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Handbook on teacher reading in junior and senior high school

Reba Galvin Mack

University of the Pacific

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HANDBOOK ON TEACHING READING
IN JUNIOR AND SENIOR HIGH SCHOOL

By

Reba Galvin Mack

July 27, 1934
A Thesis
Submitted to the Department of English
College of the Pacific

In partial fulfillment
of the
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INTRODUCTION

Two thousand high school students in Wisconsin were tested recently in reading; one-third of them tested as sixth grade or below in reading ability. One of the most difficult problems confronting the schools of America today is "How shall we make good readers of our students?" That no educators are satisfied with the reading accomplishments in our schools is attested by the great number of articles on reading that appear in current periodicals and educational journals and by the increasing number of books on reading that are being published. So great is the flood of technical treatises on the subject, - in the last fifteen years three hundred and fifty-one printed reports on reading have appeared, - that it has consumed the writer's leisure hours for four years to cover the field and to put the findings to the test of classroom use. To pass the usable material thus obtained on to other teachers and thus to assist in improving instruction in reading, is the purpose of this book.

Every available source has been consulted, and the ideas gathered have become so fused in practice that it is almost impossible to recognize the source of some of the material set down in these pages. Where possible, acknowledgment has been made to the original source. Much of the material and the application of the ideas are the author's own, evolved in studying the reading

1 Osburn, W. J., Remedial and Follow-Up Work in Silent Reading, in report of Wisconsin State Department of Public Instruction.
difficulties of a great number of individual students in junior and senior high school, and in creating methods and exercises for meeting individual needs and for class use. Technical terminology has, in so far as possible, been avoided in order to make the reading simple and easy of application for the busy classroom teacher who is teaching reading as one of several subjects. The demands upon the modern teacher are so numerous that she has little time for exhaustive research. It is hoped in these pages to give the short road to success in the teaching of remedial reading.

No apologies will be made for repetition of material which will occur in the various parts of this thesis. The endeavor has been made to turn out a practical product which may be used as a handbook on the teaching of reading. We trust that it will be most acceptable to find that on turning to a given division of the subject, the important ideas and material on that subject are listed. It has seemed wise to repeat material rather than merely to refer to it. The teacher will have at hand the information necessary for the treatment of a subject.
PART I

THE READING PROBLEM

AND

THE IMPORTANCE TO TEACHER AND PUPIL OF FINDING A SOLUTION
PART I

Chapter I

WAYS TO APPROACH THE READING PROBLEM

Research to investigate reading problems has been going forward with increased vigor since 1925 and knowledge of desirable reading practices has been greatly extended. William S. Gray adjures superintendents and principals to adopt methods which will promote an inquiring attitude on the part of staff members and initiative in attacking their problems. He uses the word "their"; the problem belongs to everyone who teaches a content subject. Desirable reading habits should have been established by the sixth grade. With many pupils this result has not been achieved in the time allotted. If bad reading habits have crept in and reading deficiencies have not been remedied in the elementary school, the problems involved in improving reading in junior and senior high schools will be found to be radically different from those of the lower grades. The principles of reading are the same, but their application as materials become more difficult and subject matter more varied undergoes a decided change. The first thing that will impress any teacher who begins to study recent investigations into the reading processes, is how little she has heretofore known about the subject of reading and methods for teaching young people to interpret the printed page.

You are aware that in recent years the major emphasis has shifted from oral to silent reading, and from intensive to extensive reading. Study the skills grouped under six headings on page 27 and see if you know ways for the poor reader to achieve these reading skills.

Directed activities in reading become the basis of right habits of study in all fields. Reading supplies important tools with which to work in all academic subjects. Reading, when the processes are mastered, has values which carry over to all other subjects taught in school, and to practically every situation which characterizes civilized living. The woman who consults a cookbook needs to read accurately; the mother who rears a baby needs to read his formulas. The wife who misread her husband's telegram came to grief; she needed to be able to correct the telegrapher's error in spacing a word by viewing the words created in relation to their context.

The story goes that Mrs. Jones received from her husband the following telegram:

"I have got ten tickets for the opera to-night STOP meet me eight o'clock John"

She was surprised and delighted. Without further study of his message, she rushed around and invited eight friends to accompany her to the opera. She was not disillusioned until, surrounded by her invited guests, she met John with two tickets in his hand.

A high school student committed this blunder which set the class off into a gale of laughter. A teacher handed a student a reference
with the request that he read it aloud. He came to this line and read it as it stood on the page without giving attention to the dash at the end of the line:

"There was no medieval leg(-) end too deeply buried"

All of his reading was on a par with this; he gleaned little information from the printed page. Punctuation meant nothing to him. When the class heard "leg end", their attitude of patient waiting for the right word to appear changed to laughter. He was too confused when he discovered his mistake to conclude the reading and to apprise the class with the fact that it was a legend which Robert Browning enjoyed finding buried in dusty bookstalls and then digging it up and bringing it to life. It was not a "leg end."

There is striking evidence of the value of a vigorous campaign to improve the teaching of reading in city school systems. The officers who should be responsible for initiating and effecting these progressive reforms include superintendents of schools, principals, and supervisors. In 1928-29 Kansas organized an extension class in diagnostic and remedial measures in reading for rural and graded schools in Smith county. One hundred and thirty-eight out of the one hundred and fifty-five elementary teachers in

the county were enrolled. It was a cooperative effort which resulted in the improvement in instruction in reading.²

Haste is inadvisable in instituting new measures. The first step to take is for a supervisor to make an initial survey to determine the status of reading and the achievements and needs of the pupils, after which, desirable changes in the content and the methods of teaching reading may be gradually introduced. The supervisor should endeavor to stimulate among the teachers an inquiring attitude concerning the most serious needs disclosed by the survey, and the initiation of new methods to improve their teaching activities. The program must be based on principles of cooperation and it must be developed by all concerned. After the major problems have been determined, it is best to attack one problem at a time.

A good question to be put to a group of teachers with the request that the answer be given a week hence, is this:

**QUESTION:** What reasons can you give for pupils' lack of understanding of material read?

Outline for your grade (or subject) two types of training which you have found effective in overcoming two of these difficulties.

A reading test given eight hundred and two students who are to enter the main high school in Sacramento, California as sophomores in the fall of this year, 1934, disclosed a typical situation.

Tested by the Haggerty Reading Examination - Sigma 3, two hundred and eighty-three students measured sixth grade or below in reading ability; in other words, more than one-third of the entering low sophomore class is retarded five grades or more in ability to read. Half of the eight hundred students cannot read above the eighth grade level. These figures are barely a month old, and they come from the high school which is held to be the largest high school west of the Rocky Mountains. The ratio of students in this western school which tested sixth grade or below in reading ability is identical with the ratio of students in a Wisconsin high school who were in a similar plight. The only difference in the conditions noted is that the students in the Sacramento school were all sophomores, while the students whose reading ability was measured in the middle west high school were drawn from all the grades in the high school. W. J. Osborn is responsible for the figures quoted in the Introduction from the Wisconsin high school records.
"We face today the need of radical readjustment in teaching in order to provide more adequately for contemporary social needs. The changes which are made should harmonize with the results of scientific studies."¹ There is need for studies to determine what types of reading are most essential, their relative importance in different subjects, and methods of making reading habits function to the maximum in each school activity that involves reading.

Within the year an interesting book has come out entitled "Reading the Novel."² It presents the best methods of reading different types of novels, according to their artistic qualities, their purposes, their psychological significances, and their social values. It reviews the reading habits of distinguished men of history. The eighteenth-century English gentleman reading on the terrace of his country seat read the four volumes of Pamela in a leisurely fashion. The book was meant to last and to be a solid source of mental nourishment and relaxation for years. It was to be read word for word. Skipping, or even skimming, was regarded as a superficial, scatter-brained habit.

Stevenson is considered by Elizabeth Cook to be in many ways the ideal reader. Books took on vivid personility for him from his first "shock of pleasure", as he calls it, in the silent reading of a book of fairy-tales while walking through a Scotch firwood. He read extensively and covered a wide range, yet Stevenson never let books master him for their own sake. He kept a fine discrimination. Like Francis Bacon he could easily discover the difference between books to be tasted and books to be swallowed. Huneker has the technique of the reviewer. He takes a long novel like Mrs. Wharton's *House of Mirth* at a single sitting. Yet Huneker is not superficial as his comments on the *House of Mirth* amply prove. His accomplishment is due to a rapid seizure of the text before him; he brings to the task a rich, appreciative basis.

*We read with what we have read before.* This is the reason that it is difficult to get children started at reading. A supervisor of forty schools said in the author's hearing within a week, "If we can just get the teacher to realize she is doing something if the child improves. I know a teacher who labored with a child for weeks before he made any signs of progress in learning to read. One day when she retested him with the Thorndike-McCall Reading Scales and found he had advanced half a grade she exclaimed, 'I feel like getting on my knees and thanking God!' Her labors had born fruit."
An experience of another sort was that of the head of the English department of a large high school who within the year was instructing a "Z" group in literature. She was bringing all her skill to bear to create in them the desire to read, when a colored lad in the front seat piped up, "I never did like to read, and I wouldn't if I could!"

Teachers often have to work through resistance to reading on the part of the pupil. Failure has dogged the footsteps of many children who have been set to the task of learning to read, and because no one unravelled the snarl in which they found themselves enmeshed, they have acquired a mental set against reading and against other academic subjects which involve reading.

Children should not be taught to read until they are ready for it. Tests will show whether a child's readiness has reached the stage of development at which he can grasp reading. John Dewey says no attempt should be made to teach a child to read before he is eight. If the child is very young, or if you have any doubt about his readiness to read, you will find it helpful for purposes of diagnosis to give the Lee-Clark Reading Readiness Test designed to predict success in first grade reading. It should be given during the first two or three weeks of the term.\(^1\) The kindergarten teacher can often give a very good subjective rating of children with regard to probable reading ability.\(^2\) Here are a teacher's comments on various children who were about to enter the first grade:

\(^1\) Lee-Clark Reading Readiness Test published by the Southern California School Book Depository, Hollywood, Calif., 1931.

1. Never settles down to one thing  
2. Flighty, finds it difficult to complete a task  
3. Completes work with a fair degree of attention  
4. Becomes absorbed in any task he undertakes  
5. Able to hold to a task for a long period, etc.

Many schools now divide the children in the first grade into three groups:

1. Those who are not ready to begin to read  
2. Those who are ready to begin to learn to read  
3. Those who already know something about reading  

The teaching of reading is put off to the second term, and only those who are ready to learn receive instruction in reading. The time may come when more schools will follow John Dewey's advice and not teach the child to read before he reaches his eighth year. The bright child who is ready to learn to read cannot be held back; he will usually seek instruction from parent or teacher. History records many children who read at amazingly tender years, three, four, and five.

It would seem as though early reading in many cases was the very stimulus to awaken and guide later work. The young Charles Darwin always carried a book with him. His father encouraged the boy's interests, not only in out-of-door study, but in the reading of scientific books and periodicals.

Walter Pitkin in an address to teachers in 1931 said that there are critical points at the end of the fifth grade and in the low sixth at which reading needs crop out. Teachers were advised to look for these critical points, as retrogression in reading
ability often seems marked after the sixth grade. Mr. Pitkin stated
that learning to read after all is a character problem. "Teach
the child to keep his mind on what he is doing", he instructed the
group. This educator who speaks with authority on reading, has
published among his books on this subject one which is strictly
for the busy adult who is dissatisfied with the amount of reading
he does in the course of a year. You will find perusal of this
book rewarding. It is well to familiarize yourself with adult
goals in order that you may know the accomplishment it is well for
the child to make before he reaches adulthood. You will see that
"we have a large job on our hands! We must help most adults make
up for the deficiencies in their early training."¹

Yoakam² agrees that too much emphasis is still expended on
teaching the child to attack new words skillfully, on the mechanics
of reading, and that not enough attention is paid to thought
getting. The meaning of words is often neglected; many children
never pass the word pronunciation stage. Thoughtful reading for pur-
poses of gaining information and for study therefore becomes very
difficult. Too, there is traditional emphasis by the school on
recreatory types, an emphasis that is due to our lack of definite
objectives in both reading and study.


² Yoakam, Gerald Alan Reading and Study, pp. 5-6. Macmillan Co.,
1929.
11

There are ways of reading which we have not recog-

nized, ways that are excellent. For instance,

Various ways

of reading

numbers in arithmetic problems are often overlooked

in the first reading because, says Judd, the reader is rightly ab-
sorbed in the directions. Under existing conditions, declares the
same educator, Latin is a source of contagion for the whole school.
Its treatment is wholly opposed to reading. Latin for many students
has become a mad game for solving grammatical riddles and attaining a
Latin vocabulary dressed up with feminine, masculine, and neuter
frills. Latin as taught today is not a study of the meanings in-
tended by Caesar and Cicero and Virgil. There is little attempt at
interpretation, and practically no effort is made to evaluate the
author's meaning. The Aeneid is not used as a stepping stone to
carry one a step higher in literary appreciation. The study of it
as conducted in modern high schools is for most students a dreary
waste with few oases that afford pleasure. It is not a study in
reading.

ADDITIONAL INSTANCES OF READING METHODS OF FAMOUS MEN

How did Herbert Spenser read? It is said he
tore through a book for what he wanted, and then
he immediately dropped it. This habit was largely. Reading done
due to his powerful ego. Alexander the Great,
in a high-
soldier and conqueror, was so versed in the liter-
ary criticism of his day that Cicero praised him
lier manner

as a man of letters. What Caesar read was a vital part of his life. When he crossed the Rubicon, he quoted a phrase
from Menander's tragedy Aréphoros, "Let the die be cast." Lord
Roseberry vouches for the statement that Napoleon had eight hun-
dred books with him at the Battle of Waterloo. A book by him
was treated as Napoleon treated everything else, in a high-handed,

1 Judd, C.H., and Bushwell, G.T. Silent Reading, "Supplementary Educa-
tional Monographs", Dept. of Educ., University of Chicago, No. 25.
cavalier manner. If it incurred his displeasure or he was done with it, he threw it out of his coach window, literally paving his way over Europe with discarded volumes.

A reviewer reads with the time mark ahead of him. Jefferson did not use haste; he mapped out a definite course in reading and never allowed himself to deviate from the plan. The hardest work was always placed in the fresh morning hours. Under this head came the reading of law. Politics were read from twelve to one. He stopped before the fatigue point was reached and took up a lighter subject, with pleasure reading in belles-lettres for fatigued hours.

Theodore Roosevelt learned to judge the contents of a book from the index or table of contents or from the chapter headings. He formed the habit of glancing at the opening and closing sentences of the paragraphs while turning the pages. "Reading with the fingers" this is called. This is possible for an expert reader to do. His enormous range is not the most important thing to notice about Roosevelt's reading; it is his free use of the whole gamut of methods for different purposes. He could read a book in whole or in part, skipping boldly all other parts than the ones chosen; he could read at a prodigious rate of speed, or he could read carefully for a review, or read lovingly over and over again until he had made the book his own.

Edgar Allan Poe did rapid reading until he reached the highpoints of thought. He knew when to pause, when to hasten. He called this art creative reading. He expressed the hope that in several generations more children would be taught this creative art.

Caesar proved that a man could read while he talked, while he walked, while he traveled. Some persons can even read while they work at something else. A woman will often read a book while she is knitting. The reading of novels is an age-old relaxation in emotional escape, which cannot be replaced by the baseball score or the movie or the spoken drama.

Mr. St. John Ervine in "Changing Winds" scores social workers who do not use novels as their great sources for knowledge of life:

"No wonder, he thought to himself, all reformers and serious people make such a mess of the social system when they despise and ignore the principal means of knowing the human spirit (i.e. literature)."

