A COMPARISON OF CERTAIN READING TEXTBOOK
MANUALS WITH CERTAIN READING AUTHORITY
STANDARDS FOR INTERMEDIATE GRADES

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CHAPTER I

INTRODUCTION

Statement of Problem

This study was made in an attempt to determine whether or not the manuals for the reading textbooks published since 1930 meet the standards set up by the leading educators in the field of reading.

Purpose of Study

An analysis of the manuals of certain textbooks was made to determine how the habits and abilities developed in the manuals compared with the recommendations made by the leading reading educators.

Source of Data

A review of the writings of eight leading educators in the field of reading has been made. The findings have been recorded and tabulated in Chapter II of this study.

A thorough examination of seven sets of manuals for intermediate readers published since 1930 has been made. The record of these findings have been recorded and tabulated in Chapter III of this study.
Treatment of Data

The data collected in this investigation are organized into four chapters. Chapter I is the introduction, giving the statement of the problem, the purpose of the study, the source of data, and the treatment of data. Chapter II gives the recommendations of educators in reading for making reading at the intermediate level an effective, efficient, and pleasurable experience. There is a table at the end of the chapter showing the specific abilities recommended and which authors recommended them. Chapter III gives the habits and abilities that are developed in the various manuals. The table at the end of the chapter shows the specific abilities developed by the respective manuals. Chapter IV presents general conclusions and recommendations for helping to strengthen the reading program at the intermediate level.
CHAPTER II

RECOMMENDATIONS OF CERTAIN LEADING EDUCATORS
IN THE FIELD OF READING

General Objective

The general purpose of this chapter is to show what skills certain leading educators in the field of reading recommend to be taught at the intermediate level.

Specific Objective

The specific aim is to find which skills are recommended to be stressed in intermediate reading by all the educators studied.

Materials Used

A study of the recommendations made by eight leading educators in the field of reading for an effective reading program was made. The opinions and recommendations of these educators are given in the following pages. The findings of these studies are tabulated at the end of this chapter.

1. A review of the recommendations made by Guy L. Bond and Eva Bond.1 -- The recommendations made by Bond

1Guy L. Bond and Eva Bond, Developmental Reading in High School.
and Bond are for growth in the secondary school. Since the tools and understanding needed at secondary level are similar to those at intermediate, they are considered in this study.

The authors make the following statements:

The reading abilities essential to achievement in the content subjects differ considerably. The extent to which reading skill is a factor in achievement depends upon the scholastic achievement in question. In other words, we cannot hope that the ability to read simple literary materials rapidly and with a relatively high power of comprehension will take care of all the needs of the several academic subjects. Each subject demands specialized and rather highly complicated groupings of reading skills which must be developed in the study of the particular subject itself.²

The scope of the developmental program in reading, according to the authors, is very broad and should utilize all reading experiences that help the pupil to grow in the following five major areas:

1. Development and refinement of reading techniques and skills.
2. Development of vocabulary and background concepts.
3. Development of reading interests and tastes.
5. Development of differentiated attack.³

A group of 116 students in a college class of education were asked to list the reading skills they use in daily life. Most of these students were elementary school teachers. After the students were unable to compile a suitable list of the reading techniques they should have been

²Ibid., p. 55.
³Ibid., pp. 60-61.
teaching, the teacher realized that definite steps should be taken to improve teachers' conception of how to teach reading.

The learning of adequate skills and techniques is paramount in the development of reading ability. In developing silent reading skills and techniques, the authors recommend a program for developing them. The following list is a summary of the recommendations:

1. Word recognition techniques.
   a. Choosing material at appropriate level of difficulty.
   b. Examining words taken from content.
   c. Grouping words that have derivations which are similar to those previously encountered.

2. Reading speed.

3. Skimming.
   a. Getting a single fact from a passage.
   b. Getting a general impression of a passage, chapter, or book.

4. Locating information.
   b. Using encyclopedias.
   c. Using indexes.
   d. Using tables of contents.

5. Reading graphs, tables, maps, charts.
6. Comprehending sentence, paragraph, and story.

7. Reading to get the general significance of a passage.

8. Reading to note details.

9. Reading to organize.

10. Reading to follow directions.

11. Reading to predict outcomes.

12. Reading to form sensory impressions.

13. Reading critically (to determine validity and reliability of statements).

Bond and Bond believe that the same skills and techniques used in silent reading are necessary for effective interpretive oral reading. Besides the skills and techniques necessary in silent reading, the oral reader must consider appearance, posture, gesture, facial expression, enunciation, and pronunciation. According to the authors:

There is an interrelationship between interests and reading abilities. The ability to read enables the student to develop reading interests and the reading interests cause the student to read widely, which in turn contributes to further development of ability in reading.⁴

2. A review of the recommendations made by Donald D. Durrell.⁵ -- There is no best way to teach reading, according to Durrell, because no one has yet discovered a definite

⁴bid., pp. 149-150.

⁵Donald D. Durrell, Improvement of Basic Reading Abilities.
series of steps which a teacher may follow with the assurance that all pupils will develop in reading ability in the most efficient manner. He states:

... Differences among pupils in intelligence, in physical and mental background, and in immediate and future needs; variations in abilities and interests of teachers; and differences in instructional needs for various communities and at various times make highly unlikely the discovery of a single most effective method or course of study. A class of fifty children with a wide range of abilities in an impoverished community presents a teaching problem quite different from that of a class of twenty children of uniformly high ability in a favored community. ... A fine school library or easy access to children's books in public libraries makes possible an enriched program of extensive reading, while a limited supply of books might call for an intensive instructional program. The subject matter emphasis in a rural community might well differ markedly from that in a large city. In planning a program for most effective reading instruction, many such factors must be taken into account.  

There are certain basic skills that should be considered in planning an effective program of instruction in reading. In planning an oral reading program the author says that the lessons should be carefully planned and based upon specific needs of the group before success in oral reading can be attained. He recommends the following:

Four general types of assignments are suitable for oral reading: (1) those requiring true audience reading; (2) those requiring intensive study of selections for various purposes; (3) those designed to improve phrase reading; and (4) those designed to improve voice and oral expression.  

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6Ibid., pp. 1-2.  
7Ibid., p. 119.
In oral reading good habits in voice, enunciation, and expression are essential in helping the pupil to please the audience and to improve his own speech habits. It also aids him in learning words and in deriving meaning from the material read.

In silent reading attention should be given to helping the pupil in word recognition and word meanings. This helps the pupil to increase his vocabulary through the extensive reading necessary at the intermediate level. In enriching word meanings attention should be called to unfamiliar words and use of content for acquiring the meanings. Direct instruction on meanings of individual words is sometimes necessary. Speed in reading should be emphasized only as the pupil's purpose permits. He should know when to slow up his reading for greater efficiency and satisfaction.

