

EVALUATION OF MATERIALS NOW AVAILABLE FOR  
TEACHING SPANISH-SPEAKING CHILDREN  
TO SPEAK AND READ ENGLISH

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## CHAPTER I

### INTRODUCTION

#### Purpose of Study

The purpose of this study is to discover and evaluate materials available to teachers attempting to solve the problems of teaching Spanish-speaking children to read English, and to make some suggestions as to the effective ways of selecting materials to be used in a locality where Spanish-speaking children attend the public schools.

This will be done by using the expressed opinions of seven selected educators of the Southwest, who have done much research and study in the field of education for Spanish-speaking children. An analysis of the writings of these educators will be made to establish standards for evaluating the material to be used. These standards will be applied in an examination of the pre-primers, primers, and first readers made available to the public schools by the State of Texas to determine their value in teaching Spanish-speaking children.

#### Treatment of Material

This study is organized into four chapters. Chapter I, the introduction, gives the purpose of the study, source of

data, and the treatment of material. Chapter II gives recommendations of the selected educators for choosing materials to be used in planning a better program for teaching Spanish-speaking children to read English. A chart showing these recommendations is given. Chapter III lists the textbook materials available and discusses their evaluation according to the criteria set forth in Chapter II. A table of the books and their evaluation is given. Chapter IV presents general conclusions and recommendations for the selecting of materials best suited for a reading program for Spanish-speaking children according to criteria set forth by the educators reviewed in this study.

CHAPTER II  
RECOMMENDATIONS OF CERTAIN EDUCATORS CONCERNING  
TEXTBOOK MATERIALS FOR TEACHING  
SPANISH-SPEAKING CHILDREN

General Objective

The general objective is to set up criteria by which teachers of Spanish-speaking children may select materials best suited for teaching the children of a given locality to read English.

Material Used

Reviews of studies made by the seven chosen educators in the field of reading for Spanish-speaking children are made and their opinions are given in the following pages, with a table of the findings at the end of the chapter.

The following educators of the Southwest have been chosen:

1. Herschel T. Manuel, Professor of Educational Psychology, University of Texas, was director of a research made in 1930 for the purpose of studying the educational needs of Spanish-speaking children in Texas, and since that time has done much in this field.

2. Elma A. Neal, Assistant Superintendent of the San

Antonio Public Schools, has done much toward the improvement of the education of Spanish-speaking children in San Antonio and is the author of a series of readers written to meet the needs of these children.

3. Lucy Claire Hoard, at the time of writing recommendations, was the Kindergarten-Primary Supervisor, El Paso Public Schools, El Paso, Texas. The findings of her work have been recommended to many teachers of Spanish-speaking children in Texas and she is recognized as an authority throughout the Southwest by educators. The work done in El Paso for the improvement of education for Spanish-speaking children has been accomplished by the untiring work of Lucy Claire Hoard and her co-workers.

4. L. S. Tireman, Director of San Jose Experimental School and Professor of Education, University of New Mexico, has specialized in the field of education for Spanish-speaking children and has given much time to the study of the needs of these children. He gives his recommendations from his own experiences in this field.

5. Marie M. Hughes, Curriculum Coordinator and Specialist in Education of Minority Groups, Los Angeles County, California, has done much study in the field of education for Spanish-speaking children in the Southwest and is the author of two books on this subject.

6. Vera A. Chase, Instructor in Education, Arizona State Teachers College, Tempe, Arizona, and a member of the

Elementary Curriculum Committee of Arizona, has done research as a member of this committee in the field of instruction of bilingual children and gives her recommendations from the study of the problems presented by these children.

7. Nona Rodee, Supervisor of Americanization, Tucson Public Schools, Tucson, Arizona, has made a study of the public schools and their needs for the education of Spanish-speaking children, and her recommendations are based on the findings of her study.

Herschel T. Manuel says the problem is to make citizens of these children.

. . . It is a problem to make citizens out of the children of immigrants, but it is a problem also to make citizens out of other children -- and the process is not far different. Of course, some things have to be taught the immigrant child which other children learn at home. But effective citizenship is not taught by talking about it; it is developed through participation. So far as these children are concerned, it would be better to drop Americanization out of our vocabulary and simply give our attention to providing an educational opportunity for them suited to their individual and social needs just as we do in the case of others.<sup>1</sup>

The material must be based on the experience of the child and on the vocabulary acquired. Manuel says "building up an oral English vocabulary first; which may later be used as a basis for his beginning instruction in reading and writing" is an important step to be considered in

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<sup>1</sup>Herschel T. Manuel, "The Educational Problem Presented by the Spanish-Speaking Child of the Southwest," School and Society, XL (November 24, 1934), 694.

teaching Spanish-speaking children to read. The vocabulary should be simple, including only words which enable the child to read with understanding.

Dr. Manuel, in a letter to the writer as of July 27, 1945, says:

In general the same criteria apply as are pertinent to reading materials for other groups. The additional fact that English is a second language introduces another item for consideration. If you need some definite statement of criteria, I would suggest the following:

1. The textbooks should measure up to satisfactory standards of mechanical make-up . . . size of print, quality of paper, etc.

2. Illustrations should be appropriate and artistically done.

3. The vocabulary should be graded to the level of the pupils.

4. Materials should be related to the experiences, interests, and needs of the pupils.

5. Both basic and supplementary materials should be provided.

6. In building the basic readers due consideration should be given to the fact that English for the pupils is a second language.<sup>2</sup>

Elma A. Neal says:

It is an accepted fact that we read more intelligibly the printed materials based on subjects, experiences and activities with which we are familiar. For this reason in order to guide children effectively in acquiring the ability to read, the first step is to discover the experiences and interests of children, to provide for them printed materials based on these experiences and interests. . . .

An inventory of each child's experiences and interests may gradually be accumulated and those interests common to a number of children or the whole group may be used as subjects for reading experiences. The second step in reading experiences

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<sup>2</sup>Copy of letter, Appendix I.

is the provision of suitable printed materials on the subjects found to be of special interest to the children. The third step in guiding children's reading is the provision of materials for each child or group of children of each level of difficulty at which he can succeed in interpretation.<sup>3</sup>

The material used must meet the needs of the child in his being able to interpret it, this interpretation being based on his background of experiences.

Experience-meaning is always based on experience, and that experience is meaningful in terms of previous understandings. A thing can have meaning only in terms of what the child already understands. A teacher would do well first to know her pupils better, find out what is meaningful to them and what is not, and then readapt the learning situation so that all pupils will be able to comprehend all that is presented.<sup>4</sup>

The materials used must give the child a wider range of experiences. He must understand and in doing so he should, when possible, be taken on trips to the places and see the things he is to read about. Material should be selected on the basis of use. Elma A. Neal says of materials used in the San Antonio Schools: "The material was selected on the basis of frequency of use. The source of material was the child himself, his pets, toys, games, his school, his home and community activities."<sup>5</sup>

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<sup>3</sup>Elma A. Neal, Curriculum Guide, Elementary Division, San Antonio Public Schools, p. 35.

<sup>4</sup>Ibid., p. 6.

