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A reading program for the children in the primary grades of the Montezuma Grade School, Montezuma, Indiana

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A READING PROGRAM FOR THE CHILDREN IN THE PRIMARY GRADES OF THE MONTEZUMA GRADE SCHOOL, MONTEZUMA, INDIANA

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The supreme value of reading is very generally understood and appreciated. Much of our heritage from the past is locked in books, and reading is the key which enables one to unlock the treasure house of information which has been preserved from our forefathers. The people of today are greatly interested in books, magazines, newspapers, and now, more than ever, "reading maketh the full man."

The school must be concerned with the happiness of each and every child. What is the value of learning without happiness? There are many kinds of unhappy children in the school, but a large group are the failures in reading. To a great extent the school is, in one way or another, responsible for this failure, and therefore, for this unhappiness. The school program should be concerned not only with the reading adjustment of the child, but also with the adjustment of the child's whole personality. We are trying to teach all the children of all the people in a democracy. Successful instruction meets the child at his level and proceeds at a pace according to his ability.

It is generally understood that the child's ability to read and also his interest in reading are definitely related to the home environment, to social contacts, to many

varying interests, and to his physical and mental development. The reading program embraces the teacher, the learner, and the instructional materials. The teacher is the key to the situation. Through her the door to enjoyable reading can be opened. No magic is involved. It is through understanding and tireless efforts and through careful selection of interesting materials that the learner acquires a new attitude and reading power and a satisfaction in his achievement.

Of the skills acquired in school, reading is the most essential for developing and socializing the child. Thus, reading becomes a problem which deals with many phases of the child's life, and the teacher must know much about the child's entire experiences if she is to develop in a satisfying way his ability to read.

I. THE PROBLEM

Statement of the problem. Some time ago our teachers at Montezuma were faced with what seemed to be a rather common problem: the inability to read on the part of the children. This study was undertaken in an endeavor to discover the status of reading in the primary grades of our township school. First, by means of standard tests, the reading ability of these children was determined; second, the difficulties and shortcomings of these children were discovered by tests

and examinations; third, a careful study was made of the handicaps such as unfavorable physical conditions, home environment, and social contacts; fourth, in conference with the primary teachers, steps were taken to improve conditions wherever possible and to eliminate bad reading habits, whatever their cause; fifth, teachers were urged to give reading its full share of time, attention, and effort so that the children might receive added stimulus and encouragement, and sixth, near the end of the school year, the results of this study of reading were determined by the administering of standard tests to all pupils for the purpose of evaluating the improved reading methods of the present day.

Importance of the study. It seems to the writer that a study and application of modern methods such as this plan involves will be a helpful and stimulating movement and that it will greatly improve the teaching of reading.

Limitations of the study. This study is confined to (1) the investigation of the reading ability of the children in grades one to three inclusive of the Montezuma School by means of a testing program administered early in the year; (2) the selection of those children needing help; (3) the planning of a reading program for the improvement of reading in these grades; and (4) the administering of a second testing program near the end of the school in order to discover what improvement had been made.

II. DEFINITIONS OF TERMS USED

Throughout this study the words "grades" and "classes" are used interchangeably. The first test was given to all the children in the three primary grades. In the last testing program the tests were given to all the pupils with study directed to those special cases which needed help.

III. THE MONTEZUMA SCHOOL

The school and its work. The Montezuma School is located in Reserve Township, Parke County. The enrollment numbers 204 pupils from the first through the sixth grades.

Students are permitted to enter the first grade in September if they are six years old before January 1, but younger children are not received until the opening of the next school year.

Teachers are given a wide range of freedom as to the method and procedure. The writer is the principal of the grade school and the building is under the supervision of the high school principal.

Age distribution in the first grade. Figure 1, page 5, shows the age distribution of the first grade children who were examined in this study.

School Montezuma Grade First Date Sept. 1948

Ages	Years in School									Total
	0	1	2	3	4	5	6	7	8	
4										
4½ 5										
5½ 6	12									12
6½ 7	8	3								11
7½ 8										
8½ 9			1							1
9½ 10										
10½ 11										
11½ 12										
Total	20	3	1							24

The above report is correct to the best of my knowledge.

(Signed) _____
Teacher

Figure 1

Distribution of Pupils by Age
and by Number of Years in School
First Grade

Of the twenty-four pupils in this grade, twenty were up to the grade from standpoint of age; three had been in the first grade one year; one, in the second grade two years.

Age distribution in the second grade. Figure 2 shows the age distribution of the second grade children. Thirty-two pupils made up this grade.

School Montezuma Grade Second Date Sept. 1948

Ages	Years in School									Total
	0	1	2	3	4	5	6	7	8	
4										
4½ 5										
5½ 6		1								1
6½ 7		6								6
7½ 8		17	2							19
8½ 9		1	4							5
9½ 10			1							1
10½ 11										
11½ 12										
Total		25	7							32

The above report is correct to the best of my knowledge.

(Signed) _____
Teacher

Figure 2

Distribution of Pupils by Age
and by Number of Years in School
Second Grade

Of the thirty-two pupils examined, twenty-four were up to grade from the standpoint of age; one was accelerated; seven had been retarded. Three had been retarded in the first grade and four had been retarded in grade two.

Age distribution in the third grade. Figure 3 shows the age distribution of the third grade children.

School Montezuma Grade Third Date Sept. 1948

Ages	Years in School									Total
	0	1	2	3	4	5	6	7	8	
4										
4½ 5										
5½ 6										
6½ 7										
7½ 8			2							2
8½ 9			20							20
9½ 10				1						1
10½ 11			1							1
11½ 12										
Total			23	1						24

The above report is correct to the best of my knowledge.

(Signed) _____
Teacher

Figure 3

Distribution of Pupils by Age
and by Number of Years in School
Third Grade

Of the twenty-four third grade pupils tested, twenty-two were up to grade from standpoint of age, one was retarded (he had been retarded in the first grade), one was overage but not a failing student. Because of poor health she had not entered school until the age of eight.

The children in this study were from a wide variety of homes. The teachers were sympathetic and earnestly desired to do their best for the improvement of their pupils.

Retardation. Failure and retardation had been due to various causes.

In the first grade, the causes were immaturity, physical handicap, and low mentality.

In the second grade, the cause of retardation was immaturity when in the first grade.

In the third grade, the one retarded case had been a failure in the first grade.

The data just given indicate that the school had in all probability failed to meet the needs of the brighter pupils by enabling such pupils to do the work of the school in less than the normal amount of time. Although pupils who do not do the work are failed and become retarded, pupils who would be able in all probability to do the work of two years in one year are not provided the opportunity.

Time allotment to reading. In the first grade where the total length of the daily session exclusive of intermissions was four hours and ten minutes, two and one-quarter hours were devoted to reading. Therefore reading received 54 per cent of the total time in the first grade.

It will be readily understood, of course, that while the time devoted to reading was less in the third grade than the preceding grades and that the second grade allotment is less than that of the first grade, it is not to be inferred that reading receives less attention in the higher grades. The children in the more advanced grades do much reading in books other than the school readers. Thus, the process of learning to read in the lower grades becomes a process of reading to learn in the more advanced grades.

IV. ORGANIZATION OF REMAINDER OF STUDY

Chapter II is a review of the literature related to the study. Chapter III explains the procedure and findings. Chapter IV is the summary and conclusions.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents brief reviews of recent books and articles which treat the problems involved in teaching reading in the primary grades. The reviews present some of the major ideas advanced by leading American teachers.

At the Annual Institute on Reading, Temple University, Philadelphia, Pennsylvania, January 31, 1949, Emmett A. Betts contributed the following:

> Up to this time no other one learning aid or area of curriculum probably has received more attention than reading. It is assumed that when a child first comes to school he is a fairly well integrated individual. The problem is how to guide him in the comprehension and use of written language so that his basic integration is maintained. The problem is one of how to guide him so that the relationships between language and experience are maintained, elaborated, and structured.
>
> As a result of organized reading readiness experiences, he has basic understandings regarding sentences, sentence sequences, and main ideas. He has been given systematic guidance in structuring his concepts.
>
> The semantic dimension of language embraces those things symbolized, designated, or referred to. A semanticist is concerned with the analysis of meaning. He deals with the relationships between language and experience. The use of semantic analysis techniques is not a panacea for all reading ills. There is still a need for the learner to have some basic understanding regarding the structure and purpose of language.
>
> The natural order of learning is from organized experience to language. Reading as a

> process, is more than identifying the sense-meanings of words. It is more than an intellectual process. The full significance of language is understood when its emotional coloring, or emotional "context" is brought under consideration.[1]

At the same institute Nila B. Smith gave the following ideas:

> The semanticists tell us with repeated emphasis that "the word is not the thing," that at best the word is simply an abstract symbol which stands for experience. This being the case, one of the most basic functions of a teacher of reading is to ensure experiences for her pupils that will equip them to interpret symbols which in turn stand for these experiences. The use of first-hand experience as an aid to reading interpretation should receive a tremendous impetus as semantic implications "take hold."
>
> As we become increasingly sensitive to the function of experience, real or vicarious, in teaching the interpretation of reading symbols, we shall provide in much greater frequency all types of visual aids as integral parts of our instructional program in reading.
>
> The semanticists tell us that meanings can be derived from word symbols only from the study of "words in cooperation with one another." Thus, more attention to contextual influences.
>
> As we come more generally to understand and adopt semantic teachings, the discussion and clarification of different levels of abstraction will be considered one of the most important responsibilities of the teacher of reading.
>
> We have been putting forth much effort to increase speed of reading so that the individual may cover more reading content within

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[1] Emmett Albert Betts, "Reading: Semantic Approach," Education, LXIX (May, 1949), 527-549.