Durrell says that there are certain important reading abilities that underlie study of the content subjects. The following list is a summary of the abilities he recommends:

1. Thorough reading.
   a. Matching of topics and paragraphs.
   b. Evaluation of major topics and minor ideas.
   c. Composing headlines and topic sentences.
   d. Using the idea line or modified outline.
   e. Making oral or written summaries based upon the idea line.
2. Skimming.
   a. Locating proper names or dates.
   b. Locating answers to questions phrased in the text.
   c. Locating answers to questions containing no verbal cues.
   d. Locating several answers to a single question.
   e. Locating information from the table of contents or the index.
   f. Refreshing memory of story previously read.
   g. Determining the general organization of ideas in a chapter not previously read.

3. Associational reading.
   a. Enriching imagery in silent reading.
   b. Reading for similar experiences.
   c. Producing different endings to a story.
   d. Finding illustrations of the author's meaning.
   e. Drawing generalizations from reading.
   f. Finding exceptions to the author's point of view.
   g. Reading to discover new activities.
   h. Reading to discover topics for further study.
   i. Reading to distinguish sense and nonsense.
   j. Noting similarities between selections.
k. Noting differences between selections.
l. Detecting differences in points of view.
m. Noting relations between points of view.
n. Making suggestions for improving selections.
o. Noting the author's bias.
p. Reading to detect over-statements and unfounded claims.

4. Use of the dictionary.
   a. Locating practice.
   b. Pronunciation practice.
   c. Practice in word meanings.
   d. Aid in spelling.

5. Use of reference books.
   a. Use of the alphabet.
   b. Recognition of key words.
   c. Use of the card catalogue.

Durrell considers the above skills and techniques essential in developing an efficient program in instructional reading at the intermediate level.

3. A review of the recommendations made by Albert J. Harris. Most leading educators consider that reading is the major elementary subject. Some educators, including Harris, believe that it is the major cause for retardation. He says that to teach reading effectively, the teacher

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8Albert J. Harris, How to Increase Reading Ability.
must consider the individual differences of her group. He states:

In most schools the children in a single group show an astonishingly wide range of reading ability. It is not unusual to find in the upper elementary grades some children who are still reading at primary levels, while others are superior to the average high school senior.⁹

Harris seems optimistic about the possible results obtainable from a directed reading program. He says, however, that there are certain things which are fundamental in all reading for understanding. There must not only be a recognition of the words used, but also the words must be understood as well as recognized. General intelligence is another basic factor in reading. If a child does not understand certain things that he hears, he can hardly be expected to read it understandingly. There is very close relationship between reading and thinking. The third basic factor in reading with understanding is the past experience of the reader. It is easy to understand reading which deals with things one has himself experienced. A rich background of experience is a great aid in good general comprehension.

To accomplish efficient silent reading Harris recommends that emphasis should be placed on the development of the following four abilities:

1. Comprehension.

⁹Ibid., p. 3.
2. Word recognition.
3. Speed.
4. Accuracy.

In oral reading he recommends that the following four abilities be developed:

1. Fluency.
2. Phrasing.
3. Expression.
4. Word recognition and analysis.

Since he is greatly concerned with the teaching of remedial reading, his recommendations are principally for the correction of reading difficulties, not for instructional reading for all pupils. In carrying on remedial instruction he says that the teachers should adopt the modified slogan, "test, teach, re-test." However, he does not give much detailed information to the teacher as to how she is to help her pupils acquire the techniques necessary for successful, efficient reading.

4. A review of the recommendations made by William S. Gray.¹⁰ -- There are three divergent views, according to Gray, concerning the need for continued guidance in basic attitudes and habits for pupils at the intermediate reading level. One view is taken by those who make no provision

for guidance during the middle grades. They assume that reading habits and attitudes have been well developed in the primary grades. The second view is taken by those who believe that the habits and attitudes developed in the primary grades can be maintained and further developed through guidance in various reading activities other than those normally included in a reading period. They believe these habits and attitudes can be developed economically and effectively in the various subject-matter material as the need for them arises. The third view is taken by those who believe that definite growth can be best secured by following a broad program of training which includes both basic instruction in reading and systematic guidance in the various curricular fields. Gray is a follower of this view. He states:

The Yearbook Committee heartily endorses the third of the views presented. It believes that a well-rounded program of basic instruction in reading, supplemented by systematic guidance in the various curricular fields, is essential for most pupils in the middle grades. The evidence available shows conclusively that rapid growth in desirable reading attitudes and habits can be secured through carefully planned guidance of both types. In view of marked deficiencies today in the reading accomplishments of pupils in the middle and upper grades, the committee believes that reading problems during the fourth stage of development are among the most challenging that elementary schools now face. It recommends, therefore, that teachers and school officers devote themselves with renewed energy and determination to the exact obligations involved in promoting greater power and efficiency in reading throughout the middle grades.11

11 Ibid., p. 109.
Gray believes that the teacher should be guided at all times in her instructional reading program by the achievements and needs of the pupils. In developing greater power and efficiency in various fundamental phases in reading, the following habits and skills should be emphasized:

1. Accuracy and independence in pronouncing increasingly difficult words.
   a. Through contextual clues.
   b. Through word analysis, including phonetics.
   c. Through the use of the dictionary.

2. The enlargement of meaning vocabulary.
   a. Through word analysis, including prefixes, suffixes, roots and other cues of word forms.
   b. Through the classification of words according to a given basis, such as synonyms or shades of meaning.
   c. Through keeping word lists, such as vivid adjectives or words used with special meaning or effectiveness by writers.
   d. Through conversational periods that direct attention to word values and uses.
   e. Through drill in defining words from contextual clues.
   f. Through selecting appropriate definitions from those given in the dictionary.
3. Accuracy and thoroughness in comprehension.
   a. To discover what a story is about.
   b. To determine the sequence of events.
   c. To select the larger thought divisions of a story.
   d. To discover the main point or central theme of a selection.
   e. To identify specific items of information.
   f. To select details that support an opinion, explain an idea, or prove a point.
   g. To find answers to factual and judgment questions.
   h. To verify statements.
   i. To determine how to perform an activity.
   j. To draw conclusions from the facts presented.

   a. To compare and evaluate information from many sources.
   b. To weigh the evidence presented and distinguish what is sound and relevant and what is not.
   c. To recognize the underlying meanings and implications of the statements made.

5. Speed of reading.
   a. To recognize standards that govern good interpretation.
   b. To be able to use the standards set up in audience situations.

