Dr. Crawford Long ____________ __________
Cyrus Field ________________ __________
Sir Chalmers Lyell ____________ __________

Type IV

Put a line under the one word or group of words which you think makes the best answer.

The Dutch live in houses made of

a. Straw    b. Snow    c. Brick
A true-false test consists of a number of statements, some true and some not true, arranged in random order.

Samples of true-false statements follow:

Write True before each true sentence and False before each sentence that is not true:

_______ False Boats run on tracks.

_______ A high country is warmer than a low country.

_______ Our continued prosperity depends, to a large extent, upon the conservation of our natural resources.

_______ The health of an individual is of no consequence to the community as a whole.

_______ A test to discover whether a person is naturally immune to diphtheria is called vaccination.

_______ Sanitation plays a large part in the control of disease.

_______ The government does not restrict the sale of any kind of food stuffs.

The completion test consists of a number of true statements which are presented to the pupils with certain key ideas or key words missing.

Samples of completion tests follow:
A baby cow is called a ______.

Our government is attempting to protect its laboring class by restructuring__________.

A frog before it is grown is called a ________.

The first month of the year is__________.

A daisy is a__________.
CHAPTER IV

COMPARISON OF READING TECHNIQUES
OF 1926 OVER A TEN YEAR PERIOD, 1936

With a clear understanding of the teaching techniques of 1926 and 1936 and with an analysis with such a procedure in mind, a comparative study and an evaluation of the two is now possible. As has already been stated, in the first period reading was taught as a subject, in the second period reading has acquired broader relationships in both child and adult life. It has been seen that of the two periods the second period established newer types of teaching units which make a much more varied demand on the reader than formerly. This comparison naturally is limited to the literature relating to reading such as professional books, courses of study, magazine articles, and particularly the reports found in twenty-fourth and thirty-sixth yearbooks. The surveys made by specialists in the field of reading were made from the best classroom practices and of problems related to reading. The reading material prevailing at that time was inadequate as in the last ten years numerous local, state, regional, and national conferences devoted to the subject, more than a thousand scientific studies related to reading. The fact has gained wide recognition that every teacher should be a teacher of reading. This implies that why, when, and how children read, the im-
Interests and tastes they develop, and the sources of reading material to them are concerns of all teachers of all levels. Distinct progress in both the theory and practice of "reading readiness" has been made. Many studies have considered the relation of mental, social, physical, and emotional characteristics of children to progress in learning to read. In the first period such provision was not made to meet the needs and attainments of the children who enter school.

The reading for the second period was characterized by a relative importance attached to the reading period and to reading in other curriculum fields in developing desirable attitudes and habits has been greatly modified. The fact is now clearly recognized that guidance provided in the reading period promotes growth primarily in basic reading attitudes, habits, and skills, and that training in the various uses of reading in study situations can be provided far best in the different curriculum fields. It was found that increased provision has been made, in practically all curricular fields, of reading materials that is more interesting and challenging, that can be read with greater ease and understanding, and that is far better graded and organized than formerly.

Since the general character of the procedure used in the two periods varies greatly, it follows as a matter of course that library method of presentation is also widely divergent.

The ten year period particularly denotes commendable progress in the description of individual differences. Two plans for a reading situation are offered as follows:

Two Plans for the Use of a Reader Selection

Situation A

Procedure of 1926

Approach or Introduction

Purposes of the approach:

Preparation for smooth and oral reading.

Word study and drill on so-called "difficult" or new words of the next selection in the reader, these having been selected by the teacher especially in cases where they are not already listed in the book. Emphasis on pronunciation with some formal attention to meaning is given.

Situation B

A Progressive Procedure of 1936

Approach or Introduction

Purposes of the approach:

1. To arouse pupil interest by utilizing some point of contact on the basis of which the selection was chosen.

2. To stimulate the recall of related experiences or to relate the reading to some other activity.

3. To introduce the unusual proper names of unusual expressions by using them very informally in conversation and brief preliminary discussion.

4. To set up a motive or purpose for reading.

5. To provide cues or suggestions so the pupils can locate the selection.
Locating the Selection

Waiting to be told the page number and responding to a formal signal to take out books and open them to a given page.

Reading

Reading paragraph by paragraph orally in turn with or without comment by the teacher on errors or on quality of oral reading. Re-reading some paragraphs to improve quality of oral reading.

Answering teacher's oral questions, reproducing the content, or telling what the paragraph is about.

Good readers usually read first; poor readers last. Thus the oral reading proceeds sometimes preceded or followed by

Locating the Selection

Taking out books to locate and read the selection.

Finding the page by locating the title in the table of contents, with some educative purpose for reading in mind.

Reading

Proceeding without delay to reading the whole selection silently (or one of the large parts into which it is divided) with the purpose and mind set given in the approach, or doing this after studying the pictures. During this silent reading the teacher observes habits, quietly reminds individuals who have lapsed into immature habits of pointing or vocalizing, and notices other signs of pupil needs, often giving particular guidance to poor readers and
silent study for the purpose of reading better orally. Certain parts or the whole selection may be re-read in turn orally, while other pupils are supposed to keep the place, awaiting their turn.

special assignments for able readers.