<sup>5</sup>Elma A. Neal, "Adapting the Curriculum to Non-English-Speaking Children," Elementary English Review, VI (September, 1929), 183.

The illustrations in books used should be prepared with direct reference to the teaching of the lessons to which they belong. Neal makes this statement:

They are intended to awaken interest and to assist the child in interpreting the content they accompany. Thus they will serve as an introduction to the lesson unit. No matter how carefully material is selected in relation to the interests and needs of children, some such linking up of the main thoughts of the new material with the child's past experience is necessary to increase interest and to assist in thought-interpretation.<sup>6</sup>

The vocabulary of books used should include words from the speaking vocabulary with some words added for interest. "A core vocabulary made up of words of such common use that the child is sure to need them again and again is essential."<sup>7</sup>

Elma A. Neal set forth the criterion that basic words must be repeated frequently to give the child the permanent possession of such words.

Interesting content should not be sacrificed to an overlimited range of vocabulary. The child is often, if his reading material is not simplified to the point of dullness, required to recognize and understand words in context which are unnecessary to him as a part of his immediate vocabulary. All basic words should be taught thoroughly as a permanent possession of the child.<sup>8</sup>

Sentence structure is important in books used with Spanish-speaking children. "Learning isolated words does

<sup>6</sup>Elma A. Neal and Ollie Perry Storn, Teacher's Manual, The Open Door First Reader, p. 4.

<sup>7</sup>Ibid., p. 5.

<sup>8</sup>Ibid., pp. 5-6.

not enable the child to speak a language; the sentence must be the unit of procedure."<sup>9</sup>

The use of pictures or visual aids is very important. "The use of visual aids such as maps, motion pictures, lantern slides and stereographs is another means of giving children more vivid experiences."<sup>10</sup>

Lucy Claire Hoard in her course of study for teaching Spanish-speaking children states that the reading material must be based on the experiences of the child, and the vocabulary must be one the child needs in expressing himself in English, and from word lists prepared by authorities on the teaching of reading, such as Gates, Thorndike, Horn, and the Kindergarten Word List.

Hoard says:

The material of the pre-primer should be examined to be sure the children are familiar with the vocabulary and that they have had the experiences about which they will read. This last is extremely important since experience is the only basis for complete comprehension. It is best that the pre-primer and the charts should not duplicate the material to be read in primers, but contain different stories in order that interest may be sustained. It is necessary that incidental reading be continued even after the introduction of the primer. The aim is to give children broad reading experience rather than intensive reading for a small amount of reading material.<sup>11</sup>

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<sup>9</sup>Elma A. Neal, "Adapting the Curriculum to Non-English-Speaking Children," Elementary English Review, VI (September, 1929), 184.

<sup>10</sup>Elma A. Neal, "Elementary Schools," Texas Outlook, XXIII (November, 1939), 31.

<sup>11</sup>Lucy Claire Hoard, Teaching English to the Spanish-Speaking Child in the Primary Grades, El Paso Public Schools, p. 82.

The points to be kept in mind in preparing reading material are as follows:

There should be a central idea in each black-board or chart unit. There should be a good opening and a good ending sentence. The sentences should be short and fairly uniform in length. . . .

Words and phrases should be frequently repeated but in different situations.

Phrases should not be divided. Correct sequence of sentences should be observed.<sup>12</sup>

In following the suggestions the teacher will find that a good standard for correct language uses, development of good eye-movement, associations to aid in recalling words, and other such procedures will aid in learning the correct use of the language and stimulate thinking.

Pictures should motivate or stimulate the young reader. "The content should be drawn from actual experience and only be motivated or stimulated by the use of objects and pictures."<sup>13</sup>

Pre-primers should contain stories which are of interest to the child and which are a means of broadening his experiences. The teacher should be sure the vocabulary of the book used has been learned and is understood by the children before they begin reading the book.

Some units not formulated by the children, but which are related to their interests should be used. These units should contain familiar words only or at most, only a few new ones. They should provide much repetition. . . .

. . . Experience and English expression must

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<sup>12</sup>Ibid., p. 81.

<sup>13</sup>Ibid., p. 14.

always be well in advance of material to be read. The ability to read with comprehension possessed by normal children from non-English-speaking homes is limited by their experiences and the command of English given them by the school.<sup>14</sup>

L. S. Tireman says that since the experience of the child is the basis for learning, the material used must be based on the experience of the child.

A part of the language problem is the matter of experience. Much of the misunderstanding is due to the lack of common experience. If the foreign-speaking children have more difficulty in reading a story than the English-speaking children, it is partly due to the necessity of coping with many unfamiliar words and experiences. The story of machine harvesting on a Kansas farm is very strange to a Japanese boy who does most of his gardening by hand. A story of life in New York is complicated for a Mexican boy who never saw a building higher than two stories.<sup>15</sup>

Books must be chosen with the vocabulary within the realm of understanding of the children and new words introduced gradually to the children, together with experience and background for understanding the words. "The books that he [the child] uses have been selected because of the gradual introduction of new words and increasing difficult reading material."<sup>16</sup>

Materials used must be adaptable to the children of a locality according to the experience and the children's

<sup>14</sup>Ibid., p. 83.

<sup>15</sup>L. S. Tireman, "School Problems Created by the Foreign-Speaking Child," Texas Outlook, XXVI (November, 1942), 19.

<sup>16</sup>L. S. Tireman and Velma E. Woods, "Aural and Visual Comprehension of English by Spanish-Speaking Children," Elementary School Journal, XL (November, 1939), 210.

understanding of the language which they are to use. Tireman says:

School tasks are prepared for a mythical "average child" and will be more useful when adapted to the individual, be he yellow, brown, or white. A wise builder considers what lies below, before pouring his foundation. Likewise the teacher must know the experiences of the children before she can really teach.<sup>17</sup>

Words must be repeated and presented in different situations to give the children a complete and permanent mastery of the words they are to read. ". . . unless these words are systematically repeated in the ensuing lessons,"<sup>18</sup> the children will not master the material read and will not be interested.

Concepts formed from reading are based on the children's understanding of their surroundings. "This means that the concepts they form of English-speaking peoples are acquired through reading about their family life, activities of their children, and the duties of the community helpers."<sup>19</sup> The books must be arranged so that we start with the child, his activities, and then broaden to the community.

Marie M. Hughes seems to understand well the problems that teachers of Spanish-speaking children have in attempting

<sup>17</sup>Tireman, "School Problems Created by the Foreign-Speaking Child," Texas Outlook, XXVI (November, 1942), 20.

<sup>18</sup>L. S. Tireman and Marie M. Hughes, "A Reading Program for Spanish-Speaking Pupils," Elementary English Review, XIV (April, 1937), 139.

<sup>19</sup>Ibid., p. 140.

to teach these children to speak and read English.