> a given time. The oncoming emphasis on semantics undoubtedly will cause us to be more discriminating in our efforts to speed up reading rate. It may be that our concern with semantics will operate to slow down reading rate in some instances. The new emphasis may be upon adjustability of speed to different purposes and content, rather than just upon "speed" in its general application.
>
> As our teaching objectives in reading-interpretations are more modified in terms of semantic implications, so will our instruments for measuring growth in interpretation undergo change. Tests will undoubtedly be supplemented with, or extended to include, tests which may directly check specific word meanings, and knowledge of the ways in which words work in conveying their meanings to us.[2]

An article on semantics written by Edward William Dolch discusses depth of meaning:

> By far the major part of all study of vocabulary has been a study of its extent; that is, how many words children know. All such work is good, as far as it goes. We shall speak of the second possibility as a study of the depth of meaning. From what types of experience do deeper meanings arise?
>
> 1. From years of living.
> 2. From many life activities.
> 3. From travel.
> 4. From wondering.
> 5. From imaginative living.
>
> Let us continue to extend our vocabularies. Let us also continue to deepen them.[3]

In the article, "Reading Achievement and Linguistic Ability," Gertrude Hildreth stated:

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[2] Nila B. Smith, "How Will the Semantic Emphasis Affect Reading Instruction?" ibid., LXIX (May, 1949), 556-561.

[3] Edward William Dolch, "Depth of Meaning," ibid., LXIX (May, 1949), 562-566.

> There is mounting evidence of the intimate relationship between linguistic ability and reading achievement. Such a high premium is placed upon linguistic proficiency in today's world that the school can scarcely overstress the development of all-round competence in the language arts.
>
> Case studies prove that beyond a doubt retardation in language is a common accompaniment if not the direct cause of reading failure in many cases.
>
> One reason advanced for the greater difficulty boys have in learning to read compared with girls is their lag in learning the refinements of language for social communication.
>
> The best recipe for prevention of reading disability is to provide interrelated instruction in the language arts.[4]

Ruth Weir Miller, in her article, "Radio Roads to Reading," discussed the value of radio in the reading program. She said:

> Radio is an important and significant part of the environment of all children. We know that "reading readiness" is based on home experiences, on all the experiences in the life of the child. We need to capitalize on what radio is doing, and use it as a teaching tool. The regular use of a radio series motivates an interest in stories, stimulates curiosity and thus leads to further reading experiences.
>
> Radio helps the teacher to create a climate for learning. Children who evinced no interest in a certain field have often been stimulated by radio into an interest that led to delighted reading in that field. When radio programs make books vitally appealing, students turn from the radio to reading to pursue an idea.

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[4] Gertrude Hildreth, "Reading Achievement and Linguistic Ability," ibid., LXIX (May, 1949), 567-571.

> The important thing to remember is that the radio cannot possibly do the whole job. For most effective results, it is necessary that the teacher prepare the class for attentive listening and do an effective follow-up. A radio program can be of genuine educational value only if it includes three steps:
>
> 1. Preparation.
> 2. Pleasant and interested listening.
> 3. Follow-up.
>
> Do not underestimate the importance of other audio-visual aids such as transcriptions, recordings and scripts, which are available now. If it is not possible to use radio, recordings can be just as effective.
>
> Radio used with wisdom and intelligence can widen reading horizons. It can arouse interest in books on the part of the non-reader, it can stimulate a desire for better reading on the part of the indiscriminate reader, and it can arouse curiosity, and lead to reading because of a real desire for further knowledge. Radio is not necessarily a "passive" activity. Always think of it as a vitalizing, stimulating force, one that constantly creates attitudes. Then let it create the attitude that will mean ever-increasing roads to reading.[5]

Independence in word analysis has long been agreed upon as an essential stepping stone to facile reading. Less agreement, however, has been evidenced as to the best approach to reaching such independence. Dr. Gray[6] has presented a word analysis program which appears to be logical, lucid, detailed, and sequential. It not only suggests the "what"

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[5] Ruth Weir Miller, "Radio Roads to Reading," ibid., LXIX (May, 1949), 595-598.

[6] William S. Gray and Dorothy Horton, On Their Own In Reading, (New York: Scott, Foresman and Company, 1948), 268 pp.

of such a program but also adds the "how" which previously has been lacking.

Dr. Gray has made a valuable contribution toward accomplishing that goal set long ago by reading proponents, "Every teacher, at every level, a teacher of reading."

The point of view carried by a new book by Paul McKee, relative to the nature of reading and the teaching of reading, rests upon three fundamental hypotheses:

> 1. A person reads only to the extent to which he understands what is meant by the print or writing at which he looks. His reading is poor when the understanding he achieves is vague or false.
>
> 2. The process of reading is essentially active and mental rather than passive and physical. It is much more than recognizing words as words met previously, than pronouncing those words correctly, or than getting the eyes across the lines rhythmically and rapidly. Above everything else, reading, carried on by the mind rather than by the eyes, requires critical thinking and problem solving.
>
> 3. Reading should be taught in a way which enables the pupil to learn
>
> > (1) that he does not read a word or a sentence unless he understands what that word or sentence means in the setting in which it is used,
> >
> > (2) that he should insist upon understanding what he attempts to read,
> >
> > (3) that much reading is not easy although it can be fun,
> >
> > (4) that he must have control of tools by means of which he can dig out an adequate understanding of material that is somewhat difficult for him,

> (5) that it is his right and often his obligation to think over, to develop feelings about, to react to, and to make use of ideas he gained through reading. It is unfortunate that much teaching has ignored these fundamental aspects of reading.[7]

Reading in Modern Education, by Paul Witty,[8] has been written in accord with a developmental approach. It is addressed to teachers and prospective teachers in the hope that it will help them realize better the values and purposes of such a concept applied to the reading process. The primary emphasis is not upon remedial reading; instead, developmental reading programs and the prevention of reading retardation are stressed.

Chapter I is devoted to a history of reading instruction. Chapter II treats the child's needs. Effective programs in reading are based upon children's needs. The teacher must make an effort to create a situation in which every child has appropriate opportunities to develop in reading according to his particular constitution. It is suggested that teachers aim to modify old patterns, create new interests, and raise the level of pupils' tastes. Thus, in a balanced reading program the study of children's interests becomes a basic consideration.

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[7] Paul McKee, The Teaching of Reading in the Elementary School, (New York: Houghton Mifflin Company, 1948), p. 214.

[8] Paul Witty, Reading in Modern Education, (Boston: D. C. Heath and Company, 1949), 307 pp.

Chapter III, Witty devoted to readiness for reading. He states that it is well to bear in mind the essentials of a readiness program: an enthusiastic, capable teacher, a friendly classroom atmosphere, wide experience for pupils, and abundant opportunities for individually suitable language expression. Readiness throughout the first grade may be regarded as the most crucial, since the child who makes a successful, happy beginning in learning to read will usually continue to find success and pleasure in this activity.

Chapters IV and V present ways by which teachers may promote vocabulary growth and obtain diversified reading materials.

Chapters VI and VII give attention to critical reading and to the pupils' purposes and needs for different kinds of reading experience.

Chapters VIII and IX treat evaluation of growth, remedial reading, and case study technique.

Chapter X gives a glimpse of reading programs of the future and presents an overview of the characteristics of the wholesome efficient teacher of reading. The author stresses the possibility of future development in the following areas:

1. Greater attention will be given to the home and the attitudes toward reading displayed by the child's parents.

2. Readiness for reading will become a dominating concern of good schools at all levels of instruction.

3. Reading programs will become increasingly "functional."

4. The reading program will be extended to encompass systematic instruction in the junior high school and will include developmental programs for the senior high school and the college.

5. Teachers will be better prepared to study children.

6. Knowledge concerning the interests of pupils will be regarded as essential in planning the curriculum.

7. Increased attention will be given to reading as a phase of communication.

8. Reading materials of the future will employ more printed matter than in former periods.

9. Elementary schools of the future will have a central library and a school librarian.

10. We shall see the diffusion of a developmental philosophy throughout our schools.

11. Increased attention will be given to individual differences.

12. The mental health of the prospective teacher will receive recognition.

The reading process will then assume its role as a powerful factor in improving the welfare and in fostering the happiness of all our people.[9]

Mary Alice Mitchell,[10] principal of an elementary school at Newton, Massachusetts, was concerned about the

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[9] Ibid.,

[10] Mary Alice Mitchell, "Reading and the Elementary Program," Journal of Educational Research, XLI (March, 1948), 532.

reading ability of the pupils in the third grade. She wanted information about all of the children's achievement in reading and to discover, if possible, whether the methods of teaching reading could be improved. As a result, a general curriculum experiment was planned and carried out during the year 1944. Together they were to study:

1. Measurements of reading ability by standardized tests.

2. Methods of overcoming weaknesses discovered in reading ability of individuals and groups.

3. Relationships between children's ability and interest in reading to the entire program.

4. Re-test results at end of year.

The teachers were enthusiastic about their year-long study. They studied the needs of their children and studied reading as a functional part of the whole elementary school program.

It is important to recognize that the improvement in children's reading ability was not achieved through long, tedious drill, or formal practice or pressure, but the improvement is consistent with teachers' efforts to stimulate interest and to make children's reading activities purposeful through emotionally satisfying experiences; to take care of individual differences in achievement through the discriminatory use of specifically needed drill; and to select

carefully materials appropriate to the level of children.