To increase competence in study activities there should be a close relationship between the work of the reading period and that of other fields of the curriculum. Often the guidance program in reading anticipates needs that will arise in various subjects. Usually it is best to select the reading materials from the fields in which the reading problem arises. The following list of habits and skills was compiled by Gray from various publications and reports by teachers and school officers:

1. In locating information:
   a. Knowledge of the nature, location, and purpose of different parts of books.
   b. Ability to use an alphabetical arrangement.
   c. Ability to use the index, table of contents, and other parts of a book effectively.
   d. Ability to interpret maps, tables, graphs, and various types of information in books other than printed words.
   e. Ability to use a dictionary, an encyclopedia, and other sources of information in study activities.
   f. Knowledge of the types of material available in the classroom, the school library, and the public library.
   g. Knowledge of the function, organization, and operation of school and public libraries.
   h. Ability to use the library card file.
   i. Ability to scan material in order to locate specific facts and ideas.
2. In selecting and evaluating material needed:
   a. Ability to carry problems in mind while reading.
   b. Ability to discriminate between the relevant and the irrelevant.
   c. Ability to judge the appropriateness and validity of materials.
   d. Ability to prejudge and select books for specific purposes.
   e. Knowledge of how to determine the recency of a printed statement.
   f. Ability to recognize the difference between statements of fact and opinion.
   g. Ability to identify objective evidence.
   h. Ability to select information with discrimination from various sources.

3. In organizing material:
   a. Ability to recognize the author's aim, purpose, and organization.
   b. Ability to select the central topic of a paragraph or an entire selection.
   c. Ability to select main points and supporting details.
   d. Ability to grasp relationships.
   e. Ability to arrange ideas in proper sequence.
   f. Ability to summarize.
   g. Ability to outline.
   h. Ability to take notes effectively.

4. In solving a problem or making application of what is read:
   a. Ability to keep the problem clearly in mind.
   b. Ability to select relevant information or data.
   c. Ability to analyze the facts secured in order to identify relevant and irrelevant items.
   d. Ability to compare items of information for likenesses and differences.
   e. Ability to organize facts so that their implications are clear.
   f. Willingness to suspend judgment until sufficient evidence is at hand.
   g. Ability to support conclusions.

5. In remembering what is read for specific purposes:
   a. Knowledge of the purpose to be served.
   b. Recognizing the need for retaining facts.
   c. Ability to concentrate and use will power in work.
   d. Ability to select the relevant.
e. Knowledge of efficient procedures in memorizing:
   (1) Relating old and new.
   (2) Taking notes.
   (3) Outlining.
   (4) Summarizing.
   (5) Learning by wholes.
   (6) Distributed recall.

f. Ability to use an outline as an aid in retention.\(^\text{12}\)

Gray concludes that since one of the important aims of guidance in reading at the intermediate level is to promote a relatively high level of reading efficiency, teachers should study the progress and deficiencies of their pupils regularly. In that way the teachers may adapt the instruction to the varying needs of the pupils.

5. A review of the recommendations made by Arthur I. Gates.\(^\text{13}\) -- Gates believes that a thorough diagnosis of all pupils should be made. The results of the diagnosis will help the teacher to achieve a fuller insight of the pupils' abilities and will determine when intensive instruction and what instruction are advisable. The following outline gives a general idea of the range of abilities, techniques, and difficulties which a teacher may find and appraise in her classroom. The classification in this outline is very extensive, but it includes items applicable to pupils from the initial stages in reading to the upper-grades and high-

\(^{12}\text{ibid.}, \text{pp. } 117-118.\)

Many pupils reach the intermediate level in school without mastering some of the earlier techniques necessary for success in reading. Only a portion of the recommendations in the following list would be given to a particular pupil at one time. The teacher should judge what the pupil's needs are.

1. Background of skills.
   a. Understanding of words, sentences, paragraphs, and shorter units.
   b. Ability to understand and cooperate in class discussions.
   c. Ability to enunciate clearly.
   d. Ability to handle books, pencils, materials.

2. Word-mastery skills.
   a. Accuracy of silent word recognition.
   b. Accuracy of recognizing and pronouncing words in oral reading.
   c. Use of context clues.
   d. Attention to phonics.

   a. Ability to comprehend.
   b. Ability to recall given facts.
   c. Ability to outline.
   d. Ability to summarize.
   e. Ability to associate ideas with other information.
f. Ability to organize for special purposes.

   a. Attention to marks of punctuation.
   b. Using well-modulated, pleasing voice.
   c. Ability to recall.

5. Advanced reading and study skills.
   a. Ability to use table of contents, index, footnotes, encyclopedias, and other references.
   b. Ability to use the dictionary and glossary.
   c. Ability to locate, read, and recall information of various types.
   d. Ability to summarize, outline, and organize material.
   e. Ability to skim.
   f. Ability to use specific directions, maps, graphs, formulas.
   g. Ability to think and evaluate.
   h. Ability to take notes.
   i. Ability to use card catalogue.

Gates recommends that the above outline be used as a systematic and effective program for studying any reading ability or difficulty at any time.

6. A review of the recommendations made by Paul Mckee.14--

14Paul Mckee, Reading and Literature in the Elementary School.
The basis for promotion in the lower grades is usually the pupil's ability to read printed symbols. In the upper grades emphasis is placed on the ability to read understandably and the expansion of the pupil's thinking. The mastery of reading, first orally and then silently, is of first importance as the pupil progresses through school.

McKee believes that a directed reading program at any level in school is essential to the pupil's success in effective and efficient reading. The following outline is a summary of the habits and abilities which he believes should be developed in a work-type silent reading program at the intermediate level:

1. Word recognition techniques.
   a. Learning the meanings or shades of meanings.
   b. Using synonyms.
   c. Using the dictionary for pronunciation.
   d. Using phonics when needed.
   e. Learning prefixes, suffixes, and roots.

2. Comprehension.
   a. Reading to gather material on certain definite problems.
   b. Reading to form an opinion.
   c. Reading to make a judgment.
   d. Reading to verify a statement.
   e. Reading to draw a conclusion.
f. Reading to follow directions.

3. Location of information.
   a. Knowledge of the location, purpose, and contents of the different printed parts of a book.
   b. Ability to use the index.
   c. Ability to use a library card catalogue.
   d. Ability to use the table of contents.
   e. Ability to use encyclopedias and other reference books.
   f. Ability to use the dictionary.
   g. Ability to use the key word.
   h. Ability to skim.

4. Ability to select and evaluate material.
   a. Ability to carry the problem in mind when reading.
   b. Ability to discover likenesses and differences between the problem and printed expressions.
   c. Knowledge of synonyms in terms of words or phrases.
   d. Some knowledge of the information needed to understand the problem.

5. Ability to organize the material read.
   a. Ability to determine the main topic.
b. Ability to see relationships.
c. Ability to discard unimportant items.
d. Ability to take notes.
e. Ability to outline.
f. Ability to make a summary.
g. Ability to arrange ideas in sequence.
h. Ability to make a bibliography.

6. Ability to remember material read.
   a. Knowledge of efficient procedures in memorizing.
   b. Ability to select key ideas to serve as associations for ideas to be retained.

Because American schools are still reading schools, McKee believes that it is the teacher’s obligation to help the children to learn to read effectively so that they may learn what the school has to offer them.