Class Activity Based on Silent Reading

1. After the silent reading there is some type of report based on the purpose set for the reading of the whole selection in the approach.

2. There is some discussion of the content of the selection in which the main points of the story of the parts in the selection is brought out or this is done by an informal test.

3. Misunderstandings are cleared up as they are revealed by the test results or by thought questions, and books are referred to freely in this connection, with occasional requests that some particular sentence or paragraph under discussion be read orally.
Review

Further drill or practice is often followed by rereading of the selection, sometimes in larger sections than single paragraphs, sometimes in parts for expression, and usually without discussion of content. Sometimes in a deferred review, in which the selection is reread, teacher or pupils criticize some of the reading.

Occasionally pupils call on each other instead of being called on by the teacher, or some other means of adding novelty or interest is used, especially for review purposes.

4. Pupils report on passages which they do not understand and skim through the selection to find answers to questions, reading orally sentences or paragraphs which contain words or expressions that may be causing difficulty. As difficulties are revealed they are dealt with.

5. Pupils then propose or decide between alternative plans for the further use of the selection. Such plans usually call for some purposeful type of re-reading adapted to the material in hand. The following are typical of further activities.

a. Informal dramatization

b. Making a set of pictures to illustrate the story.

c. Planning to read it to another class.
d. Summarising or outlining the information in the selection

e. Picking out interesting parts

f. Studying the characters comparatively

Traditional practices are still widely current. This is demonstrated by survey results, school visits, lesson reports, and investigations, and by the fact that such procedures are still outlined and upheld by courses of study, by reading manuals, and by school officers and teachers who have not kept in touch with scientific findings and progressive trends. Traditional practice is narrow and systematic.

Progressive practice requires an adjustment of the purpose to the material. It also implies an adjustment of procedure to pupil interests, experience, and needs. Progressive practice does not consist chiefly of the use of reader selections as lesson material.

In conclusion, the most striking conviction gained from this analysis is that reading has acquired broader relationships than formerly in both child and adult life. With increasing frequency the fact that reading must provide more largely for promoting clear understanding has been greatly emphasised. For this reason the following parallel analysis is offered.
Planning in Terms of Specific Reading Objectives

The advocates of specific reading objectives say: Begin with a list of specific objectives. Select an objective by reference to a standard list of specific objectives of by pre-testing. Utilize type lessons on specific objectives in planning, or use materials whose primary function is drill work to develop particular reading abilities. Break up abilities into component elements and develop one element after another. Isolate elements of general skills in reading, successively. Make the activity specific so that it results in the achievement of the objective. In developing a complex ability, utilize previously

Planning for Purposeful Reading

The advocates of broad integrated reading activities say: Purposeful reading begins with a classroom situation. The situation is usually an activity in which children are engaged and interested. The teacher envisions the reading possibilities of this situation in terms of the following prerequisites:
1. Interest in some problem,
2. A sufficient mastery of fundamental reading habits to engage in the reading with satisfaction. 3. Ability to interpret and make use of informational material.
4. Available materials suitable and not too difficult for pupils to use. 5. Pupil power of sustaining and
developed skills and powers. When previously developed skills are used, make their use incidental to a major objective in a lesson. When a selection is long, break it up and plan for each part in terms of specific objectives. Keep the objectives clearly in mind while teaching. Make them so apparent that an observer would recognize them; and make the pupil aware of the purpose of the lesson, in order that he may guide his activities toward the achievement which the teacher has in mind. If necessary re-state the objectives for the child, approach the objectives through carefully organized and graded steps in the learning process.

Organize teaching activities and select materials to make a vital appeal to the child. Make the stimulus directing effort until the problem has been solved.

6. Ability to use index and make notes.

With reasonable assurance of these prerequisites the teacher would explore the possibilities of initiating the activity by studying evidences of pupil interest in line with the problem, and introduce the problem or utilize some lead in the same general direction. The teacher would then state the problem clearly or secure its statement and clear recognition. She would then secure the definite acceptance of the purpose to solve the problem or the acceptance of a substitute purpose of preferred significance.

From this point on, the pupils, having made a free and responsible choice would
adequate in order that pupils will desire to achieve the goal that has been set up. Secure interest, i.e., a state of mind that pupils desire to achieve a particular goal because of its obvious value and utility to themselves in their school work and its ultimate social value. Recognize individual differences in ability and interest. Recognize differences in classes in your choice of procedures and materials. Use factual material whenever the purpose is to develop a particular skill in work-type reading. Exercise care in the selection of material to make sure that it lends itself to the development of the specific objective to be stressed. Take material from a variety of sources. Develop abilities and objectives for consider the purpose theirs and do most of the planning under the guidance of the teacher.