In the opinion of the children themselves, their increased enjoyment and improved reading performance was due primarily to the fact that there were more and better books, more exciting stories, and more interesting stories.

The Bulletin of the Association for Childhood Education, What Is Reading, has a very helpful article, "This Is Reading," by Elizabeth Neterer. The article is introduced by these quotations:

> "It's putting letters and words together to make sense," said sister-in-law Zoe who enjoys people and reads voraciously.
>
> "It's an escape," croaked brother Sam who spends his day at a downtown desk.
>
> "It's the grandest gift God ever gave man," said Aunt Madge, who is hard of hearing.
>
> "It's a way to help us understand ourselves and others," said Myrl, a kindergarten teacher.
>
> "It's a way to contact minds and get opinions of people we have no opportunity to meet otherwise," said Beth, busy university professor.
>
> "It's a way to help build character, but I do very little reading now," said Emmy, over ninety years old, blind and bedridden.
>
> "Reading is a lot of things many of us do not usually think of as reading," said Miss Helen, retired director of kindergarten-primary education. "It is enlarging and interpreting our experience and gaining new friends. It is measuring our thinking against the thinking of others. It is investigating different sides of problems. It is becoming acquainted with different aspects of the character of famous people.

> It is enjoying beautiful forms of expression and rhythms and ways of illustrating and interpreting ideas. It is being exhilarated and inspired by finding something said beautifully and aptly that one believes one's self."

Elizabeth Neterer, in "What Is Reading?" believes it is even more.

> It is a means whereby we may learn not only to understand ourselves and the world about us but whereby we may find our place in the world. This is important. In a world which is precariously balanced, it is desperately important that we discipline ourselves to choose wisely how time and energy be spent and that we become informed through reading discriminately for facts and opinions that are reliable.
>
> Nor must we be content with that. We must pass on to our children, by our example, a passion for accurate information and an attitude of responsibility toward people in the rest of the world. We must understand the problems of people whom we know only through the pages of books.
>
> Wisdom is not born in one, nor does it come easily. Thinking people realize that a high percentage of us read very superficially. The question involves not only <u>do</u> we read but <u>how</u> do we read, <u>what</u> do we read, and to what <u>purpose</u> do we read.
>
> Why don't we read intelligently?
>
> Is it lack of interest, lack of ability, lack of perspective, a shirking of responsibility? Is it because we are self-centered, thoughtless, undisciplined?
>
> Is there something in our teaching that deadens people to active, responsible interest in what is taking place about them? By our lack of foresight do we cripple the very learnings we are hoping to develop?
>
> Every time we hold a child responsible for remembering vocabulary we are demanding success or failure. If he fails, we are teaching

him to fail. Perhaps we are making the teaching of reading a fetish rather than using reading as a tool for more and more satisfying living.

Are we giving children opportunity for happy, joyful, normal experiences, largely social experiences, where every child is succeeding in finding out some of the things he is eager to know?

For the brightest as well as the slowest there is no need to hasten into books. Life is very full for children. It is important that they become neighbor- and community-conscious and that we take time to help them develop responsibility toward others. Reading out of books is not the most important item on the agenda of first grade. Here is the place where we make headway much faster by moving slowly. Much more important in first grade and in every grade are a habit of success, joy in living, some techniques for finding out what one wants to know, responsibility toward one's neighbor, and a growing interest in the community. In fact, the real purpose of learning to read is to contribute toward these objectives.

Surprisingly enough these interests, habits, and skills, acquired through living richly and adventuresomely, are the beginning of successful reading. The more fully a child lives, the more he enjoys adventuring, the more successfully he makes friends and learns to live and work with them, the more easily he will learn to read. These prerequisites are exactly as important as the skills which workbooks and stilted exercises purport, but fail, to teach.

The teacher's major concern must always be in helping the child to become a person, to live satisfyingly and understandingly each day at his own rate and stage of growth, and to be at peace with himself and with others.

In such a nurturing environment bright "Peter" has not suffered even though he might have been encouraged to have completed a primer by this time. His time has not been wasted. He has learned many facts and meanings from

experiences. He has learned to have good feelings toward people and things. He has acquired a large variety of interests. He has been learning to share, to help, and take responsibility. He will read rapidly in his book.

"Johnny," in a different group that has equal status, will read more slowly. Never will "Johnny" hear, "Oh, you are reading so well you will soon be in Peter's class." His teacher would never think of such a remark. She thinks of "Johnny" as she does of "Peter"--interesting individuals whose needs she can meet with happiness, joy, status, and success for each of them, success of different kinds undoubtedly, but equally important success.

A rich environment is the crucial reading problem. It must be an environment that satisfyingly leads to social acceptance where interpreting symbols of many kinds contribute to joyous, interesting, successful living with each other. Interaction with such surroundings under the skillful guidance of a wise and far-seeing teacher would give promise of a group which reads to sift for accurate information, to get various opinions, to compare opinions with information, to discriminate between what is pertinent and what is irrelevant, and to gain understanding. Never was there greater need for accurate information, for understanding, for wisdom, and for character.

Reading can do much for us and for our children. We can do a great deal more than we have been doing to help the children. We must ourselves learn the disciplines of reading understandingly, discriminatingly, wisely. The children learn less by precept than by example. They are the greatest little imitators on the earth.[11]

The Forty-Eighth Yearbook gives the following "Eight Criteria for a Good Reading Program." A good reading program in an elementary school

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[11] Elizabeth Neterer, "What Is Reading?" This Is Reading, Bulletin of the Association for Childhood Education, (Washington, D. C., 1949), p. 9.

1. Is consciously directed toward specific, valid ends which have been agreed upon by the entire school staff. Widely accepted ends are these: rich and varied experiences through reading; broadening interests and improved tastes through reading; enjoyment through reading; and growth in the fundamental reading abilities.

2. Co-ordinates reading activities with other aids to child development.

3. Recognizes that the child's development in reading is closely associated with his development in other language arts.

4. At any given level, is part of a well-worked-out larger reading program extending through all the elementary and secondary school grades.

5. Provides varied instruction and flexible requirements as a means of making adequate adjustments to the widely different reading needs of the pupils.

6. Affords, at each level of advancement, adequate guidance of reading in all the various aspects of a broad program of instruction: basic instruction in reading, reading in the content fields, literature, and recreational or free reading.

7. Makes special provisions for supplying the reading needs of cases of extreme reading disability; in other words, the small proportion of pupils whose needs cannot be satisfied through a strong developmental program.

8. Provides for frequent evaluation of the outcomes of the program and for such revisions as will strengthen the weaknesses discovered.[12]

In an article entitled, "When Should Children Learn

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[12] "Reading in the Elementary School," Forty-Eighth Yearbook of the National Society for the Study of Education, Part II, pp. 34-38.

to Read?" Olson[13] gives the answer: "When he is ready." He will tell you. He becomes willing to spend time with pictures and books. He takes suggestions and help, and asks for more. This may be anywhere between chronological ages four and eight or even later. The best advice to the over-anxious parent is, "Relax, wait, and let nature and a wholesome home and school environment take their course."

In the article, "How Do Children Learn to Read?" Mabel F. Altstetter[14] explains that children read people and things almost from birth. The translation of actual experience into symbols takes place on blackboards or on charts. It is important to call the use of charts and blackboards reading. It is an emotional satisfaction to the child to feel that he is doing just that when he reads about his own or group experiences.

Parents can help with the development of reading readiness. They can share experiences and discuss them with their children. Parents should not insist on having books brought home for additional drill. If parents will trust teachers while their children go through the initial steps of learning to read, the children will profit by that trust.

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[13] Willard C. Olson, "When Should Children Learn to Read?" ibid., p. 9.

[14] Mabel F. Altstetter, "How Do Children Learn to Read?" ibid., p. 14.

Leland B. Jacobs,[15] in his article, "Let's Keep On Reading," says that reading is as necessary today as a means of communication as it has ever been in the brief history of this country. Since schools are the institution designated in our culture to teach reading, school people need to reconsider their task as one in which they create readers that have the desire to keep on reading. Parents and teachers need to recognize that only the best in reading matter for children should constantly be sought.

Whenever parents and teachers work cooperatively and purposefully to extend their understandings of children, this increased sensitivity pays back constructively into the life of the child.

There is no magic wand by which children can be kept reading. Fortunately there is no such form of witch-doctoring that can be applied. Whether or not children continue to seek new reading experiences is related to the quality of living which is provided for them. And since no two children are ever quite alike, the challenge centers in being the kind of parent or teacher who expertly and creatively understands the individual child; gives him security, affection, and freedom; provides the rich resources; and so guides the growth in reading abilities that

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[15] Leland B. Jacobs, "Let's Keep On Reading," ibid., pp. 36-40.

Books are keys to wisdom's treasure,
Books are gates to lands of pleasure,
Books are paths that upward lead,
Books are friends. Come let us read.

Edith B. Darby, in her discussion of "Phonics in the Primary Program," says that after a period of time in which the teaching of phonics has been taboo, the pendulum has been swinging back slowly to the position of giving the children some phonetic training. Many school systems in attempting to write new courses of study are puzzled by the questions of (1) phonics or no phonics, and (2) if phonics, how much and when should they be taught?