7. A review of the recommendations made by Ruth Strang.15 The greatest improvement in reading occurs when the pupil is motivated toward increasing his reading efficiency, when emphasis is placed upon developing interests and attitudes as well as definite reading skills, and when instruction meets the needs of individual pupils. Strang believes that a program of reading instruction is necessary at any grade level. She states:

15 Ruth Strang, Problems in the Improvement of Reading in High School and College.
At first thought it seemed feasible to make a chart showing progressive development in reading abilities from the kindergarten to adult life. This task proved to be difficult for several reasons. In the first place, the abilities listed differed from age to age less in nature than degree. Simple phases of each ability may be developed in the elementary school, more advanced phases in the high school, and still more technical aspects, such as are involved in historical research, in college and graduate work. The primary grades are not concerned merely with the mastery of the mechanics of word, phrase, and sentence recognition. Beginning with the first grade the simpler forms of the more difficult techniques, such as appreciation, organization of thought, application of ideas, and other so-called higher types of reading ability, should be developed on the young child's level of comprehension and interest. He may be encouraged to read the same passage first to get the author's meaning and then for other purposes.

A second difficulty in making a graded list of abilities is due to the fact that the skills required at any educational level vary according to the individual's mental ability and previous experience. They also vary with the curriculum, the methods of instruction, and the kinds of assignments and tests given.\textsuperscript{16}

The following list is a summary of the skills and techniques which Strang recommends for an instructional reading program. Since she believes that most of the skills should be taught at all levels, those skills are considered here at the intermediate reading level.

1. Word recognition techniques.
   a. Ability to get meaning from content.
   b. Ability to use phonetic analysis.
   c. Ability to learn prefixes, suffixes, and roots.

\textsuperscript{16} Ibid., pp. 40-41.
2. Comprehension.
   a. Ability to find answers to questions.
   b. Ability to read directions and to read and interpret a problem.
   c. Ability to grasp the central thought.
   d. Ability to locate key words and sentences.
   e. Ability to skim material for different purposes.
   f. Ability to read maps, tables, charts, and graphs.

3. Location of information.
   a. Ability to use reference books.
   b. Ability to use the dictionary.

   a. Ability to judge the worth of material.
   b. Ability to distinguish an author's own opinions from the evidence he submits.
   c. Ability to judge the reliability of evidence.
   d. Ability to make accurate generalizations and to draw correct conclusions.
   e. Ability to organize material read.

5. Ability to remember.
   a. Ability to take notes.
   b. Ability to organize one's thoughts.

6. Ability to read orally.
Strang believes that a whole school reading program should be planned for the development of reading interests and abilities of every subject, for remedial work in groups for those who need it, and for individual remedial work for the seriously retarded pupil.

8. A review of recommendations made by Clarence R. Stone.\textsuperscript{17} -- Stone has done much research in the field of reading in the last thirty years. He is still concerned with the ineffectiveness of reading, particularly at the middle and upper-grade level. He says:

In spite of all that has been said and written concerning improvement of reading in our schools, we still find pupils in nearly every class who are more or less handicapped in their studies and limited in their opportunities of experience through reading on account of deficiencies in reading, pupils who are not interested, and those whose voluntary reading is wholly or largely of the undesirable type. These conditions are found in both the traditional and the newer types of schools. The point is that the problem of reading instruction and guidance above the primary grades is still one deserving careful study by all school officials including teachers in service and in preparation.\textsuperscript{18}

An instructional reading program is recommended by Stone. He advises first of all, that the teacher consider the individual differences of her pupils and select her material accordingly. If the teacher does this, she can expect a better adaptation of the material to the comprehension level of the pupil. Better reading and greater satisfaction

\textsuperscript{17}Clarence R. Stone, \textit{Better Advanced Reading}.

\textsuperscript{18}\textit{Ibid.}, Preface, p. v.
end joy for the pupil can be obtained in this way and will result in a favorable effect upon the personality of the pupil.

Stone recommends that certain skills in both oral and silent reading be developed. The following list is a summary of the skills he recommends:

1. Oral reading.
   a. Ability to read accurately and fluently.
   b. Ability to read with natural expression and meaning.
   c. Ability to enunciate properly.
   d. Ability to understand and appreciate literature, particularly poetry.

2. Silent reading.
   a. Ability to comprehend.
      (1) To extend meanings of known words.
      (2) To get word meanings by analysis into root words, prefixes, and suffixes.
      (3) To pronounce words correctly.
      (4) To use the dictionary as an aid in learning pronunciations and meanings.
      (5) To get the meaning of the unit as a whole, the organization and details.
      (6) To follow directions.
b. Ability to locate information.
   (1) To skim.
   (2) To observe headings in reading matter.
   (3) To use table of contents, index, dictionary, and encyclopedia.
   (4) To find answers to questions.

c. Ability to evaluate.
   (1) To check accuracy of statements.
   (2) To select the central thought of a paragraph or section.
   (3) To select and collect information for solving a problem.
   (4) To judge the worth of material.

d. Ability to organize.
   (1) To make or complete an outline.
   (2) To select the main thought of a paragraph and supporting details.

e. Ability to remember.

It is the author's belief that the broad program of reading instruction should be shared by all subjects having a reading content. The teacher of reading should be responsible for the orderly development of the reading habits and skills necessary for efficient reading; but the teacher of special subjects should be responsible for the development of special reading techniques necessary for the reading of the particular subject.
Summary

The writings of the following educators have been reviewed for this study: Guy L. Bond and Eva Bond, Donald D. Durrell, Albert J. Harris, William S. Gray, Arthur I. Gates, Paul McKee, Ruth Strang, and Clarence R. Stone. An overview of their philosophies and the abilities and techniques which they recommend for an effective reading program at the intermediate level has been given. Because of the connotations and shades of meanings of the various techniques the different educators recommended, the writer found it difficult to tabulate all the techniques listed in this chapter. Table 1 shows the specific abilities which have received the greatest emphasis from these educators. All of the educators emphasized thorough reading; seven emphasized organization; seven, locating information; seven, skimming; seven, associational reading; six, oral reading; two, vocabulary enrichment and extension; and eight, word recognition. Table 1 also indicates how many of the eight specific abilities each educator considers important enough to stress.
### TABLE 1

**SPECIFIC ABILITIES IN READING RECOMMENDED BY EACH EDUCATOR**

<table>
<thead>
<tr>
<th>Authors</th>
<th>Thorough Reading</th>
<th>Organization</th>
<th>Locating Information</th>
<th>Skimming</th>
<th>Associational Reading</th>
<th>Oral Reading</th>
<th>Vocabulary Enrichment &amp; Extension</th>
<th>Word Recognition</th>
<th>Total</th>
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</thead>
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<tr>
<td>Guy L. Bond and Eva Bond...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>Donald D. Durrell...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
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<td>Albert J. Harris...</td>
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<td>William S. Gray...</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
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<tr>
<td>Arthur I. Gates...</td>
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<td>x</td>
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<td>x</td>
<td>x</td>
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<td></td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ruth Strang...</td>
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<td>x</td>
<td>x</td>
<td></td>
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<td></td>
<td>7</td>
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<tr>
<td>Clarence R. Stone...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td><strong>Total...</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>6</strong></td>
<td><strong>2</strong></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER III

HABITS AND SKILLS DEVELOPED IN THE MANUALS OF CERTAIN INTERMEDIATE READERS PUBLISHED SINCE 1930

General Objective

The general purpose of this chapter is to show what habits and skills in reading are developed in the manuals of certain intermediate readers published since 1930.