The problem is that of teaching children whose home language is not English -- in this case Spanish. It follows that instruction must be organized to give the child an extensive English background preparatory to reading. The first duty of the school then, becomes that of teaching an adequate English speaking vocabulary. This vocabulary consists of 500 to 700 words selected because of their functions in the everyday use and prominence in the beginning reading tests. These words are organized around centers of interest, such as home, toys, farm, pets, food, and cleanliness which utilize the background the child already possesses but put them in the English setting. These units must increase the number of experiences and enlarge the child's stock of concepts.<sup>20</sup>

The vocabulary must meet the needs of the children and likewise should be selected from standard vocabulary lists. "The great problem in securing appropriate material is due to the heavy vocabulary burden and complexity of sentence structure in most of the available material."<sup>21</sup> The vocabulary list used in checking vocabularies of books according to Hughes are "(a) Thorndike word list, (b) Gates word list, (c) Kindergarten Union list, and (d) a few local words."<sup>22</sup>

Tireman and Hughes give us the idea that since English is the child's second language, the material read must create and hold the interest of the child.

When planning a program of reading for Spanish-speaking pupils all of the techniques should be utilized which are ordinarily employed in a good reading

<sup>20</sup>Ibid., p. 138.

<sup>21</sup>Ibid., p. 152.

<sup>22</sup>Ibid.

program for English-speaking pupils. To these must be added the techniques herein suggested to aid them in acquiring an English speaking and reading vocabulary, and maintaining it in an environment which makes little demand for its use.<sup>23</sup>

The material used should cover a broad field but the background of the children who will read the material must be kept in view with the understanding that English is a second language with the Mexican children who are reading it. We must give the children command of experiences which will give them broad concepts of a larger world.

All students of reading are familiar with the necessity of a broad reading program, but this is doubly imperative for children with foreign background. The concepts they form of English-speaking people are acquired through reading about their family life, activities of their children, and duties of the community helpers. Studies involving communication, transportation, commerce, governmental activities take pupils out of their local environment and give them insight into the larger world. Biography, science, history and literature continue to add to their fund of ideas so that ultimately the non-English-speaking child has much the same stock of concepts as the English-speaking child.<sup>24</sup>

Vera A. Chase gives us good criteria for selecting materials for Spanish-speaking children. She says:

Selecting materials that make thoughtful interpretation possible: The child is not disposed to look for meaning in a difficult or uninteresting selection. Easy and attractive material is essential for building up the habit of thoughtful interpretation. In the earliest grades it is possible to control the reading vocabulary so that only words that represent familiar ideas are included. Reading

<sup>23</sup>Ibid.

<sup>24</sup>Ibid., p. 140.

materials and background experiences may be well matched if a careful selection of books is made and special materials are prepared to supplement them.<sup>25</sup>

The teacher must select and give to the Spanish-speaking children a speaking and understanding vocabulary which they are to learn during the first weeks of school.

The vocabulary should fit the school environment; it should relate to home surroundings, and should provide a foundation for future reading. It should emphasize the vocabulary of the first book.<sup>26</sup>

The books should meet the needs of the child, in that they contain stories related to his experiences before reading. "Activities to create a need in speech for words which come in early reading should be provided."<sup>27</sup>

Chase offers several criteria for selecting books for bilingual children. Among these are the following questions:

1. Is the book interesting?
2. Is the material well chosen?
3. Is the material well organized?
4. Are vocabulary and style suitable?
5. Do the illustrations add to interest and understanding?
6. Is the physical makeup good?
7. Is the binding durable?<sup>28</sup>

Pictures have a primary purpose and should be used to impart information rather than to stimulate imagination.

<sup>25</sup>Vera A. Chase, Course of Study of Elementary Schools of Arizona, Bulletin No. 13 on Instruction of Bilingual Children, 1939, p. 49.

<sup>26</sup>Ibid., p. 51.

<sup>27</sup>Ibid.

<sup>28</sup>Ibid., pp. 85-87.

The pictures should depict activities in which the children themselves are engaging. They should illustrate other familiar activities which are to follow. Pictures should be used to illustrate the basic vocabulary. "In early books, particularly, illustrations are of great importance. They should amplify details which it is impossible to give in the text because of the limited vocabulary, and yet should not give away the story."<sup>29</sup>

Vera A. Chase points the way to better teaching by stating the child must be taught the English which meets the needs at hand, and given the vocabulary in English so he can interpret the material.

Nona Rodee has attempted to give every promising device or method a fair trial, discarding the ineffective and holding fast to that which produced good results. In her book she explains the standards which she believes should be met.

Vocabulary in materials should be well chosen to meet the first needs of the child.

The vocabulary is chosen according to the first needs of the child. Only stories and Mother Goose rhymes which contain the desired vocabulary are chosen, eliminating those whose vocabulary may be quaint, unusual or not within the very present needs of the child.<sup>30</sup>

<sup>29</sup>Ibid., p. 83.

<sup>30</sup>Nona Rodee, Teaching Beginners to Speak English, p. 9.

The vocabulary must be simple and words and phrases repeated to stimulate the thinking of the child so he will recognize words and phrases in other situations.

The experiences of the children must be a guide in selecting materials to be read.

We first endeavor to become acquainted with the experiences of the non-English-speaking child and to interpret these experiences mutually. We further attempt to establish a new set of experiences that may be used for the purpose of bridging over the chasm between his life and the school life and community life about him. This new set of experiences become intelligible to him through being interpreted in the light of his old experiences.<sup>31</sup>

Books should be chosen which will be based on some experiences of the children, yet giving them new experiences which will stimulate growth in the desire to read. The child should see the words learned in printed forms as labels, and he should see them in every-day reading experiences in very short meaningful sentences.

Pictures which illustrate the story help the child to understand what he is reading. Pictures should illustrate the story yet not tell the story so the child will have no desire to read.

The use of music helps the child in understanding English. Many words will be learned by the use of songs and action games.<sup>32</sup>

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<sup>31</sup>Ibid., p. 10.

<sup>32</sup>Ibid., p. 103.

### Summary

The writings of the following educators have been reviewed in this study: Herschel T. Manuel, Elma A. Neal, Lucy Claire Hoard, L. S. Tireman, Marie M. Hughes, Vera A. Chase, and Nona Rodee. An overview of the criteria and underlying principles to be considered in choosing books and other teaching materials has been given. The underlying principle seems to be that the child and his background must be understood. The material must be selected so the children's experiences will help them in their interpretations of what they are reading. Manuel says, "Books should meet the standards of mechanical make-up -- size of print, quality of paper, etc.," set up for any books used in public schools. In addition to these standards the following criteria have been recommended:

1. The reading material should be based on the background and experiences of the children.
2. Vocabulary should be within the children's range of understanding.
3. Arrangement of materials should be from the most common experiences of the child to a broader field.
4. Repetition of words should be adequate to give the child a permanent mastery of the words.
5. Pictures should be adequate to interest the child and not tell the story.

6. Relation of stories should be such that the child will understand the sections to follow, with no radical changes in characters, names, and settings.

7. The sentences should be short and the ideas clearly and simply stated.

8. Curiosity and interest must be aroused by the material in order to stimulate a desire to read.

Table 1 indicates the most important eight criteria offered by the educators consulted for this study.