The main or first objective in reading a novel is seldom aesthetic. Emerson also had the idea that there was creative reading which constantly selected material for further use by the reader.

Constant practice with time control is excellent, but a fixed rate, whether fast or slow, is not the ideal. The early recognition of "idea-cues" in an author is a help. For instance, Thackeray's idea of the evil of enforced marriage becomes familiar and the recognition of this idea by the reader should become correspondingly rapid until at length individual judgment and taste will dictate whether he should read completely through the passage, skim, or skip it. He thus becomes thoroughly familiar with the characteristic idea-cue, the points of view, the interests of the novelist.

The Teachers' College at Columbia found that "the pages of their students' books lie before them like a flat, white plain, to be covered by steady marches, with no inspiring gallops between."¹ The first measure of help was to break up these forced marches which were so often a matter of conscience to the faithful student.

We ceased to exact knowledge of all details in the text.

"The very fact that a comprehension check has to be used, with its objective standards, does not encourage rapid sifting of the text for the

student's own personal aims, or subjective values. ---First of all he must be made to feel that it is his own reading, for his own purpose, not necessarily matching any other person's aim at that moment, not necessarily involving this or that fact in the book."

SUMMARY

There is not just one answer which will solve the reading problem, but in approaching the problem there is just one attitude to adopt, the inquiring attitude. One must study reading problems with an open mind. Ability to read efficiently is fundamental to success in all academic subjects and in practically every situation which characterizes civilized living. Small errors in reading often prove costly. A vigorous campaign is needed to improve the teaching of reading in city school systems. Rural schools are quite as much in need of improving reading instruction. In many districts in city and country, half the children entering the high schools cannot read beyond the eighth grade level; one-third cannot read above the sixth grade level. In junior and senior high schools some children with normal mentalities have reading difficulties which make them rate as third and fourth grade in reading ability.

It is advisable to take up one reading problem at a time, and contemplated changes should harmonize with the results of scientific studies.

Before delving deep into reading problems, it is well to review the methods adopted by distinguished readers; such as Edgar Allan Poe, Robert Louis Stevenson, and Theodore Roosevelt. Note that with the most successful of these readers, a fixed rate of reading whether fast or slow, is not the ideal. The Teachers' College at Columbia has adopted as one of its first measures of help to readers, the breaking up of forced marches which were so often a matter of conscience to the faithful student. Columbia has ceased to exact knowledge of all details in the text.
ALL teachers are interested in the reading problem since little or no progress can be made in any school subject until reading is mastered. A large percentage of our children cannot read up to their grade; tests in reading prove that over half the children in some schools are retarded three or more grades in reading ability. It has become incumbent on all teachers of content subjects to become to some extent teachers of reading. A child cannot learn to read by watching others. He must be taught to read.1

Arthur E. Traxler recently experimented in the laboratory schools conducted by the University of Chicago, and in an article in the "School Review" made this telling statement:

"Some pupils at the junior high school level are so deficient in reading skill that they cannot carry on independent study. The reading difficulties of these pupils are often of such a character that they can be overcome only through careful diagnostic study and intensive individual teaching. Gray, McCallister, Orton, and others have described such cases and have discussed their treatment in detail. —-These pupils are so numerous that it is almost impossible for schools with large enrollments to provide effective remedial work. Consequently, an ever increasing amount of attention is being directed toward the development of procedures for teaching retarded pupils in groups."2


2 Arthur E. Traxler, "Group Corrective Reading in the Seventh Grade - an Experiment", The School Review, September, 1933. Published by the University of Chicago.
An experiment was carried on in Grade VII in the University High School in Chicago, and it was demonstrated that permanent benefit was derived from instruction in reading given in corrective reading classes, and that the gain was substantially greater than the improvement made by control groups. The improvement of most of the pupils was sufficient to justify releasing them from further corrective instruction. It is interesting to note that the students who needed remedial instruction were intelligent children who had been taught to read by the best methods known to one of the most excellent schools in the United States.

The American system of teaching is of the mass type. Thirty, forty, and even a greater number of pupils are assigned to one teacher. The complexity of the reading process and the need for individual observation and instruction in the early grades has not been recognized. Bad reading habits frequently go uncorrected and specific needs are not met. If primary children can meet the simplest reading requirements for the grade they are promoted; it might be said they are "shoved on". A greatly enriched curriculum has added to the complexity of the situation in the upper grades. By the time he reaches the junior high school, the child who cannot read efficiently becomes bewildered; he is assigned lessons which depend upon his mastery of the printed page and he is definitely retarded in his accomplishment. Eventually he does not pass his grade or he is placed in a slow moving group where according to his native intelligence he does not belong. Some poor readers remain in
"Z" groups until they drop out of school. Often they are students who could have performed the work of "Y" and "X" groups had they received training in reading adapted to their needs. A definite injustice has been done them by our mass methods of instruction. The time is at hand when we shall start our pupils according to approved reading methods in order that they may from the first make normal progress.

Remedial reading is instruction in reading designed to improve abilities in which diagnosis has revealed deficiencies. Demonstrated weaknesses are strengthened and inappropriate habits removed. It emphasizes administering to individual needs. Remedial reading is a misleading term and is not used in the title of this thesis. We are not dealing with pathological cases; we are primarily dealing with children who need retraining in reading because their needs were not met by the technique employed in the early grades. All who cannot read well will profit by the instruction outlined whether they be in the junior or the senior high school.

Reading is the interpretation of the printed page. To learn to read is not a simple accomplishment. It calls for complex visual, auditory, and motor skills; it requires the ability to think; and to accept, reject, and organize ideas. Eventually the reader must be able to interpret and evaluate the material read; he must be able to

discriminate between the true and the false, and to detect shades of meaning; he must reflect and assimilate. Words must become the means of kindling his imagination, and they must cause him to look deeply into the thought wells of past experience.

**WHAT IS THE IMPORTANCE OF LEARNING TO READ?**

-as the teacher views it

What subject in the curriculum is more important than reading? An algebraic problem cannot be interpreted if the young mathematician cannot read correctly. History will not yield up its secrets, nor science, nor art, nor literature, nor any subject dependent upon the printed page, to one who does not comprehend exactly what is read. Commercial teachers despair of ever getting some students to transcribe letters accurately. The so-called carelessness is often attributable to a reading difficulty.

Employers discharge employees because they will not follow directions carefully set down on a printed sheet for their use. The business head in many cases little dreams that his employee cannot interpret correctly the printed page, and that involved printed instructions are quite beyond his comprehension even though that employee is a natively bright young man.

After all the chief value of reading is for the student himself. Imagine being prodded all day by dissatisfied teachers for work poorly done; imagine being accused of being thoughtless and careless
and even having it implied that one is stupid, when the actual
difficulty is that one cannot read correctly, or cannot compre­
hend and retain what is read. Is it any wonder that some students
play truant? Young people who find themselves in the plight
described either want to leave school or they show some tendencies
of behavior which seem strange from the teacher's viewpoint. They
often become home, school, and community problems. Strange to say
the teacher is often as much in the dark as the youngster as to
the real source of the trouble. If she were aware of the true
nature of the difficulty, she would see to it that he was taught
how to read instead of expressing dissatisfaction with work poorly
executed.

The student is usually conscious that at some time in the future
he wants to hold a position, and he is easily made to realize the
importance of reading; a few specific examples of boys who failed
because they could not read directions and follow them accurately
or who could not comprehend trade journals will bring the matter
home to him. He will wish to learn to be a good reader for business
reasons.

Reading for pleasure is another important matter to be presented
to the child for his consideration. If you ask the average pupil why
he should desire to learn to read, nine chances out of ten he will
reply, "Because I'll need to get a job", or "I want to learn to im­
prove my mind." The type of pupil who makes the latter answer seems
to suggest by the perfunctory way in which he responds that he is
thinking of improving his brain cells!
When the boy or girl has learned to spend leisure hours in reading for pleasure, he will sound unplumbed depths in his nature and will extend his view toward world horizons. As the student learns to enjoy reading fine things, he will one day have the satisfaction of finding he is well educated. Hold this prospect before him. The student must have a lively sense of the values that will accrue to him before he will be zealous in mastering the reading processes.
PART I
Chapter III
PRELIMINARY TALK TO CLASS ON IMPORTANCE OF LEARNING TO READ

Talk to your class about the probability that the future will hold for all of us an increasing number of leisure hours. Show them in any way that comes to you how pleasurable may be the hours spent in reading. A very good method is to tell them the most interesting story or incident you know that is taken from a book. Hold the book naturally in your hand while you tell the story, referring to the volume occasionally for a quotation that charmed you. Of course you will have selected material that is entirely within your students' experience and mental grasp. Since the members of your class were chosen because they had reading defects, you will find that you have many timid souls present, others that seem dull and inclined to be inattentive, and perhaps a few that at first are recalcitrant. Among modern classics there are books of very simple fiction that will arouse the interest of all.

One teacher has found that because she enjoyed "Heidi" so much herself, and because most young people like the story, a book as simple as this is an excellent one with which to introduce the pleasure of reading. She did not hesitate to tell them that in recent years she had discovered that her love of nature in general and of mountain evergreens in particular was first aroused by reading
"Heidi". In imagination she had often listened with Heidi to the singing and sighing of the wind in their branches. She felt this book was responsible for the intense pleasure it gave her to hear the wind soughing through the pines.

The teacher must make frequent digressions in order to set forth essential features in the teaching of reading. The personality of the teacher counts to a marked degree. It brings one near the child to let him know you were once a child even as he is; that you loved to hunt the flowers on the Swiss Alps with Heidi, and to run and jump with her in the wind. The youngster begins to feel that you and he have tastes in common. If you have enjoyed "Heidi", have a laugh over the kittens which brought terror to Miss Rottenmeier with your class; you will henceforth be in rapport. Not only does a good laugh limber up the classroom, but it puts the student in the frame of mind to learn. Be genuine, be sincere at all times; never be flippant or work for a cheap or artificial laugh. When humorous situations arise spontaneously, enjoy them. One day a class was reading aloud a drama. A student read a stage direction, "Enter the servant." The door of the classroom swung open and in stepped a girl prominent in student affairs. The class and the teacher were highly amused at the exact timing of her entrance to fit the part. The merriment that ensued was entirely in order. It quickly subsided; the girl delivered her message and was gone. The reading continued as if there had been no break. Teachers should not be afraid to take advantage of such an opening for relaxation and mirth; they should see and let others enjoy the humor that arises in life situations.
Some teachers have to guard against taking themselves and the task that is set before them too seriously. Especially do teachers of reading need to avail themselves of any break in the routine that offers itself. Some students are inclined to be tense while endeavoring to learn to read; frequent pauses created to afford relaxation are salutary.

Adequate preparation and work well planned by the teacher are important factors in securing excellent results. Ease and naturalness should characterize all procedures in the classroom. Under these auspices the teaching will seem to carry itself, and it will engender enthusiasm in the students. Always have a definite reading objective in view.

The best we do, the child draws out of us. When the child begins to glow with the subject and to make his contribution, the class begins to travel more swiftly toward the goal. The teacher has accomplished the first lap in the journey when in these initial days she elicits spontaneous expression from the child and finds that there is no need for talk from her desk, for a student has taken the floor and is making his favorite, well-chosen book so attractive that others present will want to read it.

When you have gained the student's interest and have convinced him it is possible to read for pleasure in leisure hours, it is easy to lead on to the next step and prove to him that he will profit by reading. Show him how we have advanced step by step from the cave man, and that if the history of that advance were not recorded in permanent form in books for those who come after to read, we should
know little more than what has taken place in the lifetime of those
now living on this earth. The past would thus be shrouded in mists
and mystery. Personal progress as well as world progress is deter-
mimed in large measure by our knowledge of the experience of other
people, other races, and other times.

Give the class glimpses of interesting events in history,
discoveries in science, and point them to books on these and other
vitaly interesting topics. The various forms of literature should
be handled - poetry, drama, biography, the short story, as well as
the novel and tales of adventure. The student's introduction to
reading for pleasure probably came through the last three forms
named. With too many, a large number of mystery stories have been
consumed; their taste has been perverted and they have come to de-
mand excitement. It is important now to make the transition to
more substantial reading and to prove that in this there is pleas-
ure as well as personal profit.

Leave reading for business reasons to the last; it is the easiest point of the three to prove to the
student. Remind him that many an employee loses his position because he has failed to follow written
directions. Tell him that this failure is caused in many cases by the employee's inability to read accurately. A merchant who leaves
written instructions for an errand boy to deliver a package to a
given address but not to leave it if the customer is not at home,
and who finds that in spite of his instructions the package has been
left, may also find that he has lost a valuable piece of merchandise.
The errand boy's explanation that he had not understood the written instructions will not satisfy his employer. The boy will probably lose his position. One mistake made by a druggist's assistant in reading a prescription may cause the loss of a life.

Stenographers must be accurate in reading when transcribing notes. A mechanic must not only be able to read directions correctly but he must be able to comprehend trade journals. A clerk must read advertisements published by his own and other firms, and he must familiarize himself with articles in magazines which deal with market conditions and with the goods he sells. The head of the firm and the store manager must read far more extensively than the clerks, and they must cover a vast amount of news items and reports. A man or woman in business must read effectively in order to be successful.

Babson's Reports on February 26, 1934 stressed the fact that the people of the United States need a new vision in order to solve the problems of the day. A new vision cannot be gained by much talking; it can be won by much reading and thinking.

This is the new objective set by Babson:

"To have the New Deal work, we must devise some plan to redistribute vision, energy, initiative, courage, and especially judgment. A redistribution of only the material things which have already been produced will not accomplish the desired results."

Intelligent reading will be a powerful factor in attaining the ends sought; it will give a basis on which to form valid judgments.
The teaching of reading is being studied from every angle. In the future instruction will be based on scientific principles. The author has pointed out the many methods of approach that are employed by distinguished men and women who read prolifically and widely. Some like Theodore Roosevelt make much use of the index and the titles of the chapters in a book; these enable them to finger the pages rapidly and to reach with surety the high points. Edgar Allan Poe was expert in using various rates of speed in reading, and in fitting each to a purpose. He called this manner of reading creative reading. In the schools today, efficient reading is essential to achieving success in all academic subjects, and there is no field in school or in every day life where it is not greatly to the advantage of the person to be a good reader.
PART II

READING LESSONS FOR CLASS AND INDIVIDUAL INSTRUCTION
PART II
- Familiarize yourself with these reading skills -

READING SKILLS

1. Reading to comprehend directly stated facts
   (a) In pleasure type of reading - chiefly narrative
   (b) In work type of reading - in mathematical problems, historical problems, etc.
   (c) Following directions
   (d) To answer questions and to ask questions
   (e) For retention and reproduction

2. Reading to comprehend implied facts, and to interpret and evaluate material
   (a) To draw an inference
   (b) To discriminate between true and false conclusions
   (c) To perceive an analogy
   (d) To interpret poetic or figurative descriptions
   (e) To find the author's aim and purpose
   (f) To discover problems for additional study
   (g) To select facts which relate to a problem under consideration

3. Skimming in order to find the answer to a given question, or to get the gist of an article
   (a) To answer objective tests
   (b) To answer questions that arise in daily work
   (c) To get the gist of an article in a newspaper or magazine, or of a chapter in a book
   (d) For information - to advance in one's field of work
   (e) To keep one's mind stimulated with important things to think about

4. Reading to select the main points and the minor points for outlining
   (a) In a paragraph
   (b) In a longer article
      - to select the important points and the supporting details for the purpose of organization
   (c) To select the facts which relate to the problem under consideration

5. Vocabulary - a study of individual words and of words in groups to determine their meaning by their use
   (a) From context
   (b) By consulting the dictionary
   (c) By selecting synonyms or antonyms
   (d) By appreciating the significance of each word used in a concisely expressed statement or principle
5. Locating material - by consulting an

(a) Index
(b) Table of contents
(c) Bibliography
(d) Introduction
(e) Preface
(f) Guide to pronunciation
(g) Rule for spelling
(h) Places in geography - on maps; in dictionary
(i) Biographical names
(j) Foreign words and phrases
(k) Abbreviations used in writing and printing
(l) Guide to pronunciation
(m) Chapter headings
(n) Marginal headings of paragraphs
(o) Telephone directories
(q) Receipt books
(r) Scout Manual
(s) Charts and graphs

UNDER THE SIX HEADINGS IT SHOULD BE POSSIBLE TO GROUP ALL THE READING SKILLS. IN SO FAR AS POSSIBLE, THE SIX HEADINGS HAVE BEEN MADE MUTUALLY EXCLUSIVE.