Specific Objective

The specific aim is to find which habits and skills are common to all of the manuals of the intermediate readers studied.

Materials Used

A study of the manuals of seven of the current and popular series of intermediate readers was made. The beliefs and opinions of the authors of the manuals are given in the following pages. The findings from these studies are tabulated at the end of this chapter.

1. A study of the habits and skills developed in the
intermediate readers of the "Alice and Jerry Series."\(^1\)

The author of the guidebooks for the "Alice and Jerry Series" of readers believes that one of the most significant changes in educational thought is the broadening conception of reading. She states:

Reading is no longer considered an ability than can be acquired in its entirety at any age or any grade level. Rather it is a continuous process, a working medium, a tool by which we gather information, deepen our understanding and appreciations, and acquire an intelligent insight into the life about us from the early moment when we engage in the simplest forms of reading, on through the entire span of adult life.

We never completely learn to read. We never read so well as we should read. If we are to function as intelligent members of an adult society, we are faced with the necessity of reading in a wide variety of fields -- history, mathematics, literature, science, economics, and the like. Within these fields we are confronted with an equally wide variety of material -- fact and fiction, prose and poetry, informational material, statistical material, et cetera. If we are to become increasingly more efficient members of society, the quality of what we read should improve, and the range of what we read should grow more extensive with each passing year. Improvement in quality and extension in range will call for increased proficiency. The reader will be called upon to adapt himself to widely different styles of writing to understand language that differs in connotation from author to author and from subject to subject. He will be under the necessity of summarizing, organizing, locating information, and using many other reading abilities. As reading content grows more difficult, proficiency in the use of reading abilities must grow accordingly.\(^2\)

The author of these guidebooks recommends that the

\(^1\)Guidebooks for Teachers, "Alice and Jerry Series," Intermediate Level; Hough, Peterson and Company.

\(^2\)Ibid., Fifth Grade Guidebook, pp. 9-10.
program for the intermediate grades and beyond be based upon and grow out of the primary program. It should enrich and extend such a program. At each step of the way it should provide adequate practice for all reading abilities already developed and should consistently develop new abilities needed for reading in the content fields. Steps in difficulty in the development of particular abilities should be carefully worked out and taught accordingly.

The reading program should aim at the improvement of all reading of all pupils in all subject-matter fields, wherever reading may be used in the activities of the school day and when it is used as a leisure-time activity outside of school.

A definite period in each day should be set aside for teaching reading. There are certain fundamental abilities that underlie all reading in the content fields. These abilities need constant emphasis. It is more economical to teach them in a special period. The teacher who is entrusted with the guidance period in reading must accept the responsibility for developing fundamental reading abilities so well that all reading in all fields will improve as a result of her guidance. No teacher can escape the necessity of being a teacher of reading.

The following list is a summary of habits and skills that are developed in the guidebooks for the intermediate
readers of the "Alice and Jerry Series":

I. Silent reading.

A. Thorough reading.
   1. Ability to gather information.
   2. Ability to classify.
   3. Ability to read for specific detail.
   4. Ability to follow directions.
   5. Ability to recall orally.
   6. Ability to interpret major ideas.

B. Organization.
   1. Ability to arrange events in sequence.
   2. Ability to understand the central thought in a paragraph.
   3. Ability to summarize major ideas.
   4. Ability to make an outline.

C. Locating information.
   1. Ability to use a table of contents.
   2. Ability to use an index.
   3. Ability to use an encyclopedia.
   4. Ability to use a library card catalogue.

D. Skimming.
   1. Ability to locate conspicuous details.
   2. Ability to locate facts and details.
   3. Ability to select and reject material to fit a certain purpose.
4. Ability to recall facts and details.
5. Ability to review materials for major ideas.

E. Associational reading.

1. Ability to associate pictures with words, ideas with words, characters with descriptions, ideas with characters.
2. Ability to use imagination and predict outcomes.
3. Ability to note relation between different periods of time.
4. Ability to relate similar experiences.
5. Ability to draw conclusions.
6. Ability to exercise judgment.
7. Ability to differentiate between truth and untruth, sense and nonsense.
8. Ability to discover possible activities.
9. Ability to discover topics for further study.
10. Ability to recall orally or in writing.

II. Oral reading.

A. Fluency.

1. Ability to recognize and pronounce words with speed and accuracy.
2. Ability to group words into meaningful phrases.

3. Ability to interpret marks of punctuation accurately.

B. Interpretation.

1. Ability to re-express to an audience the meaning and feelings expressed by an author.

2. Ability to express emotion sincerely.

3. Ability to read in a pleasant, well-modulated voice.

4. Ability to read with poise and self-confidence.

III. Vocabulary enrichment and extension.

A. Picture interpretation.

1. Ability to interpret pictures into words and ideas.

2. Ability to interpret multiple meanings.

B. Grasp of word meanings.

1. Ability to build mental pictures through words.

2. Ability to construct definitions.

3. Ability to enrich imagery.

4. Ability to interpret multiple meanings.
5. Ability to interpret colloquial and figurative expressions.
6. Ability to interpret homonyms, synonyms, antonyms, heteronyms.
7. Ability to use glossary and dictionary.

IV. Word recognition.

A. Word analysis.
1. Ability to use a guide to pronunciation.
2. Ability to divide words into syllables.
3. Ability to interpret accents.

B. Word building.
1. Ability to add prefixes and suffixes to basic word forms and to interpret changed meanings.
2. Ability to interpret comparisons of adjectives.
3. Ability to interpret irregular verbs.
4. Ability to interpret changing verb forms.

The author of these guidebooks believes that if the above skills are developed in the program for intermediate reading, the pupils will become efficient and effective readers. She urges that the teachers avail themselves of the help and systematic and purposeful practice given to them in the guidebooks for the readers.
2. A study of the habits and skills developed in the intermediate readers of the "Elson-Gray Basic Readers." Growth in reading power has not been sufficiently rapid or broad in the past decade to meet the needs of all middle-grade children. As a result, a surprisingly large number of pupils have entered the upper grades and high school deficient in ability to engage in many types of reading activities that might normally be expected of them.

