A COMPARISON OF THE TEACHING TECHNIQUES OF THE
TRADITIONAL SCHOOL, EDYTH, TAHOCA, TEXAS,
WITH TEACHING TECHNIQUES USED IN THE
PROGRESSIVE SCHOOL, WEST POINT,
TAHOCA, TEXAS

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TAHOKA, TEXAS

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MASTER OF ARTS

By

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CHAPTER I

INTRODUCTION

Teaching techniques have changed materially within recent years. Subject matter, procedures, and objectives have undergone many transformations. These are of extreme importance in comparing the traditional school with the progressive school and are worthy of detailed study. The purpose of this study is to make an examination of current educational trends as found in authoritative books and magazines and to use the traditional school of Edyth, Tahoka, Texas, and the progressive school of West Point, Tahoka, Texas, as special examples for comparison. An analysis of the different techniques used and an evaluation of the merits of each will be offered.

Since reading is the most important subject in the curriculum, specific techniques used in the teaching of this subject will be used for comparison.

Purpose of Study

Educators, teachers, and parents have seen the need of a new educational program. The last decade has brought many changes in the elementary school. A dynamic civilization offers a school system two choices. It may lag behind and become a mere excrescence upon the life it is supposed to
nourish, or it may adjust its objectives and procedures to the demands of the turbulently flowing society it is created to serve. The latter is the choice of the progressive school.

The greatest change in the last decade has been in the passing of the recitation type program and the coming of the activity program. The activity program is a plan of education based upon the concept that since a child is active and has a natural desire for talking, for finding out, and for creating, he should be given direction so that he may interpret life situations and develop a wholesome personality. The activity program has brought new methods and materials to the classroom, and in many places, new buildings and more modern equipment. Perhaps the greatest change has been the attitude of the teacher toward the pupils. No longer does the progressive school recognize the teacher as a superior human being with authority to "make" the pupils do as "she" thinks they should do. Instead, she acts as a guide, a leader, a member of the group, who wants to help the pupils attain the highest level of citizenship as well as of scholarship. It is her desire to acquaint them with life today through school experiences that will teach them the meaning of life as it is actually lived.

Source of Data

An extensive study has been made of teaching techniques in the traditional school of Edyth, as compared with the teaching techniques used in the progressive school of West
Point, with emphasis placed upon needs, methods, and measurements of 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 used in the two schools, and upon research materials, with special comparisons made from the study of authoritative books and recent periodicals.

Reliability of Data

There are many methods of procedure in the study of various problems. In this type of study it is expedient to examine the teaching techniques of the traditional and the progressive schools and then by a comparative study form conclusions. Many recent books and periodicals have been used in establishing the data used.

Recently scientific workers have begun to appreciate the importance of the intelligence tests in the search for better educational procedures. Examples of outstanding tests are used for comparison.

The testing movement has made growth, and a wide use of standard tests has been extremely 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.¹

It is obvious that tests can be used on groups in order

¹Lewis M. Terman, Measurements of Intelligence, p. vii.
to bring out with exactness the specific difficulties. These data can later be used for the purpose of a comparative study in establishing basic facts.
CHAPTER II

GENERAL TEACHING TECHNIQUES OF THE TRADITIONAL
SCHOOL, EDYTH, TAHOKA, TEXAS

The purpose of this chapter is to describe the plant where instruction is offered in the Edyth School, and bring out by observation and a questionnaire the kind of program that is being carried on in the school. The writer has no intention of criticizing the school, but she hopes by comparing the two schools that a better understanding of some difficult educational problems may be obtained.

Location and Description of the Building

Edyth is a small two-teacher school located in Lynn County, six miles north of Tahoka. This school has forty pupils, ranging in ages from six to sixteen. Seven grades are housed in this four-room frame building, two rooms of which are not in use at present. Four long and narrow windows in each room furnish light and air. Two doors on the front of the building are the only entrances. The blackboard extends almost all the way around the rooms. The floors are rough and unkept. They are oiled once a year. In the corner of the room is a jacketed stove heated with coal. In the winter, the fires are made and maintained by the large boys selected
from the entire school, the result being a very irregular and uneven temperature.

The equipment consists of single desks, fastened down to the floor, a globe, charts, and a collection of books sent in by the parents and various clubs. The books were good but very unsuited to school children. Many of them were centered on the Bible; others were fiction. A sand table stood in one corner of the room, and the teacher's desk and chair in the center. Children who were financially able furnished their own pencils, tablets, and crayolas to use in writing, in art, and in seatwork.

Types of Discipline

The Edyth School was well disciplined. Not a sound could be heard as one entered the school. Children were seen continuously and heard occasionally. They were not to speak without permission and were not to leave their desks except as the teachers consented. If a child accidentally forgot and broke a rule, his playtime was taken from him. For the older boys and girls a demerit system was used. When a child received ten demerits he was strapped severely. The teacher was not considered good unless she kept good order. "If a teacher is not able to teach the pupils, she must be able to keep them quiet."

John Dewey's idea of discipline as it appeared in the

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traditional schools was very definite. Teachers were to see that all children faced the front, kept their hands folded on their desks when the teacher was talking, and asked very few questions concerning regulation. The code for most traditional schools is:

1. Obey.
2. Don't move about.
3. Don't speak without permission.
4. Don't laugh without permission.
5. Don't help your neighbor.
6. Don't get help from him.
7. Don't break any rules.
8. Imitate.

The above code makes it simple to understand why students often indulged in immoderate disturbances as soon as the restraining influences were withdrawn. There was no normal outlet for their physical energy to spend itself; so they frequently became boisterous and unruly.

The progressive elementary school principal and teachers believe that schools must preserve a balance between two extremes. They must maintain an equilibrium between:

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2John Dewey, School of Tomorrow, p. 136.

3Marion Stevens, The Activity Curriculum in the Primary Grades, pp. 45-47.

4Dewey, School of Tomorrow, p. 137.
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The code for the traditional school erred through the overemphasis on the second group of qualities. Discipline was used as an end in itself and not as a means. "The end is to secure higher behavior standards and growth in control." Rigid discipline can be justified in a fire drill because it is a means of control which may be necessary to save life in a critical situation. Repressive military schoolroom discipline under ordinary circumstances is wrong because it defeats the progress toward higher behavior standards and growth in control.

Present-day methods in progressive schools place major emphasis upon the child and the minor emphasis upon the subject matter, and the pupils are conscious of this changed conception and are enthusiastic in favorable reactions. Corporal punishment and strict discipline have been replaced by purposeful activity. Lane, Assistant Superintendent of the Los Angeles City Schools, says:

Since the world outside of the classroom is an imperfect world, the modern schoolroom must exhibit as nearly an ideal life situation as possible, to the end that children shall be trained in better habits and loftier ideals of living.

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5Stevens, p. 45.  
6Ibid.  
The teacher of the traditional school thought of school as a place of work, not play; daily lessons, not integrated units of work. To her the recitation was the central activity of the school, including exercises in which the teacher played the dominant role. Her instruction consisted of telling, repeating, emphasizing, or quizzing.

John Dewey's famous declaration that "School is life and not just a preparation for life," may well be accepted as a basic principle for any school.