> If phonetic training is to be brought back into the daily program, there is need to guard against the tendency to use it as a method of teaching reading. It should be stressed definitely that it is to be used as one of the systematic methods in word recognition to give children independent work habits.
>
> Instruction in phonics, if delegated to its proper place in the reading program, can be one of the most successful means of acquiring an early mastery of the mechanics of reading. If the instruction is given systematically and introduced in well-graded steps it should result in giving to the child, along with context clues, a sight vocabulary and picture clues--one more means of becoming an accurate reader.
>
> One of the most important factors in planning a phonetic program is that of making the phonetic period a separate period. This early phonetic training should not be given in the reading period. In the latter period, attention and interest in the reading material should not be diverted in order to analyze words. Secondly, the phonetic program should be a flexible one--a program that will take into consideration individual differences of children.

Some children are found to be more ear conscious than others. Just as the rhythmic beat in music seems to be more instinctively felt by some children, so ability to hear rhyming words seems to be more pronounced in some than others. Therefore, they will not require the same amount of drill as those who have difficulty in detecting the similarity in words and in initial consonants.

Phonetic instruction can become an aid in the spelling of phonetic words.

In planning the phonetic program for the primary grades, the two phases of sound awareness and visual perception should be considered. Sound awareness may be termed ear-training work. This phase of the program should be intelligently studied by the teacher.

Ear training work naturally precedes visual perception of sound elements because hearing the phonetic element makes possible the association of the sound phonogram with the printed symbol. The ear-training work should be systematically done and it should be begun at once in the first grade. In fact, it is well to begin in the period in which reading readiness is being developed.

Many Mother Goose rhymes and other jingles are learned in the early days of the first grade, or in the process of developing readiness, and they help afford excellent opportunity for discovering rhyming words. Much reading of poetry aids too. Simple poems where the "alike" words are found in couplets are used first. Later on, the children can be encouraged to make couplets, nonsensical or otherwise.

It is important that the children be trained to listen carefully. With the work in sound awareness or ear-training well established, when shall the training in visual perception begin? After the children, through games and jingles, have become aware of the initial sound elements they may be shown the printed symbols that represent those particular sounds. The vocabulary of the first grade basic readers will determine which of these printed symbols to teach first.

> Teachers will bear in mind that it is the familiar word that will be used as the key to unlock the unknown phonetic word. Caution--the reading period is not to be devoted to phonetic drills. By the time the child has reached the fourth grade, the content of his several school subjects is such that he needs the ability to sound out phonetic words. Getting the word solely by the context method may result in inaccuracy.
>
> As the first graders gain ability to handle the phonetic work, synthetic work with the phonograms and familiar initial consonants is introduced.
>
> The greater part of the work with the vowels will be left for the second and third grades. Continuing the program of phonics throughout these grades should enable the child by the time he reaches the fourth grade to employ effectively the phonetic clue as one of his means of attacking any new word encountered in his reading.[16]

Guy S. Harris[17] tells how remedial reading became recreational for Patriot's seventh graders. Work sheets for each pupil were kept, recording test results, facts, needs, I. Q.'s, and books read. Several conclusions were reached that may be summarized as follows:

1. Personality defects; emotional strains. Many were suffering from emotional blocks caused by unfavorable comparison with others, family relations, and broken homes.

2. Home training: mothers were often overeager. Many parents lacked patience or used poor methods in trying to help.

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[16] Edith B. Darby, "Phonics in the Primary Program," Educational Administration and Supervision, XXXIV (November, 1948), 433-446.

[17] Guy S. Harris, "Now They Can Read!" The Indiana Teacher, XCIII (May, 1949), pp. 275-293.

3. Dominance.

4. Moving from school to school had exposed the child to too many different reading schools.

5. Reading materials were too difficult. In the lower grades they had been pushed and pushed into more and more difficult reading until they had become completely discouraged, did not want to read, and thoroughly disliked reading.

The instructor's biggest problem was to get the pupils to like to read. More than fifty books were made available to the class, beginning with books of third grade level. The pupil selected whatever he pleased. Since it was felt that all reading should be recreational, no recitations were held. Armchairs were placed about the room, anywhere to please the pupil, and there was little formality in conducting the class.

This class spent about seven months in such reading and only in about the last four weeks was there any attempt made to teach the regular eighth grade English course. The instructor spent the entire time working with individuals, using such devices as asking questions before the pupil read the book, to develop anticipation of the events of the story; using card liner; having the pupil read every other line, or two or three lines, to break the emotional block; timing to see how many pages could be read in five minutes; and developing longer eye sweep by marking off phrases in the book. An average of thirty books was read by each pupil during the seven months. The books were of all grade levels, but by the

end of the term all the class was reading books of eighth grade level or above. As a result of this remedial work, we have found the old adage, "Nothing succeeds like success," to be very true.

Recommendations of the teachers who worked in this school:

1. Give at least four periods to free reading.

2. Do not stop a pupil to correct errors.

3. Do not be overcorrect. Perfection in reading is not to be desired.

4. Do not make extensive use of time teaching phonics.

5. Use few or no workbooks, for few of them have any real value except for busy work.

Whenever boys or girls enjoy reading and can and will read for pleasure, it is plain that then they can begin to realize that reading is accomplishing its purpose--the transfer of thought from the printed page.

Summarizing the thoughts of specialists in the field of reading, we must keep in mind the teacher's major concern must always be in helping the child to become a person, to live satisfyingly and understandingly each day at his own rate and stage of growth, and to be at peace with himself and with others.

CHAPTER III

REPORT OF THE TESTING PROGRAM AND FINDINGS

The findings of this study will be discussed under four divisions:

1. Preliminary testing program and results.
2. Case studies.
3. Remedial measures.
4. Results of final testing.

The general findings which are given in detail in this chapter consist of the data derived from the two testing programs.

I. THE PRELIMINARY TESTING PROGRAM

An endeavor was made to select recognized and thoroughly established tests with the hope that the results would be fairly accurate. The Detroit First Grade Intelligence Test, Form A, and the Otis Quick Scoring Mental Ability Alpha Test, Form I, were used to determine the mental ability or intelligence quotient of the pupils included in this study.

The Lee-Clark Reading Readiness Test was used to determine the reading readiness of the pupils in Grade One. The Detroit Reading Test I, Form A, Grade Two, and the Durrell-Sullivan Capacity and Achievement Tests, Grade Three, were given to determine the reading ability.

On the following pages will be found results of the preliminary tests.

Table I shows the results of The Detroit Beginning First Grade Intelligence Test, Form A.

Twenty-four children were given this test with the following results: twelve pupils ranked as very superior, five others as superior, three as normal, two as dull, one as border-line deficient, and one as definitely feeble-minded.

TABLE I

RESULTS OF DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST, FORM A

No.	Pupil	Chron. Age	Score	Mental Age	I. Q.
1	M. M.	6- 8	96	8-10	158
2	L. M.	5-10	94	8- 8	148
3	J. A.	6- 5	100	9- 2	143
4	J. S.	6- 6	102	9- 2	140
5	S. S.	5-11	90	8- 4	140
6	J. A. J.	6- 0	90	8- 4	139
7	D. Mc.	6- 8	99	9- 1	136
8	L. W.	6- 0	88	8- 2	136
9	C. K.	5- 9	83	7- 9	135
10	D. C.	6- 3	88	8- 2	132
11	R. M.	5-11	88	8- 2	130
12	D. L.	6- 0	82	7- 8	128*
13	D. W.	5-11	73	7- 1	119
14	D. S.	6- 0	72	7- 0	117
15	R. P.	5- 9	67	6- 8	115
16	C. W.	6- 5	77	7- 4	114
17	J. J.	6- 9	80	7- 6	111
18	E. W.	7- 1	73	7- 1	100
19	J. N.	6- 9	63	6- 5	95
20	L. H.	5- 9	34	5- 3	91
21	S. R.	6- 1	39	5- 4	87
22	D. W.	7- 0	28	5- 0	82
23	P. K.	7- 0	47	5- 7	79
24	J. C.	8-10	8	3-10	43
Median		6- 2	81	7- 7	128

Table II shows the results of the Otis Quick Scoring Mental Ability Alpha Test, Form A, which was given in the second grade.

Thirty-two pupils were given this test with the following results: three were ranked as very superior; six as superior; sixteen as normal; 7- as dull; 0 as border-line cases; and 0 as feeble-minded.

TABLE II

RESULTS OF OTIS QUICK SCORING MENTAL ABILITY
SECOND GRADE, ALPHA TEST, FORM A

No.	Pupil	Chron. Age	Mental Age	I. Q.
1	D. M.	7- 6	12- 0	167
2	K. K.	6- 9	10- 5	154
3	G. K.	6-11	9- 6	125
4	S. R.	7- 5	8- 7	116
5	D. C.	7- 6	8- 8	115
6	L. H.	5- 9	6- 7	114
7	F. D.	7-10	8- 9	112
8	L. B.	7- 5	8- 2	110
9	B. W.	7- 8	8- 5	110
10	J. W.	7- 2	7-10	109
11	M. S.	7- 2	7- 8	107
12	D. U.	7- 6	8- 0	107
13	C. Y.	7- 9	8- 1	104
14	J. D.	7- 8	8- 0	104
15	J. B.	7- 2	7- 5	103
16	J. L.	7- 2	7- 5	103*
17	L. C.	8- 1	8- 3	102*
18	E. N.	7-10	8- 0	102
19	C. F.	8- 9	8-10	100
20	J. V.	8- 1	8- 0	98
21	J. B.	6-10	6- 7	96
22	D. B.	7-11	7- 7	95
23	D. W.	8- 1	7- 9	95
24	D. M.	7-11	7- 5	94
25	R. M.	6-11	6- 4	91
26	H. W.	8- 2	7- 4	89
27	R. M.	7- 3	6- 5	89
28	J. Mc.	9- 5	8- 5	89
29	D. H.	6-11	6- 0	88
30	S. H.	8- 8	7- 6	87
31	L. R.	7- 4	6- 1	83
32	L. M.	7- 6	6- 1	81
	Median	7- 6	7-11	101

The same test which was used in the second grade study was given to the third grade. Table III shows the results.