Various reasons have been offered for lack of satisfactory progress in reading in the middle grades; for example, failure on the part of the school to recognize the importance of developmental reading programs, lack of understanding of the problems involved in promoting needed improvement, failure to provide systematic guidance in reading at each level of advancement, the use of inappropriate materials and methods, and failure to make adequate provision for individual differences. Whatever the causes of inadequacy may be, middle-grade teachers should rededicate themselves to the challenging tasks of enriching the reading activities and of increasing the reading efficiency of children.

The following outline was taken from a brochure published by Scott, Foresman and Company:

1. Comprehension.
   a. Recognizing words and phrases and understanding word meaning.
   b. Enlarging and enriching vocabulary.
   c. Understanding total meaning of phrase, sentence, paragraph, or longer unit.
   d. Reading to answer a question or verify a statement or opinion.
   e. Seeing a word-picture, understanding an illusion, figure of speech, or other literary expression.
   f. Paraphrasing.

---

3Guidebooks for Teachers, Elson-Gray Basic Readers, Intermediate Level; Scott, Foresman and Company.

4Ibid., Fourth Grade Guidebook, pp. 5-6.
2. Retention.
   a. Answering factual questions based on reading (includes various types of completion exercises).
   b. Organizing material for remembering or reproducing, or locating passages from memory.
   c. Memorizing.
3. Interpretation and application.
   a. Following directions.
   b. Visualizing situations.
   c. Selecting, evaluating, comparing.
   d. Recognizing significant or pertinent details.
   e. Understanding cause and effect relationships.
   f. Analyzing facts and ideas and drawing conclusions or inferences.
   g. Comprehending implied meanings.
   h. Appreciating story plot.
   i. Making a booklet, scrapbook, or movie.
   j. Preparing a program or exhibit suggested by reading (includes dramatization before an audience).
   k. Recognizing author's purpose or ethical values.
   l. Correlating facts or ideas gained in reading with other school subjects.
   m. Applying ideas gained in reading to life situations.
4. Organization.
   a. Finding the central thought.
   b. Expressing the central thought as a title.
   c. Listing and classifying.
   d. Arranging items in sequential order.
   e. Arranging facts in graphic or tabular form.
   f. Summarizing.
   g. Outlining.
5. Research.
   a. Using ideas gained in reading as a basis for further reading or investigation.
   b. Making reports on individual reading.
   c. Making bibliographies or reference lists.
   d. Utilizing introduction, contents, index, glossary.
   e. Using dictionary.
   f. Alphabetizing.
   g. Using encyclopedias or other reference books.
   h. Using magazines as source of information.
   i. Developing habits of intelligent newspaper reading.
   j. Reading graphs, charts, maps, tables, diagrams.
   k. Using card catalogue.
1. Skimming for specific information.
2. Checking statements for factual correctness.
3. Combining information for more than one source.6

It is suggested that the above list may be used as a checklist of new skills to be taught at each level and as a directory of extra practice for remedial work. Practice for the development of these skills is offered in the manuals of the intermediate Elson-Gray Basic Readers.

3. A study of the habits and skills developed in the intermediate readers of the "Child Development Series."6 -- It is the belief of the author of the manuals of the intermediate "Child Development Readers" that there should be four fundamental purposes in teaching reading at this level: (1) comprehension, (2) utilization of reading-study skills, (3) stimulation and development of a permanent interest in reading, and (4) provision of opportunity for experience in sensible types of oral reading.

It is necessary that the pupil possess a clear and accurate concept of the printed symbols on the page of the book before he can have an adequate understanding in reading. The reader must bring meaning to the symbols. The symbols themselves merely act as stimuli to help him recall or construct the concepts or meanings for which they stand.

---

5Progress for Skill Building in Elson-Gray Basic Reading Service, a brochure issued by Scott, Foresman and Company.

To be an intelligent reader, the pupil must have a reasonable degree of facility in using the English language. He must become familiar with the oral labels that stand for the concepts he possesses. He should be able to use language as a thinking tool to be able to see the relationship between ideas, distinguish between relevant and irrelevant ideas, arrange ideas in proper sequence, and think his way through a problematic situation.

The following study skills are considered the most important:

1. Ability to locate information.
2. Ability to select material in the light of a problem.
3. Ability to organize material read.
4. Ability to decide what part of the material read should be retained for a given purpose, and how to secure its retention.

The author of these guidebooks suggests that provision for oral reading activities should be made and recommends the following types of oral reading situations: (1) poetry hours, (2) dramatizations and assemblies, (3) reading directions and recipes when all pupils need to hear them, (4) reading plans made by the class, (5) library hours, and (6) reading individual reports. No oral reading skills to be developed are listed and no provision for the development
of any oral reading skills is given in the lesson plans.

Provision is made in the lesson plans for the development of the following study skills:

1. Ability to get the main ideas.
2. Ability to read for details.
3. Ability to draw conclusions.
4. Ability to locate information.
   A. Using the glossary.
   B. Using a dictionary.
   C. Using an index.
   D. Using an encyclopedia or other reference book.
5. Ability to select material read.
6. Ability to organize ideas.
   A. Arranging events in sequence.
   B. Making an outline.
7. Ability to remember ideas.

At the intermediate level in reading the pupil is introduced to a wide variety of fields. The author says:

... One of the real tests of the effectiveness of reading instruction in the intermediate grades is the amount and character of the voluntary reading that children do. Although in some localities there has been improvement during the past few years in increasing the amount and quality of children's voluntary reading, the present situation is nothing to be particularly proud of. Surveys show that the voluntary reading of intermediate grade children is, in general, too small in amount, too low in quality, and too limited in scope.\(^7\)

\(^7\)Ibid., Introduction, p. xiii.
4. A study of the habits and skills developed in the intermediate readers of the "Reading for Interest Series." An examination of the manuals for the "Reading for Interest Series," published by D. C. Heath and Company, revealed an amazing lack of help for teachers in developing and in improving reading habits and abilities. The manuals look impressive and are full of fine phrases, but on closer inspection, contribute very little assistance to the conscientious teacher who wishes to plan a program of development of skills in reading at the intermediate level.