It would be most desirable for the school to be a place in which the child should really live, and get a life experience in which he should delight and find meaning for its own sake.\(^8\)

Again Dewey says of "The School and Life of the Child":

Unless culture be a superficial polish, a reviving of mahogany over common wood, it surely is this . . . the growth of the imagination in flexibility, in scope, and in sympathy, till the life which the individual lives is informed with the life of nature and of society. When nature and society can live in the schoolroom, when the forms and tools of learning are subordinated to the substance of experience, then shall there be the democratic password.\(^9\)

Every age, with varying success, has tried to construct a useful curriculum. Progressive schools have undertaken the task of shifting knowledge and putting it in such form that it will be helpful to immature students. The new curriculum attempts to organize all of its subject matter and activities around socially useful problems which arise from the experiences of pupils or around their special interests which have

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\(^9\)Ibid., p. 56.
a social significance, so that in solving these problems or developing these interests, pupils will gain experiences which insure growth and prepare them for better living. Subject matter lines are broken down, and the students or groups having a problem to solve go to all fields and take the materials that they believe will be helpful in the solution of their particular problems.

The traditional school emphasized subject matter; the progressive school emphasizes pupil growth.

To the growth of the child all studies are subservient; they are instruments valued as they serve the needs of growth. Personality, character is more than subject-matter. Not knowledge or information but self-realization is the goal.

The Traditional Curriculum of Edyth School

The following questionnaire was sent to the principal of the Edyth School, and the results are as follows:

1. How many teachers are employed in the Edyth School? Two.

2. How much preparation has the teacher had for the work she is doing? Primary teacher, two years college; principal, four years college.

3. How many grades are taught in your school? Seven.


5. How many pupils attend your school? Forty.

6. What professional books have your teachers read recently? Several last summer.

7. To what magazines does the school subscribe? The Texas Outlook and The Instructor.

8. What extra-curricular activity is sponsored by your school? Assembly programs.

9. Do you carry on an activity program? No, we haven't time and equipment.

10. Do you teach art? To some extent, mostly poster making.


12. Do you teach penmanship? Yes.

13. Do you study nature? Yes.


15. Do you have a radio in your school? No.


Daily Schedule and Its Administration

The daily schedule of class exercises was worked out with the teaching situation fully in mind. The teacher held strictly to the schedule. To her, falling behind was a dangerous policy and getting ahead was almost unheard of. Both of these errors meant the slighting of some subject -- unfortunately likely to be the one for which the teacher cared least. The only safe rule was "stick to the program." The teacher of the traditional school maintains that until one becomes familiar with units of subject matter to be taught,
it is a waste of time to try to teach a unit. However, the
teacher who attempts the unit method will discover that as
the activity proceeds, skill develops. She says, furthermore,
no teacher ever reaches the point where she can invariably
make a lesson plan exactly to suit a limited class period.
The progressive teacher answers that there need be little
loss in bringing a lesson to a close when it is part of a
unit continued for several days.

The daily schedule of the Edyth School is given below
with the permission of the teacher of grades one to three:

8:30-9:00  -- Number work
9:00-9:30  -- Beginners' reading
9:30-9:45  -- Second oral reading
9:45-10:00 -- First oral reading
10:00-10:30 -- Recess
10:30-11:00 -- Third oral reading
11:00-11:15 -- Second grade oral spelling
11:15-11:30 -- Third grade oral spelling
11:30-12:00 -- Penmanship for all grades
12:00-1:00  -- Lunch period
1:00-1:15  -- Beginners' reading
1:15-1:30  -- Second vocabulary study
1:30-1:45  -- Third English
1:45-2:00  -- Art (poster making)
2:00-2:15  -- Third geography
2:15-2:30  -- Second health reader
2:30-3:00 -- Play period
3:10-3:20 -- Group singing
3:20-3:45 -- Nature study for all grades

The chief difficulty of the daily schedule just offered is the meeting of so many classes. Such a condition makes the day a continuous grind of short, ineffective "recitations," none of which provides for worthwhile achievement. Such a program prevents effective teaching. To meet this difficulty a number of plans have been proposed by means of which the continuously crowded program may be relieved to a certain extent. The simplest one is a narrowing of the "three R's."

As the nature of education becomes more fully understood, there is a more general agreement on the part of high authorities that self-activity is an essential factor in the process. No longer is the teacher thought of as the "molder of the plastic clay of childhood." She is rather one who arouses or stimulates interests and directs activities which will result in a desirable type of learning on the part of the one taught. This conception has tended to shift the position of the teacher of the elementary school from her desk, where she "hears lessons," to the side of the child, where she skillfully directs learning processes.

When emphasis upon the direction of study as a teaching function increases, the number of classes that must be "heard" daily decreases. Several influences have been active in bringing about these changes. The new psychological conceptions
of education have, of course, been basic. The development of standardized achievement tests has been an important influence.

Measuring the Work of the School

The essential purpose of every school is realized in the results it produces in the lives of its pupils. Of necessity, these children are not able to measure thoroughly the teacher’s success; teachers are not sure of the effects of their work, or are sometimes uncritically too sure and resent the suggestion that the school must be held strictly accountable for results in proportion to material placed in its charge, much as are other social agencies. But late or soon society does evaluate the work of our schools; measured by the ever-increasing expenditure allowed for education, its judgment has evidently been that they justify their trust.

According to Davis, the traditional school was measured for the following elements:

1. **Ideas.** Education has often been said to consist of ideals and attitudes, habits and knowledge.

2. **Habits.** Speed, accuracy, and inevitables are the essential qualities. The first two are easily measured in such formal subjects as spelling, writing, and the mechanics of calculation.

3. **Knowledge.** Knowledge, the third element which the school must develop, may, like habit formation, be tested,
but it is frequently not possible to determine the increase of knowledge within a given time as a result of school activities.\(^\text{11}\)

The traditional school has several ways of measuring results in pupils. These may be broadly listed as follows:

1. The unrecorded judgment of teachers.
2. Examinations, written and oral.
3. Educational measurements, standard tests and scales.

The following test was given to the third-grade arithmetic class in the Edyth School, January 15, 1941:

1. John and his brother have $25 together. If they should divide the money equally, how much will each boy have?
2. Father has 300 cattle which he plans to divide among his four sons. How many cattle will each have?
3. Grace is 8 years old. Her mother is four times as old. How old is her mother?
4. The eggs for one week were: Monday, 20; Tuesday, 17; Wednesday, 26; Thursday, 13; Friday, 28; Saturday, 16; Sunday, 19. How many eggs were gathered all week?
5. James had $2.35 and wanted a gun that cost $10.50. How much more money does he need?
6. John lives six blocks from school. His friend twice as far. How far does his friend live?
7. There are twenty pupils in the room; 17 are boys. How many are girls?

8. How many days are in four school weeks?

9. If 4 quarts make one gallon, how many quarts are in 17 gallons?

10. Cookies are 15¢ per dozen. How much will 7 dozen cost?

The test above was given to the ten third-grade pupils. The average score was 79.8. Various other tests were collected, with slightly varying scores.