TABLE 1  
CRITERIA FOR SELECTING BOOKS

Criteria	Authorities							Total
	Marnuel	Neal	Hoard	Tireman	Hughes	Chase	Rodee	
Material should be based on background and experience.....	x	x	x	x	x	x	x	7
Vocabulary within the children's range of understanding..	x	x	x	x	x	x	x	7
Arrangement of material from child to a broader field of experience.....	x	x	x	x	x	x		6
Repetition of words should give child a permanent mastery.....		x	x	x		x	x	5
Pictures adequate to interest child (not tell the story)	x	x	x			x	x	5
Stories related so child will understand sections to follow. No radical changes...	x	x			x	x	x	5

TABLE 1 -- Continued

Criteria	Authorities							Total
	Manuel	Neal	Hoard	Tireman	Hughes	Chase	Rodee	
Sentences should be short and idea simply and clearly stated.....	x	x			x	x	x	5
Curiosity and interest to arouse a desire to read.	x	x				x	x	4

## CHAPTER III

### EVALUATION OF BOOKS AVAILABLE TO TEXAS TEACHERS

This part of the study concerns the evaluation of the books made available by the state to all public school teachers. As state-adopted texts these books meet the standards set up for books used in Texas public schools as to the mechanical make-up, size of print, quality of paper, sentence structure, and vocabulary. The evaluation is made on the eight basic principles established in Chapter II for selecting books for Spanish-speaking children. These principles are:

1. The reading material should be based on the background and experiences of the children.
2. Vocabulary should be within the children's range of understanding.
3. Arrangement of material should be from the most common experiences of the child to a broader field.
4. Repetition of words should be adequate to give the child a permanent mastery of the words.
5. Pictures should be adequate to interest the child and not tell the story.
6. Relation of stories should be such that the child

will understand the sections to follow, with no radical changes in characters, names, and settings.

7. The sentences should be short and the ideas clearly and simply stated.

8. Curiosity and interest must be aroused by the material in order to stimulate a desire to read.

The books evaluated are:

Baruch, Dorothy, and Montgomery, Elizabeth, Good Times with Our Friends, Chicago, Scott, Foresman and Co., 1941.

Gray, William S.; Baruch, Dorothy; and Montgomery, Elizabeth Rider, We Come and Go, Chicago, Scott, Foresman and Co., 1940.

Gray, William S.; Baruch, Dorothy; and Montgomery, Elizabeth, We Look and See, Chicago, Scott, Foresman and Co., 1940.

Gray, William S., and Arbuthnot, May Hill, Fun with Dick and Jane, Chicago, Scott, Foresman and Co., 1940.

Gray, William S., and Arbuthnot, May Hill, Our New Friends, Chicago, Scott, Foresman and Co., 1940.

Griffiths, Nellie L.; Chute, Mary; Creekmore, Mildred; and Christenberry, Agnes, Now We Read, Fort Worth, Economy Co., 1944.

Hildreth, Gertrude; Felton, Allie Lou; Henderson, Mabel J.; and Meighen, Alice, At Play, Philadelphia, John C. Winston Co., 1940.

Hildreth, Gertrude; Felton, Allie Lou; Henderson, Mabel J.; and Meighen, Alice, Good Stories, Philadelphia, John C. Winston Co., 1940.

Hildreth, Gertrude; Felton, Allie Lou; Henderson, Mabel J.; and Meighen, Alice, I Know a Secret, Philadelphia, John C. Winston Co., 1940.

Huber, Miriam Blanton; Salisbury, Frank Seely; and O'Donnell, Mabel, I Know a Story, New York, Row, Peterson and Co., 1938.

Pratt, Marjorie and Meighen, Mary, Fun for You, Chicago, Benjamin H. Sanborn and Co., 1938.

Wavle, Ardra Soule, Rain and Shine, Boston, D. C. Heath and Co., 1942.

Wilson, Charles C.; Baker, Clara Belle; Abbott, Pansy Jewett; and Almack, John C., Our Good Health, Indianapolis, Bobbs-Merrill Co., 1942.

Yoakam, Gerald; Veverka, Madilene M.; and Abney, Louise, Jack and Nancy at Home, Chicago, Laidlaw Brothers, Inc., 1940.

Good Times with Our Friends, by Dorothy Baruch and Elizabeth Montgomery, contains materials based on experiences which most English-speaking children have. The Spanish-speaking children will have to be given these experiences within their limited background. This is a "health and mental hygiene primer"<sup>1</sup> and the material and experiences presented may not be familiar to many Spanish-speaking children since in their homes healthful conditions are not always a factor. Physical hygiene is not understood by many of the Spanish-speaking children. To use the ideas advanced in Good Times with Our Friends, the teacher may have to build up an understanding of the necessity of healthful living before an understanding of the stories read can be attained. To illustrate, many of the Spanish-speaking children live in very small houses and do not have

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<sup>1</sup>Dorothy Baruch and Elizabeth Montgomery, Good Times with Our Friends, p. 124.

bathrooms and are not taught to wash their hands before eating as the children in Good Times with Our Friends are doing. This book with proper guidance from the teacher could be very helpful in teaching the Spanish-speaking children the important health habits which they should develop, but without this guidance the experiences given in the book would not come within the range of all Spanish-speaking children's understanding.

The vocabulary includes twenty-three new words introduced if used after reading Fun with Dick and Jane<sup>2</sup> (see Curriculum Foundation Series). The words seem to be repeated adequately to give the Spanish-speaking children a mastery of their meanings but only after the proper background has been built up under the guidance of the teacher.

The pictures seem adequate to help the teacher in building up an understanding. They are colorful and should interest the children. The pictures will serve as a means by which the teacher can build an experience needed before reading the printed story.

The sentences are simply stated and the words used are ones which the Spanish-speaking children should understand after the desired background has been built up.

#### Curriculum Foundation Series

Gray, William S.; Baruch, Dorothy; and Montgomery, Elizabeth Rider, We Come and Go.

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<sup>2</sup>Ibid.

Gray, William S.; Baruch, Dorothy; and Montgomery, Elizabeth, We Look and See.

Gray, William S., and Arbuthnot, May Hill, Fun with Dick and Jane.

Gray, William S., and Arbuthnot, May Hill, Our New Friends.

The material of this series of books is based on the background and experiences of children and should meet the needs of Spanish-speaking children.

The stories in We Come and Go and We Look and See are closely related to the experiences of most children in their homes and in their immediate environments.<sup>3</sup>

Each story presents a sequence of events of unusual interest, has a simple but dramatic plot in which something unforeseen happens, and ends with an element of surprise or humor. Although each story is short and has a distinct and separate plot of its own, it is related in content to the central theme of the book. Continuity in theme, characters, and settings serves to enliven and sustain interest.<sup>4</sup>

The interest of Spanish-speaking children should be aroused by the activities of the English-speaking family in this series, and the children should gain experiences with the English setting. Some of the experiences as presented in these books are beyond the background and experiences of the Spanish-speaking children and are not as helpful in teaching as others. For example, the locality

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<sup>3</sup>William S. Gray, Marion Monroe, and Lillian Gray, Guidebook for the Pre-Primer Program of the Basic Readers, p. 151.

<sup>4</sup>Ibid.

of the school in which the books are being used will be a factor in the connection Spanish-speaking children will have with the experiences presented in the book. An example of this is the story "The Blue Boat" on pages 65-70 in We Come and Go, in which the children are riding in a boat. The Spanish-speaking children who live on the coast would understand this while children on the plains would not.