At first glance, the table of contents looks as if the material could be used effectively. The following excerpt is from the table of contents of the fifth-grade manual:

<table>
<thead>
<tr>
<th>Chapter IV. Experience in Reading</th>
<th>93</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for Reading</td>
<td>93</td>
</tr>
<tr>
<td>Analysis of Readiness Factors</td>
<td>93</td>
</tr>
<tr>
<td>Speaking Vocabulary</td>
<td>94</td>
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<tr>
<td>Story Telling</td>
<td>95</td>
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<tr>
<td>Group Living</td>
<td>95</td>
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<tr>
<td>Study of Interests</td>
<td>95</td>
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<tr>
<td>Records of Pupils</td>
<td>96</td>
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<tr>
<td>Learning to Read</td>
<td>96</td>
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<tr>
<td>Stages in the Reading Program</td>
<td>97</td>
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<tr>
<td>The Period of Beginning Reading</td>
<td>97</td>
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<tr>
<td>The Period of Rapid Development</td>
<td>98</td>
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<tr>
<td>The Period of Extended Experiences</td>
<td>98</td>
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<tr>
<td>Basic Abilities in Reading</td>
<td>99</td>
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<tr>
<td>Oral Reading</td>
<td>99</td>
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<tr>
<td>Rate of Silent Reading</td>
<td>100</td>
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<td>Comprehension</td>
<td>101</td>
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<tr>
<td>Understanding Words and Concepts</td>
<td>104</td>
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<tr>
<td>Vocabulary Growth through Experiences</td>
<td>104</td>
</tr>
<tr>
<td>Learning Words from Context</td>
<td>105</td>
</tr>
</tbody>
</table>

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8Teacher's Guides, "Reading for Interest Series," Intermediate Level; D. C. Heath and Company.
On further examination the help one is led to expect from the table of contents is not forthcoming. For example, if one should like to know the author's ideas of "Basic Abilities in Reading" and "Oral Reading" and turned to page ninety-nine, as the table of contents refers one, this is what one would find:

Basic Abilities in Reading

Since speed and comprehension are emphasized as criteria for achievement in reading, it is worth while to note the progress children make at various stages with special reference to rate of oral and silent reading and to the techniques for understanding different types of reading matter. Performance varies with the child's purpose in reading and with other factors affecting his progress.

Oral Reading

Growth in oral reading is most rapid during the first three or four grades; steady, although slower, progress follows in the fifth and sixth grades, and almost no gains in rate are shown in averages secured for high school pupils. During the primary grades, children should have opportunities to read aloud in good audience situations their own stories which have been transcribed for them. In addition, they should be encouraged to share stories that have been read silently. This can be accomplished by planning a time during the day when children may exchange and share experiences. During this time, opportunities should be provided for children to read aloud short excerpts from favorite stories. A judicious use of oral reading is a natural and profitable practice during the primary grades. But, very early, the primary emphasis should be directed toward efficient silent reading with a medium of tedious and profitless

Ibid., Table of Contents, p. xiii.
word calling. Opportunities for oral reading and oral expression should be further offered by the introduction of dramatics and other creative pursuits in which oral reading is demanded.10

The lesson plans suggested in this same manual, which is typical of all three manuals for the intermediate readers, offer no more help than the above excerpt. A lesson taken at random offers six headings. The first one is called Setting and Plot. It gives a background for the story to be read. The second, Interesting Features, gives a brief review of the story. The third, Readiness for Understanding, suggests that this study would be a good one to use on Hallowe'en. The fourth, Suggested Procedures, suggests that the class read the story silently. The teacher should help with the meaning of such words as ogres, shrine, babel, din, and gruesome. Then the group may dramatize the story as a radio broadcast. They may also list the incidents in the story in sequence. The fifth, Related Activities, suggests that the children may plan sound effects for the cats' dance, fight, et cetera. The sixth, Wide Reading, is a bibliography of stories related in subject to the one just read.

There are no definite habits and skills developed in the manuals of the intermediate "Reading for Interest Series."

5. A study of the habits and skills developed in the intermediate readers of the "Guidance in Reading Series."

10 Ibid., p. 99.
The author of the manuals for the "Guidance in Reading Series" says that "the transition from primary to intermediate grades is often too abrupt and pupils suffer as a consequence. The intermediate grades are neither a continuation of primary nor beginning of adulthood." The intermediate pupil is entering a state of desire for greater achievement. He has interests and numerous experiences. These interests and experiences require a variety of reading material which will integrate with his daily life.

The following list is a summary of the habits and skills which are developed in the intermediate manuals of the "Guidance in Reading Series":

I. Reading with understanding.

A. Determining the general significance of a story.

1. By ascertaining the main topic.

2. By finding the most interesting or exciting part.

3. By locating designated paragraphs or pages.

B. Ascertaining the general significance of a paragraph.

1. To determine emotional reaction to an event, a character, or a scene.

2. To determine the relationship of a specific paragraph to the entire story.
C. Locating details for a specific purpose.
   1. To find details which answer questions.
   2. To determine essential conditions of a situation.
   3. To describe an event, a character, or a scene.

II. Associating and organizing meanings.
   A. Listing or arranging in sequence the main items.
   B. Finding the main idea of a paragraph.
   C. Classifying under specific headings.
   D. Completing an outline.
   E. Making an outline.
   F. Associating characters with action.

III. Evaluating meanings.
   A. Arriving at conclusions.
      1. Interpreted through specific data.
      2. Based on personal opinion.
   B. Determining the most valuable points of a selection for additional study.

IV. Retaining and reproducing meanings.
   A. Retelling a story or a specific part of it.
   B. Giving a word picture obtained through reading.
   C. Reporting on a book.
V. Developing and increasing meaningful vocabulary.
   A. Associating words or phrases with pictures, words of opposite meanings, words of synonymous meanings, words of similar meanings.
   B. Classifying.
   C. Selecting a word or phrase pertinent to a specific situation.
   D. Defining words.
   E. Analyzing words.

VI. Developing the capacity to read silently with creditable speed and interpretation.
   A. Reducing lip movement.
   B. Skimming.
   C. Re-reading for summarization.

VII. Developing acceptable oral reading habits.
   A. Using natural voice.
   B. Enunciating clearly.
   C. Having good posture before audience.
   D. Reading in thought units.

VIII. Developing skill in following directions.

IX. Using the materials of reading effectively.
   A. Using table of contents, dictionary, footnotes, index.
   B. Using maps and graphs.
   C. Using card index.
   D. Using reference books, magazines, newspapers.
All of these habits and skills are developed thoroughly in the lesson plans of the manuals. A conscientious teacher can use the suggestions effectively. They should help her to improve the reading abilities of her class.

6. A study of the habits and skills developed in the intermediate readers of the "Unit-Activity Readers."\textsuperscript{12} -- For many years reading was considered as a "subject." It is only recently that reading has been recognized as a tool of learning. Reading is considered as a continuing process of growth, extending throughout life. More emphasis is being placed upon the building of permanent interests and the development of lifetime reading habits.

The author of the manuals for the "Unit-Activity Readers" believes that there should be an organized program for developing skills and abilities in reading. She says:

It is generally agreed that children are supposed to develop the fundamental skills and abilities of reading during the first six grades so that they will be ready to meet the heavier demands which will be placed upon them in the more advanced grades, in college, and in life. Why is it that so many of these pupils are failing to master these techniques? There are probably several reasons. We shall discuss but one -- perhaps the most important one -- the failure to give children in the grades definitely organized practice in developing the many different skills and abilities in study situations such as are used in reading at the higher levels. ... The children whose reading breaks down in the higher levels very often are children who have not developed the specific abilities needed in reading the great variety of materials they encounter in connection with the different purposes which reading serves. For this reason

\textsuperscript{12} Teacher's Guides, "Unit-Activity Readers," Intermediate Level; Silver Burdett Company.
it seems urgent that children in the grades should have a reading program which is definitely organized to develop the needed skills and abilities.13

The following list of habits and skills for reading is a summary of the habits and skills that are developed in the intermediate manuals for the "Unit-Activity Readers":

I. Vocabulary expansion.

A. Continued application of all skills and abilities developed in the primary grades.
B. Ability to interpret diacritical markings.
C. Ability to interpret syllabication and accent marks.
D. Ability to find in the dictionary synonyms or antonyms for a word encountered in reading.
E. Ability to interpret vocabulary words in various school subjects.
F. Ability to recognise and use prefixes and suffixes, and to pronounce root words as affected by these prefixes and suffixes.