According to John Dewey, the traditional curriculum is set up with emphasis on the following principles:

1. Begin with the school as the creature of the state; therefore, the curriculum originates with the authority that established the school.

2. The naming of the courses, the selection of the texts, and the setting up of all requirements for graduation are functions of the same authority. The school authority is dominated by the traditions of the past and by the accepted authority in the field of education.

3. The curriculum is worked out according to certain definite objectives as determined by adults, in committee rooms usually, far removed from the students who will be required to complete the work for credit. The basic idea in the course of study is that adults know better than children what is good for them. All of the courses are highly academic and intellectual.

4. The chief aim is passing on the cultural heritage.
This intellectual heritage of the race is given in such doses as the child is supposed to be able to grasp in the usual processes of memorization and acquisition of skills and abilities in the specified subjects.

5. The traditional school is operated on an autocratic basis with everyone taking orders from some authority above; naturally, there is little training in self-government.

6. The teacher has little responsibility except to see that the required work is finished within the time limit.

7. The assignments are made from textbooks which are divided into portions that are within the supposed ability of the average student on each level.¹²

The function of the traditional school was very plain. The teacher's task was to teach children to read and write, and to figure. Certain books were to be read and all methods were established and remained so. The teacher "got results" and no one questioned how she did it. The school board boasted of knowing a good teacher when they saw one. If questions like these could be answered in the affirmative, then the teacher was efficient: Could she keep order in the classroom? Were the children good spellers? Could the children read well orally? Was their figuring up to standard? Could they write legibly? Changes came slowly, the community was somewhat stable, and year after year the children presented very few problems.

¹²Dewey, School and Society, p. 42.
One of the paramount problems in the field of education today is the development of a curriculum that is determined by the nature and needs of the child and the nature and needs of society -- one that will provide for the growing demands of childhood. Because life is so full of important matters in this modern period, there is no room for instructional materials which do not contribute positively and liberally to the equipment of the pupil for complete living.

Every age, with varying success, has tried to construct a useful curriculum. Modern schools have undertaken the task of shifting the field of knowledge and putting it in such form that it will be helpful to immature students. The curriculum which the West Point School attempts to carry out organizes its subject matter and activities around socially useful problems which arise from the experience of pupils or around their special interests which have a social significance, so that in solving these problems or developing these interests, pupils will gain experiences which insure growth and prepare them for better living. Subject-matter lines are broken down, and the students or groups having a problem to solve go to all fields and take what they find helpful for the solution of their particular problems.
CHAPTER III

GENERAL TEACHING TECHNIQUES OF THE PROGRESSIVE
SCHOOL, WEST POINT, TAHOCA, TEXAS

The purpose of this chapter is to describe the West Point School, the location, the plant, and the activity program. The writer is one of the teachers employed in the school, and she compiled much of the data from experience.

Location and Description of the Building

The progressive West Point School is located twelve miles west of Tahoka, Texas, on a paved highway. The building is a small stucco structure containing enough room to accommodate pupils through the fourth grade. Two teachers are employed in the school. The rooms are large, well-heated, properly ventilated, and correctly lighted. Each room has an adequate number of built-in shelves, cupboards, wall cases, lockers, and bulletin boards. These features are plain in design for convenience and economy of space. Rest rooms, a lunch room, a library, and a small auditorium are included in the West Point School.

The equipment of the progressive school consists of tables and chairs, a library with suitable books, globes, maps,
tools of various kinds, an elementary science corner, sand table, a radio, a Victrola, and the teacher's desk and chair, and six folding chairs to accommodate visiting parents and friends. The children's desks are movable. Ample space is provided for any class activities desired by pupils and teachers.

Hockett and Jacobsen describe the ideal schoolroom for modern practices in education as having five essentials. They are as follows:

1. Childlikeness -- a conscious adaptation of its arrangement, materials, and atmosphere to the needs of the particular age level of the group occupying the room. The room is notably a child's world.

2. Homelikeness -- a conscious building up of the atmosphere that characterizes the beautiful home -- appropriateness, comfort, convenience, and charm.

3. Interest -- materials of all sorts as mediums through which children may express feelings and thoughts, providing stimuli for growth. The paraphernalia for work, however, should not be so unlimited that ingenuity is stunted.

4. Freedom and variety -- space for construction, dramatization, and other group activities; time and opportunity for discussion, for creative expression of many sorts, for physical activity, for talking and laughing -- for the same kinds of things the child does outside the school.

5. Healthful conditions -- plenty of properly controlled light; fresh, moist, moving air; heat when needed; provisions for rest when needed; sanitary arrangements that are suitable to children's needs and that are kept clean.¹

The West Point School does not have all of these essentials, but it is the aim of the school to make necessary adjustments conducive to an activity program.

Definition of the Activity Program

The activity plan of education is based upon the concept that the child is active and that his impulses of saying, making, finding out, and creating should be given direction so that he may be able to interpret life situations, thus enabling him to develop a wholesome personality. Mc-Gaughy has defined the activity program as follows:

The activity program is not a method or set of techniques or a different plan for arranging the content of the traditional school curriculum. It is a plan of education in itself. It is based on the fundamental concept that children learn to do by doing, that they must have purposes in their school activities which have real meaning and importance for them, that education is not mainly learning about things, but is concerned rather with the developing in children the capacity in their total personalities. 2

In the West Point School, teachers and pupils work together in finding and solving problems, doing real things, creating and evaluating, systematically and co-operatively. The curriculum puts the emphasis on human experiences and not on formal knowledge. Through this type of curriculum, the child does not study about life's problems, but he experiences them as concrete realities. It is the aim of this school to make good citizens by practicing citizenship.

Educators are realizing new goals and employing new procedures in the educational program used in the development of tomorrow's citizen. Therefore, emphasis is shifting from the

acquisition of skills and information to the development of understanding through experiences that build desirable interests, attitudes, and ideals. They are beginning to realize that only the most complete and wholesome development of each child will be sufficient to meet the needs of either the individual or society.

Trends Toward the Changed Curriculum

The chief reasons for changes in the curriculum lie in the fact that our modern social and thought world has brought forth new developments, which in their turn make demands on the school that intelligent educators can no longer disregard.

In a rapidly changing society, new social problems continually arise, with each new solution proposed. These new solutions, democracy demands, must be passed upon by the people. Social education thus must become a life-long process.