Twenty-four pupils were given this test with the following result: six ranked as very superior; one as superior; fifteen as normal; two as dull; 0 as border-line cases; and 0 as feeble-minded.

TABLE III

RESULTS OF OTIS QUICK SCORING MENTAL ABILITY
THIRD GRADE, ALPHA TEST, FORM A

No.	Pupil	Chron. Age	Mental Age	I. Q.
1	L. M.	8- 4	8-10	159
2	L. B.	7-11	11- 2	141
3	J. S.	8- 4	12-11	140
4	J. P.	8-11	12- 7	140
5	J. P. J.	8- 0	11- 0	138
6	J. R.	8- 1	10- 2	124
7	N. K.	8- 4	9- 5	117
8	N. DeB.	8- 9	9- 5	107
9	J. H.	8- 1	8- 5	104
10	V. L.	8- 2	8- 6	104
11	D. G.	8- 2	8- 3	101
12	B. J. W.	8- 1	8- 2	101
13	S. C.	8- 6	8- 5	99
14	H. R.	8- 6	8- 5	99
15	J. S. B.	8- 3	8- 2	99
16	P. R.	8-10	8- 9	98
17	B. J. S.	8- 4	8- 2	97
18	C. R.	8- 8	8- 5	97
19	D. S.	8- 4	8- 1	96
20	B. H.	8-10	9- 6	95
21	R. P.	8- 1	7- 8	94
22	E. M.	9- 6	8- 9	91
23	A. C.	10- 5	8-10	84
24	R. M.	9- 0	7- 8	82
	Median	8- 4	8- 8	100

Table IV shows the results of the Intelligence Quotient testing program in Grades One, Two, and Three.

This table groups the 80 intelligence quotients in their respective grades. These data reveal that there were 67 pupils who had intelligence quotients of ninety or above. There were 13 intelligence quotients below ninety.

TABLE IV

CLASSIFICATION OF THE INTELLIGENCE QUOTIENTS OF THE PUPILS BY GRADES

Grades	Intelligence Quotients						Total
	Below 70	70 79	80 89	90 109	110 119	120 170	
1	1	1	2	3	5	12	24
2	0	0	7	16	6	3	32
3	0	0	2	15	1	6	24
Total	1	1	11	34	12	21	80

Table V gives additional information about the intelligence quotients of the group. Six ability levels are listed, with the number of children in each level. The number of children in each case is translated into per cent of the total, or eighty.

The table reveals the following facts:

1. Twenty-one, or 26.25 per cent of the pupils, had very superior intelligence.

2. Twelve, or 15 per cent, had superior intelligence.

3. Thirty-four, or 42.50 per cent of the pupils, were normal or average.

4. Eleven, or 13.75 per cent, were dull.

5. One, or 1.25 per cent, was on the border line.

6. One, or 1.25 per cent, was definitely feeble-minded.

TABLE V

INTELLIGENCE QUOTIENTS OF PUPILS TO SHOW RELATIVE DEGREES OF ABILITY

Intelligence Quotients		No. of Pupils	Per Cent
Very superior intelligence	120-170	21	26.25
Superior intelligence	110-119	12	15.00
Normal or average	90-109	34	42.50
Dullness	80- 89	11	13.75
Border-line deficiency	70- 79	1	1.25
Definitely feebleminded	Below 70	1	1.25
Total		80	100.00

The Lee-Clark Reading Readiness Test was given in Grade One. Table VI shows the results.

The Lee-Clark Reading Readiness Test Manual states that pupils scoring below thirty will probably fail and should be grouped together for special reading work. Those between 30 and 39 are apt to fail and should be studied carefully by the teacher for reading readiness. Pupils scoring above 40 will probably succeed in reading. Grouping should be followed according to this direction.

TABLE VI

RESULTS OF LEE-CLARK READING READINESS TEST
FIRST GRADE

No.	Pupil	Chron. Age	Mental Age	Score	Probable Per Cent of Failure
1	C. K.	5- 9	7- 9	63	0
2	J. S.	6- 6	9- 2	62	0
3	J. Ja.	6- 0	8- 4	62	0
4	J. A.	6- 5	9- 2	61	0
5	M. M.	6- 8	8-10	61	0
6	L. M.	5-10	8- 8	61	0
7	R. P.	5- 9	6- 8	60	0
8	J. C.	5- 8	6- 8	59	0
9	J. Jo.	6- 9	7- 6	59	0
10	D. Mc.	6- 8	9- 1	59	0
11	R. M.	5-11	8- 2	58	0
12	J. N.	6- 9	6- 5	58	0
13	E. W.	7- 1	7- 1	56	4
14	S. S.	5-11	8- 4	52	10
15	D. C.	6- 3	8- 2	52	10
16	L. W.	6- 0	8- 2	51	12
17	D. S.	6- 0	7- 0	50	12
18	S. R.	6- 1	5- 4	49	14
19	D. L.	6- 0	7- 8	49	14
20	D. W.	5-11	7- 1	49	14
21	C. W.	6- 5	7- 4	45	18
22	L. H.	5- 9	5- 3	36	40
23	P. K.	7- 0	5- 7	32	60
24	D. W.	7- 0	5- 0	30	75
	Median	6- 2	7- 7	57	

The Detroit Reading Test I, Form A, was given in the second grade. Table VII shows the results of this test.

Pupils one to seventeen inclusive are well up to grade insofar as we may judge from the test. Pupils numbered 18 to 32 were behind with reading work and needed careful study and additional work to be brought up to grade.

TABLE VII

RESULTS OF DETROIT READING TEST
SECOND GRADE, TEST I, FORM A

No.	Pupil	Chron. Age	Age Norm Score	Score
1	D. Ma.	7- 6	5.6	24
2	D. Mo.	7-11	5.6	23
3	L. B.	7- 5	5.6	21
4	E. N.	7-10	5.6	20
5	D. C.	7- 6	5.6	20
6	J. L.	7- 2	5.6	18
7	G. K.	6-11	5.3	14
8	D. U.	7- 6	5.6	14
9	L. M.	7- 6	5.6	13
10	K. K.	6- 9	5.3	13
11	S. H.	8- 8	6.0	12
12	D. B.	7-11	5.6	12
13	F. D.	7-10	5.6	11
14	J. V.	8- 1	6.0	11
15	R. M.	6-11	5.3	11
16	C. V.	7- 9	5.6	11
17	J. D.	7- 8	5.6	11
18	J. Mc.	9- 5*		10
19	B. W.	7- 8	5.6	9
20	S. R.	7- 5	5.6	8
21	D. H.	6-11	5.3	8
22	D. W.	8- 0	6.0	8
23	J. B.	6-10	5.3	8
24	L. C.	8- 1	6.0	7
25	C. F.	8- 9	6.0	6
26	J. W.	7- 2	5.6	6
27	H. W.	8- 2	6.0	5
28	R. M.	7- 3	5.6	5
29	M. J. S.	7- 2	5.6	5
30	L. H.	5- 9**		4
31	J. M. B.	7- 2	5.6	4
32	L. R.	7- 4	5.6	1
	Median	7- 6	5.6	11

* Over Age--No norm given

** Under Age--No norm given

The Durrell-Sullivan tests were given in the third grade. Table VIII shows the results.

We note that all achievement scores were lower than capacity scores. With careful study and assistance, this group should show much progress.