The stories in Fun with Dick and Jane center about characters and things that children know and like -- the family, having fun in play and work activities in the home, enjoying experiences at the farm, playing with pets and toys and having fun with friends. To such stories the pupils can bring a wealth of background ideas which not only re-enforce interest but help sustain it.<sup>5</sup>

In Our New Friends the stories, like the others in the Curriculum Foundation Series, utilize child interest, promote meaningful interpretation, and make learning to read a pleasurable activity. This should be looked for in books selected for Spanish-speaking children.<sup>6</sup>

Our New Friends presents both realistic and fanciful stories. The realistic stories center about fun with friends at home and at school, with work activities, and with animal friends and toys. In these stories are natural and familiar objects to most children.

Fanciful stories and folk-tales reach out into the realm of "make-believe." These stories stimulate the imagination, deepen appreciation, and

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<sup>5</sup>William S. Gray and Lillian Gray, Fun with Dick and Jane, Teacher's Edition, p. 39.

<sup>6</sup>Elma A. Neal, Curriculum Guide, Elementary Division, San Antonio Public Schools, p. 35.

extend the child's interest and pleasure in reading.<sup>7</sup>

The activities in the realistic stories should be familiar to Spanish-speaking children but put in an English setting. This is an important principle to use in choosing material for Spanish-speaking children.<sup>8</sup>

The vocabularies of We Come and Go, We Look and See, Fun with Dick and Jane, and Our New Friends seem to be within Spanish-speaking children's range of understanding and the words are repeated adequately to give them a permanent mastery of words.

In We Come and Go and We Look and See, the pre-primers of this series, the vocabulary should meet the needs of the Spanish-speaking children.

Inherent in the context of these lively picture stories is a great deal of functional reading practice, made possible by the very small vocabulary with high repetition of each word in varied contextual settings.<sup>9</sup>

The frequent repetition of the words needed for building an English vocabulary should give the children a complete and permanent mastery of them. This, according to five of the jurors, is important in selecting books for Spanish-speaking children learning English (see Table 1,

<sup>7</sup>Gray and Gray, Our New Friends, p. 37.

<sup>8</sup>L. S. Tireman and Marie M. Hughes, "A Reading Program for Spanish-Speaking Pupils," Elementary English Review, XIV (April, 1937), 138.

<sup>9</sup>Gray, Baruch, and Montgomery, We Look and See, p. 48.

Chapter II, in this study).

In Fun with Dick and Jane and Our New Friends the vocabularies had their origin in the children's common activities, experiences, and concepts that underlie the stories. The materials provide abundant learning opportunities for extending and clarifying the meanings of words.

Usually a word is first presented in its most common meaning; thereafter variant meanings may be used as needed. For example, variations in the meanings of the word "good" are found in the following sentences taken from the Primer: "I want a good ride," "White Hen is not a good hen," "Good, good cookies."<sup>10</sup>

Careful planning to provide significant settings for variations of word meanings is evidenced throughout these books. This should give the Spanish-speaking children a permanent mastery of the words used.

The illustrations in We Come and Go, We Look and See, Fun with Dick and Jane, and Our New Friends are colorful and accurate and should interest the children though they do not tell all the story. The pictures are intended to serve as a means of getting the children interested in what the story has to tell. However, in the pre-primers, We Come and Go and We Look and See, the pictures and verbal text are combined.

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<sup>10</sup>Gray and Gray, Fun with Dick and Jane, Teacher's Edition, p. 42.

. . . the story plots are presented and made clear through the use of pictures. In fact, the Pre-Primers combine pictures and verbal text in such a way that the pictures actually tell the story plot. Most of the facts relating to setting and action are given in the pictures. The verbal text consists of the things which the characters in the pictures say.<sup>11</sup>

For children learning a second language this should be most helpful in learning word symbols.

The pictures in Fun with Dick and Jane and Our New Friends enrich and make clear the story plot but do not tell the story. "In Our New Friends the plots are enriched and interest is heightened through picture study, but many of the stories could be read meaningfully without pictorial aid."<sup>12</sup>

However, in teaching the material presented in these books, the pictures should be a most helpful aid for interpreting meanings of words and phrases.

In the books of the Curriculum Foundation Series the sentences are short and clearly stated. The sentences of these books are "units of procedure" and should help the Spanish-speaking children to speak and read English. Elma A. Neal says, "Learning isolated words does not enable the child to speak a language; the sentence must be the unit of procedure."<sup>13</sup>

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<sup>11</sup>Gray, Monroe, and Gray, The Basic Readers, Pre-Primer Program, Teacher's Edition, p. 151.

<sup>12</sup>Gray and Gray, Our New Friends, Teacher's Edition, p. 38.

<sup>13</sup>Elma A. Neal, "Adapting the Curriculum to Non-English Speaking Children," Elementary English Review, VI (September, 1929), 184.

The stories are so related that the Spanish-speaking children should understand sections to follow.

Frequently, incidents in one story are closely related to, or grow out of, episodes presented in a previous story. This continuity in theme, characters, and settings serves to enliven and sustain interest.<sup>14</sup>

In brief, the books of the Curriculum Foundation Series should meet the needs of Spanish-speaking children in learning to speak and read English according to the principles established in Chapter II of this study.

Now We Read, by Nellie L. Griffiths and others, contains no word symbols, but it can be used by the teacher of Spanish-speaking children in teaching the children the English needed before reading formal word symbols.

In teaching the Spanish-speaking children, and in helping them to develop an English vocabulary, the teacher must present materials so the children will have a desire to learn.

Stimulation of discussion, of ease in talking, and of the desire to talk is one of the essential responsibilities of all teachers, no matter what grade or subject. Situations that encourage conversation are therefore a significant aid in developing reading readiness and reading. Some of the experiences that have been found to encourage pupils to talk freely are dramatic or imitative play, eating together and exploring new equipment or places.<sup>15</sup>

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<sup>14</sup>Gray and Gray, op. cit., p. 38.

<sup>15</sup>Roma Gans, Guiding Children's Reading Through Experiences, pp. 15-16.

The material presented in this book offers many situations which the teacher can give the Spanish-speaking children, offering opportunities for discussion, enabling them to learn the meanings of many English words.

The material begins with the children's experiences at home and broadens to a larger field of experiences. It is planned for English-speaking children and may not meet all the needs of the Spanish-speaking children. However, there is one section in which the authors have used the theme of a Mexican family, which is especially suited to teaching the Spanish-speaking children.

The pictures should interest the children and help in building the desired vocabulary. "The exercises are designed to provide for the growth in vocabulary building,"<sup>16</sup> and to broaden the concepts needed for permanent mastery of the vocabulary learned. On the other hand, some of the experiences introduced in the book are probably outside the extent of experiences the Spanish-speaking children have. For example, the section on the circus may be cited. This book must be carefully presented by the teacher and, when necessary, experiences given the children to broaden their understanding before trying to interpret the material. Now We Read can be used with great success in giving the children

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<sup>16</sup>Nellie L. Griffiths, Mary Chute, Mildred Creekmore, and Agnes Christenberry, Now We Read, Teacher's Edition, 1944 edition, p. 16A.

the vocabulary needed for beginning to read English.