BASE EXERCISES AND TESTS ON THE SIX READING SKILLS. GIVE PRACTICE IN ALL THE VARIOUS TYPES OF SKILLS THAT ARE LISTED UNDER THE MAIN HEADINGS.
PART II

CHAPTER IV

INITIATING THE WORK IN REMEDIAL READING

As a pupil's efficiency in silent reading is greatly influenced by his interests in oral reading, widely varied types of material as to subject matter and to difficulty have been chosen to make up the exercises in the reading lessons given in the following pages for class and individual instruction. The underlying factors of interest in silent reading that have been weighed and applied to the selection of reading materials are:

(a) the grading of content in silent reading,
(b) the social worth of the reading materials, and
(c) the natural interests of the children.¹

It is well to take into consideration that uniformity of instruction in silent reading for all pupils of a group tends to widen the difference among them. Those who are poor readers become relatively poorer, and those who are good readers become relatively better. More attention must be given to individual instruction in silent reading, says William S. Gray. Each pupil must receive the specific type and quantity of instruction he needs. If he has entered the junior or senior high school without being able to read efficiently, he knows the bitter taste of failure; he could not have measured up to his mental ability in his academic subjects. If negative attitudes have developed, see that they are changed to positive.

¹ Sangren, Paul V. Improvement of Reading Through the Use of Tests, pp. 161-2, Bulletin No. 2, Vol. 27, 1951, Western States Teachers College, Kalamazoo, Michigan. (Will be sent free on application.)
attitudes, and secure for him all the help you can command to meet his needs.

Here are three suggestions for grouping students:

(a) Place in groups those who test below grade 7 in reading ability
(b) Those who test between grades 7 - 9, and 
(c) Those who test above grade 9.

The teaching of remedial reading has been the most rewarding work entered upon by the author. Creative dramatics was very interesting to teach and brought worthwhile results, but creative reading is even more far-reaching in its effect. Both bring the child into action. To teach children to read is one of the most imperative needs of the day. Reading investigation is a field that is not overcrowded. A mere beginning has been accomplished in scientific research. Interesting findings of great import have been made which have not as yet been put into practical use in the classroom. Each teacher of reading has the opportunity to apply these findings and to make new discoveries of her own.

The reading lessons for classroom use given on the succeeding pages may be presented to your class in any order that recommends itself to you. Some of the lessons you may not use at all; while others that are placed toward the last, you will use first for you will be guided by the needs of your group as revealed in objective tests. For instance, children who cannot sound unfamiliar words are often in need of training in phonetics. You may wish to couple this

training with the study of the derivation of words, tracing their roots, prefixes, and suffixes to words in foreign languages. Glance over all the lessons in order that you may be familiar with the material from which you are called upon to select. Familiarize yourself with the "Reading Skills" outlined on the opening page of Part II. These skills the child must master in order to become a good reader.

The mechanics of reading will come in for early consideration. If the pupil has difficulty in sounding letters, note whether he has a speech defect. It may be necessary to assist him to correct the defect before a letter on the printed page will suggest the correct sound to him. When the child has learned to recognize the various sounds a letter may have and to give these correctly; when he has learned to combine the letters into syllables, and the syllables into words; he must then learn to combine automatically words into meaningful phrases, and these phrases into sentences by employing an increasingly large eye span. Rhythmic forward sweeps of the eye must be secured to insure success, and accurate retracing of the eye from the end of one line to the beginning of the next line. In this way we shall touch upon important points to be observed in the mechanics of reading.

Next we shall discuss the kinds of reading under the two heads, the work type and the recreatory type; and methods of reading which are analytic or those which lead to a swift scanning of the pages to locate data or to appreciate the general significance of a selection.
A third division will deal with diagnosis and methods of remedial instruction.

Initiate work in remedial reading VIGOROUSLY.

Have your plans well laid. Intense effort on the part of the pupil is to be aroused by any legitimate means. It is important that success be immediately achieved and recognized. To this end, bear in mind the following requisites to success:

(a) A pupil should be fresh; he should not be taken after school. The early morning hours are best.

(b) His attitude should be favorable; he should be in a cheerful and cooperative mood. To be placed in a remedial reading class is a privilege and not a reproach or a punishment. Other teachers who send pupils to remedial reading classes should be most careful to motivate these pupils properly.

(c) Establish a happy relation between the learner and the teacher. Be informal, almost intimate in your approach to the class, without encouraging or opening the way for familiarity. Break down at once any expectation of the traditional attitude of cold reserve and aloofness which haunts some children's mind in association with teachers and classrooms.

(d) Arouse in the pupil an optimistic attitude; awake in him pleasant anticipations. Give him reason to believe that he will succeed, and prove to him by means of tests at an early date that he is making progress in learning to read.

(e) Remember that encouragement and cheerful assistance are frequently needed. Remedial reading pupils are notably susceptible to "off days" and to periods of stagnation in interest and aptitude. (So are sportsmen).

(f) Detect the first signs of stagnation in interest and aptitude, and deal with the victim with greatest skill and tact. Supply a variety of material and activities, and give the student a choice, where possible, of what he will do next. DISABILITIES AND DISTANCES FOR MANY ACTIVITIES AMONG PUPILS ORIGINATE IN THE THROES OF "PLATEAUS" IN THE CURVE OF LEARNING.
CLASS SET-UP

I. Group students, where possible, according to their

(a) I.Q's. - consult the Stanford Binet Test or a similar test. Select those whose I.Q. is 90 or above and whose reading age is two or more years below their chronological age. To this end ascertain their

(b) Reading Age - on the Stanford Reading Test, and their

(c) Previous achievement in English.

Bear in mind that a child who is retarded in reading ability may fall below in taking a test which depends upon reading, and in this way the test may not measure correctly his native intelligence. When the child's need for remedial reading instruction is under consideration, defer to teacher judgment where it is in conflict with the recorded I.Q. When a pupil has been trained to read and is retested, the score for the I.Q. is often raised as much as ten per cent.

On the other hand Theisenavers that children with an actual I.Q. of 85 or below are taught to read with difficulty, and often these do not progress beyond eighth grade in reading ability; Arthur Gates adds that those with an I.Q. below 65 rarely learn to read at all. If a child seems normal and shows signs of native intelligence in oral work which measures up to what you associate with the average child, do not heed his recorded I.Q. but have the courage to undertake to teach him to read with the expectation that he will succeed. You will rarely be disappointed. Every child that applies to learn to read and who shows signs of intelligence which lead you to think he may be brighter than his recorded I.Q. indicates should be given the benefit of the doubt. As Dr. Pitkin says, to give close heed to I.Q's when considering students for remedial reading instruction is dangerous.

II. See that a student entering a remedial reading class is well motivated. Bring home to him

(a) That more than twenty-five per cent of the students in the school in all probability need help to learn to read up to their grade.

(b) That it is a privilege to receive special training under the latest methods and to have the reading difficulty which is remediable corrected.

1 Tinker, Miles A. "Diagnostic and Remedial Reading" (Quotes Theisen and Gates) Elementary School Journal, Dec. 1932.
III. Provide an attractive setting and materials which are not suggestive of usual classroom procedure or with what the child associates with "school atmosphere".

(a) Make the room artistic and cozy, if possible; provide furniture, books, and materials that are pleasing and which are not associated with school and past failures. (The expense involved in supplying the above furnishings will be complained of, but the returns in "educational lives saved" to say nothing of grades saved will offset the expenditure.)

(b) Give thought to the personality of the teacher. See to it that she has character, tact, grace, love, and understanding of children; patience, enthusiasm, intelligence, training that has prepared her to do work and which is founded on experience and knowledge.

IV. Have outlined a definite plan for work, from which you may deviate at will. Know whither you are going. CHECK RESULTS OF TEACHING FREQUENTLY through objective tests, and make the results known to the pupils that they may be assured of their progress.

V. As you register students, see that you have time on that or the following day to record the case history of such students as are intelligent, yet who show marked reading disability — that is where they are retarded more than one grade. In most remedial reading classes you will enroll only such students as are retarded two grades or more.

VI. Diagnose the cause of the reading disability in so far as you are able; in the case of severe reading disability where you are unable to determine the cause of failure to read, appeal to your supervisor to diagnose the case. Keep in mind the three steps:

(a) Measurement of reading ability by tests.

(b) Diagnosis

(c) Application of remedial measures

These are three intimately related topics, no one of which can be slighted. Diagnosis of the cause of the reading difficulty is essential to success in the cases that do not respond to group direction in reading.
VII. Be prepared to do individual work with individual students. To this end exercises have been designed to accompany this treatise which may be obtained from the publisher; these exercises will train the student in the various reading skills, and at the same time they will free the teacher to permit her to diagnose individual cases and give individual remedial instruction which will correct the reading difficulty.

SUMMARY:

Teaching reading is largely individual work with individual students. Some one must be available who can diagnose the cause of reading difficulty and prescribe remedial treatment. Such diagnosis and treatment are essential to success.
SACRAMENTO HIGH SCHOOL

READING RECORD SHEET

Date ____________ 19__ Test ________________ Form ____________

List names by scores beginning with the lowest
(Grades will not fall in order) Class________________________
Teacher________________________ Room________________________

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Keep a copy of this sheet. Send duplicate to head of English Department. Do not enter scores on Permanent Record cards until tests are checked by supervisor.

This "Reading Record Sheet" has been adapted from one used by the schools of San Joaquin County, California.)
Put into the pupils' hands before the close of
the second day a carefully selected book containing
a fascinating story told in simple style. Let it
not be a formidable looking text; see to it that
it is an attractive book, well printed and artis-
tically illustrated. Ten to twelve point type is best, and many
educators who have studied length of line agree that the line about
a third longer than the width of a column in the newspaper is most
easily read. See that the subject matter is within the pupils' range of experience and that the vocabulary is simple. Short articles on a wide variety of topics supply the most desirable material. An excellent reader recently published for the sixth grade has been found to be admirably adapted to meet the needs of sophomores in the high school! This may amaze you, but it is never-
theless true. There is very little material on the market suffic-
iently simple in form yet mature enough in subject matter to meet
the needs of students in secondary schools who are retarded in
reading ability. The subject matter in "Scouting Through" is
well chosen and meets our chief requirements. There is one great
drawback, however, it is labelled sixth grade. Take the book of
your choice and read aloud the first page, or two, or three, just

1 Lewis, William Dodge, and Rowland, Albert Lindsay, Book VI,
for interest. Do the reading yourself for a bit; then call on this student and that, helping out the reading so that no deficiencies may become apparent. Do all the reading yourself if need be.

And here enters another point in teaching reading: during the uncertain days engineer success; at no time throughout the course let a student fail so that he feels unsuccessful. He has had all the failure he can stand; what he needs is encouragement and tangible proof attained through frequent testing that he is making progress in learning to read. Advancing scores will give him courage and will stimulate his interest as nothing else can. Let it be added that discipline in the sense of punishment or severe rebuke should never be necessary in a remedial reading class. If the teaching is excellent, and the pupils are well selected, the interest in making a gain will be so great as to make disciplinary measures unnecessary. Conversely, remedial reading cannot be successfully taught by those who resort to harsh practices. The child who has reached high school without being able to read well is in a sensitive state of mind; he distrusts himself and others, and you cannot win his confidence if you indulge in severity. It is well to recall the old fable of the wind and the sun, and to resort to the method of the sun to warm the weary traveler and make him take off his cloak of indifference and timidity.

When the student has become interested in reading, he will naturally concentrate upon the thing in hand. However, if his span of concentration seems short, it is well to bring about rests in the reading.

1 Note: See reading record chart on page 36.
process at frequent intervals. Once a young second grader had private instruction for a period of six weeks at the home of the teacher. In the initial stages his span of concentration was measured by the space of three to five minutes. When his interest began to flag and his attention to wander, pause was made in the lesson and teacher and pupil discussed something suggested by the reading. At the end of five minutes, the boy was encouraged to get up and stretch his legs. On one occasion he was invited to turn handsprings on his instructor's parlor rug - the furniture having been moved to a safe distance! So successful was this innovation in relaxing the child and preparing him to concentrate upon the next step, that subsequent lessons were broken by introducing short periods of strenuous activity. The span of concentration lengthened at an amazing rate until before the six weeks were completed, the lad could center upon the material before him for fifteen and sometimes twenty minutes; and, what is more, he could read. It is unfortunate that the students cannot be encouraged to turn cartwheels in the classroom!

Emphasize the importance of keeping the attention closely riveted upon the story while the reading is in progress and not letting the mind wander to things about the room or out of the window or to any extraneous matters. Lack of concentration is often at the root of the difficulty many children have in learning to read intelligently.¹

Reading is thinking. It is not alone thinking of the subject in hand; it is thinking around it. The stated facts and the implied facts must be considered; the imagination and the interpretative powers must be called into play. Teach the student to supplement the author's thought by supplying additional illustrations which the treatment of the subject read suggests.

Thorndike calls attention to the unique character of paragraph comprehension, pointing out that understanding a paragraph is like solving a problem in arithmetic. It requires thinking, and it consists in selecting the right elements of the situation and putting them together in the right relations with the right amount of weight or influence for each. The reader must "think around his subject". His mind is assailed by every word in the paragraph and by many thoughts the paragraph suggests; it must select, reject, soften, emphasize, correlate, and organize the material, all under the influence of the right mental set or purpose or demand.

Children may be taught what it means "to think around a subject" as follows: Get the children's attention; then suddenly say to them: "Candy!" How their faces will brighten! Now say to one, "What kind of candy did you see?" He will probably reply "Chocolate." Ask another and see if you get the same response. When you have asked several, inquire if anyone saw any other kind of candy.


You will probably win a number of varied answers and comments that will limber up the whole group. Then, when their interest is at high pitch, show them how every familiar article suggests myriad related articles; a familiar scene, other familiar scenes. Say "House", or "At the breakfast table", and see how many definite pictures of people and things will be called to their minds. So it is in reading; the alert mind thinks around all that it reads. In this way the reader becomes interested, comprehends what he reads, accepts or rejects the propositions, sees the mental pictures presented, and makes the material his own.

Select leading words in the topic sentence of each paragraph in the story being read, read them one at a time, and "think around them." When the class have voiced their thoughts, you will be surprised at the number of mental pictures each word has suggested. How differentiate between the excellent thinking of those who had formed clear pictures which illuminated the meaning of the subject in hand, and the cloudy thinking of those who had confused mental images because their thoughts went off on a tangent or by reason of their faulty interpretation of the printed page. Loose thinking brings poor results. If one reads "The boat tacks into the wind," it is irrelevant to think of small nails!

Teach your students to think truly, logically, and to test the results of their thinking. This mental testing of the thing read is a vital part of all reading. As they progress from paragraph to paragraph, emphasize the point that the conclusions arrived at must "hold water"; that every word must contribute to the sense of
the sentence, and that every sentence must contribute to the sense of the story as a whole. Get this fact over to the student, and he will soon cease to miscall words and misinterpret sentences through loose thinking. He will begin to check on himself, and to insist that what he reads shall make sense.