The school, then, must accept the new task. The pupils must learn even better, with their increasing years, to study and criticize our institutional life in order to help intelligently to improve it. For making changes we wish to hold to democracy and the way of reason, and not choose violence and dictatorship. Democracy as a way of thought and life can yet serve to bring us peace and comfort. 3

The curriculum in a democracy should be in harmony with the democratic social values and aspirations. The educational philosophy and the organization and methods in education should reflect the highest conceptions of the democratic way of life. The school system should be thought of as society's chief formal agency to develop in its people the vision, the creativeness, the initiative, the critical-mindedness, the understanding, the philosophy, and the discipline which will enable them to live noble personal lives, and, jointly, to build a culture and a society which give expression to the democratic social ideals for which the people share responsibility in defining and in reconstructing as new conditions emerge and as our civilization is raised to higher levels. Other groups and forces may depart from the democratic philosophy; but the school has an unequivocal mandate to vitalize the democratic social ideal and to develop a curriculum in harmony with it.\footnote{Boyd H. Bode, \textit{Democracy as a Way of Life}, p. 82.}

Education should be a positive force for stimulating and giving direction to social changes along lines desirable in a democracy. An educational program which informs students of the past and the present with the assumption that all that exists today is good, deliberately falsifies the changed attitude toward culture. The new curriculum should be constructed to contribute to the elevation or improvement of individual and social life.\footnote{\textit{Ibid.}, p. 83.}
The possession of goals, the participation in meaningful activity, and the freedom to shape one's education in terms of needs and interests together make it highly important to change the curriculum to meet these demands. When students are indifferent or resistant toward participation through external pressure by such devices as marks, honor lists, and societies, merit systems and weighted credit, the instructor can safely assume that satisfactory results are not being secured. Instead, he can assume that learning is artificial. The necessity for extrinsic motivation should be interpreted as the result of a maladjusted system.\(^6\)

The construction of a new curriculum should be concerned with the growth and development of individuals along all desirable lines. Regardless of the desire of the teacher, his handling of students will affect their development. It is not possible to isolate one segment of the life of the student for training and leave the other unaffected. The individual must participate as a whole person. Consequently, it is important that the new curriculum be arranged in the light of the total group of effects on the development of the individual.\(^7\)

Dewey says that it would be most desirable for the school to be a place in which the child should really live,

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\(^7\)Ibid.
and get a life experience in which he should delight and find meaning for its own sake.\textsuperscript{8}

An educational program which is concerned with the all-round development of the individual will need to provide for a variety of experiences. Textbooks and library study are well-adapted for certain types of learning, but not for others. Such experiences should be supplemented by the different types of experiences which make up desirable normal living. Among the types introduced by the best schools are student participation in defining the goals of the school and in shaping the program; student participation in the management of the school; student participation, along with adults, in attempting to improve aspects of the life of the community; creative activity in art, music, writing; testing of ideas in the laboratory, in the shop, and on the farm; student planning of their own life and their own education; in short, actually doing under supervision the things which constitute desirable living in this period.\textsuperscript{9} This active participation provides the occasion for meaningful student reading and discussion.

The classroom and the school site are no longer to be considered the only location of educational activities. Modern schools are taking their students out into the community, to study community conditions at first hand, to

\textsuperscript{8}Dewey, The School and Society, p. 12.

\textsuperscript{9}Ibid., p. 14.
identify community problems and, where feasible, to participate in a program looking toward community betterment. Such a program is being developed not only on the elementary and secondary school levels, but also on the adult level. The interest in the community life involves recognition by educational workers that the community's conditions and activities of community agencies, such as the press, the radio, and the motion picture, may be highly educative -- at times along lines socially undesirable.  

Education in a democracy involves a close relationship with the people of the community. They finally determine the nature of education which will be carried forward by professional educators. They pay the cost of the program which is developed. Professional educators are obliged to accept a mandate of the people on the type of program which is desired. However, the nature of our present society makes it extremely difficult to distinguish between the voice of the people and the voice of articulate minorities. The educational workers should carry a leadership role, join with the people in the study of educational needs, build on their own part of the public an understanding of the type of education needed by youth in the modern world, and secure from adults the assistance they can give in shaping the educational program. An understanding on the part of the parents of the type of education needed by modern youth is of value also in

10Kefauver, p. 194.
securing parent co-operation in working with their children and in securing a handling of students at home in ways in harmony with the policies which are being adopted in the school.\textsuperscript{11}

The changed curriculum should be shaped in relation to the educational and social objectives and the characteristics and needs of the individual. Problems studied, situations met, and activities carried forward should be treated comprehensively. These learning experiences should not be regimented and restricted by subject-matter lines. Such regimentation is particularly objectionable when the administrative policy requires the teacher to adhere closely to a text or a course of study outline, and to cover a prescribed body of subject matter during a semester or a year. This subject-matter requirement, set without reference to the experiences, interests, or needs of the groups, forces the teacher to place stress on subject-matter mastery instead of on well-rounded student development. The formal subject organization, with content determined by the logic of the subject field, should give way to an organization in terms of problems, needs, and activities of students. The separate learning of the different subjects, with the thought that students will put them together in their later life, is in violent conflict with the organismic nature of the individual and the manner in which most effective learning occurs. A sound

\textsuperscript{11}Bode, p. 95.
principle of the organization of learning experiences is to shape the program in terms of the students' life and their needs in developing a democratic society.

A major "scope and sequence" of learning activities should be tentatively planned in advance after careful study of social needs and the needs of students at the different maturity levels. The general outlines aid in securing order in the educational program, in guaranteeing consecutiveness in the experience of the individual, and in preventing the omission of highly important aspects of training. However, within this "scope and sequence" the teachers and students have great freedom in shaping the learning experiences appropriate for a particular group of students. The "scope and sequence" should not be considered to be ironclad, but teachers should consider desirable modifications with their supervisor or administrator if the needs of the students cannot be fully served within the general framework which is provided.12

The changed curriculum requires teachers with deep human sympathies, broad social understanding, rich cultural interests and experiences, personal courage, stable and well-integrated personalities, special scholarship in several broad areas of experience, and knowledge of how children learn and develop. Narrow training and limited cultural and social experiences prevent the teacher from doing an

12Henry Harap, Remaking the Curriculum, p. 158.
adequate piece of work. Teacher-training institutions should insist upon broad social understandings, a variety of rich cultural experiences and interests, broad training in general teaching fields, knowledge of how children learn and develop, and desirable personality characteristics.\textsuperscript{13}

Boards of education, administrators, and supervisors should provide conditions favorable for the maintenance and further development of these characteristics. Among the conditions requisite for the continued development of teachers while engaged in teaching are reasonable security in tenure, a non-restrictive intellectual climate which allows, and in fact calls, for independent creative thinking, democratic sharing of responsibility for shaping educational policies -- general policies as well as those which affect their work more directly -- opportunity to participate in the cultural and social life of the community; a program which is not loaded with deadening routine and detail, and not so heavy as to cause a continuous feeling of dissatisfaction with what can be done in the time available and to induce a continuous fatigue, resulting in personal disintegration and physical illness; and a salary sufficient to enable him to associate with the most highly cultured people, to travel, to buy books and magazines, to attend the theater and concert, to make fully adequate use of the available medical services, and to dress in a manner which exemplifies good taste and

\textsuperscript{13}\textit{Tbid.}, p. 159.
which sets a good standard for students' observation and possible imitation. 14

The task of changing the curriculum is a complex and difficult one, and one which must be made gradually by the educative process. The early attempts involved appointing committees to write new courses of study or to adopt courses of study developed in other situations with little or no modification. The sounder program now in process includes course-of-study writing, but not as the most important phase. The basic problem is one of stimulating education and growth of teachers. Teachers can improve the educational service only by experiencing real personal growth along significant lines. Shifts in thinking must be made not only by teachers, supervisors, and administrators, but also by the parents. Some promising educational developments have failed because parents did not understand the new program and consequently did not accept it. The magnitude and importance of the task should constitute an ennobling challenge. We have an important social responsibility. Through courageous attack upon the problem we may be assured of a growth and development on our own part which will bring our powers more nearly up to what American education sorely needs. The maintenance and further development of our democratic society places a heavy burden upon the school. No group of professional educators ever faced a greater task than the one which today is

14Edgar M. Draper, Principles and Techniques of Curriculum Making, p. 175.
confronting them, if the school curriculum is to be revised with the object of enhancing its worth and meaning to the individual child and ultimately to society.\textsuperscript{15}

Evaluation of the Activity Program of the West Point School

With the changed curriculum clearly in mind, it evidently becomes necessary to place some evaluation upon such a program. Since there is a close agreement between the tools of evaluation used and the aim of the program, some valuable information is available.