TABLE VIII

RESULTS OF DURRELL-SULLIVAN CAPACITY AND ACHIEVEMENT TESTS, THIRD GRADE

No.	Pupil	C. A.	Reading Capacity Test						Reading Achievement Test					
			Test I			Test II			Test I			Test II		
			Score	Grade Equivalent	Age Equivalent	Score	Grade Equivalent	Age Equivalent	Score	Grade Equivalent	Age Equivalent	Score	Grade Equivalent	Age Equivalent
1	L. B.	7-11	45	5.4	10-11	36	5.2	10- 8	31	4.4	9- 9	16	4.1	9- 5
2	R. P.	8- 1	43	5.0	10- 5	30	4.5	9-11	29	4.2	9- 7	17	4.3	9- 8
3	D. S.	8- 4	43	5.0	10- 5	30	4.5	9-11	35	4.7	10- 1	17	4.3	9- 8
4	J. J.	8	43	5.0	10- 5	30	4.5	9-11	33	4.5	9-11	18	4.4	9- 9
5	N. K.	8- 4	41	4.8	10- 3	30	4.5	9-11	28	4.1	9- 5	9	3.1	8- 4
6	H. R.	8- 6	44	5.2	10- 8	26	4.0	9- 4	29	4.2	9- 7	14	3.8	9- 1
7	N. De	8- 9	48	5.9	11- 5	28	4.2	9- 7	46	5.6	11- 1	22	5.1	10- 7
8	L. M.	8- 4	43	5.0	10- 5	31	4.6	10- 0	40	5.1	10- 7	26	5.6	11- 1
9	P. R.	8-10	41	4.8	10- 3	31	4.6	10- 0	41	5.2	10- 8	23	5.2	10- 8
10	J. S.	8- 4	45	5.4	10-11	31	4.6	10- 0	36	4.8	10- 3	26	5.6	11- 1
11	D. G.	8- 2	44	5.2	10- 8	33	4.8	10- 3	37	4.9	10- 4	21	4.9	10- 4
12	J. R.	8- 1	49	6.0	11- 7	34	5.0	10- 5	33	4.5	9-11	20	4.7	10- 1
13	S. C.	8- 6	50	6.2	11- 9	34	5.0	10- 5	32	4.5	9-11	18	4.4	9- 9
14	A. C.	10- 5	50	6.2	11- 9	33	4.8	10- 3	34	4.6	10- 0	24	5.4	10-11
15	B. S.	8- 4	43	5.0	10- 5	31	4.6	10- 0	32	4.5	9-11	14	3.8	9- 1
16	J. P.	8-11	44	5.2	10- 8	35	5.1	10- 7	27	4.0	9- 4	18	4.4	9- 9
17	V. L.	8- 2	43	5.0	10- 5	30	4.5	9-11	34	4.6	10- 0	9	3.1	8- 4
18	B. W.	8- 1	40	4.6	10- 0	21	3.4	8- 8	27	4.0	9- 4	17	4.3	9- 8
19	C. R.	8- 8	28	3.2	8- 6	23	3.6	8-11	26	3.9	9- 3	19	4.6	10- 0
20	B. H.	8-10	40	4.6	10- 0	29	4.3	9- 8	34	4.6	10- 0	13	3.7	9- 0
21	J. H.	8- 1	37	4.2	9- 7	25	3.9	9- 3	26	3.9	9- 3	12	3.5	8- 9
22	J. B.	8- 3	35	4.0	9- 4	24	3.7	9- 0	25	3.9	9- 3	11	3.4	8- 8
23	E. M.	9- 6	34	3.9	9- 3	32	4.7	10- 1	18	3.3	8- 7	8	2.9	8- 2
24	R. M.	9	29	3.3	8- 7	20	3.3	8- 7	13	2.8	8- 0	11	3.4	8- 8
	Median		43	5.0	10- 5	30	4.5	9-11	32	4.5	9-11	17	4.3	9- 8

Professor Roy H. Simpson,[18] of the University of Alabama, states that general reading retardation can be determined by comparing reading capacity with reading achievement. The child is the most retarded whose reading achievements are farthest from his reading capacities. This child needs careful guidance with special emphasis on the kinds of reading in which he is weakest.

Summary. The testing program just referred to indicates that the total number who were doing poor reading work for various reasons were as follows: first grade, four; second grade, fourteen; third grade, two.

II. CASE STUDIES

The fundamental basis for all instruction is the determination of the existing status of the student--mental, physical, emotional, and academic. Using this information as a takeoff point, one cannot but be aware of the inevitability of providing for individual differences. Students will learn if given materials at their level of ability, along with proper guidance in utilization of the material. The answer is not special teachers and curriculums for the slow learner but rather a re-appraisal by teachers, as a

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[18] Roy H. Simpson, "Who Are Retarded Readers?" Journal of Education, March, 1941.

whole, of the need for taking the student where he is found and for employing the results of the latest research in meeting his individual needs.

Following is a brief description of some of the children who were found to be having reading difficulties. These cases were so nearly typical that it was not thought necessary to add other case studies. It will be noted that there are many and varying causes for failure in reading. Reading difficulty is frequently related to emotional strains and undesirable qualities of personality. The child's social status, home influence, physical condition, mentality, and attitudes have much to do with reading ability. The following case studies are selected to show reasons for retardation. Some are handicapped mentally and will never have more than a meager education. Some are hindered by inferiority complexes, others are victims of extreme poverty. The retarded child is frequently embarrassed by being in classes with smaller and younger children.

L. M., boy, 7-6 years old, 81 I. Q., second grade. Parents are apathetic toward school. L. M. is the youngest in a family of eight children. Seems interested in school and likes number work. Has difficulty in reading and tries to find excuses for his reading difficulty. He is shy and retiring and has few playmates. He seems to have no outside interests and talks very little. Seems to strive to make a good impression.

E. W., boy, 7-1 years old, 100 I. Q., first grade. Dislikes school and is frequently absent without good excuse. Father is apathetic toward school, while mother is frequently in trouble with teachers because of her children. There are seven children in the family, and they are quite poor. Most of the children are discipline problems in school and one boy is in the boys' school at Plainfield. Little hope of improvement for this boy because of unfavorable environment.

L. H., boy, 5-9 years old, 91 I. Q., first grade. One of five children. Brothers are slow physically as well as mentally. Like the tortoise, they reach the goal if given time enough. Sisters, on the other hand, have made good enough records in the school and are as active as their brothers are slow. The mother has a splendid attitude toward the school and is deeply interested in her children, but she cannot understand why her daughters do so well at school while the boys are disinterested and slow.

J. N., boy, 6-9 years old, 95 I. Q., first grade. Boy is from a good high-type home with parents who are interested in him. Not greatly attracted to school and takes his work lightly. Inclined to be mischievous. Seems immature mentally for his age.

J. C., boy, 8-10 years old, 43 I. Q., first grade.

A son of parents far above the average in intelligence. Has one sister who is just as bright as this boy is dull. This child has been doctored by the best of specialists, being flown to New York several times for treatment. When this boy entered school, he could say but two words. These were "hi" (hello) and "bye" (goodbye). During the school year he has shown much concern in school work and tries hard. His attention span is not longer than five minutes. After the year's work at school, he can recognize ten words. He has no coordination. Cannot print but has learned to stay within a circle with his crayola. Without doubt, he should be in a special school of some sort. It is not advised by his doctors as he becomes very nervous away from his parents. Through contact with the other children he is learning to speak. At the close of the year he did not speak in sentences, but he did use phrases. He is interested in flowers and plants, and enjoyed taking care of the potted plants in the school rooms.

B. H., girl, 8-10 years old, 95 I. Q., third grade.

A child who developed slowly. Rarely attends Sunday School but frequently sees movies. She enjoys particularly the Phillip Morris radio program. Plays with younger children. Is very much interested in drawing and seems to like her school work. Frequently takes her reader home and works hard on the first part of the assignment so that she reads this

portion very well. Has little ability in sight reading. Has almost no ability to spell.

E. M., boy, 9-6 years old, 91 I. Q., third grade. Has little interest in school and does not read at home. He has a reasonable supply of spending money and attends the movies frequently. He is self-assertive and a leader among boys of his age. Arithmetic seems to be his chief interest. Is well fed and clothed. Needs a stabilizing home influence.

D. B., boy, 7-11 years old, 95 I. Q., second grade. This boy ranks high in school citizenship, and he is popular with the children. Home condition is fair, and the parental attitude toward the school is good. Boy is shy. Neat with his work; anxious to please the teacher. Attends the movies frequently. Reading is his chief difficulty, and he seems to be hesitant about reading aloud, pausing during his reading as if he expected criticism or suggestions from pupils or teacher. A thoroughly likeable boy of limited ability.

III. TEACHING DEVICES AND METHODS

By means of the testing program previously described in this study, the problem of how to improve the reading conditions presented itself.

In the best of schools some serious reading retardation exists. So it was in the school in which this study

was made. The reading factor cannot be isolated but the child's whole life must be considered. We talked with "Jim" himself. What are his interests? What broadening experiences has he had? What is his reaction to reading? Would he like some special help? On the basis of all these factors, we planned Jim's reading program, perhaps alone, but if possible with a group of children who are at about his stage of reading development.

In selecting the best reading material, two types of reading--intensive and extensive--were planned for. Everything was used in Room Three from a pre-primer to a fifth reader, although actually the writer has a third-grade group. The greatest problem was to find the right book for the right child. Ideally children should have a wide variety of material from which to choose. Books were even made especially for some readers--full of magazine pictures with perhaps only a few words of text for each picture. The teaching of reading requires the utmost in ingenuity and resourcefulness in finding or creating the right reading material for slow readers.

"To give children real power in word perception," observes Gray in his recent book, On Their Own In Reading, "we must see that they master a sight vocabulary and we must also teach them how to attack new words in various ways."

There are two types of clues to an unfamiliar word--context, or meaning clues, and word-form clues. The main word-form clues are resemblances clues (It rhymes with day, so it is stay), phonetics clues, configuration or the general appearance of a word (as the length of automobile, grandmother), and syllabication. The children were given practice in all types of word-form clues, and were taught versatility in applying them, along with context or meaning clues, and intelligent guessing. Phonetic drills were given whenever necessary. Numerous tests were made by the teachers to emphasize word recognition, synonyms, and main ideas in a story.

The teacher must be willing to take the child where he is if eventually she would place him where she wishes him to be.

The teaching of reading requires patience, experience, and sympathy. An out of state teacher, who had attended school in Indiana, said to an Indiana teacher, "It seems to me that reading is the only subject that Hoosier primary teachers really teach!" If this is true, what a fine compliment to the primary schools of Indiana! If reading, as we believe, is the foundation of all education, it is of first importance in the primary school.

Suggestions to teachers and parents. The preliminary testing program showed that more than 25 per cent of the pupils in the first three grades of the Montezuma school were

below the reading norm for their grades and must receive special attention if they were to work up to the level of their ability. In order to help these children to the fullest extent, a careful study of the environment, home life, social conditions, status of health, etc., was made. A personal record showed the general development of the child, the physical condition, habits of living, home work, and home environment. The occupation of the father and mother and their attitude toward school and their children were learned. We learned that many of these children had failed in their school work in the past. It was discovered whether there were physical defects in sight, hearing, and speech which handicapped the child in his reading program.

With reference to the remedial work, it was determined whether individual instruction was needed for some children and whether easier work and shorter periods would be better for others. It was found that some of these children needed wider experience in observation. Word study and phonic drill will often promote a feeling of confidence, which is necessary for reading improvement.