He will first demand that it make sense; but as he proceeds in developing the thinking process, he will eventually begin to evaluate the ideas presented. The world is in danger of being submerged, Dimnet avers, by an ocean of books. Eleven thousand volumes are annually being published in France alone. The books being printed in English annually do not fall below this number. The child must not only learn to think, but he must be taught to discriminate between good and poor material; between writers who write in excellent style and speak with authority, and writers who are worthless. Only the man who knows how to think will know how to make a choice of what he wants to read.
A careful and systematic study of the individual pupil's reading ability should be made where there is a retardation of two grades or more. The objective test in reading which was administered to all the pupils in your class before they were admitted will point to the students needing the most help, and will reveal the strong and weak points in the ability of each child.

There are no thoroughly satisfactory diagnostic tests at the secondary-school level. The Monroe Standardized Silent Reading Tests are frequently used in testing very large groups in order to identify the pupils who merit more intensive diagnosis. The Monroe test has serious limitations as a diagnostic instrument. For the pupils who rank low on this test, use has been made at the junior high school level of the Stanford Achievement Reading Test, the Sangren-Woody Test for the upper grades, and the Gates Silent Reading Test for the upper grades. It is reported that Arthur E. Traxler of the University of Chicago has developed a battery of reading tests for use at the junior high school level which promises to be very valuable. These tests will probably be published shortly and may then be obtained from the Public School Publishing Company, Bloomington, Illinois.

For senior high school pupils who exhibit reading deficiencies, use has been made of the Haggerty Test - Sigma 3 and of the Iowa
Silent Reading Test, and the Whipple Reading Test. These tests may also be used for college students who have reading deficiencies. The Whipple Reading Test should be used, however, only in the case of students who have made considerable progress in reading and whose deficiencies are minor rather than major. There are other tests, of course, which may be used among high school students. A list is appended and will be found next to the bibliography. Those tests which have been mentioned above, are thought to merit first consideration. There are two or three of the recent tests, such as the Metropolitan Achievement Tests - Advanced Battery, and the Modern School Achievement Tests, which you may find it profitable to examine with care. Arthur I. Gates is one of those responsible for the tests named last. William S. Gray is an excellent authority to consult on the relative merit of reading tests.  

The Los Angeles Elementary Reading Test, Forms 1-4, has been used satisfactorily in junior and senior high schools to measure reading skills. Pressey, Courtis, Thorndike and McCall, The Detroit Reading Test, all have issued silent reading tests. It is well to use two or three of these tests before the term is over; one checks on the other and confirms or alters your opinion as to the nature of the reading difficulty. Authorities recognize that in the more severe cases classroom teaching is not adequate. Individual instruction in reading is necessary, and, if the case is acute, instruction

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must be given by a specialist. The acute cases in a high school average about two pupils in a hundred in attendance.

Keep a "Reading Progress Chart" for each student (he may enter the record himself) on which is recorded in graphic form from tests given each week his progress in speed and comprehension. On the second day you will give him a short test of your own invention.

Directions for making the chart will follow; we shall now give directions for measuring speed and comprehension.

It is important to read rapidly to be efficient; it is more important to read comprehendingly. We will choose sixth grade material from such a book as "Scouting Through", or a simple story from the "Reader's Digest" to use for testing. Many current magazines of merit contain material adapted to the interests and needs of junior and senior high school children. The magazines adapt their subject matter to meet the needs and demands of the reading public. A large percentage of the citizens of the United States read at the sixth grade level. "What Every Man's Dog Should Know" with excerpts from Terhune, which appeared on page 72 of the "Reader's Digest for March, 1933 makes excellent material for testing reading skills.

We will test, first, for speed, and second, for comprehension. Inform the class that they will be asked ten questions on the material read. In addition, acquaint them with the standards for reading rate on narrative material:

6th Grade standard ---------------200 words per minute
8th Grade " ------------------250 words per minute
10th Grade " ------------------300 words per minute
12th Grade " ------------------400 words per minute
College standard - set by Smith--600 words per minute

Explain the large amount of material the college student must cover in a term, and state that he could not complete the work assigned in the time available for study if he could not read rapidly. Add that the comprehension is better when material is read rapidly than when it is read slowly by a good reader. For those not going to college it is well to bear in mind that business life demands much reading of newspapers and magazines by the successful merchant; and that he must read a large volume of mail each day in a short space of time.

Having properly motivated the class, you will now proceed with the test.

INSTRUCTIONS FOR GIVING THE SPEED TEST

A. READING (a) Give the number of the page on which the reading will commence and instruct the class to turn to this page.

(b) Have the class close the book on their fingers until the signal is given to read.

(c) You will stand with watch in hand; when the second hand reaches the top of the dial say "Read". (Record the exact time on a sheet of paper.)

(d) The members of the class will sit with the book in the left hand and a pencil in the right. When they have read 2 minutes say "Mark". And then add "Read on to the end of the story".

(e) Direct the students when they have finished reading the story to close their books and sit quietly until all have finished.
B. COUNTING  (a) Write on the board the numbers of the first three
pages read and opposite each place the number of
words there are on that page. (You have previously
counted them.) Taking your figures, they should now
estimate how many words they read in the first two
minutes, that is, up to the place they marked.

(b) Divide the number of words read by two to ascer­
tain the number of words read in one minute.

C. RECORDING  (a) Enter a dot on the "Reading Progress Chart" to
indicate 6th Grade if 200 words were read per
minute, 8th Grade if 250 words were read per min­
ute, and so on. Call 100 words per minute 4th
Grade work, and 150 words per minute 5th Grade work.
(No standard is set for grades lower than the sixth.)

(b) When a second dot is entered for speed at a later
date, connect the two dots by a straight dotted
line like this: -- -- -- --

INSTRUCTIONS FOR GIVING THE COMPRE-
HENSION TEST

A. QUESTION- (a) Give the class ten questions which you think if
answering correctly will measure the student's
comprehension of the material read.

B. CORRECT- (b) Have students exchange papers and mark answers right
ING ANSWERS or wrong as you dictate the correct answers.

C. RECORDING (c) If ten questions are answered correctly, have
student place a small cross on the upper line of the
upper square (which is the tenth from the bottom of
the chart) on the left; if nine questions are an­
swered correctly, place a cross on the upper line
of the ninth square from the bottom on the left.
Connect crosses with straight line after the second
test is taken.
DIRECTIONS FOR MAKING THE "READING PROGRESS CHART"

Cut heavy Manila paper or cheap Bristol-board into sheets 8 1/2 X 11 inches. Have the sheets mimeographed as follows:

At the top enter "Reading Progress Chart"; print it the long way of the card. Below indicate spaces to enter the student's name, his class, his age in years and months, and the date on which the chart was started. Below this enter blocks of squares, twelve squares high and twenty squares long. The twelve squares high stand for twelve grades from the second grade to the fourteenth; label them at the left accordingly. The twenty running from left to right across the page stand for twenty weeks; label them to the top accordingly. The dates on which tests are given may not exactly correspond to the heading.

On the reverse side of the sheet the teacher will record her diagnosis of the child's reading disabilities and the progress made toward bringing him up to his grade. The remedial instructions given the child at individual interviews will also be recorded. The teacher will keep these cards at her desk and hand them out to the pupils when reading scores are to be entered.

DIRECTIONS FOR ENTERING MARKS ON CHART TO FORM A GRAPH

Each time a test is given have student enter in the appropriate section of the first square to the left his mark as measured in grades for speed and another mark for comprehension. Connect the dots from week to week by straight and dotted lines as directed above.
Each time an objective reading test is given have the pupil enter a small cross on the upper line of the square that indicates the grade of reading ability done, and have the cross entered under the week in which it was given. More to the right each time a score is recorded. Connect the crosses by straight lines when several crosses have been placed upon the chart. Write the description of the test on the vertical line on which the score is entered; this will provide definite information for future reference. If the trend of the line connecting the crosses is UP, the pupil is increasing in ability to read.

**RATE CHART TO MEASURE READING SPEED**

Make another block of squares that will be identical in appearance with the first block. Each vertical square will register fifty words per minute in reading rate; the top of the twelfth square counted from the bottom of the block will register six hundred words per minute. When an informal reading test for speed has been given, have the students record on the appropriate square his reading rate. He will have to estimate the place within the square on which to record a reading rate that comes within the fifty words assigned to the entire square. Write the name of the article or exercise used to make the test on the vertical line on which the cross is recorded; also enter score for comprehension on the ten questions asked. When the next test for speed is given, move one square to the right before recording. Connect the crosses by a straight line when several tests...
have been entered. The trend of the line if it be UP will indicate
the pupil's speed is increasing. The comprehension check is a loose
check for, unless a test has been standardized, the questions are
subjective and vary widely in difficulty. The only value to be derived
from a test for comprehension is to give pupil and teacher an idea
whether the reading was intelligently done. Speed attained without
understanding of the thing read is of no value. Where questions are
well formulated and test knowledge gained through reading and where
they are fairly distributed as to degrees of difficulty, a score of
from fifty to seventy per cent in correct answers is to be considered
satisfactory. If the average student makes a grade of a hundred per
cent, the reading material or the questions on it, or both, were too
easy for the pupil. If he makes a score of less than fifty per cent,
the student either has marked reading difficulty, or the material or
the test questions were too easy to adequately test his ability to
comprehend the material read. Informal tests of comprehension are of
only relative importance; they are not to be taken as an accurate
yard stick to measure a student's ability to comprehend the meaning
of the printed page.

"READING PROGRESS CHART" No. III

This chart includes a graph for comprehension as well as one
for speed. It is more compact than Chart No. II, and may be sub-
stituted for No. II.
As the weeks pass the student will become much interested in noting whether the lines on his graph recording reading ability and speed go up or down indicating a falling off in progress in learning to read or in speed, or in both. He will become interested in trying to excel his own record. You as teacher will wish to keep a graph of the average scores made by the class on each test in speed and comprehension, and announce these class scores to the members so they may compare their individual accomplishment with the class average. Hold up before the class some of the graphs and analyse them for the students' benefit in order to aid them in correctly interpreting their own records. It is well to call their attention to graphs which indicate that students attempted excessive speed far beyond their ability to comprehend the material gone over, and point out to the class how in such cases the score in comprehension falls off until it shows negligible accomplishment. Without understanding, reading has no value. Place the average scores for the class on the board weekly; it will act as a motivating force.

FOR IMPROVING READING ABILITY

AVERAGE SCORES IN READING — SPEED AND COMPREHENSION

<table>
<thead>
<tr>
<th>Period</th>
<th>Date</th>
<th>Item No.</th>
<th>No. of cases</th>
<th>Average speed (w.p.m.)</th>
<th>Average comprehension (per cent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. L Soph.&quot;y&quot;</td>
<td>4/6/33</td>
<td>1</td>
<td>25</td>
<td>210</td>
<td>41.0</td>
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<tr>
<td>1. &quot;</td>
<td>5/3/33</td>
<td>2</td>
<td>26</td>
<td>216</td>
<td>59.0</td>
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<tr>
<td>1. &quot;</td>
<td>6/8/33</td>
<td>3</td>
<td>24</td>
<td>296</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Results: Gain in 2 months of 86 words per minute — average speed
Gain in 2 months of 9% — average comprehension
(Material read was of increasing difficulty:
6th Grade material was given in March, 8th Grade in June.)
"READING PROGRESS CHART"

No. 1. Chart of Reading Ability measured in "reading grades" by means of standardized objective tests

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Class</th>
<th>Age</th>
<th>Yrs.</th>
<th>Mos.</th>
<th>Date Begun</th>
<th>Gain in Grades</th>
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</thead>
<tbody>
<tr>
<td>SACRAMENTO HIGH SCHOOL</td>
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<tr>
<td>Stanford Achievement Test</td>
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<tr>
<th>Month</th>
<th>1st wk.</th>
<th>2nd wk.</th>
<th>3rd wk.</th>
<th>4th wk.</th>
<th>5th wk.</th>
<th>6th wk.</th>
<th>7th wk.</th>
<th>8th wk.</th>
<th>9th wk.</th>
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<td>14th Gr.</td>
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<td>13th Gr.</td>
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<td>6th Gr.</td>
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Comment:
No. II. Rate Chart - to measure reading speed in number of words per minute

SACRAMENTO HIGH SCHOOL

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Age Yrs. i os.</th>
<th>Date Begun</th>
<th>Gain words read per min.</th>
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</table>

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<th>Per min.</th>
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<th>4th wk</th>
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Comment:

(Record comprehension on vertical line - give number of questions answered correctly out of ten questions)
NO. 33
"READING PROGRESS CHART"

Name

Grade

Age

Date started

Date finished

Room No.

Comprehension Graph

Speed in
sps. per
min.

500

475

450

425

400

375

350

325

300

275

250

225

200

175

150

125

100

75

50

25

0

Amer. Compl. \%

Gain in Comp. \%
**PROFILE CHART FOR SIX READING SKILLS**

Name __________________________ Check Sets Completed:

Grade _______ Age _______ A B C D E

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
<th>Skill 1</th>
<th>Skill 2</th>
<th>Skill 3</th>
<th>Skill 4</th>
<th>Skill 5</th>
<th>Skill 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Av. a &amp; b</td>
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**DIRECTIONS FOR FINDING PER CENT:**

Skill 1. Add scores "1a" and "1b" for all sets completed & divide by 2.

Skill 2. " " " " " " " "

Skill 3. " " " " " " " "

Skill 4. " " " " " " " "

Skill 5. " " "1a" and "1b" " " " " & divide by 2.

Skill 6. " " " " " " " "

Divide each answer obtained above by the number of sets completed. Multiply this answer by 10 to find total score in per cent.
Examine the standardized reading tests that were given to the pupils before they were admitted to your class in order to ascertain in which reading skill each pupil is especially weak. You may think it well to divide your class into four groups according to their specific needs as follows:

Type A. Pupils who need training in phonetics.

Type B. Pupils who need training in making forward, rhythmic sweeps of the eye.

Type C. Pupils who read glibly and rapidly but who cannot remember what they read.

Type D. Pupils who are fair readers but who read very slowly.

We shall deal with students in Type A. Pupils who need training in phonetics have difficulty in recognizing the printed word because the letters do not suggest sounds for which they stand. Remember that it is possible to overtrain in phonetics; pupils who learn to sound words correctly without associating with the word its meaning are Type C pupils who read glibly but who cannot remember what they read.

To teach phonetics equip yourself with charts which contain the letters and combinations of letters which occur most often and which are the most difficult to pronounce. With the rubber stamps of the letters of the alphabet with which you have provided yourself, make
a chart on Bristol-board 15 X 18 inches in dimensions containing single letters in columns; make other columns with letters in combinations of two, three, and four to form roots, prefixes, and suffixes. Place the chart on the wall before the class, and have the students sound the letters after you. Pause occasionally to have them give words which use the sounds. Repeat the letter where there is more than one way of sounding it. Here are the letters you may wish to include. It is not well to try to make an exhaustive study of phonetics. Teach the sound of letters omitted when they arise in subsequent reading.

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Teach these letters and combinations of letters for their sound; show how they fit into words. Where they form prefixes, suffixes, or roots, interest the child in knowing that they have a meaning in Latin which, if it is known, will greatly assist in arriving at the meaning of the English word of which it is made to form a part, but do not lay great stress on this phase. The important thing is that the student learn to recognize syllables and be able to put them together to form words. Very shortly he should increase his eye span and his unit of interest to group words into phrases at one glance. The larger the reading unit employed eventually, the clearer will be the student's comprehension and the swifter his reading rate.