For many years teachers have been told that their first duty was to know the student, and new educational advocates go a step farther. They say that evaluation fails to perform its most vital service unless its outcome helps the child to know himself.

Testing

Testing has been known to do work for those who would crystallize the content of courses or enforce uniform educational requirements. It has been induced, now and then, to play the role of siren, enticing youth to rivalry and competition for honors in learning or whipping them to studies with fear of making poor marks -- a confession that the curriculum did not itself offer sufficient incentive. It has even been whispered that testing may at some time have been

led astray into a dark alley of commercial exploitation.
But one obligation is paramount. A battery of tests has
missed the bull’s-eye unless the student learns from it some-
thing true and significant about himself.\(^{16}\)

The progressive school uses tests which are objective
in nature and which are produced and used by scientific meth-
ods. Such tests are considered tools in education. These
newer tests seek to reduce the weaknesses and defects of the
written essay-type tests and to produce results which are
more objective, more valid, reliable, and accurate, and com-
parable in similar situations. These tests call for an
answer which may be indicated by a word, a check mark, a
number, or a letter if the individual has the pertinent knowl-
dge immediately and readily available. An advantage in this
type of test is that a much wider range of material may be
considered and covered in the same length of time; this re-
duces the element of chance, which is inevitably present
where only a few questions are considered. To a far greater
degree the tests arise more directly out of the material
covered and represent a survey of the subject examined. This
type of test is much fairer to the pupil.

The new-type test has the greatest advantage in grading.
The personal equation or subjective opinion does not affect

\(^{16}\)Walter V. Bingham, "A National Perspective on Testing
and Guidance," *The Educational Record*, XX, Supplement No. 12
(January, 1939), 137-150.
the grader, as scoring or marking can be easily agreed upon. Results are accurate, since only one variable is measured.\(^{17}\)

The objective type of test claims another advantage in lending itself to a variety of forms and organization. It offers an opportunity to react to the materials of the course in several forms or types of tests. Chief among these forms are the following:

1. Recall type -- requires a word to be inserted to make the statement a fact.

2. Completion type -- missing words are supplied in a given statement.

3. Recognition type -- several suggestions are offered and the pupil selects the best or the correct answer.

4. Analogies tests -- may be varied in several forms, as crossout tests and similarities tests.\(^{18}\)

Such faith has been shown in the results of the educational testing and measurement that many educators have expressed a belief that future generations will judge its significance with the invention of the printing press and the steam engine. The expansion of this movement has been in the development of a large number of research organizations.

This trend toward evaluation has offered two types of tests -- those measuring achievement and those measuring intelligence. In the two types are to be seen the solution of

\(^{17}\)Bulletin No. 28, Carnegie Foundation, pp. 79-86.

\(^{18}\)Ibid., pp. 86-87.
such problems as providing the right education for the right pupil, the proper classification and selection of pupils, standardization of the educational product, vocational and educational guidance, and the correction of the fallibility of the traditional examinations.

Intelligence or mental tests measure an individual's capacity for learning. Colvin says that an individual possesses intelligence in so far as he has learned, or can learn, to adjust himself to his environment. Of this class of tests there are two important types -- the group intelligence test and the individual intelligence test. There are certain characteristics found in both types if they are acceptable tests. The number of items is varied and large, which fact is advantageous, since one may excel in one field and fall short in another. Both types are objective and have definite scores with a definite standard for interpreting results, which have been obtained by giving the test to a large number of individuals and determining the average score. Such tests are not modeled to measure specific scores but rather the capacity and capability as evidenced in a variety of mental functions of a general nature.

Scientific workers have devised means of measuring nearly all subject matter. What the future of this movement will be is yet to be seen. Teachers themselves are becoming

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19 S. S. Colvin, "Intelligence and Its Measurements," Journal of Educational Psychology, XII, 136. See also Bulletin No. 28, Carnegie Foundation, p. 75.
better informed in the technique of testing and are demanding that the corrective and remedial aspects of objective supervision shall materialize in the classroom. Undoubtedly the next great development will be in refinement of the existing measuring instruments to the point that accurate and reliable information pertaining to individual difficulties of each pupil may be obtained.20

Standardized tests have been constructed for measuring achievements in different subjects. Usually they are prepared by specialists in measurement or in the subject tested.

Many tests are labeled "standardized" that are merely objective tests prepared by persons for mercenary purposes. Ruch and Stoddard listed the following essentials of a standardized test:

1. Validation of the test.
   a. Setting up the criterion of validity.
   b. Original selection of items.
   c. Experimental try-out of items.
   d. Computation of difficulties of items.
   e. Scaling or weighing the best items.

2. Breaking of the test into equivalent forms.
   a. Assignment of items to the new forms.
   b. The second try-out for equivalence of forms.
   c. Final determination of time limits.

3. Derivation of norms.
   a. Third or final try-out for derivation of norms.

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20 Harry A. Greene and Albert M. Jorgenson, The Use and Interpretation of Educational Tests, pp. 2-3.
4. Determination of the reliability of the test.
   a. Calculation of reliability coefficients.
   b. Calculation of measures of error in individual score.

5. Perfecting the administration of the test.
   a. The manual of directions.
   b. Answer key or stencils.21

According to Ruch and Stoddard, the items are selected from the following sources:

1. Textbook analysis.
2. Analysis of courses of study.
3. Analysis of final examination questions.
4. Pooled judgment of competent persons.
5. Use of rating scales in setting up criteria.
6. Correlations with school marks or other measures of school success.
7. Increase in percentage of success with successive ages or grades.
8. Correlations with previously validated measures.
9. Differential scores shown by two groups known to be widely separated upon a scale of ability.
10. Determination of social utility.
11. Logical or psychological analysis.

12. Correlations with tests of other intellectual, non-intellectual, or educational ability.\textsuperscript{22}

The progressive school realizes that accurate information concerning achievement of its students is important. It is the aim of the West Point School to achieve a better understanding of learning problems, for indicating proper emphasis in teaching, for showing the extent students are working up to capacity, and for suggesting probable levels of achievement in the future.

\textsuperscript{22}\textit{Ibid.}, p. 371.
CHAPTER IV

SPECIFIC TECHNIQUES USED IN TEACHING READING IN
THE SECOND GRADE OF THE TRADITIONAL
AND PROGRESSIVE SCHOOLS

The purpose of this chapter is to emphasize specific
techniques of teaching reading in the traditional and pro-
gressive schools and by an evaluation of the methods used, to
draw conclusions.