Decisions would be made in terms of the purposes. Materials would be selected with reference to the purposes. Various types of reading would be consulted in an attempt to locate pertinent data. Index and table of contents would be used to find specific page references and topics. Material would be assessed for its usefulness. The problem would be resolved into minor inquiries or sub-problems. Sub-problems would be organized by the pupils under the guidance of the teacher, in terms of some plan or purpose. The relative significance of varied materials would be
which material is at hand. Delays in instruction in abilities for which material is lacking until suitable material is secured. Make all directions to pupils clear and definite. Teachers should eliminate as far as possible all activities which tend to distract pupils from the major objective of the lesson. Appraise their work and check the work of the class to determine how pupils have profited from their experience. Use informal tests. Use questions and answers as a part of the class discussion. Use diagnostic tests in which the elements of each ability are analysed into specific elements. Apply corrective exercises. Check the activities of the reading period against the list of objectives to ensure a balanced program. Keep progress records by providing determined by the pupils in terms of their purposes. References and materials would be classified or grouped for specific uses. Additional data would be collected from outside sources in response to their needs. Actual reading would begin. Individual pupils would select materials or sub-problems as a special responsibility, with a view to contributing to the class purpose. Some references would be judged more valuable or more reliable for a given purpose than others by pupils. Some materials would be read very rapidly and for the purpose of getting a rich background and a broader interest in the problem. Other materials would be read by pupils or studied with care for specific information. Others
a test exercise for each specific ability. Use this to indicate how nearly the pupil has achieved a desired standard. After a particular skill has been developed use it repeatedly in subsequent lessons to establish its relationships in the complexity of reading habits. Apply the new skill in new ways and under new conditions, as a subordinate objective in the acquisition of new abilities which involve its use. The teacher must be on the lookout for opportunities to bring out relationships between the skills and abilities which are developed. Proceed to develop new abilities and skills, bearing in mind the level of pupil development and the needs of the class as a whole.

The analysis represents would be skimmed for specific items. Brief notes would be taken by the children for the purpose of subsequent discussion and report. Titles of books and names of authors would be noted for reference in discussion and further planning.

Information would be brought together or organised by individuals, committees, or groups, or by the class as a whole. Vital discussion would ensue, gaps or discrepancies in data would be noted by the pupils or pointed out by the teacher. Further reading or inquiry in terms of the purpose of the whole body of the data would be organised by the pupils in some definite, tangible way. The solution of the problem would be a conscious source of satisfaction. Insight
the emphasis on objectives because it was derived by direct quotation from two bulletins on objectives addressed to teachers. The bulletins were originally planned for local use in a large city, but have since been given wider distribution in printed form.

and experience would be broadened and enriched; and appreciation of the significance of purposeful endeavor would be vitally related to reading. Related activities would arise and seem worthwhile. Concrete evidences of study and interest would accrue. A wide array of abilities would have been exercised in this activity. Subsequent purposeful reading activities would utilize these abilities in new ways. Specific abilities which were needed to carry on further activities would be made a conscious concern and a matter of special emphasis with and by the pupils. Pupils would develop self-respect, self-direction, and social responsibility. Growth in integrated abilities would give intrinsic satis-
faction. The teacher's guidance and suggestions would be respected, appreciated, and sought. Initiative and responsibility would devolve increasingly on the pupils.

This analysis is an objective sample of the progressive point of view in reading in view of the fact that it is based on an actual unit.

The right-hand column of the parallel analysis begins with activity in a concrete situation. An evolving purpose organizes a sequence of activities which lead on and which eventuate in a broad array of outcomes.

The left-hand column begins with objectives, narrows to the consideration of one objective, and is organized thoroughly in terms of objectives. Thus it, too has the virtue of consistency. An attempt to straddle the issue must lead to confusion in the definition of the general trends of education, and thus regard the progress.

The substitution of assignments for purposes as characteristic of didactic teaching, and so uncharacteristic of progressive teaching, obvious in this parallel analysis.

The influence of the stress on objectives leads almost
inevitably to prescriptive techniques and activities in which the rich growth which comes from use is deferred, while pupils acquire knowledge and ability from extrinsic motives.

The stress on deferred values is almost inevitable when the prime consideration is a series of successive objectives, as is the case in the left-hand column of the parallel analysis. The position at the right is far more inclusive. It grants that there are places for specific training, but those places are on the way to broader outcomes and should be determined with reference to specific needs and uses.
CHAPTER V

CONCLUSIONS

It is hardly feasible to set up a rating scale on the basis of which all types of reading situations could be judged objectively, but it is possible to set up objective analysis; comparisons, contrasted examples of certain widely current practices which are being substituted for traditional procedures, and to assemble certain concrete illustrations of typical points of emphasis in the teaching of reading.

The facts revealed in this analysis tend to show that in a very definite manner reading techniques have undergone a drastic change and that the weakness of the method of instruction thus revealed has been improved by broader objectives, improved techniques, and proper testing.

This study also reveals that through psychological thinking new aspects of reading have been discovered and that reading is no longer a subject but a complex composite of many specific abilities.

Furthermore, if we agree with Dr. Ullin W. Leavell, Professor of Education and Director of Peabody College that, "a keen understanding of the printed word offers democracy its only chance of revival," then a flexible well balanced reading program is a challenge to the American schools, the only agency that can give rebirth to traditional American democracy.
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