A careful study of each of these children was made to diagnose his difficulty thoroughly and thus be able to improve his reading ability.

The following questions were merely suggestions:

What is the racial and developmental history of the child?

Are both parents living?

What is the father's occupation?

What is the mother's occupation?

What are the home conditions?

What is the parental attitude?

Do parents and child read at home? Is the child encouraged to read to his parents?

What is the health condition?

What handicaps does the child have? Sight? Hearing? Speech difficulty?

What is the child's social attitude? Shy or friendly?

What is his attitude toward reading?

What outside interests does the child show?

Is the child responsible for any home duty?

Is school attendance regular and punctual?

What playmates does he have? Sex and ages?

Letter to parents. The following letter was sent to the parents of all children whose work was found to be unsatisfactory:

Dear Parent:

> Your child, _____, is having difficulty in reading, and (his, her) work is much below the standard for the grade. I am trying to give this child special help in improving his reading, and I shall be glad to have you do everything in your power to encourage home reading. I would suggest books and magazines that are easily read. You will find in the public library a large variety of books which are not too difficult. In selecting

reading material, it would be well to allow the child to select books which (he, she) likes and which will appeal to (his, her) interest. The librarian will be glad to assist in selecting suitable material.

Have the child read aloud every day in the home and encourage this work.

I shall be glad to talk to you personally about this matter and assist you in any way. Please feel free to call at the school whenever it is convenient.

If we can work together at this task, we can improve your child's reading.

Signed _____
Teacher

The radio, a factor in reading study. The use of radio at the primary level indicates that in-school listening can motivate reading among the very young. The program, "Radio-land Express," was used in Grade One in our school. This program presents stories, songs, and poems. A lesson in "experience" reading was the outcome of a radio program, in that series, on the story of the "Churken Doose." The youngsters enjoyed the program, talked about it enthusiastically afterward, drew pictures illustrating the story, wrote about what they had heard, and then read what they had written.

The regular use of a radio series at this level motivates an interest in stories, stimulates curiosity and thus leads to further reading experiences.

Many American radio stations broadcast programs which tell stories. The "Magic of Books," a story-hour program,

did a series of stories from many lands. The third grade became interested in many different people and wanted to read more stories about them, see pictures of them, find out what kind of people they are. The third grade teacher and her class created a "Round-the-World Carousel," on which were dolls dressed to represent the characters in the stories the children had enjoyed on the program. The children did painstaking research to determine just how the dolls should be dressed, what they would look like, etc. As a result, they spent hours reading about countries and people. In other words, radio motivated interest in a definite project and led to reading as part of an exciting and educationally valuable activity. Thus, radio helped the teacher to create a climate for learning.

The third grade always kept a "radio shelf," a shelf displaying books which are dramatized or mentioned on the air. The "radio shelves" were always empty. This was an important tie-up: the library with the teacher who is exploring various roads to learning.

The library, a factor in reading study. From the beginning of the reading program, the teachers helped the children discover the intrinsic values of reading and tried to establish the reading habit. As one teacher put it, "We did not read merely at a certain time of the day as if reading were something in itself; we read all the time, just

naturally--words, signs, class newspapers, and books."

The teachers kept the suggestion to read constantly before the children by discussing books with them, by showing illustrations and talking about them. When new books were "advertised" in this way before they reached the library table, more children read them.

One of the most obvious inducements to reading was a comfortable corner, somewhat withdrawn from the major traffic routes of the classroom. Every room had an attractive spot which fairly whispered, "Come, let us read."

The library corner was one of the most pleasant, one of the brightest parts of the classroom. Included in the equipment were a reading table, some comfortable chairs, book cases, and carefully selected books, some of which were left invitingly open at a particularly attractive picture. The children added a colorful cushion, a gay bouquet in a low vase, and childish little statuettes. An almost indispensable adjunct was the bulletin board, where attractive pictures, book jackets, and reading lists were posted. The bulletin boards were made to function by posting

1. Book jackets.

2. Pictures of book characters, under the caption, "Who am I?"

3. Reviews of children's books clipped from magazines or written by children themselves.

4. Photographs of well-liked writers and illustrators, together with interesting facts about each.

5. "Advertising Cards" on which children wrote brief notes about the books they liked.

6. Notes about books addressed to individual children; for example, "Tom: Have you seen Pony Jungle? It's full of mystery and adventure. Look on the shelf of new books."

7. News about the school or public library--new books received, story hours, book talks, reading-aloud schedules, book exhibits, hobby shows, etc.

The atmosphere of the reading corner was quiet, but friendly and unrestrained. The library standards, which the children formulated for themselves, were:

1. Read every day.

2. Finish one book before you start another.

3. Read quietly to yourself.

4. Try not to disturb your friends when you are reading to someone.

5. Stay in a comfortable place when you are reading.

Decorations and books in the library center were changed often enough so that there was always something new and fresh to challenge the child's interest and attention. Teachers remembered that books must not be restricted to one grade level but should represent several levels of difficulty. The children's own scrapbooks and book reviews made interesting bits of reading, as well as vacation folders, free com-

mercial bulletins, catalogs, slides, and stereographs. One child was so fascinated with a booklet advertising camping equipment that he spent some time reading it every day for two weeks. Reading materials other than books should find their way to the browsing corner to offer new reading possibilities.

Reading and the school's public relations program. Parents have many questions about how schools are teaching reading today. They tend to feel that reading is taught differently nowadays from when they went to school, and they wonder how their children are going to fare under today's methods.

Administrators and teachers have reason to be proud of the reading materials and methods in use today. Many of them feel that if they could help parents understand what the schools are doing about reading, the parents would be enthusiastic, too--and more confident of the progress Johnny is going to make.

The reading program aroused much interest in the school where this study was made. Various ways of interpreting the school's reading program to the public were used. The following was carried out.

A panel discussion was arranged for a P. T. A. program--with parents asking questions about reading and teachers answering in turn. Some of the often repeated questions

and their answers were the following: (A wire recording for future use was made).

How can parents help their child get a good start in reading?

By helping him to live a rich, full, and satisfying life at each stage of his growth, and to achieve the best possible all-round development physically, mentally, emotionally, and socially during the pre-school years.

What has physical condition to do with reading?

A child who is not physically well has little energy for learning. Eye or ear defects, undernourishment, fatigue, and chronic physical deficiencies stand in the way of good adjustment and should be given corrective treatment before the child comes to school. Parents should see that their child is in the best possible physical condition before school begins.

How can parents contribute to a child's mental development?

Every child has a natural curiosity about his environment. He wants to know about his environment. He wants to know about the things he sees at home and around his home, and as he grows older his curiosity extends to things farther afield. Parents can help by answering the child's questions, by talking to him and supplying him with the correct names for things. Listening to what the child has to say, respecting his ideas and helping him express them are also important.

Should parents try to teach their child to read before he enters school?

In general, this is not a good idea. His teacher will determine whether he is ready to undertake the difficult feat of learning to read. If he is not ready to read, it would be unfortunate to force him to do so. In any case, he will enter upon his new tasks with much greater enthusiasm if he starts with the other children and if his interest has not been dulled by premature efforts to force the issue.

How can parents help when their child enters school?

It helps if parents know the ingredients for success in learning to read, what is meant by the term reading readiness, and how readiness for reading is developed. It helps if they know how the schools go about teaching reading these days, and accept the fact that today's methods are different because experience has proved that they are better.

Will my child start to read the first day of school?

Don't expect your child to read the first day of school. In fact, it is better not to worry at all about when he begins to read. Don't put pressure on the teacher to speed things up. If the teacher does not start your child on reading lessons for some time after he enters first grade, it is because she is working to prepare him to succeed when reading is introduced. He will make faster progress after this preparatory period has been successfully accomplished than if

he started without the preparation he needs. You can be sure his teacher is just as eager for him to succeed with reading as you are!

What is a reading-readiness program?

This is a program of preparation for reading. It is planned to help children develop and practice many of the skills necessary in reading. The children learn how to study the details of pictures, and how to think about and express in words the ideas suggested by the pictures. Their attention is directed to things that are alike and things that are different in pictured objects. Gradually they are taught to notice very small differences in detail. Such habits of noticing details are very important in recognizing words. One little line, for example, makes all the difference between cat and eat.

When I went to school we had to be absolutely silent and pay attention to our lessons. Why have things changed?

When you visit your child's classroom, you will see that order and discipline are maintained. But the atmosphere is more informal than it used to be. As the children gain experience in expressing themselves before the others--whether in large or small groups--they acquire power over words.

Throughout the elementary school, "talking things over" informally, before and after reading, is important in helping children get the most out of what they read.

I understand that the children sometimes make scrapbooks, build toy farms, dramatize family activities, or go on trips. What do these activities accomplish?

The reading-readiness program is so planned that it provides many experiences for children which supplement and extend the ideas they bring to school. Some children have had more varied experiences than others before they come to school. The activities of the readiness program help all the children gain a common background of experience and ideas needed to read the printed page with understanding.

The same principle of providing activities and experiences which will help children understand and interpret what they read is applied by teachers of all grades. Many of the group activities your child engages in contribute either directly or indirectly to his progress in reading by arousing interests which books will help to satisfy, by building up a background of experience and vocabulary which will make his reading more meaningful, by giving him an opportunity to try out for himself ideas he has found in books.

What if my child seems slow in learning to read?

Parents have learned not to worry unduly when their child deviates from the average in learning to walk or talk or in cutting teeth. But they find it less easy to accept a child's deviation from the expectation that he will learn to read at age six. Yet it is just as true that children do differ in reading readiness and in the speed and ease with

which they learn to read.