The method of teaching the first grade child to read words at the outset is in high favor today; but the student in secondary grades who has not learned to read words must learn to read the syllables


2 Gates, Arthur I., The Improvement in Reading. Macmillan, 1929, Chap. VII.
of which the word is composed. It is too late to pin names on the articles of furniture in the classroom and drill him until he catches the significance of the labels.\footnote{Gordon, E. K., \textit{A Manual for Teachers of Primary Reading}, Heath, p. 6.}

ASSIGNMENTS:

1. Direct students to list in a column twenty words containing prefixes and suffixes. Underline the prefixes and the suffixes.

2. Write down five words containing \textit{port} which you think from their meaning might be derived from the Latin word \textit{PORTARE} meaning "to carry".

3. Learn the diacritical markings given in Webster's dictionary. Be able to give a word in which each of the sounds occurs.
CHAPTER VIII
LESSON IV
THE SOUNDS OF ENGLISH

With some children who have speech defects, Lesson II may not be entirely successful. It will be necessary for the teacher of reading to deal with speech sounds and to help the child who has retained a baby lisp or who has not learned to make a clear distinction between the sounds of "$b$" and "$p$", who does not sound the final "$d$" or "$g$" in word endings, or who has never distinguished between the pronunciation of the "$w$" in "why" and the "$w$" in "wet". Faulty speech often leads to faulty reading; it becomes incumbent upon the teacher to correct the speech, and to do this she must know how speech sounds are formed. Place a mirror before you; sound the letters of the alphabet and study each as it is sounded to ascertain how it is formed.

In studying consonants note the degree of obstruction of the breath, the place where it is obstructed, the character of the outflow of the breath stream, and the adjustment of the lips, teeth, and tongue.¹ Observe how explosive are "$p$" and "$b$", but that the lips are closed for "$m$". Follow the movements of the tongue as well as the formation of the sounds as you say over the following words and letters: "THING, THIS, L, N, R, Q." Say "L-A-L-A", watching the tongue. Say "O-U-O-U", watching the lips. Try "SING" and "SINGE"; "ERASE" and "RAISE".

¹ Barrows, Sarah T., and Cordts, Anna D., The Teacher's Book of Phonetics, Ginn & Co., 1926, Chap. IV.
As the child's speech clears up, it will be found that his reading has improved. This is especially true of the foreign boy or girl. Chapter V in Barrows and Cordts gives admirable instructions for correcting the speech difficulties of the Oriental or the European. These peoples speak from a phonetic basis that is different from ours; there are both vowels and consonants in English which are troublesome to them since they have no sounds that approximate them in their language. Nearly all foreigners find the two sounds of English "th" difficult; some substitute for them "d" and "t"; others "s" and "z". Children substitute also "f" and "v".

The formation of speech is an interesting study and it repays the teacher of reading who will devote some time to it. Difficult cases of speech correction like difficult cases of reading should be referred to a specialist in the field.
CHAPTER IX
LESSON V

THE MECHANICS OF READING

EYE SPAN

Just as syllables flow together on the tongue to form a word, one is scarcely conscious when one says "immediately" that the word is made up of five parts - so in reading letters flow together in the eye to form syllables, syllables to form words, and words to form phrases which the practiced reader can take in in one glance. Eventually he reacts to sentences, and reading becomes an interpretative, thoughtful, mental activity. The span of recognition, or eye span, grows with maturity and training; a wide span characterizes the good reader.1

Having obtained the interest of your students and having given them an idea of the importance of learning concentration and "thinking around" what they read, you will be ready to consider enlarging their eye span.

The structure of the eye limits the amount which can be perceived at one glance, but, even so, children are unable to take in all they can readily see. Thought is the basis of perception. The word is the smallest thought unit; next to this as a thought unit comes the phrase. The limited and untrained reader in reading across the printed page pauses at letters, syllables, and words. On each of

these the eye fixes, for it cannot read when in motion. The pauses that thus occur number from ten to fifty or more, and are the occasion of very poor reading and a low percentage of comprehension. The more successful reader will take in groups of two, three, and even four words at a glance, in one fixation.

(a) Prove these points by means of flash charts which you make yourself. Print the words you wish to exhibit to the class by means of rubber stamps on strips of Bristol board six inches wide by thirty inches long. Use such words as these:

No. 1. at noon
No. 2. on the boat
No. 3. run and jump
No. 4. in the morning
No. 5. a pretty picture
No. 6. an exciting moment
No. 7. under the spreading chestnut tree

(b) Most of the students will now discover that they can no longer take in the words flashed before their eyes in ONE glance; that it requires TWO glances for them to read No. 7.

(c) Raise the question whether all the words in the above groups are equally important. Contrast the relative importance of at and noon; of in and the with morning, etc.

(d) Point out that the eye instinctively rests on the important words, namely the nouns and verbs, the adjectives and the adverbs that describe and limit.

(e) Give out the supplementary exercises on eye span and have the students list the words which they think are comparatively unimportant and which they think the eye could readily skip lightly over.
Hand out the second exercise on eye span. Have the students read it over supplying as best they can the missing words. Read it several times without pausing long to conjecture what the missing word may be, and see if the meaning does not become clear after the second and third reading. What sorts of words were omitted? Name the parts of speech to which most of these words belong.

Bring home to the child the importance of attaining a rapid reading rate, because rapid reading

1. Saves time.
2. Increases one's ability to comprehend (experiment through the coming weeks until you prove this point to the child's satisfaction.)
3. Allows one to cover a larger amount of reading in the time available.
4. Encourages one to increase his range of reading topics and enter a larger field of interests; namely, fiction, biography, travel, adventure, drama, poetry, history, science, economics, etc.

EMPHASIZE THE FACT THAT THE GREATER THE NUMBER OF WORDS WHICH A CHILD CAN RECOGNIZE AT A GLANCE THE MORE RAPID WILL BE HIS READING RATE.
CHAPTER X
LESSON VI

RHYTHMICAL SWEEPS OF THE EYE FORWARD

It is important that the eye move forward in rhythmical sweeps and that there be no regressions, no jerky movements of the eye forward, backward, and forward again. In reading three to four pauses usually occur to the line. Poise your finger in the air to your right - for to the class this is left. Now move the finger rhythmically to the left in even sweeps, pausing slightly three or four times to indicate "fixations" of the eye in using a considerable eye span. Now jerk your finger along starting again at the classes' left, and ask the class which movement they think would be easier on the eye, the first in sweeps with three or four pauses, or the last with pauses on every syllable. Now repeat the jerky motion, repeating some of the imagined syllables. Have the class poise their fingers in the air and repeat the three experiments:

1. Smooth reading in three or four smooth, rhythmical sweeps forward

EXPERIMENT I. 2. Jerky reading which pauses on every syllable

3. Jerky reading, which in addition to jerking forward also jerks back on itself going over an imaginary syllable a second time.

After this experiment the class will work diligently to increase their perceptual span.

EXPERIMENT II. 1. Hold your finger up before you on a level with your face. Tell the class to fix their eyes on your finger. Keeping their eyes focused on the finger, ask them to observe what else they can see without moving their eyes.
2. Tell them to close their eyes again. Hold up the Bristol board flash cards and place a red pencil over the middle of the phrase. Tell them to look at the red pencil when they are told to open their eyes and see if they can take in the whole phrase out of "the tail of their eye". In this and other ways you can train children in reading to get an eyeful at each glance.

3. Now have them open their readers or other books containing simple reading matter and READ UNDER TIME PRESSURE. This plan must be used judiciously; when wisely used it has been found to increase concentration of effort and improve both speed and comprehension.
ASSIGNMENT: One:

A STUDY IN "EYE SPAN"

Eye pauses are marked in the paragraphs below. You will note there are from three to four pauses to the line. Read the first two paragraphs over to yourself; see if you do not naturally pause on the underlined words.

DIRECTIONS: Go over the first two paragraphs and list in a column the words WHICH ARE NOT UNDERLINED. Study these words. List ten of them from memory.

WHERE THE BEAR IS THE BOSS

In Yosemite National Park, California, the bear is protected by Uncle Sam and is extremely friendly with people. If treated kindly, he is, of course, entirely harmless.

The bears there are most amusing—indeed, they are the clowns of the forest. Bears are much like boys. They like to cut "capers," and are very fond of sweets.

Note: IN THE FUTURE SEE IF YOUR EYE RESTS ON THE IMPORTANT WORDS WHEN YOU ARE READING, AND WHETHER YOUR EYE SKIPS QUICKLY OVER THE UNESSENTIAL WORDS. CULTIVATE A LARGER EYE SPAN.
ASSIGNMENT: Two:

LEARNING TO INCREASE "EYE SPAN"

EXPLANATION: There are three main reasons why some people do not read rapidly - (1) Their eyes pause too often in moving across a line of print. Three or four pauses to the line is sufficient. (2) They say the words over to themselves as they read. This bad habit of "inner speech" interferes with both speed and comprehension. (3) They are "word readers"; some even pause to divide a long word into syllables. Of course you do not have any of these bad habits.

DIRECTIONS: In order to have you fix your attention upon the main ideas, the unimportant words in the following story have been omitted. Read the story through several times, supplying if need be the omitted words mentally; read until the meaning of the passage becomes clear to you. DO NOT LOOK AT THE FOLLOWING PAGE until you have comprehended this page, and have written down the omitted words. As you write them down, number them in order from one to twenty.

THE STORY - Ted's Adventure at Birdhaven Farm

Par. 1. The boys climbed down camp grove hemlock trees. It warm day; and yet, evergreen boughs, almost cold. thick bed hemlock needles had fallen year after year, seemed great carpet boys walked it. The whole place cool, quiet, dim.

Par. 2. They hurried twilight hemlock grove section woods where trees were chiefly oak maple, where the growth less dense sunlight filtered here and there.

Par. 3. They clambered around great boulders where cave supposed to be. sure enough! a little while Ted, who ahead of Richard, called delight, "Come on, Dick! I believe found it. I'll bet this cave you were talking about."

SCORING: There are 50 words omitted in the above. For every 5 words you list correctly, score 1 point. TOTAL SCORE - 10 points.
The boys climbed down from the camp into a grove of hemlock trees. It was a warm day; and yet, under the evergreen boughs, it was almost cold. The thick bed of hemlock needles that had fallen there year after year, seemed like a great carpet as the boys walked upon it. The whole place was cool, and quiet, and dim.

They hurried from the twilight of the hemlock grove into a section of the woods where the trees were chiefly oak and maple, and where the growth was less dense and the sunlight filtered through here and there.

They clambered around and over great boulders where the cave was supposed to be. And sure enough! After a little while Ted, who was ahead of Richard, called out in delight, "Come on, Dick, I believe I've found it. I'll bet this is the cave you were talking about."
ACCURATE RETRACING OF THE EYE TO THE FIRST OF THE NEXT LINE

Have the students read silently. Select for the purpose a simple piece of narrative reading that will hold their interest. Single out for special attention the readers that become confused and retrace their steps. Note the eye movements of these to see if, when reading, they retrace accurately to the first of the next line. If you have any doubt about this phase of their reading, bring them up to the desk and by placing a mirror on the opposite page to the one on which they are reading observe their eye movements. You will soon detect whether the eye retraces accurately to the first of the next line, and you will probably discover some other interesting things about their eye movements which will lead you to make helpful suggestions for the improvement of the movements.

Other bad habits which you may detect and correct while silent reading is in progress at the desks:

1. Pointing with the finger.

2. Articulating while reading — to be detected by the movement of the lips; or "inner speech" — to be detected by the movement of the throat.

3. Slumping in the seat while reading.

4. Paying no attention to the direction from which the light comes and to the position of the book in relation to the eye.

5. Turning the head to and fro in reading.

The first two habits retard the reading rate; the third retards thinking; and the last habits are injurious to the eyes.
CHAPTER XII
LESSON VIII

READING BACKWARD - REVERSALS - "MIRROR-READING"

Samuel Orton and Walter F. Dearborn have made an analytic study with cameras of children and adults who read backward. They have determined that one-third of the children with marked reading disabilities read backward, and they have advanced various theories of cerebral dominance and of ocular and manual dominance to account for this peculiarity. The fact is there is no special reason why we should read from left to right. If a child is not carefully observed in the initial stages of learning to read, he is apt to start anywhere, and read in any direction. Some children who are unguided begin in the middle of a word or in the middle of a line.

Two simple remedial treatments will be suggested. If the reading difficulty is not corrected by these methods, it calls for the careful diagnosis of an expert in reading, who should also prescribe the remedial care to be given.

METHOD ONE - For Correcting Reading Backward

Have the child copy from his book a simple passage which he cannot read correctly. Let it be short and contain subject matter that will interest or amuse him when it is understood. When it has been copied, have him trace the letters with his first finger, sounding the letters as he goes. (Drill in phonetics and in combinations of syllables must precede this exercise.) Now ask him to combine the sounds into syllables; then to combine the syllables into words. Repeated attempts, aided if necessary by a few suggestions from the teacher, will finally deliver the word in correct form.

(One must be alone in the room with the pupil to give this instruction, unless there are several who are suffering from the same handicap who may work together to remove the disability caused by reading backward.)
Cover the line which you wish the student to read with a piece of paper in which you have previously cut out a strip the width and length of a line of type; thus one line and only one line will be exposed to view. Place a red dot in the upper left-hand corner of the paper. Say to the pupil: "You see this red dot in the upper left hand corner of this strip of paper. Always begin at the end where you see the red dot." Now cover the first strip with a second of similar size in which no strip has been cut out. Instruct the student to hold the second strip in his right hand and pull it over the first slowly TOWARD THE RIGHT. As the letters of the first word on the line are uncovered, sound them; combine them into syllables, and the syllables into words. Read several words, and then go back and read the words "in flow" until they convey a meaning. Read a sentence. Go over the sentence until the meaning is clear. Read a paragraph in this way, moving the paper containing the slit down line by line, and uncovering the line by moving the second paper, which has been placed over the first, from left to right as before.

Then remove both papers and read the paragraph. If difficulty is encountered, repeat the first process. When success finally crowns the student's endeavors, you can hardly picture in advance the joy his face will express. One of the author's first cases of backward reading due to cerebral dominance was a case of long standing. He had reached the ninth grade in junior high school and had attained but third grade reading ability. The detailed history will be given under case studies; suffice it to say here, that after four weeks' practice in the above methods, the boy came into the room one day with face beaming and exclaimed, "I can read!" This was no time for the teacher to show excitement. I replied quietly, "Of course you can read. But what difference does it make?" To which he responded, "Well, I used to think I was queer. Now I know I am just like everybody else." Think what that change would mean if it happened to be you. Think what it meant to the boy. It meant freedom from mental and social prison in which he had been bound for a life time.
Closely connected with reversals are "mirror-reading" and "mirror-writing". See Marion Monroe's book "Children Who Cannot Read" on these topics, and consult Rose Scheideman's work "The Psychology of Exceptional Children", also a recent publication for tests of handedness. An easy test you can make yourself to determine whether a child is strongly right or left-handed and whether he is markedly right or left-handed, is the following:

In the center of a card 5 X 8 inches, cut a round whole the size of a dime. Lay the card on the table directly in front of the child. Call his attention to your pencil which you are now holding directly before his face at a distance of say three feet. Direct him to pick up the card and, at arm's length, to look through the hole at the pencil. Now have him bring the card up to his eye. NOTE WHETHER HE PICKS UP THE CARD WITH THE RIGHT OR LEFT HAND and also NOTE WHETHER HE APPLIES THE OPENING IN THE CARD TO HIS RIGHT OR LEFT EYE. To test for muscular imbalance, instruct him to remove the card quickly and see whether he now sees a single or a double image of the pencil before him. Try out the other eye for muscular imbalance. When the cover is removed from the eye that is not dominant, the pencil jumps. Record findings.