II. Locating information.

A. Ability to use a glossary or dictionary effectively.
B. Ability to use maps, tables, charts.
C. Ability to use an index, appendix, footnotes.

13Ibid., Teacher's Guide for Sixth Grade, p. 5.
D. Ability to use a bibliography.
E. Ability to use encyclopedias.
F. Ability to use a card catalogue.

III. Comprehension and Interpretation.
A. Ability to make comparisons.
B. Ability to formulate questions on a selection.
C. Ability to make a clear explanation of what is meant by selected statements.
D. Ability to locate passages that verify answers to specific questions.
E. Ability to recognize the difference between statements of fact and statements of opinion.
F. Ability to predict a probable outcome.
G. Ability to make objective criticisms of material read.

IV. Selecting and evaluating materials.
A. Ability to select materials from other books that have to do with a certain topic.
B. Ability to select word pictures.
C. Ability to select important facts to remember.
D. Ability to select main points to use in making an outline.

V. Organizing materials.
A. Ability to list in sequence the events in a story.
B. Ability to make an outline.
C. Ability to organize facts to support a conclusion.
D. Ability to take notes effectively.

VI. Retention.
A. Ability to recall facts without re-reading a story.
B. Ability to use an outline in remembering.
C. Ability to make a summary.

VII. Appreciation in reading literature.
A. Ability to associate a picture with a specific incident.
B. Ability to appreciate word pictures in a story.
C. Ability to associate one's own experience with the experiences of characters in a story.

VIII. Oral reading.
A. Ability to use a natural, pleasing voice.
B. Ability to enunciate clearly.
C. Ability to read in thought phrases.
D. Ability to select appropriate material to read aloud.
E. Ability to have good posture.

The author of these manuals believes that the versatile teacher will use many different procedures in helping to
develop the habits and skills listed above. Different procedures should be used as reading purposes, conditions, and the needs of the pupils vary from day to day.

7. A study of the habits and skills developed in the Laidlaw Intermediate Readers.\(^\text{14}\) -- The authors of the intermediate readers published by Laidlaw Brothers, Inc., seem to have a different philosophy from the majority of the authors of current intermediate readers. No manual is written for each reader. According to their philosophy, it is not necessary to give individual assistance to the teacher in developing certain habits and abilities day by day. In place of manuals, a monograph is written covering the teaching of reading in the middle grade. Gerald Yoakam, M. Madilene Verkerk, and Louise Abney are the authors of this monograph. The philosophy of these authors is stated in the "Foreword" of the monograph, Teaching Reading, the Middle Grades, published by Laidlaw Brothers, Inc., 1941. The following is a quotation from this "Foreword":

The teaching plans suggested in this monograph are the result of the authors' years of experience in teaching and supervising reading in the elementary grades, and in teaching elementary teachers. Convinced that detailed day by day lesson plans tend toward forced and artificial classroom situations, the authors have made no attempt to prescribe verbatim the daily procedure. Instead they have outlined the major objectives of each stage of reading and have made suggestions to guide the teacher's work and give

\(^\text{14}\)Teaching Reading, the Middle Grades, a monograph published by Laidlaw Brothers, Inc.
it unity and continuity, leaving her free to conduct the daily lesson in keeping with the needs and abilities of her particular group. 15

The major objectives are those that the majority of leading reading educators have set up. How they are to be developed in connection with the stories in the readers is entirely within the hands of the teacher. The directions given for the procedure at each reading stage are, "The following general procedure is suggested. . . ."

Summary

The manuals for the intermediate readers published by the following companies were examined for this study: Row, Peterson and Company; Scott, Foresman and Company; Houghton Mifflin Company; D. C. Heath and Company; Lyons and Carnahan; Silver Burdett Company; and Laidlaw Brothers, Inc. A list of the abilities and techniques that are developed in each manual is included in this chapter. The techniques are not tabulated here for the same reason they were not tabulated in Chapter II. Table 2 shows the specific abilities which are developed in the various sets of manuals. The author of the D. C. Heath manuals set up some objectives to be reached by the teachers but gave no direct aid in developing these skills. The authors of the Laidlaw Brothers' monograph, which takes the place of the manuals, did not

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15 Ibid., Foreword (pages not numbered).
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<th>Publishers</th>
<th>Thorough Reading</th>
<th>Organization</th>
<th>Locating Information</th>
<th>Skimming</th>
<th>Associational Reading</th>
<th>Oral Reading</th>
<th>Vocabulary Enrichment &amp; Extension</th>
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believe in limiting the teachers to day by day developmental plans. The authors of five of the sets of manuals gave definite assistance in attaining growth in thorough reading; five, in organization; five, in locating information; three, in skimming; five, in associational reading; four, in oral reading; four, in vocabulary enrichment and extension; and three, in word recognition.

The writer was unable to get more than the manuals from seven of the publishing companies to examine for this study. These seven companies publish the most commonly used current readers throughout the country.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study showed that the standards set up by the educators in the field of reading are met by the majority of the manuals of the current textbooks in reading. Since children continue to read poorly in the middle grades, apparently they are not getting the benefit of the standards and the materials included in the manuals. Therefore, it may be that the teachers are not making the best use of the available materials.

Recommendations

Reading is a tool, but it is a tool that needs lifelong sharpening to work effectively. Since guidebooks are furnished with most of the reading textbooks showing the teacher how she may develop the necessary abilities in her pupils, the responsibility of developing these habits and abilities lies with the teacher. The teacher should utilize every opportunity for giving her pupils practice in using the abilities she is attempting to develop. If the manuals
do not furnish enough exercises to develop these skills effectively in her particular group, the teacher should provide added practice for her pupils so that they may master the abilities and techniques for successful reading. A teacher cannot afford to attempt to teach reading without a good guide, whether it be one furnished by the manuals or one that she has made for herself, if she is to make reading an effective and pleasurable experience for her pupils.

If this broadened concept of the values of reading is to be accepted, teachers must read more, read more skillfully in a great variety of fields for a greater variety of purposes, evaluate more effectively the ideas gained from reading, and consciously use these ideas to mold and modify their ways of thinking and acting. Only as they become convinced of the value of reading to them as individuals will they generate the enthusiasm that will enable them to give to pupils the idea that no intelligent person can afford not to be a good reader.
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