Specific Objectives in Teaching
Reading

The primary purpose of reading is to extend the experi-
ence 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 intelli-
gently in the thought life of the world and appreciatively in
its recreational activities.¹ Reading is the only subject
which should have a daily place on the program. In the sec-
ond grade one half of the time should be given to oral read-
ing.

There are two large values of wide experience gained
through reading. The first is the contribution to the broad,

¹Twenty-fourth Yearbook, National Society for the Study
well-rounded development of the reader. If reading material is chosen well, it will extend the experience of boys and girls, enlarge and correct their fund of information, and stimulate habits of good thinking. As our social life becomes more complex, the need of rich and varied experiences will be increasingly large.

The traditional school organized reading material purposely to teach pupils to read. The progressive school goes a step farther and plans a reading program that will broaden the horizon of the reader and stimulate his interests and thinking powers.

Wide experience does much more than aid in the interpretation of life situations; it also contributes to the development of power to interpret what is read. If reading materials are selected with care, they supply children with wholesome attitudes and a rich fund of information which are essential in intelligent reading.

A second objective of reading 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. Reading should create permanent 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 pleasure and intellectual purposes. The ultimate measure of the validity of the reading experiences in school is the extent
to which they lead to desirable interests, standards, tastes, and habits which carry over into life outside of school, such as interests in current events, in books, and selections of genuine worth, and in the wholesome use of leisure time. Then it is necessary to acquaint children 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.

It is necessary to emphasize a strong motive for reading while the child is young, because so few adults like to read. Many people state frankly that they do not know where to secure materials which they might like to read. If school systems are justified in spending millions of dollars yearly in teaching children to read, it is important that permanent habits of reading be established in order to secure intelligent participation in personal and social activities for which society makes such generous provisions. In this connection, special attention should be given to those who learn slowly, who encounter unusual difficulties, or who fail to respond to the motives that appeal to most pupils.\textsuperscript{2}

According to Stevens, there are many types of directed reading work. They are as follows:

1. Often a group needs formal drill followed by oral practice, all using the same book. Readers of miscellaneous content are excellent for such drill, particularly the new type of "read and do" or silent reader. The technique of

\textsuperscript{2}Tbid., pp. 12-19.
these silent readers is to have the children read to themselves (never aloud) and then perform the required activity.

2. Another type is a "reading circle" or "story hour," each child reading from a different book, something which he has selected as worth presenting to the class. Such reading should always be prepared work. One of the teacher's chief functions is to judge whether a child is ready to read. If he is not, he must be stopped and asked to do more practicing.

3. A type of reading valuable for superior readers is to pass one book from hand to hand, each person reading aloud to the class.

4. All children need the experience of reading alone to the teacher. She can give special counsel and advice, as well as help correct poor reading habits.

5. A fifth type is the "library lesson," in which a group or whole class participates. The room becomes a quiet place with everyone reading silently for pleasure from the book of his choice. At such times, especially poor readers may sit beside good readers who can help them with an occasional word.

6. Another type of reading may be study of informational reading, perhaps based on one of the social studies, as, for example, Primitive Man. Each child has a copy of The Tree Dwellers or The Early Cave Men, and uses it as reference from which to learn where these people lived, how they got their food and clothing, what the little children learned, and so on.
7. Still another type is an "appreciation day," when children and teacher alternate in reading aloud the poetry of Stevenson, Rossetti, Fyleman, Milne, and others. Since first auditory impressions are so strong, best results will be obtained if the introductory reading of a poem is always read by the teacher.3

An analysis of the characteristics of a good reader shows that he follows appropriate steps in each reading situation, assumes desirable attitudes, and makes use of economical habits and skills. A third aim of reading instruction, therefore, is to develop the attitudes, habits, and skills that are essential, in various types of reading activities in which children and adults should engage. A complete classification of these attitudes, habits, and skills has never been made. However, a sufficient number have been distinguished to enable the teacher to recognize numerous teaching problems.4

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

3Marion Stevens, The Activities Curriculum in the Primary Grades, pp. 64-65.
4Ibid., p. 12.
vary with the preparation of the 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 en-
ter school. In such cases the type of training discussed
in this section should often be continued well into the sec-
ond grade.5

5 Normal 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 read-
ing: (1) rapid progress in associating meanings with writ-
ten or printed symbols; (2) the early development of a
thoughtful reading attitude; (3) rapid progress in inter-
preting simple passages, in securing new experiences through
reading and in enlarging the meanings of familiar words;
(4) the acquisition of a sight vocabulary of several hundred
words and the development of independence in the recogni-
tion of simple words; and (5) rapid progress in establishing
fundamental habits, such as speed and accuracy in recognizing
words, a wide span of recognition, regular progress of per-
ception along the lines, and accurate return sweeps of the
eyes from the end of one line to the beginning of the next.

5 Nineteenth Yearbook, National Society for the Study of
Education, XIX (1920), Part I.
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 providing 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 activities 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 materials 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.\(^6\)

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 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 from this general recommendation for a period of time.  

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

<table>
<thead>
<tr>
<th>Accomplishment</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizing the meanings of words seen.</td>
<td>Detroit Group Test in Word Recognition.</td>
</tr>
<tr>
<td>2. Interpreting simple sentences and paragraphs.</td>
<td>Haggerty Reading Examination, Sigma I</td>
</tr>
<tr>
<td>3. Understanding and reproducing what is read.</td>
<td>Starch Silent Reading Test.</td>
</tr>
<tr>
<td>4. Rate of silent reading.</td>
<td>Starch Silent Reading Test.</td>
</tr>
<tr>
<td>5. General accomplishment in speed and accuracy of oral reading.</td>
<td>Standardized Oral Reading Paragraphs.</td>
</tr>
</tbody>
</table>

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

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7Ibid., p. 41.
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 this field, 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:

**Haggerty Reading Examination, Sigma I, Test I**

- Standard score ................. 4
- Desirable score .................. 5

**Starch 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.  

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 grade or 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, (1) that pupils who enter the second grade differ widely in achievement and require instruction at different levels of advancement, (2) that they move forward through the second and third grades at different rates of progress, (3) that many pupils who learn rapidly are prepared for more advanced work much earlier than the end of third grade, and (4) that pupils who learn slowly require in the fourth and even in the

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8Ibid., p. 42.
fifth grade, instruction similar to that recommended for this period. 9

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.

3. To secure rapid growth in habits of intelligent interpretation. This includes the following items: (1) rapid progress in the interpretation of the important ideas of simple passages; and (2) steady progress in reading different types of material for various purposes, such as finding answers to questions, following directions, 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 interpretation, of interpretative oral reading, and of appropriate standards in specific oral-reading situations.

9Ibid.
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.

The methods contained in this chapter do not include all of the essential techniques used in teaching reading, but general and specific aims in teaching reading have been carefully considered. The next part of this chapter will deal with the different types of tests and evaluation which are important features of the reading program.