We in the schools will take great care to help your child get off to a good start with reading. If he is a little slow at first, it will help greatly if you accept this casually and neither worry about it yourself nor worry the child about it. Talk the situation over with his teacher if you like. She will ask to talk with you if she feels there are special obstacles in his path, such as health problems or emotional insecurity. But at home don't make an issue of slowness in reading. Encourage the child, give praise for what is accomplished, and be confident that with good teaching, real progress, however gradual, is being done.

Does the present method work?

You will be happy to see how well it does work. Children are reading alertly. We have material to challenge them to think, and a new method that works because it is based on the psychology of how children learn. We have more children succeeding with reading, and more really competent readers, than ever before. Reading is making a greater contribution to child development.

What we are trying to do is to get children to "read on all cylinders"; when we can do that, they learn to read, and they learn from reading.

It is not enough for a child just to say the words. We want him to think about what he reads, to read it, to get ideas from it, and to be stimulated to exchange ideas

with the other children in the room.

To the questions, Should parents hear their child's reading lesson at home? What can we do to help? mimeographed booklets of the following suggestions were sent home:

(It is often advisable to present a series of possibilities so that the parent will feel that he or she is making a selection from among them).

The chief possibilities to help children in the order of their usual preference are:

1. Extra help at school.
2. Help at home.
3. Hiring a tutor.
4. Retaining in the grade.
5. Change of teacher or school.

Extra help at school. Usually this plan demands parent cooperation, and is therefore a plan to be discussed with the parent.

Help at home. Listening to children reread. The first thing to be asked of parents is to listen to the children reread something they have already read at school. This rereading does several things for the poor reader. First, it gives him more practice at recognizing words he must know by sight. One great lack with poor readers is just this practice. Second, this rereading gives the poor reader confidence and a feeling of success. Part of his trouble is

lack of confidence. Third, this rereading at home will give the family confidence in him and his ability. Usually a poor reader is scolded and criticized at home for his failure. But here he has a chance to show his family what he can do. The parent needs to be warned that just listening takes patience.

Sometimes there will be other adults in the family who will be willing to listen to the child. But these must not be adults who insist on criticizing and giving advice.

The most successful help at home found in this study was in the teaching of the basic sight words.

Poor readers are almost certain to lose a good deal of their reading ability over the summer. This was explained to parents who helped in this study, in hopes that this summer loss of reading ability could be prevented. The plan requires cooperation of teacher, parent, and child, and will not work unless all are willing to work together.

Parents must realize that the school thinks each and every child a worthwhile individual and wishes to do the very best for him. The parent-school contacts that remedial work brings about should always be used as an educational opportunity.

IV. RESULTS OF FINAL TESTS

The results secured from the final testing program were indicative of the progress made by the various teaching

measures which were used by the teachers. It will be observed that the tests show that much improvement was made in a majority of cases studied, while a few pupils showed little or no improvement.

TABLE IX

RESULTS OF THE LEE-CLARK READING PRIMARY TEST
GRADE ONE

Lee-Clark Reading Tests--First Grade

		Reading Grade			
No.	Pupil	Average 1st Test--Sept.	Average 2nd Test--May	Loss	Gain
1	C. K.	1.9+	1.6	.3	
2	J. S.	1.9+	3.1+		1.2
3	J. Ja.	1.9+	1.7	.2	
4	J. A.	1.9+	3.1+		1.2
5	M. M.	1.9+	3.1+		1.2
6	L. M.	1.9+	2.0		.1
7	R. P.	1.9+	3.1+		1.2
8	J. C.	1.8	1.0	.8	
9	J. Jo.	1.8	2.8		1.0
10	D. Mc.	1.8	3.1+		1.3
11	R. M.	1.7	3.1+		1.4
12	J. N.	1.7	1.4		.3
13	E. W.	1.5	2.4		.9
14	S. S.	1.1	2.4		1.3
15	D. C.	1.1	2.1		1.0
16	L. W.	1.0	1.4		.4
17	D. S.	1.0	1.3		.3
18	S. R.	0.9	1.3		.4
19	D. L.	0.9	2.2		.3
20	D. W.	0.9	2.3		.4
21	C. W.	0.7	1.5		.8
22	L. H.	0.3	1.0		.7
23	P. K.	0.1	.3		.2
24	D. W.	0.0	1.1		1.1
		Average Gain			.7

The results of the Lee-Clark Primary Reading Test shows that 21 pupils out of 24, or 87 per cent, made a noticeable gain. The 3 pupils showing a loss were pupils who had progressed throughout the year. They had just returned from cases of measles and chickenpox and were not well.

TABLE X

DETROIT READING TEST

Test I--Forms A and B

No.	Pupil	Sept. Form A	May Form B	Loss	Gain
1	D. Ma.	24	24		0
2	D. Mo.	23	23		0
3	L. B.	21	15	6	
4	E. N.	20	24		4
5	D. C.	20	24		4
6	J. L.	18	12	6	
7	G. K.	14	20		6
8	D. U.	14	8	6	
9	L. M.	13	14		1
10	K. K.	13	19		6
11	S. H.	12	7	5	
12	D. B.	12	22		10
13	F. D.	11	24		13
14	J. V.	11	17		6
15	R. M.	11	13		2
16	C. Y.	11	3	8	
17	J. D.	11	12		1
18	J. Mc.	10	11		1
19	B. W.	9	15		6
20	S. R.	8	14		6
21	D. H.	8	22		14
22	D. W.	8	15		7
23	J. B.	8	4	4	
24	L. S.	7	15		8
25	C. F.	6	11		5
26	J. W.	6	10		4
27	H. W.	5	5		0
28	R. M.	5	1	4	
29	M. S.	5	3	2	
30	L. H.	4	2	2	
31	J. B.	4	0	4	
32	L. R.	1	11		10
Average					3.5

As a result of the comparison of scores in Detroit Reading Tests, Form A and Form B, of the 32 pupils studied, 19 gained; three remained the same; ten showed a loss. The average gain was 3.5 points.

Table XI is a comparison of the Durrell-Sullivan Reading Capacity and Achievement Tests, Third Grade.

TABLE XI

DURRELL-SULLIVAN READING CAPACITY AND ACHIEVEMENT TESTS

	Reading Capacity					Reading Achievement			
No.	Pupil	Sept	May	Loss	Gain	Sept	May	Loss	Gain
1	L. B.	81	87		6	46	87		41
2	R. P.	73	84		11	46	67		21
3	D. S.	73	81		8	52	60		8
4	J. J.	73	81		8	51	65		14
5	N. K.	71	82		11	37	86		51
6	H. R.	70	74		4	43	50		7
7	N. DeB.	68	88		20	76	89		13
8	L. M.	66	79		13	74	89		15
9	P. R.	72	85		13	64	87		23
10	J. S.	62	86		24	76	71	5	
11	D. G.	77	81		4	58	73		15
12	J. R.	83	85		2	53	69		16
13	S. C.	84	83	1		50	59		9
14	A. C.	83	85		2	58	67		9
15	B. S.	74	78		4	46	62		16
16	J. P.	79	87		8	45	63		18
17	V. L.	73	85		12	43	87		44
18	B. W.	61	76		15	44	55		11
19	C. R.	51	61		10	45	55		10
20	B. H.	69	78		9	47	52		5
21	J. H.	62	81		19	38	50		12
22	J. B.	59	73		14	36	77		41
23	E. M.	66	76		10	26	47		21
24	R. M.	49	49		0	24	25		1
		Average		1	9.9	Average		5	18.3

The test given to 24 pupils near the beginning of the school year showed that 20 pupils had an achievement score lower than capacity score, or 87.5 per cent. Near the end of school the same test was given to the same children. All but one pupil showed a gain in capacity and achievement. Seventeen children were still not reading up to capacity, or 77 per cent. It must be kept in mind that they progressed.

Eighty children were studied in this program. Sixty-six children, or 82.5 per cent, showed decided progress; the remaining 14 showed slight improvement.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and conclusions. The entire testing program proved of great interest both to teachers and pupils. The children enjoyed the first "games" (tests) and were eager for the final "games" so that they might learn whether they had made improvement. The testing program created more interest among the pupils than any other part of the study.

The increased attention to physical welfare, shyness, and lack of sociability did much to improve the health and personality of the children.

The corrective reading program carried out in Grades One, Two, and Three, under the cooperative guidance of the teachers, did much to make the reading work more vital.

The time allotment to reading, which was previously discussed in this study, remained unchanged throughout the year, but special work and tutoring which were given at odd times and the grouping which was fitted to the child's needs were important factors in the reading program. Often a child would receive in two or three minutes of special help more benefit than in 20 minutes of group recitation.

A careful check of the testing program results shows that of 80 pupils in this study, 60, or 83 per cent, have been brought practically up to standard. However, the

benefits of the study do not belong to the children entirely; the teachers participating in the work, by the reading of the more recent books on reading, and discussion, as well as articles from many sources, have a firmer grasp of the techniques of teaching reading than they had previously. Plans for continuing and extending this work in the future are already being made. It is the hope, if another reading project is attempted, that the teachers, parents, and children may be better fitted for the task because of this experiment and study.

The writer is convinced that a testing program in reading, if carefully followed up, is of great importance and benefit in the teaching of reading.

Recommendations. The writer recommends that the primary schools of the county in which this study was made carry out a testing program and follow-up work. It has been recommended and plans have been made for a similar program in the intermediate grades of the school in which this study was made.

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