John C. Winston Series

Hildreth, Gertrude; Felton, Allie Lou; Henderson, Mabel J.; and Meighen, Alice, At Play, Fun in Story, Good Stories, I Know a Secret.

The stories presented in these books are based on experiences and activities of English-speaking children; therefore, because of the Spanish-speaking children's limited background, all experiences may not be familiar to them.

The material presented in At Play is based on experiences and activities of children in the home, at school, and on the farm. The experiences of the children in the stories are not all familiar to Spanish-speaking children. Many Spanish-speaking children have never ridden on a train, been on a farm, or ridden a horse. Such experiences would not be a part of the experiential background of these children. The locality of the school in Texas would determine whether or not the children would have the background to understand the story read. A child in Pampa, Texas, would have the background to understand and enjoy the story of "The Snow Man's House," while a child in Rio Grande City, Texas, would not because he would not have seen snow.

The stories in Fun in Story are about animals, fowls, and toys, most of these being familiar to children. Most of the animals, fowls, and toys are familiar to Spanish-

speaking children, but the English setting in which they are placed in the stories may be a new experience to them. The teacher will have to link the main thoughts of the new material with the children's past experiences to increase interest and to assist in thought-interpretation.<sup>17</sup> The story of "Toy Fairy's Party" should be within the range of their background since they are of a nationality which has a strong belief in fairies and many of the stories they have heard are based on these beliefs.

Good Stories is based on activities of animals. Most of these are not familiar to Spanish-speaking children. These children do not have the experiential background to understand the ideas advanced by the stories. There is not continuity in characters, theme, and settings, so the children may not understand the section to follow. Two of the principles to consider in choosing books are (1) that the material should be based on background and experiences of the children and (2) that the stories be related so the children will understand sections to follow; no radical changes should be made. (See Table 1, Chapter II of this study.) An experiential background would have to be built up by the teacher before the material could be understood by Spanish-speaking children.

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<sup>17</sup>Elma A. Neal and Ollie Perry Storn, Teacher's Manual, The Open Door First Reader, p. 4.

The material presented in I Know a Secret is based on experiences of English-speaking children. A teacher must know the experiences of Spanish-speaking children before she can teach these stories successfully.<sup>18</sup> The material covers a broad field and should give the children many new English concepts. The background of the children who will read the material must be kept in view with the understanding that English is a second language with Spanish-speaking children. This book should add to their fund of ideas so that ultimately the non-English-speaking child has much the same stock of concepts as the English-speaking child.<sup>19</sup> The material in I Know a Secret should promote a skill in using English since the children can play the games presented in the stories. The material "promotes skill in language."<sup>20</sup>

The vocabularies of At Play, Fun in Story, Good Stories, and I Know a Secret will meet the needs of Spanish-speaking children with much guidance from the teacher. The abundant repetition of vocabulary should give the children a mastery. The words are presented with ease. "The basic words are all found in standard word lists and in meaningful vocabulary

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<sup>18</sup>L. S. Tireman, "School Problems Created by the Foreign-Speaking Child," Texas Outlook, XXVI (November, 1942), 20.

<sup>19</sup>Tireman and Hughes, "A Reading Program for Spanish-Speaking Pupils," Elementary English Review, XIV (April, 1937), 139.

<sup>20</sup>Georgia L. Lusk, Curriculum Development in the Elementary Schools of New Mexico, p. 49.

lists for the first grade."<sup>21</sup>

The vocabulary learned from these books should give the Spanish-speaking children a broader understanding of English.

The pictures in these books will help the teacher to present the material in them as a more meaningful experience, and to build up the background needed for enjoyment in reading the printed story. The pictures are colorful and attractive and are arranged in sequence for language development.<sup>22</sup> The illustrations should help the children to learn the word symbols for colors, an example of this being the story of "Three Little Hens on the Farm" in Fun in Story. The hens in the pictures are colored to correspond with the colors given in the story. They illustrate the idea clearly and give the children information needed, yet do not give away the story.

In early books, particularly, illustrations are of great importance. They should amplify details which it is impossible to give in the text because of the limited vocabulary, and yet should not give away the story.<sup>23</sup>

The structure of the sentences, which are short and clearly stated, meets the requirement of the criteria used in this study (see Table 1, Chapter II). In the books of

<sup>21</sup>Hildreth, Felton, Henderson, and Meighen, I Know a Secret, p. 152.

<sup>22</sup>Lusk, op. cit., p. 49.

<sup>23</sup>Vera A. Chase, Course of Study of Elementary Schools of Arizona, Bulletin No. 13 on Instruction of Bilingual Children, 1939, p. 83.

this series the sentences are fairly uniform in length and a correct sequence of sentences is observed. Words and phrases are frequently repeated but in different situations. Elma A. Neal states, "Learning isolated words does not enable the child to speak a language; the sentence must be the unit of procedure."<sup>24</sup>

The books At Play, Fun in Story, Good Stories, and I Know a Secret can be used successfully by teachers of Spanish-speaking children if the proper experiential background is built up. In using the material presented in these books, the teacher must have an understanding of the background and experiences of the children she is teaching in order to give the children the desired understanding of the English stories.

I Know a Story by Miriam Blanton Huber and others contains stories familiar to most children. The Spanish-speaking children are likely to know most of the stories in Spanish. The stories should give the children a desire to read and re-read them. Thus they would gain repeated contact with words. The desire to tell the stories and to read them to friends and parents should be the result of reading them. Thus the Spanish-speaking children would gain valuable experience in the use of English. These are desirable

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<sup>24</sup>Elma A. Neal, "Adapting the Curriculum to Non-English-speaking Children," Elementary English Review, VI (September, 1929), 184.

points to keep in view when choosing books for Spanish-speaking children.<sup>25</sup> The stories are written in simple, child-like sentences and should be understood by Spanish-speaking children. The children should be able to act the stories, thus gaining the use of English learned.

The illustrations are colorful and attractive and should add to the interest and to the understanding of the stories. They are child-like in quality and illustrate the idea clearly without telling the story. Vera A. Chase says these are points to look for when choosing books for Spanish-speaking children.<sup>26</sup>

The vocabulary is well chosen and the repetition seems adequate to give the Spanish-speaking children a permanent mastery.

The vocabulary list . . . contains the total vocabulary of 225 words appearing in the First Reader. It includes proper names, interjections, all word forms except possessives and plurals in s. The total number of running words is 5,362, giving an average repetition of 23.8.

Of the 225 words used, 96% are found in Gates Revised Reading Vocabulary for Primary Grades -- 78% in the first five hundred words of that list. The ten words not found in the Gates List are bagpipes, cloak, flax, Goldenhair, gr-r-r, nightcap, spun, troll, tweedle-dee, and vinegar.<sup>27</sup>

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<sup>25</sup>Vera A. Chase, Course of Study of Elementary Schools of Arizona, Bulletin No. 13 on Instruction of Bilingual Children, 1939, pp. 85-87.

<sup>26</sup>Ibid., pp. 86-87.

<sup>27</sup>Marian Blanton Huber, Frank Seely Salisbury, and Mabel O'Donnell, I Know a Story, p. 159.