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, as such, has three purposes which are peculiarly appropriate in the second and third grades, namely, (1) to develop power as a reader, that is, to secure rapid growth in ability to deal successfully with increasingly difficult reading situations, (2) to make desirable habits permanent, and (3) to eliminate or correct undesirable habits.\textsuperscript{10}

\textsuperscript{10}Ibid., pp. 45-47.
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: (1) it is an important means of extending and enriching the experience of pupils, (2) it supplements to a distinct advantage the somewhat limited first-hand experience and the oral reports which the teacher and pupils can provide, and (3) it establishes habits of independence in recreational reading and study which are essential in all grades above the third.\footnote{Ibid., p. 52.}

The Reading Program Evaluated

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 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, we have no basis for making decisions or for intelligent planning.

Ways 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 for adaptation.

Standardized tests. -- 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 the First and Second Grades

Ascertain 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 used and read.\textsuperscript{12}

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).

The pupil responds by pointing to the proper thing.

The old man. \quad The hole in the bag.
The old man's bag. \quad The gold that fell out.
The gold on the floor. \quad The fairy.
The window. \quad The fairy's wand.
The man at the window. \quad The children.
The old man in bed. \quad The yellow dandelions.

\textbf{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" (orally).\textsuperscript{13}

What did Peter Rabbit hear?

\textsuperscript{12}Ibid., p. 107. \quad \textsuperscript{13}Ibid.
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?

Ascertain whether the children can complete sentences and organize them into stories 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. 14

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 ______

14 Ibid.
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.15

Each child is supplied with cards on which the words "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 to test factual comprehension 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 a 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?

15Ibid., p. 108.
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.\textsuperscript{16}

\textbf{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.

The above tests are merely samples of the tests used in the West Point School. Numerous other tests are included as a part of the flexible school program.

\textsuperscript{16}Paul V. Sangren, \textit{Improvement of Reading Through the Use of Tests}, p. 114.
CHAPTER V

COMPARISON OF TEACHING TECHNIQUES OF THE TRADITIONAL
EDYTH SCHOOL WITH THE TECHNIQUES USED IN THE
PROGRESSIVE WEST POINT SCHOOL

The purpose of this chapter is to compare the teaching techniques of the traditional school with the teaching techniques of the progressive school, and by comparison to form conclusions.

The Changed Educational Program

That the really modern school is different is clearly true. The first impression is not always pleasing. On every hand there is less group precision, less straight-line marching. The movable chairs are substituted for the fastened-down desks, and these are not in a straight row. In the modern school one may see a group of children earnestly talking something over together; there is another group conferring with the teacher. Still another may be leaving for the library. Discipline has changed.¹

In a school of four hundred pupils, Boston boasted of sixty-five whippings daily in the year of 1845. In that same

¹William H. Kilpatrick, Education for a Changing Civilization, p. 90.
year many schools were closed because pupils drove their teachers away. Such a condition does not exist today. Instead of natural opposition between teacher and pupil, a different feeling is growing of close community interest, with repression naturally occupying a smaller part. The modern high school successfully manages "traffic" through the halls. The pupil committee sees that each pupil enters his next class in a quiet and orderly manner. It is clearly seen that lapses from proper discipline are few and minor.

These changes are a part of social demands and correlative school response which have been in operation for several decades. The school has moved forward in a large measure to meet the new demands. However, there has been a certain amount of fumbling, as the school has imperfectly sensed the problem and has only by a "trial and error" process striven to meet the new demands. Proper study of essential factors should result in a better steering of the process to better ends.

The outstanding demands for a progressive education seem to result from the intellectual moral lag behind "material" advance, from the decline of authoritarian morals, and from the shifting, unknown character of the future, with lesser sources of demanded change in the democratic tendency and in the changes in society brought about by the "great industry." 2

The traditional school has generally been a formal

2 Ibid., p. 94.
addendum to the more inherent education of actual experience. This has in the past included typically the three R's and a certain body of knowledge expected of the educated man. The psychology of the traditional school was to save time and secure certainty of learning results by presenting youth with the formulated finished results of others' thinking. There was a time when memorization was the keynote of learning certain rules and principles. It was easily seen that merely to memorize did not suffice to guarantee either retention or appropriate use. Educational reformers demanded that the senses be brought to bear on the learning process. That the child could and should appropriate the desired race achievement through the formulations no one questioned. The question that concerned the populace more was how it was to be done. Today after a succession of efforts this same old difficulty confronts us. Everybody admits that youth can and should profit by the results of accumulated experience of its forebears, but how remains the question. 3

The progressive school recognizes educational values, not only in academic experience 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 accepted as an all-round development of children, careful attention is given to the selection and

3Ibid., pp. 95-96.
planning of all the activities in which children engage. All activities should promote growth; they should 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 requires many types of experience, among them some that contribute primarily to social understandings, that provide for participation in significant social aspects of life, that acquaint the student with the physical environment in which he lives, that contribute opportunity for individual creative activities and provide for the development of efficient work. To do this, the teaching techniques of the traditional school must change.

Present trends indicate a rapid shifting of centers of interest from subject matter to the interests of children. Education is now more concerned with the development of the learner than either quality or quantity of human knowledge assimilated by the learner.4

Stevens points out the differences between the traditional and progressive school programs as follows:

1. In the first place, the new program is flexible and elastic, varying from day to day with the demands of school-room life.

2. Another characteristic is that the periods are long and unhurried, not chopped up into disconnected fragments of time. The idea that little children cannot endure long

4Kilpatrick, Remaking the Curriculum, p. 78.
periods without change of occupation is directly connected with the older idea of directed lessons imposed by the teacher, or what might be termed "subject-matter point of view."

3. A necessary corollary of the long periods is the requirement that the program be upon a weekly instead of a daily basis.

4. The new program must have from one to two hours daily of undirected time. This means of course the children's time and not the teacher's. With large classes the teacher must do considerable group work with children of varying attainments.  

The West Point School includes three types of work as follows:

1. Free periods, at which time the teacher acts as an advisor and participant.
2. Undirected quiet periods.
3. Directed activity; the teacher acts as a leader.

The teacher of the second grade of the progressive school has a skeleton program blocked out in advance, with complete freedom to reorganize according to the needs of the group.

The activity program is scheduled by terms of hours per week rather than minutes per day. Realizing that there is the element of individual differences among children, the

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Stevens, The Activities Curriculum in the Primary Grades, pp. 31-32.
teachers see to it that time is expressed in pupil allotment, not in terms of teachers' time allotment.

Achieving Skills in Progressive Primary Schools

Educational progress and reform have always been attained by means of experimental practices which are tested by outcomes in experience. Newer-type schools have experimented with integrated units of work and individualized study of essential skills and information. Standard-type schools, clinging to experiences of the past, have viewed rather skeptically the new curricula practices. The question has often been asked: Have pupils in the newer-type schools achieved a mastery of instrumental skills in reading, language, and number? This study provides a tentative answer at least to the question of achievement of academic skills and habits in the primary schools.