Give other tests of handedness by placing needle and thread before him and instructing him to thread the needle. Among reading-defect cases, Marion Monroe found a greater proportion of children who preferred the left eye in sighting, and who showed right-hand dominance with left-eye dominance.

For mirror-reading, arrange a book with text facing the mirror. Have the child look over the top of the book into the mirror. If he can easily read the writing he sees reflected there and he has not previously trained himself to read reversed letters, he is
classed as a mirror-reader. Write backwards for him and see if he can read the finished product as well as he could have read forward writing. You have confused psychologic leads to contend with in the child. You will do well to study Orton, Dearborn, Monroe, and Selzer on the subject of cerebral and of lateral dominance, and with methods indicated begin to retrain the child to read from left to right across the printed page. Your courage to attack the problem must not flag if you have not an expert to consult upon the handling of the problem. For severe cases of cerebral dominance or lateral dominance - some authorities call it one thing, some the other - the services of an expert are desirable to diagnose the case and to outline the remedial instruction.3

Poor spelling is often allied with the difficulties of handedness and eyed-ness and the confusion of the psychologic leads. The correction of these difficulties along with others as they affect spelling are treated in an excellent article by John Almack that deals with the transposing of letters.4

1 Monroe, Marion, Children Who Cannot Read, The University of Chicago Press, 1935, pp. 84-6; 119-20; 196-7; also Chap. III.


and the other bad habits listed in Lesson VII

(For accurate retracing use METHOD TWO in LESSON VIII)

To correct the other bad habits listed:

1. Pointing with the finger.

   Hold the book with the left hand and put the right in the lap when it is not employed in turning a page.

2. To stop articulating, place the first finger of the right hand lightly across the lips, and the thumb of the same hand gently against the Adam's apple. When either the lips or throat move, the reader will detect the movement at once and will be able to stop it. Rest the elbow of the right arm on the desk if it seems comfortable to do so.

3. Correct the slumping in the seat by sitting up!

4. And correct the lighting by changing the student's position in his seat so that the light falls over his left shoulder; have him hold his book easily in his left hand at an angle of forty-five degrees to the angle of his vision.

5. If in reading he moves his head from side to side, it will be corrected by steadying his head gently on his right hand, and resting the right elbow gently but firmly on the desk or table. This will force the eyes to move in the head to follow the line through in reading.

The object is not to give an exhaustive list of reading difficulties and the means of remedying them. These are adequately covered in the texts listed at the conclusion of this section. Our purpose is rather to give you a glimpse of the commonest reading difficulties in order to interest you in correcting them. It is to be hoped that the motivation of reading will claim your special attention, and that the teachers who now are teaching children to read will become so
interested in improving the methods of instruction which now prevail, that a few years hence there will be comparatively little need for remedial reading instruction.

Until recently educators have not recognized the great complexity of the reading process and analyzed the skills which one must acquire in order to become a good reader. The article by Arthur E. Traxler to which reference was made on an earlier page will repay you for the reading.\(^1\) It is interesting to note that intelligent children taught by the best known methods in the Laboratory Schools connected with the University of Chicago needed remedial instruction. The majority of children in this group for corrective reading in the seventh grade were taught in the group until each one had demonstrated he did not need further training in a particular skill. But, be it noted, A FEW PUPILS ESPECIALLY HANDICAPPED IN CERTAIN PHASES OF READING RECEIVED SPECIAL INDIVIDUAL INSTRUCTION. Traxler also states that "various special diagnostic techniques were used with each pupil". We must find a way to give such children as need it individual instruction. From the first grade up we must revise our methods of teaching reading, for we are convinced that those in vogue have not met the needs of a third or more of our school children. A large number have not developed the ability to read. We must not label all poor readers as stupid.

\(^1\) Traxler, Arthur E., "Group Corrective Reading in the Seventh Grade", School Review, University of Chicago, Sept. 1955.
Very often there is no difficulty as to the child's native ability to read. Some of our brightest pupils who are classes as "X" students arrive at the tenth grade having developed only a fifth or sixth grade reading ability. In this regard, it often seems that our most brilliant students suffer most; they memorize quickly, and teachers in early grades who have thirty or more children to train in reading, mistake their glib memorized performances for reading. These quick witted "X" students rank first among those who will profit by being given careful individual instruction in reading. Since the reading needs are so great on the part of so considerable a number of our students, it is incumbent upon the teachers of content subjects to become to some extent teachers of reading.

SUMMARY

Increased eye span will lead to a more rapid rate in reading. The use of flash cards will help to instruct children in the use of a large eye span. It is important that in reading the eye move forward in rhythmical sweeps, and that the eye in retracing the page from the end of one line move accurately to the first of the next line. Sometimes it becomes necessary to teach correct movements. Another common error to be corrected among outstandingly poor readers is the tendency to read backward. Remedial measures are suggested which will correct these difficulties and other bad habits which are listed. Any of these remedial methods if carefully followed will yield satisfactory results provided the child is sufficiently motivated. Little progress can be expected without proper motivation. The present inability to read with satisfactory comprehension and speed that is exhibited by an amazingly large percentage of our school children has been found to be due to no lack of native ability in the majority of cases; instead, it is to be attributed to neglect occasioned by instruction being given solely in large groups in the early grades, and to his receiving training that was not adapted to his needs, training which did not develop his reading ability. It behooves the teachers of content subjects to become to some extent teachers of reading.
REFERENCES:

Anderson and Davidson, Op. cit., Chap. VI, "Overcoming Mechanical Difficulties in Reading".


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PART II

CHAPTER XIII
LESSON IX

KINDS OF READING

In the first lesson we took up the important of reading and discussed its place in life. We will reiterate that reading is the most important and at the same time the most troublesome subject in the elementary school curriculum, and, if it is not mastered, the lack of reading ability causes untold difficulties in the senior high school and on through college. It is a tool, the mastery of which is essential to the learning of nearly every other school subject. The ability to read well is requisite to success in business life, and is the basis for one chief source of pleasure and growth in all after life. Make the point with your students that he who would be educated must be widely read.\(^1\) Briefly review the uses of reading, illustrating the same, and then take up the kinds of reading.

USES OF READING

A. For information - the work type; used in studying history, mathematics, science, and most academic subjects; oftenest the type used in business.

B. For pleasure - the recreatory type; used oftenest in private life; most good literature comes under this head.\(^2\)

In Part I of the TWENTY-FOURTH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION it is suggested that silent reading is carried on for the purpose of securing "general information and

\(^1\) Gates, Arthur I., *The Improvement of Reading*, Chapter I.

\(^2\) Yoakam, *Op. cit.*, pp. 50-64
civic enlightenment, to attain greater vocational efficiency, to extend experience, and to secure pleasure during leisure hours."

**KINDS OF READING**

- **Type A.** Reading to appreciate the general significance of a selection.
- **Type B.** Reading to predict the outcome of given events.
- **Type C.** Reading to understand precise directions.
- **Type D.** Reading to note details.¹

Discuss with your class the various kinds of reading, illustrating the type with fairy tales, stories from history, arithmetic problems, or other material with which they are very familiar. For instance, Type A might be illustrated by imagining you had just read "Little Red Riding Hood"; inquire what the students thought was the general significance of the selection — ask them to give the theme. It would probably be agreed that it was the importance of learning the lesson of obedience to parental instructions, and the danger that inhered in talking to strangers.

To illustrate Type B, it is easy to pause in memory and inquire whether in our first reading of the story we could in all likelihood have predicted the outcome from the moment Red Riding Hood stopped to talk with the wolf. The child always shudders when the wolf runs off in the direction of the grandmother's; he knows the outcome is going to be tragic. Or turn to "The Tale of Two Cities"; ask the students if, after learning of the hunger and ignorance of the French peasants and

of the selfishness and extravagance of Louis XVI and Marie Antionette, they were surprised the French Revolution broke.

Pick up a book and read paragraphs that you have previously selected to illustrate the various types. Arithmetic problems are excellent to illustrate the giving of precise directions. Type C is well illustrated by following the precise directions that accompany maps and charts; locate places on the map; determine the height of mountains, depending on the printed directions given on the map. Note that in doing the various types of reading, distinctive reading skills are called into play. The reading rate that was satisfactory in Type A is usually too rapid in Type C and for Type D. For Types A and B one may skim; now detailed reading is demanded. What gift did Red Riding Hood plan to take to her grandmother? When she mistook the wolf for her grandmother, what significant details in the wolf's appearance did she select to question the wolf about? Why did the originator of the tale have Red Riding Hood mention the teeth last? Is there any significance in this? What details do you pick in telling a story, and which do you omit? Why is it important to note details and to develop a retentative memory for significant ones?

Skimming is another skill. Before a student can skim successfully he must have mastered the fundamental reading skills and have acquired some basic material in the field in which he is reading so that he can tell what is relevant and what is irrelevant to his problem. He must be able to select that which is germane to the
topic which he is preparing. He may travel at a rate which is too rapid for the comprehension of details. He must distinguish between skimming and reading for speed. Speed as understood in this connection means a rate of reading consistent with proper comprehension and interpretation. He should be taught to skim reading material effectively in order that he may be able

1. To locate data.

2. To select the central thought with its supporting details.

3. To judge the value of data and the relative worth of statements presented.

The "Reader's Digest" provides much simple material within the ability and interest range of an eighth grader, and here may easily be found material to illustrate all the kinds of reading. The freshness of the subject matter makes a lively appeal to the student. Select an article and set for them a problem which will give them practice in doing the four types of reading. We have a set of thirty "Reader's Digests" which we pass about the school. A new set comes each month. Teachers of reading take turns in selecting appropriate articles and making out exercises for their use. The questions or directions are mimeographed and pasted into the magazines by pupils. In this way we have acquired a wide variety of interesting, up-to-date material to be used for instruction in reading.

SUMMARY

Reading to appreciate the general significance of a selection or to predict the outcome of given event may be done at a higher rate of speed than reading to understand precise directions or to note details. Behind the reading, if it is to be effective, there must be reflective, analytical thinking. The man who would be well educated must be well read; behind his reading must be purposeful mental work. He must know when to note details, when to read for speed, and when to skim.¹

¹ Yoakam, Op. cit., Chap. IV.
PART III

DIAGNOSIS AND METHODS OF REMEDIAL INSTRUCTION
PART III
CHAPTER XIV
LESSON X

FIRST STEPS IN DIAGNOSIS

We have been taking the equivalent of an airplane ride over
the territory of reading. It all looks very easy; the mountains
look like mole hills. We shall find the mountain of diagnosis
is not so easy to get over and we shall have to tilt our rudder;
we shall drop into a few air pockets, and then we shall get over
the crest. Diagnosis of reading difficulties is essential to success
in remedying defects.1 The teacher should be familiar with the com-
mon causes of failure in reading; she must be able to study the read-
ing habits of Helen and Tom by means of standardized and unstandard-
ized tests, a reading history, and other data, and be able to arrive
at verifiable conclusions concerning the specific causes for failure
in reading.2 W. S. Gray in his monograph "Remedial Cases in Read-
ing: Their Diagnosis and Treatment" has in this field of diagnosis
secured results as accurate as those obtained by the average physi-
cian in his diagnosis of physical defects.

The teacher of reading today must, in most instances, train
herself for her task. In addition she must have on hand an adequate
supply of tested material to be used to give appropriate instruction
to her class and to those pupils needing individual help along
definite lines.3 Special exercises which the writer originated
will be described in a subsequent lesson. Detailed instruction and

1 Monroe, Marion, Children Who Cannot Read, Chaps. IV and V, pp. 59-110.
suggestions will also be given for the making of reading exercises. A variety of exercises are obtainable on the market and are listed elsewhere.

Serious difficulties in reading, and those which the teacher without highly specialized training cannot reach after a week or so of effort, should be left to a specialist to diagnose. At least one-third of our children in secondary schools today need special training in reading to bring them up to what is expected of their grade. Ten per cent of this number, or three children in a hundred, will be acute cases that will baffle anyone but an expert to diagnose. How shall we go about meeting the needs of the other thirty in a hundred?

After having made a careful analysis of his reading record in the Stanford Achievement Test and of the reading test you administered on his entrance to the class, call the student to one side. Here seated comfortably at a table or at a desk other than your own - which latter desk tradition and experience have made a formidable object in the student's eyes - you may now enter into conversation with him and further acquaint yourself with his reading ability by means of the Gray Oral Reading Check Tests or by asking him to read a page from a book you have chosen. A good sixth grade reader furnishes material well adapted to the needs of the high school student who is

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retarded in reading ability. Choose articles which are simple in form but mature enough in thought to enlist his interest.

This is the point at which the class exercises you have made or the ones you have secured from some educational publisher such as the Plymouth Press in Chicago are doubly valuable for class use. Provide the students with the exercises and with paper on which to record their results. Since all the exercises may be self-administered, you are now left free to devote yourself to individual pupils.

Individual instruction in reading and correction of defects by the teacher is essential to success in dealing with remedial cases. In many instances reading defects, which eight or ten years of class instruction failed to remedy, will be corrected in a few minutes of individual instruction. One reason for securing this quick result is that when a teacher talks elbow to elbow with a student, what she says goes over. When the child reads to you and trips, he is conscious of his error. When you ask him questions on what he has read and he cannot answer them, he recognizes that he is a weak reader. With study of new methods, you will be able to analyze his reading defect and point out to him the remedy for his failure. In most instances you will find that when he is made to recognize his lack of reading ability and is at the same time shown means by which he can become a proficient reader, he will be ready, even eager, to correct his bad habits and master his difficulties. The direct contact of teacher with pupil is electric. To put it in other words, you have descended from your airplane and the work has become dynamic.

1 Mastery Units for Individual Instruction, R984. Following Directions, The Plymouth Press, Chicago, Ill., is one of the best for this purpose; cost is moderate; order six sets for class of thirty.
Seated elbow to elbow, you are ready to begin the individual diagnosis. Make the student feel at ease. A question addressed to him is a good start. Perhaps you will ask him if he is conscious of any need for assistance in learning to read efficiently. More often than not he will come back quickly with a need he has discovered in the two weeks he has been in the class. If his answer is significant, enter it at once on the blank for his case history which lies before you on the table; do the writing in so casual a manner that he will scarcely be conscious that you have a pen in hand. Never appear surprised at anything he tells you. Make light of the difficulty if it is of no serious consequence, and try in every case that seems to present an average difficulty to impress upon him at once that it is a defect which is remediable and that he will soon be reading well. Before you have completed your interview have in mind the following outline for a case history and secure such information as you think significant and enter it upon his card.

PROGRAM FOR DIAGNOSING READING DEFICIENCY

1. Home and school history.
2. Emotional reactions.
3. Analysis of oral and silent reading status.
4. Ability to recognize and spell words.
5. Phonetic ability.
6. Intelligence.
7. Physical condition: motor control in speech, visual, auditory, dominance of right or left hand or ambidexterity.
8. The recognition of orientation of letters and words - watch for reversals of letters within a word; eye movement records - as recorded in reflection in mirror; measure of the span of apprehension; measures of auditory and visual perception; discrimination, imagination, memory, and associative learning.

It will take courage to meet the first eight or ten cases, but after you have handled this number you will be surprised to see how soon you get the clue to the difficulty. Use the Gray Oral Reading Check Tests for fourth, fifth, and sixth grades and mark them as directed. Also, have at hand a room chart for the "Diagnosis of Reading Defects" arranged by Anderson and Davidson. This may be secured from the Laurel Book Company, in Chicago, for a small sum. In the column set aside for each student, check your findings. In the extreme right hand column you will find references to pages in "Reading Objectives" which recommend definite remedial treatment. As you may not have access to the chart, the defects listed will be set down here.