Fun for You, by Marjorie Pratt and Mary Meighen, is based on experiences which children have with pets. The Spanish-speaking children should understand such experiences from their home background, since most of the episodes cited in the book are of pets which they often have. Some episodes in the book may not be familiar to the Spanish-speaking children and the teacher will have to provide for experiences which will build up an understanding of these. An example is the episode of the children and the monkey. Many of the Spanish-speaking children have never visited a zoo or seen a monkey.

The arrangement of the material begins with the more common pets and broadens to those with which the children may not be familiar. The book contains eleven distinct episodes, each introducing new animals and insects and using some of those from preceding episodes.

The words introduced in this book are found in pre-primer and primer word lists, in reading vocabulary lists, and in meaning vocabulary lists for the first grade.<sup>28</sup> "The vocabulary should be graded to the level of the pupils."<sup>29</sup> This book should meet this requirement if the teacher of the Spanish-speaking children understands their

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<sup>28</sup>Pratt and Meighen, Fun for You, p. 46.

<sup>29</sup>Herschel T. Manuel in letter to the writer (see Appendix).

experiential background.

The pictures in the book are colorful and contain only the details which are needed to give the children an understanding of what is read. The pictures should lead to the development of stories by the children based on their experiences.<sup>30</sup>

The sentences are short and stated clearly. The questions should lead to the use of the vocabulary learned from this book, thus giving the Spanish-speaking children a mastery of the words read. The study of this book should arouse the curiosity and create new interest and stimulate a desire to re-read for further noting of details.<sup>31</sup>

Rain and Shine by Ardra Soule Wavle contains material based on the activities of children in different kinds of weather. The Spanish-speaking children should have the background to understand most of these experiences, though some of them may not be familiar to the Spanish-speaking children of certain localities in Texas. The children living on the coast should be able to understand the stories about the seashore, while those in the Panhandle may be ready to read about snow. These are factors the teacher must take into consideration when using this book. The Spanish-speaking

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<sup>30</sup>Pratt and Meighen, Fun for You, p. 47.

<sup>31</sup>Vera A. Chase, Course of Study of Elementary Schools of Arizona, Bulletin No. 13 on Instruction of Bilingual Children, 1939, pp. 85-87.

children should understand about the rain and sunshine from their own experiences.

The vocabulary is within the range of understanding of Spanish-speaking children, giving them a vocabulary which they should be able to use in speaking and reading English. The word list given should be most helpful in teaching the children the basic vocabulary needed. There are "92 new words" in this book.<sup>32</sup> The repetition of the words should give the children a permanent mastery of the basic words.

The pictures are colorful and contain few details. They should arouse an interest and a desire to read the stories. The pictures do not tell the story, but do lend interest to the stories and help to give the experiences presented an English setting. The pictures should add to the limited background of Spanish-speaking children. These are important factors in the selection of books for Spanish-speaking children.<sup>33</sup>

The sentences in Rain and Shine are not all short but they are clearly stated and the ideas expressed are within the range of understanding of the Spanish-speaking children. The sentences are free from unusual expressions and words which are uncommon or hard to explain, this being an important criterion to follow in selecting books for the

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<sup>32</sup> Ardra Soule Wavle, Rain and Shine, p. 120.

<sup>33</sup> Chase, op. cit., p. 86.

Spanish-speaking children.<sup>34</sup>

The concepts are suitable, as they are child-like in character, and closely enough related to the children's experiences so they should be able to understand with a reasonable amount of explanation and illustration.

There are no changes in characters in the stories and they are related so that reading of one part should help the children to understand sections that follow. This is a desirable feature in any book used with children of limited background.<sup>35</sup>

Our Good Health, by Charles C. Wilson and co-authors, contains materials based on the activities of children. The material is well chosen; the concepts are suitable for Spanish-speaking children. The activities are child-like in character and closely enough related to the children's experiences so that they should understand with a reasonable amount of explanation and illustration the ideas presented. There are enough ideas familiar to the children to enable them readily to grasp the central thought. The new ideas are presented to broaden their outlook and are easily illustrated and explained. There is an abundance of material rich in information.<sup>36</sup> The material presented should be most helpful to the teacher in teaching health and safety

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<sup>34</sup>Ibid.

<sup>35</sup>Ibid., pp. 85-87.

<sup>36</sup>Chase, op. cit., p. 86.

to Spanish-speaking children. In most localities where Spanish-speaking children live sanitary conditions are very poor and the need for teaching of good health habits is important. The use of the material presented in this book should help meet this need since it is related to the experiences, interests, and needs of the pupils. Dr. Manuel says, "Material should be related to the experiences, interests and needs of the pupils."<sup>57</sup>

"Activities to create a need in speech for words which come in early reading should be provided."<sup>38</sup> The material of this book should create a need for words; the children's games given in the book can be played in the classroom and on the playground. The "Show Us or Tell Us" exercise on page 42 of Our Good Health is a good example of such exercises given throughout the book, which should create a need for words.

"The vocabulary should fit the school environment; it should relate to home surroundings and should provide a foundation for future reading."<sup>39</sup> The vocabulary of this book should adequately meet this requirement since it is based on activities of children in the home and at play with friends. The vocabulary of Our Good Health is based on the needs of children and should give the Spanish-speaking

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<sup>37</sup> See copy of letter in Appendix.

<sup>38</sup> Chase, op. cit., p. 51.

<sup>39</sup> Ibid.

children a speaking and reading vocabulary needed to understand their second language, English. The words are repeated and presented in different situations and should give the Spanish-speaking children complete and permanent mastery of the words they are to read. Tireman says: "Unless these words are systematically repeated in the ensuing lessons,"<sup>40</sup> the children will not master the material read and will not be interested in doing so.

The illustrations have a direct reference to the lesson to be read. Elma A. Neal makes this statement concerning pictures:

They are intended to awaken interest and to assist the child in interpreting the content they accompany. Thus they will serve as an introduction to the lesson. No matter how carefully materials are selected in relation to the interests and needs of children, some such linking up of the main thoughts of the new material with the child's past experience is necessary to increase interest and to assist in thought interpretation.<sup>41</sup>

The pictures in this book seem to meet this requirement in teaching Spanish-speaking children to read English.

The sentences are short and the ideas are so stated that the Spanish-speaking children should understand what they read. The correct sequence of sentences is observed and words and phrases are frequently repeated but in different situations. Lucy Claire Hoard gives these as im-

<sup>40</sup>Tireman and Hughes, op. cit., p. 139.

<sup>41</sup>Neal and Storn, op. cit., p. 4.

portant points to keep in view when choosing material for Spanish-speaking children to read.<sup>42</sup>

Jack and Nancy at Home by Gerald Yoakam, M. Madilene Veverka and Louise Abney is a pre-primer containing material based on experiences of children in a home background. The pets, members of the family, and objects in the stories are those with which each child should be familiar. The stories start with the children and broaden to the activities of the family and pets in the home. The Spanish-speaking children should understand the material as it is presented, developing these experiences in an English setting.<sup>43</sup> The stories of the more common pets of children, the dog and cat, are within the extent of experiences of Spanish-speaking children.

The vocabulary is well chosen and is within the understanding of Spanish-speaking children.