The newer-type practices in the primary grades have been evolved from a number of subordinate principles, or hypotheses as follows: The classroom is a form of democratic social life, and the children reconstruct their experiences therein. These experiences are children's social activities, and various parts of the curriculum are integrated around these activities or central problems. Interests are regarded as signs and symptoms of children's growing powers and abilities,

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and the teacher seeks, stimulates, guides these interests. Children's interests and powers are developed by activities, and not by passive assimilation of knowledge alone. Education is the foundation upon which social progress and reform are founded, and, consequently, education must be concerned with the vital problems in the world both of the child and of the adult.7

Standard-type practices are founded upon a different educational theory and its subordinate principles, or hypotheses. In brief, these hypotheses are the following: the class is a form of restricted social life, and the pupils' experiences in it are limited to academic lessons which are learned quickly and thoroughly by allotting certain hours of the school day to instruction in separate subjects of the curriculum. Those children whose interests do not correspond with the set curriculum are disregarded. The real objectives of classroom instruction are mostly the content of each separate subject. Teaching conventional subjects is the wisest method of aiding social progress.

Before entering into a discussion of the relative achievements of newer-type and standard-type pupils, brief accounts of significant practices of each type of school will be of help for orientation purposes. In the newer-type schools there are kindergarten-primary activities in the home, neighborhood, or playground.

7Ibid., p. 32.
The curriculum of the first grade is also fused around children's social activities, such as classroom projects or content derived from trips to post offices, markets, and farms. These typical activities provide the teacher with opportunities for guiding the children in their acquisition of attitudes, skills, and habits of planning work; such achievement employs language, music, dramatics, art number, science, writing, reading. These skills reconstruct and enlarge the pupils' interests and powers. Students in the progressive schools have undergone a highly selective process, since economic and social status is an important factor. Most liberal tendencies are followed and great stress is placed on creative activities and leisure-time pursuits.

The outstanding characteristics of the progressive as compared with the traditional school make an interesting comparison as follows:

<table>
<thead>
<tr>
<th>Progressive School</th>
<th>Traditional School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education is life.</td>
<td>1. Education is a preparation for life.</td>
</tr>
<tr>
<td>2. Pupil's present need.</td>
<td>2. Adult goals.</td>
</tr>
<tr>
<td>3. Immediate pupil interests.</td>
<td>3. Ultimate needs.</td>
</tr>
<tr>
<td>5. Pupil initiative.</td>
<td>5. Teacher domination.</td>
</tr>
<tr>
<td>7. Results.</td>
<td>7. The process.</td>
</tr>
<tr>
<td>8. Freedom is a gift.</td>
<td>8. Freedom is a conquest.</td>
</tr>
<tr>
<td>9. Interest leads to effort.</td>
<td>9. Effort produces interest.</td>
</tr>
</tbody>
</table>

\(^8\)Wrightstone, p. 35.
15. Pupil activity.  15. Acquiring knowledge.
17. Movable furniture;
    flexible arrangement.  17. Fixed desks; more
    orderly arrangement.
18. Pupil participation.  18. Teacher control.
19. Integration of subject
    matter.  19. Departmentalized sub-
    ject matter.
20. Intrinsic values.  20. Extrinsic values.
22. Play while you work.  22. Work; then play.
23. Creative activities.  23. Formal drill.\textsuperscript{9}

In the progressive movement the new order is replacing
the old with a kind of participation which has rich promise
of success in the development of individual capacity. In-
telligence has become a social product which is individually
acquired from group culture by sharing intelligently in the
group processes.

Techniques of Teaching Reading

The place of reading in the curriculum has changed
greatly, and the content and methods of teaching pupils to
read have improved rapidly. The reader has acquired a
broader relationship than formerly in child life. Therefore,
the reading program must be adequately adjusted to individual
needs. In order to provide for the varying needs of chil-
dren, it is essential that teachers study frequently the at-
tainments and needs of their pupils and organize instruction
accordingly at appropriate grade levels. This may mean that
in a second-grade class some pupils may require guidance of
the type usually provided for those at the initial state in

\textsuperscript{9}Alonzo Myers and Clarence Williams, \textit{Education in a}
\textit{Democracy}, p. 11.
learning to read; others are likely to 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 with adequate comprehension all materials used by pupils of that grade.

The progressive school adopted the following ways of taking care of individual differences in its school program:

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 recognized individual differences and provided for them.

3. The provision of different kinds of guidance in the same grade in harmony with varying pupil needs.

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

5. The substitution of various aspects of child growth for progress from one level of advancement to the next.

The traditional school thought of reading as a "special subject of instruction," and not as a means to an end. Some teachers advocate that strong purposes for reading can be provided best in connection with large units, activities, or projects that are pursued in specific fields, such as nature study or social studies. So reading material is selected
that provides information related to the unit of work.

Dr. Leavell of Columbia University in a lecture said, "A keen understanding of the printed word offers democracy its only chance of survival."

In a world deluged by propaganda of all forms, reading as a selective and critical process becomes more and more important despite the increase of other forms of communication -- the radio, television, etc. Reading is a two-edged sword, but it can be made democracy's most powerful weapon against dictatorship which today is challenging democracy, religion, and education.

The traditional school was a static and unimaginative institution organized around textbook subjects and it turned out unthinking human beings. This kind of school has not entirely disappeared from our midst, but it is rapidly passing. The new school taking its place is transformed into a dynamic institution dedicated to childhood and to the enrichment of life; a school where freedom is given to children to work and to grow; a school where freedom is given to the children to lead each day a normal life and to engage in fruitful studies and activities and where the children will become thoughtful, self-disciplined, vocationally effective social beings, capable of the highest appreciations and aspirations.
CHAPTER VI

CONCLUSION

The teaching techniques and materials of the traditional school are fundamentally different from those of a progressive school. It has been very interesting to compare the two schools and to read criticisms and defenses of the two. Because the writer has visited the traditional school, she has felt very keenly the need for the study which has been made. She has tried to show that teachers in a progressive school must bring about situations in which the children can live happily every day. The teacher must arouse the interest of her pupils and provide experiences for them that will make school life pleasant as well as profitable. The teacher must use effective teaching techniques, must guide skillfully the activities of her pupils, and must develop personal and professional qualities needed in an activity program. Because of the changing social and industrial conditions of today, the task of the teacher is much greater than it once was. Life is much more complex.

The last few years have brought many changes to the elementary schools. As this study has shown, the plant, the
equipment, the materials, and the teaching techniques have changed. No longer is subject matter the sole object of a school. Yet, subject matter is a serious concern of every teacher. It is the aim of the progressive school to teach children to live and meet life situations through school experiences. Subject matter, then, becomes a means to an end, and not an end in itself. The world today finds the schools facing greater responsibilities than they have ever before known. The only hope of meeting these responsibilities is for the teacher, the administrator, and the children together to plan the activities that will enrich the life in and out of school.

School authorities realize that children must be given a preparation for meeting the world when they leave school. They must know something of the world they enter. The new demands of leisure time -- all such items -- have proved to educators that a new-type school is needed. Many realize that the three R's will not be sufficient today; children must know how to live together and how to do the world's work. They must have stability in physical and mental health and they must have high ideals for justice, rightness, and order. It is the duty of the school to supply this training.
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