**DIAGNOSIS OF READING DEFECTS**

**ROOM CHART**

**A. PHYSICAL**

1. Eye fixations too frequent
2. Eye pauses too long
3. Regressive eye-movements
4. Lip movements
5. Short perceptual span
6. Pointing with finger
7. Failure to keep place
8. Lack of attention
9. Evidence of eye-strain
10. Inner speech

**B. MENTAL**

1. Inability to recognize words
2. Inability to attack new words
3. Failure to grasp meaning of words
4. Failure to read in meaningful phrases
5. Poor comprehension
6. Lack of fluency - slow
7. Jerky, mechanical rate
8. Reading from memory
9. Inability to answer questions on text
10. Inability to reproduce substance of what has been read
C. FAULTY STUDY HABITS

1. Inability to follow directions
2. Inability to glean facts
3. Inability to get central thought
4. Inability to arrange facts in order
5. Inability to outline what is read
6. Inability to summarize
7. Inability to evaluate facts
8. Inability to compare facts
9. Inability to draw valid conclusions
10. Inability to recall data

Common sense will suggest the remedy for a considerable number of these defects. Look at A. 7. How can one help the pupil to keep his place? Here is a tentative answer: Get the student's interest; overcome his discouragement by convincing him that he has a defect which can be remedied - prove this to him by giving him frequent objective tests and acquainting him with the improved scores; insist that he do not let his mind wander while he is working with you; call him back if his thoughts "fly out of the window"; limit the time in which it is demanded that he concentrate to the time which you can hold him or to which he can hold himself and then let him read something else or otherwise occupy himself for a space; keep increasing the time in which he is to concentrate; vary your methods and your attacks.

In the average individual following this program, you will soon note a marked improvement in concentration.

B. 8, reading from memory is easily detected if you are observant, and it can easily be stopped by demanding results. Give the student material simple enough to be within his grasp, retrain him in reading if necessary, and then when you ask questions on the reading, demand results. Many a young student who memorizes confuses it with reading;
when the futility of his efforts is brought home to him, he will be quick to change his method.

Place a mirror four by five inches on the page opposite to the one on which the student is reading and watch his eye movements, - the number of fixations, length of pauses, whether there are regressive movements along the line, and whether his eye retraces with surety from the end of one line back to the FIRST of the next line to be read. LESSON VI and the other lessons given in the preceding pages will assist you to correct his improper eye movements and other defects listed on the Room Chart.
## READING

### DIAGNOSTIC AND REMEDIAL SUGGESTIONS

- adapted from the Twenty-Fourth Yearbook, Part I

<table>
<thead>
<tr>
<th>EVIDENCES OF DEFICIENCY</th>
<th>DIAGNOSIS</th>
<th>REMEDIAL SUGGESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent halts and hesitations during oral reading.</td>
<td>Low stock of sight words. <em>(Always be on lookout to discover fundamental reading difficulties.)</em></td>
<td>Provide an incentive for accumulating a stock of sight words. Give much practice with comparatively easy material.</td>
</tr>
<tr>
<td>Periods of confusion during oral reading.</td>
<td>Little or no power of word analysis. Material is beyond pupil's ability.</td>
<td>Provide vocabulary training in drill period. Keep records of growth on time tests, with lists of common words asked for while reading.</td>
</tr>
<tr>
<td>Habitual dependence on others to supply words in oral and silent reading.</td>
<td>Excessive willingness of teachers or parents to supply words as needed. Failure to provide means of gaining independence in word recognition.</td>
<td>Make pupil aware of his dependence on others and show him how to become independent.</td>
</tr>
<tr>
<td>Interested in hearing stories but not in reading.</td>
<td>No need for dependence on own ability for satisfactions of reading.</td>
<td>Do not read to the child for a time, except as he assumes some reading responsibility or works at his reading needs. Such responsibilities are place-keeping, reading an occasional sentence on request, or taking regular turns.</td>
</tr>
</tbody>
</table>

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* Author's additions.
EVIDENCES OF DEFICIENCY

Unable to read anything but very simple material, but cares only for material beyond his own reading ability.

Breaks sentence up without due regard to proper word grouping.

Reads in a stilted manner, calling off words mechanically.

Reads jerkily word by word. Reads slowly, but not haltingly.

Reads with vocalization or lip movement during silent reading. Keeps place with finger.

Over-anxious for approval on oral performance. Excessive elocutionary effect.

DIAGNOSIS

Ability to read stunted as a result of being read to too much. Interests and tastes developed and satisfied with no responsibility for growth in ability to read. *(Be watchful to detect reversals of letters and defects in the mechanics of reading.)

Inability to recognize thought units. Habitual disregard of context cues. Lack of familiarity with typical sentence structures, and language forms. Inability to profit by punctuation marks. Restricted attention span, with inadequate anticipation of meaning. In oral reading, short eye-voice span.

Over-difficult material. Over-emphasis on recognition and ability to call words. Over-analytical instruction. Procedure has not stressed phrase units. Over-emphasis on oral reading. Insufficient emphasis on meanings. Over-emphasis on "reading with expression".

REMEDIAL SUGGESTIONS

Read part of a story, stopping to let pupil read on to see how the story comes out. Condition further reading on completion of the story.

Training in phrasing. Study for the purpose of grouping words according to thought relationships. *(Point out the importance of nouns, verbs, and their modifiers, and the comparative importance of articles, prepositions, and conjunctions.)

Adjust material to pupil's ability. Approve only reading which sounds like natural talk or conversation. Give phrase flashing with response in terms of meaning. Prevent vocalization and discourage lip movement and place keeping. Increase amount of silent reading. Have other standards than mere oral facility by using informal tests of comprehension or other checks on "thought getting."

*Author's additions.
EVIDENCES OF DEFICIENCY

- Substitution. Substitutions which mutilate meaning.
- Words not in text supplied with no significant change meaning.
- Omissions, etc.
- Irregular progress or rate.
- Loss of place.
- Skips lines.
- False starts.
- Nervousness.
- Fear.
- Worry.

DIAGNOSIS

- Material is too difficult. Pupil does not or cannot maintain thoughtful attitude while reading. (Lacks concentration.)
- Perhaps over-dependence on context. Eyes run so far ahead of voice that equivalent meanings are substituted. *(This is not a serious matter in intermediate reading.)

REMEDIAL SUGGESTIONS

- Adjust material to pupil's abilities.
- Emphasize thought getting. Dramatize and illustrate new meanings and make conscious effort to increase and extend meaning vocabulary.
- While silent reading habits are forming (Grades II and IV), do not require a great amount of oral reading and do not retard development by over-emphasis on oral accuracy when meaning is not mutilated.
- Permit preparation or study before requiring oral reading. Allow use of line marker. Encourage calmness and do not stress speed. Suggest reduced activity, rest periods. Reduce strain and over-stimulation. Do remedial work individually with such children.

* Author's additions.
PART III
CHAPTER XV
ADDITIONAL SUGGESTIONS ON INDIVIDUAL INSTRUCTION

A REVIEW OF GROUND COVERED WITH SOME ADDITIONAL SUGGESTIONS TO TEACHERS

If skilled individual instruction is available, Tinker declares prognosis is favorable in practically all cases provided the proper motivation can be supplied to the subject. Interest heightens perception.

To reach the very heart of the child and set him afire with the desire to learn and to live, is the ambition for the teacher. How do we accomplish this desired result? "We must build up attitudes, intensify desire for specific achievement, establish intermediate goals as the spirit of the student flags, temporarily modify objectives; stimulate the student from day to day, from term to term along the path of his weakening dynamic trends until under his own power he may go the rest of the way alone," proclaims a teacher who knows and who has put into practice her precepts.¹ She concludes by wisely pointing the way to the unabated effort and research which are needed to approach the high goal set. Just how can this building up of attitudes and awakening of desires be accomplished? What is the prescription? There is no specific. How this may be done depends on the individual student and the individual teacher. Here are the wise words of another educator, "Education is

a question of extending consciousness, clarifying and uplifting it - not of getting knowledge.\textsuperscript{1}

Watch young children when they receive a picture book and note the manner in which they look at the pictures. They tend to begin to examine the picture from the right side of the page, or they often begin at the bottom of the page where some interesting object attracts their eye and work up. Miss M. E. Smith, of the Hawaiian Academy of Science, quoted by Elizabeth Sullivan in the article just cited, avers that to start the page at the top is not a natural tendency. The Japanese and Chinese proved before English was written that it is very natural to read by starting at the upper right hand corner of a page and following a column of figures down. In teaching a child to read, we must remember that the eye movements of the young child are not established. Greatest care and personal supervision should be given each child in the first grade to ascertain that without a doubt he is learning to read the printed page by moving his eye continuously from left to right along the top line on the page. When first grade methods of teaching reading are improved and individual instruction is given all pupils at the start, there will be far fewer reading difficulties to remedy later on. Since the primary desire is to set forth the correct methods that should be used in teaching a child to read, this treatise omits in its title the word remedial reading. Materials may be varied, but the principles which must be known to the teacher of reading are the same no matter what the age of the pupil whom she would instruct.

\textsuperscript{1} Ross, Peter V., in address in San Francisco, 1932.
Here are a few points to be born in mind in instructing the child — or the foreigner to read: Not only are the eye movements not established, but the oral and visual presentation of the same word is not recognized as the same word; it sounds one way and looks another; when it is set down on paper, print and script vary widely in form and kind. Before the student can be considered an accomplished reader, he must eventually master the intricacies of Roman numerals as well as the Arabic, of Old English type — and the vagaries of personal taste in forming the characters which make up handwriting. In the early stages of learning to read, we as teachers overlook at times the difficulty the child has in deciphering the meaning of a long sentence. Many a junior high school child of quick mentality and developed taste in reading, is blocked by the long, involved sentences that run into eight, ten, and even fifteen lines in Homer's Odyssey. The fluent reader who is a lover of the classics is so enamored with this remnant of ancient literary splendor that reveals to him what is permanent and above criticism in human life in simple language that he forgets that the child he instructs, though the young person be intellectually bright, may fail to perceive the meaning of long, involved sentences.

Avoid falling into a trap that is now set for you, do not read aloud to your class day after day, substituting this delightful method of teaching the rhythm of thought and form in Homer's epic for teaching the child how to read the poem for himself. He has probably listened to much.
reading aloud in childhood; too great parental love expressed in this giving often results in lack of achievement in reading.
The so-called "X" student often suffers the most from being read aloud to in excessive amounts. The trouble begins for him when in early youth he is not made to surmount the difficulties which attend mastering the printed page; when fond parents or teachers read aloud to him in order to gratify his desire for adventure and romance and vicarious experience and do not insist at any time that he read for himself. Interest and tastes are developed and satisfied, and at the same time during the years when reading habits should be formed, no responsibility is placed upon him for making growth in ability to interpret the printed page.

Parents should read with their children well chosen books and in wide variety; but let them read part of a story, and then stop and let the child read on to see how the story comes out; or let them pick up the story later on when the youngster has read several chapters and has discussed what he has read with the adult who is guiding the expedition. Directed reading of this sort brings with it a treasure trove of valuable experience and knowledge that is colored by the illuminating comments of a wise parent or teacher with mellowed viewpoint. Insist the child read some books by himself, and then make opportunity for him to share with you the things that he most enjoyed in the story. Reading conducted in this fashion in the home or in the school has great value for the child, for it will assist him in the thought getting and in the interpretative processes,
and it will help to develop in him at an early age good reading taste. If you would have the child become proficient, encourage silent reading in increasing amounts, for comprehension and speed are acquired only through practice.

What is the resulting effect upon the child of normal intelligence who enters classes in the junior or senior high school as a poor reader? Destructive embarrassment enshrouds him, fear of failure, dread of censure from home and classmates. Pride and self-distrust prevent the student from making known his disabilities until he cannot get any further. At this juncture, if someone does not discover the cause of his failure, a cause which is often recognized by the child himself, he begins to react unfavorably to school situations and to home and community situations; his defense mechanism frequently begins to operate and seems to lead him to the commission of overt acts.

To break up negative adaptations, avoid for a time old materials; discard them altogether if you can. This is the time that it is most important for the remedial reading teacher to have an attractive setting in which to work—pleasing furniture, artistic colors in drapes and pictures. The drapes, if used, should be simple; the pictures few and of pleasing subject matter that will attract the child. The chair in which the child sits should be easy. The whole atmosphere should be restful, friendly, inviting. A hundred books upon the shelves of the classroom library is not too many. They should vary
widely both as to content and as to reading difficulty. They should be
arranged on the shelves according to the latter. Have your fifth grade
shelf, sixth grade shelf, and so on. Organize the material contained
in each grade group according to fiction, adventure, history, biog-
raphy, poetry, and drama. If you can, be sure to include material that
leads to professions and vocations, works on art, physics, machinery,
automobiles, airplanes, boats, athletics, electricity, dressmaking,
cooking, the making of moving pictures. You will find many students
in the secondary school who are glad for the time being to leave behind
poems, historical novels, and essays.

A poverty stricken vocabulary is behind much
reading difficulty. Begin at once to build up a large
vocabulary which will readily be recognized both by
eye and ear. Work for definite meanings of words;
for many children the idea that the word conveys is
dim and nebulous. They can scarcely catch its meaning when the word pre-
sents itself on the printed page, although it may be familiar to their
ear. When they speak, the word never presents itself for use. Many of
the words that young people think they know, simply are not available
tools; they are not in their language, written or spoken; they cannot
be counted in their vocabulary. Consult Thorndike's word book;¹
acquaint yourself with the value he places on familiar words. You
will soon be able to estimate the approximate number of words a student
has in his vocabulary by the difficulty of the words he uses in speaking

¹ Thorndike, Edward L., A Teacher's Word Book of 20,000 Words, Teachers
College, Columbia University, 1931.
and in writing, and you will find that many a student numbers less than five thousand words in his vocabulary. Few go beyond ten thousand. Fifteen thousand is the smallest number of words that will suffice the needs of the average adult who thinks of himself as educated. It is well to recall that over a hundred thousand words are listed in Webster's Unabridged Dictionary; therefore, arrange for abundant practice in catching the meaning of words in sentences and in paragraphs. It is important that the student be able to glean the meaning of a word by studying the content of the paragraph, that he be able to get the meaning from the context. We cannot stop a speaker who uses a word with which we are not familiar in order to look for the unfamiliar word in the dictionary. We acquire much of our vocabulary by skillful guessing. The word sticks in our mind after one or two meetings, and we are on the lookout for it; we apply the meaning we arrived at by conjecture and find it meets the requirements of each new case, and we are satisfied that we are correct. Eventually we should check our findings with the dictionary; we should study from an authoritative source the shades of meaning which the word possesses. Bring home to the child that no word can be said to be a part of his vocabulary until he has put it to use.

Among the exercises, you will find a vocabulary test founded on Thorndike. Try it out in your classroom and have the fun of making others. It is good experience for the teacher to find out what valuation Thorndike puts upon words of every day use.
Encourage the reading of the books which you have collected and arranged with such great care upon the shelves of your classroom library. Occasionally pick up a book and "sell" it to the class by giving them a glimpse of the treasures it holds. Guide their individual reading to include books of a new order and thus enlarge their horizons. At the same time enlarge their vocabularies by choosing for them books of increasing difficulty; let each new one have a more extensive use of language than the last one read. Some boys wish to confine themselves to baseball stories; both girls and boys will choose mystery stories. Since they should have a wide range of vicarious experience, lead them to diversified reading. The tendency in reading is upward; aim toward the best in literature.