There are seventy-seven words presented in Jack and Nancy at Home.<sup>44</sup> These are repeated many times, thus giving the Spanish-speaking children a speaking knowledge of the words. They should have, when completing this book, a permanent mastery of the vocabulary presented.

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<sup>42</sup>Lucy Claire Hoard, Teaching English to the Spanish-Speaking Child in the Primary Grades, El Paso Public Schools, p. 81.

<sup>43</sup>Herschel T. Manuel, letter in Appendix.

<sup>44</sup>Gerald Yoakam, M. Madilene Veverka, and Louise Abney, Jack and Nancy at Home, p. 64.

The continuity of theme, characters, and settings should stimulate and arouse a desire to read.

The pictures are attractive and colorful, child-like in quality, informational, and contain few details. The expressions on the faces are animated. These should interest the children so they will wish to read to understand what the characters in the stories are doing. The pictures do not tell the story, but only serve to lend interest to the printed story. The pictures in books used in teaching Spanish-speaking children should meet all the above requirements.<sup>45</sup>

The sentences are short and clearly stated so that the Spanish-speaking children should understand them. The sentences are free from quaint and unusual expressions; words which are uncommon or hard to explain, as "wee-wee lambikin"; uncommon idioms, homonyms such as "bye and bye." This is a very important factor in selecting books for teaching Spanish-speaking children to read.<sup>46</sup>

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<sup>45</sup>Chase, op. cit., pp. 85-86.

<sup>46</sup>Ibid., p. 86.

TABLE 2  
EVALUATION OF BOOKS

Books	Materials Should Be Based on Background and Experience	Vocabulary Within the Children's Realm of Understanding	Arrangement of Material from Child to a Broader Field of Experience
<u>Good Times with Our Friends</u> .....		x	x
<u>We Come and Go</u> .....	x	x	x
<u>We Look and See</u> .....	x	x	x
<u>Fun with Dick and Jane</u> .....	x	x	x
<u>Our New Friends</u> .....	x	x	x
<u>Now We Read</u> .....	x		x
<u>At Play</u> .....	x	x	x
<u>Fun in Story</u> .....	x	x	x
<u>Good Stories</u> .....		x	
<u>I Know a Secret</u> .....	x	x	
<u>I Know a Story</u> .....	x	x	x
<u>Fun for You</u> .....	x	x	x
<u>Rain and Shine</u> .....	x	x	x
<u>Our Good Health</u> .....	x	x	x
<u>Jack and Nancy at Home</u> .....	x	x	x
Total.....	13	14	13

TABLE 2 -- Continued

Repetition of Words Should Give Child a Permanent Mastery	Pictures Adequate to Interest Child (Not Tell the Story)	Stories Related so Child Will Understand Sections to Follow; No Radical Changes	Sentences Should Be Short and Idea Clearly and Simply Stated	Curiosity and Interest to Arouse a Desire to Read
x	x	x	x	x
x		x	x	x
x		x	x	x
x	x	x	x	x
x	x	x	x	x
	x			x
x	x	x	x	x
x	x		x	x
x	x	x	x	x
x	x		x	x
x	x	x	x	x
x	x	x	x	x
x	x	x	x	x
x	x	x	x	x
14	13	12	14	15

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

In the preceding chapters this study has attempted to determine some of the outstanding criteria for evaluating books used in teaching Spanish-speaking children to read English, and to evaluate the books made available by the state to Texas teachers.

In order to secure the criteria, seven authorities on teaching Spanish-speaking children were selected and their writings reviewed. As stated in Chapter II, they are Herschel T. Manuel, Elma A. Neal, Lucy Claire Hoard, L. S. Tireman, Marie M. Hughes, Vera A. Chase, and Nona Rodee. From their written opinions eight principles for judging the textbooks were extracted. These principles were:

1. The reading material should be based on the background and experiences of the children.
2. Vocabulary should be within the children's range of understanding.
3. Arrangement of material should be from the most common experiences of the child to a broader field.
4. Repetition of words should be adequate to give the child a permanent mastery of the words.

5. Pictures should be adequate to interest the child and not tell the story.

6. Relation of stories should be such that the child will understand the sections to follow, with no radical changes in characters, names, and settings.

7. The sentences should be short and the ideas clearly and simply stated.

8. Curiosity and interest must be aroused by the material and in order to stimulate a desire to read.

In Chapter III, this study attempted to evaluate the present state-adopted textbooks according to principles established in the preceding chapter. The findings of this evaluation are:

1. All the books except Good Times with Our Friends and Good Stories have material based on the background and experiences of the Spanish-speaking children.

2. The vocabularies of all the books are within the range of the children's understanding with the exception of Now We Read, which has no printed word symbols.

3. The material in all the books is arranged beginning with the most common experiences of the children and broadening into a larger field.

4. The repetition of words in all the books is adequate to give the child a permanent mastery of them except in Now We Read (See No. 2 above).

5. The pictures in all the books are adequate to

interest the children yet not tell the story, with the exception of We Come and Go and We Look and See. In these two books the pictures tell the story.

6. In all except two books, Now We Read and Good Stories, the continuity in the stories meets the requirement stated in Chapter II.

7. The sentences are short and the ideas are clearly and simply stated in all except one of the books, Now We Read. As stated above, this has no printed material.

8. All the books have materials which should arouse curiosity and stimulate a desire to read.

#### Recommendations

In view of the principles for selecting books and the evaluations made, the writer would make the following recommendations:

1. The teacher should keep in view the limited background of Spanish-speaking children and build up the needed experiential background before presenting the book to be read.

2. The teacher should give the children the vocabulary needed for understanding before using material presented in the books they are to read.

3. Stories best suited to the background and experience of the children in the locality where the books are used should be selected, and this material presented first.

4. The children should be taken on trips to parks, zoos, and business concerns when possible, to build up the experiences needed by the Spanish-speaking children for a better understanding of English.

5. Experiences should be planned which will involve the children's use of the English learned.

This study indicates that, on the whole, the present state-adopted first-grade textbooks are well suited for use with Spanish-speaking children in the public schools, especially if the teacher prepares the children for the use of the books.

APPENDIX

THE UNIVERSITY OF TEXAS  
School of Education  
Austin

July 27, 1945

Miss Jennie Mae Read  
114 Avenue B  
Denton, Texas

Dear Miss Read:

This is in answer to your letter of the 25th asking for a list of criteria to be followed in the selection of reading material for the first three grades.

In general the same criteria apply as are pertinent to reading materials for other groups. The additional fact that English is a second language introduces another item for consideration. If you need some definite statement of criteria, I would suggest the following:

- (1) The textbooks should measure up to satisfactory standards of mechanical make-up -- size of print, quality of paper, etc.
- (2) Illustrations should be appropriate and artistically done.
- (3) The vocabulary should be graded to the level of the pupils.
- (4) Materials should be related to the experiences, interests, and needs of the pupils.
- (5) Both basic and supplementary materials should be provided.
- (6) In building the basic readers due consideration should be given to the fact that English for these pupils is a second language.

Hoping that these suggestions will be of assistance to you, I am

Sincerely yours,

H. T. Manuel

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