In San Joaquin County, California, the elementary schools follow a plan which might well be followed by English classes in secondary schools in this and in other localities. Children are grouped by reading age measured by standardized tests and are assigned to a teacher who instructs that age. The young people are not assigned to grades and they are not informed what their reading age measures. Reading being recognized as the most important subject in the elementary school curriculum, they are advanced in school as they advance in reading age. They are invited to read books on the classroom library shelves; they start where their interest and ability leads them, and, guided by their teacher and instructed in the reading skills, they advance from fifth to sixth grade books, from sixth to seventh, and on;
and they are promoted when objective tests give evidence that they have reached new and higher reading levels. Written book reports are encouraged, and the teacher occasionally calls for an oral book report to be made to the class. Promotion comes after stated tests have been given and may be made occasionally without change of classroom. It is based on (a) the number and grade of the books read, and (b) test scores. Children turn in written reports on which the grade of the book read is entered. They are very anxious to see the grade go up. To keep the material fresh the County Free Library each month exchanges books on the shelves for others. Hardly a day passes that the teacher does not order from the circulating library special books requested by or adapted to the needs of individual children. In cities which are not so fortunate as to have a library system that circulates books as freely as does the California County Free Library, large schools may find it possible to have the English classrooms exchange classroom libraries among themselves. The child welcomes the faces of new books upon the shelves and the eagerness he feels to get at the new material eventually results in developing in him a love of reading. When this love of reading is achieved, we have "laid the corner stone of the entire school edifice". 1 Bear in mind the possibility of grouping your English classes according to reading age, redistributing them according to "X", "Y", and "Z" groups if such a classification is made in your school.

1 Washburne, Carleton, How to Fit Reading to Each Individual Child, Individual Instruction, Dec., 1928.
Since you are desirous of promoting the child at the first opportunity, don't give a child of fourth grade reading ability a book like "Evangeline" to read. This is the worst possible thing you could do for his eye habits; you will cause him to make a dozen fixations and backward movements of the eye in one line, and you will be deliberately training his eye muscles to make these wrong movements. Into the bargain you will be fixing in him a hearty distaste for reading.

One of the best things you can do for a poor reader is to give him plenty of sufficiently easy reading material at the start. As he reads widely, in simple books, he gains fluency, confidence, and vocabulary. With well-planned individual instruction, he will progress steadily and will be ready in time for more advanced reading. In cases of extreme reading difficulty when proper remedial treatment is given, a student will progress six grades in a year in reading ability. When you gave the initial standardized test to the members of your class, you did well if you translated the scores they made into the grade to which the scores correspond, and put these down in your register opposite the names of the children. Thus each day you will see at a glance that Sammy reads as well as most eighth grade children, while Rosie is retarded even more and is reading only up to the fifth grade level. Keep subsequent records in your register in reading grades. Write them in a special color, such as green, so that you may with ease read and compare the scores from week to week and be prepared to promote any child who has achieved a new reading level. A geography

1 See Washburne and Vogel book list, What Children Like to Read—the Winnetka Graded Book List, Rand McNally & Co., Chicago, $1.80 net.
or social science teacher who finds reason to question Sammy's ability to read his assignments, or the teacher of mathematics who finds that Rosie, who seems a bright child, is confused by story problems, will do well to consult the reading record as entered in your register. They will then have proof that reading disability makes it impossible for Sammy to accomplish his assignments in social science, and for Rosie to comprehend the problems set for her in algebra.

The Winnetka teachers who follow this plan of promoting the child according to his reading age require a child to read and receive credit for fifteen books. He is then given a standardized reading test (Burgess, Stanford, or Gates, for grades five to eight). If it shows that he has not reached the standard of the next grade, he reads more books and receives special help and attention from his teacher. When he is thought to have a reasonable chance to reach the next grade's standard, he is re-tested with another form of the test. When promoted he need not leave the room, but simply begins to read books from the next higher grade.

A word as to book reports. The Winnetka teachers follow this procedure: When a child finishes a book, he fills out a slip with his name, the author and title of the book, and a comment on how well he liked it. The teacher frequently accepts this at face value. From time to time, however, she gives him an oral book test. She asks him to write a more complete book report, or give an oral report on a book that most of the class have not read and on which he is well prepared so that the entire class will be interested in the report. The story of the book is often told up to some particularly interesting
incident; then the incident is read aloud. The whole report takes about ten minutes. Sometimes the children vary these reports with a dramatization of an incident taken from the book. These "reports" meet with popular approval.

SUMMARY

The suggestions given here and elsewhere can be followed because they have already been put to the test of use in the classroom. Putting them into effect will develop right eye habits, give real reading ability, results in children's enjoying reading. Is it not worth striving toward such a goal?
PART III

CHAPTER XVI

ORIGINAL READING EXERCISES
and
HOW TO MAKE THEM

Collect discarded numbers of The National Geographic and other magazines which contain pleasing pictures and material of a wide range of interest and which are well edited. Cast off readers and books on history and science and mechanics are good to use.

Save colorful advertisements of automobiles and sporting goods, theatre programs, invitations to formal events private and public - the youngsters like to be invited to a Fashion Show at one of the leading dry goods stores. Catalogues from a mail order house, posters, maps, cooking receipts make excellent material for exercises. Anything read in daily life which has the remotest interest for a child has a chance of finding a place of usefulness.

It is a fortunate reading room that has a large table. This is probably the most used piece of furniture in the room, for it is at this table the teacher will find it desirable to teach groups of six or eight children provided the table is large enough to accommodate this number. She will also seat herself at this table when she gives individual instruction; it will take the student who is receiving help out of the limelight and away from "teacher's desk" with which some children have very unpleasant past associations. On one corner of this table place your magazines. Set before you your tools and go to work. You should have at hand large scissors, a yard stick...
and a foot rule, paste, and a quantity of bogus paper in size 20 X 26 inches, or of Hamermill Antique in a pleasing array of colors. Cut the paper to any size you may desire for mounts for your exercises.

Look over the list of reading skills listed on pages 27 and 28 of Part II and examine the reading exercises in the appendix. Build new sets of exercises around these six skills if the list is acceptable to you; or make your own list. Authorities have not yet agreed just what skills enter into the reading process. The six terms chosen are thought to include all the skills, and in so far as possible the six headings are mutually exclusive. Mount a set of exercises, six or eight in number, on the heavy paper cut to a uniform size. For the sets the Sacramento High School uses Hamermill paper in soft shades that closely corresponds to the primary colors.

The exercises have been weighted by making two exercises for No. 1, Reading to ascertain directly stated facts, and two for No. 5, Vocabulary. No. 3 and No. 4 supplement each other, and both are important; it is usually necessary to do some skimming in order to select the main and minor points for purposes of outlining. By the weighting of Nos. 1 and 5, and by the grouping of Nos. 3 and 4,

No. 2, Reading to comprehend implied facts, and No. 6, Locating Material, fall into their proper place of lesser importance. Use the same color for No. 1 in each of your sets, and use another color for No. 2 in each set. In this way, as you look about the school-room, you can recognize the set upon which the child is working by the color. If you follow the natural order in which the primary colors

1 Anderson and Davidson, Reading Objectives, Chap. IV, (See pp. 46-47 in particular), Laurel Book Co., Chicago, 1929.
occur in the rainbow, you will easily remember that the child working on red—it should be a deep or softened shade that is not hard on the eyes, is engaged in solving No. 1, Reading to ascertain directly stated facts, and that the young person who is absorbed in the blue exercise, is working with No. 4 in order to enlarge his vocabulary.

You will have use for six to eight sets which may be filed in portfolios and catalogued in the same manner as books in the grade library.

It takes some time to recognize all the reading skills and find examples to illustrate them. Therefore, at the opening of the year it is well to secure the exercises sold by the Plymouth Press on Following Directions. Each envelope contains six different sheets of exercises together with the answers. Six envelopes will give useful employment to thirty-six children, and will give you opportunity to add your own exercises by slow degrees or as fast as you can make them. In all probability, you will not like the first exercises you make. Rating skills are quite subtle and the variety of material you may use to illustrate them is almost infinite. If you have to throw away many of your first attempts at making exercises, you can have the satisfaction, that, like your students, you are learning by doing.

Occasionally ask your pupils to bring a reading exercise that they have made; assign this as a lesson. Have students make similar giving them three or four days to construct the exercise. In most instances, the results will be quite
unsatisfactory, but youngsters will know more about the skills that enter into reading when they have made the effort to construct an exercise; and, what is more, they will have a greater respect for the successful exercise you have made. They will attack the work of solving the reading problem with new zeal, and - a very desirable thing will occur - in future they will handle your exercises more carefully for they will recognize the labor and the skill that went into the making of them.

Arthur Gates classes these exercises in reading as an intrinsic device which is not separate or supplementary but is an integral part of the natural process of reading. Psychologists maintain that these devices hold great promise for establishing the several important special skills not properly developed in ordinary, natural reading. The intrinsic device is further described "as a type of organization of a reading situation which guides or impels the pupil to react in a desired way while his efforts are directed to accurate interpretation and normal enjoyment of the content."1

The intrinsic device fuses special training with the normal task. The reading exercises appended to Part II, which come under the head of "intrinsic devices", have advantages over supplementary drills such as flash cards. In the use of these cards for drills we cannot be sure that the skill acquired will carry over in any large degree to the reading situation when a book with average sized type is used.

The advantages of these exercises in reading, these "intrinsic devices", is that they

1. Save time — for they are a part of genuine reading activity.
2. Are means of introducing the particular skill desired into the reading process.
3. Greatly reduce risk of loss through failure of transfer of skill attained.
4. Have carry over values.
5. Make possible an easy and accurate check on errors of pupil.
6. Introduce no obviously unnatural drills.
7. Are typically more interesting than are isolated formal practices.
8. Bring about more fruitful returns for they
   (a) Increase comprehension
   (b) Give enjoyment in the doing
   (c) Arouse interest in reading
   (d) Create desirable attitudes

Proper motivation which is so very important to the teaching of reading to children who are deficient in reading ability, is secured since the exercises originated by the author provide

1. Greater incentives for work
   -by offering new materials that do not suggest past school failures, and that are in line with the pupil's interests; the material is on his reading level and his age level.

2. Keener application and interest will often result from a new learning situation under skilled guidance that steers the pupil away from the rocks and shoals of reading and which engineers success. These exercises provide difficulties to be overcome, but these are kept within the ability of the student so that he may master his difficulties.

3. Objective evidence — makes clear to the pupil the improvement he has achieved.

4. A method to teach pupils to check their own errors and to seek the causes of their own mistakes and failures to achieve satisfactory results in reading.
When the error a student is making becomes apparent to him, this knowledge arouses his interest and causes him to make an effort to understand and to correct his mistakes. Such training is a remarkable character builder. A constructive attitude toward school situations in particular and life situations in general is developed.

The student is offered a choice in reading exercise. He may choose any one of a set, and he may alternate this activity with the reading of books he has chosen from the library shelves. That a student be given a choice of activity is important. His progress in learning to read will not be at a steady pace. IN THE THROES OF "PLATEAUS" IN THE CURVE OF LEARNING, DISABILITIES AND DISTASTES FOR MANY ACTIVITIES AMONG PUPILS ORIGINATE. It is important that the teacher be continually alert to detect such a crisis and that she deal with the victim with greatest skill and care.¹

The young people enjoy these exercises. Assigned leaders soon learn to put them out in piles on the table as soon as they enter the room. Class members without any word from the desk slip forward and get the exercise that follows the one they completed on the last "Exercise Day". Soon all are at work, each going his own rate of speed. There is no discipline in such a class. They save time in many ways. Students are not sitting passively while a few have reading experience. No time is taken from genuine reading activities; the exercises qualify as such. They introduce the particular skill desired into the actual reading process, and they make possible an easy and an accurate check

on the reading skills in which the student lacks ability and point
the way to remedial treatment. The teacher using the exercises as
directed is not left in the dark as to the nature of the skill which
needs to be developed. She also knows the skills in the use of which
the pupil is strong, and she can excuse him from drills which are
devoted to developing the skills which he already possesses. He may
be set free when he has completed the number of exercises assigned
for a day.

The exercises included in this chapter all count ten points
each. Fifty points is the maximum a child should attempt to cover
in a day; some will not complete more than twenty. You may wish
to limit the time that is devoted to the exercises to a half hour.
Each exercise should be entered on the Score Sheet opposite the letter
of the set and the number of the exercise, and this should be done as
soon as the exercise is completed. You will note that one set of
eight exercises counts eighty; therefore five sets will count four
hundred for the original exercises. Now add the exercises you have
purchased on Following Directions from the Plymouth. Each folder in
the envelope has twenty problems in following directions to be worked
out. Count each problem one point which will make each folder give
credit for twenty points if the work is correctly done. Five folders
will count a hundred points. When added to the four hundred points
given for the original exercises, you will have a grand total of
five hundred points.
When the students have finished work on the exercises for the day, have the leaders collect the exercises and put them in their place on your shelves.

Set a day which will fall several weeks hence, on which all exercises should be concluded. Make it far enough distant so that all students who are regular in attendance may expect to complete the work. No pressure should have to be brought on them to finish.

Some students may finish in half the time others will require, and will accomplish considerable reading in the classroom library. Brief reports which are written in the classroom should be required to be made out for all books read. Manila folders should be supplied each student to hold all his work. The cards on which the book reports are entered may be held together by an elastic, or they may be filed in a box supplied for that purpose. If the box is used, all students will file their cards alphabetically according to their last names.

On the day set for completing the work on the exercises, have each student add up his score and enter the total score in the place assigned on the score sheet. Do not have the Score Sheet returned to the Manila folder where it has previously been kept; collect the sheets and analyze his reading defects for him and his gains in reading skills and write comments on the Score Sheets that will aid the student. Then on the following day pass the sheets back to the members of the class for them to preserve and profit by your analysis and recommendations for future work to improve reading.
of scores you can note whether all No. 2's are low scores; this
would indicate the pupil is unable to comprehend implied facts.
If No. 5 in most sets reveals a low score, it is evident he has
difficulty in using indexes and in locating material. Call him
up to the table for a private lesson the first chance you get,
and teach him how to go about acquiring this reading skill.

If two periods a week are given to reading
and the methods suggested in these pages are fol-
lowed, you may expect your class to progress at
least a grade in reading ability in a term. If
the class is a remedial reading class in which all the time is
devoted to developing reading skills, it is not uncommon for the
students to make an average gain of from a grade and a half to in
the neighborhood of two grades. Individual children will progress
four, five, and even six grades as measured by a standardized read-
ing test such as the Los Angeles Elementary Reading Test or the
Haggerty, Sigma 3. New tests are coming out issued by the World
Book Company and others; check with two forms and use several
different tests. It is well for you to make informal reading tests
and to give these as well. You will often glean as much knowledge
of the child's reading defects by studying what he has done in taking
your test, as you will by studying the results of a standardized
test; and the latter, if used in large numbers, occasions a consider-
able expenditure.
These exercises bring with them fruitful returns; they increase comprehension, give enjoyment in the doing, and create desirable attitudes. They greatly reduce the risk of failure. Children become interested in excelling their own records, and they make more than the half grade of advance in reading which in most cases is required to be made in order that they may be promoted to the next half grade assigned to receive those doing satisfactory work in the school system. Failure of promotion in remedial reading classes is an infrequent occurrence. Some youngsters have gone from this special training in reading to a grade ahead of that in which they would otherwise have been placed. This is one evidence that their inability to read had in past years held them back.

Just one reminder: While the pupils are busily engaged in doing the exercises at their desks, see to it that at the teacher's table in the front part of the room, vigorous work in diagnosis and remedial instruction is going forward.
PART IV

DIAGNOSIS OF SPECIFIC CASES

OF READING DISABILITY — AND THE REMEDIAL TREATMENT ADMINISTERED
PART IV

CHAPTER XVII

DIAGNOSIS OF SPECIFIC CASES OF READING DIFFICULTY AND THE REMEDIAL TREATMENT ADMINISTERED

(One of the leading defects manifested by the student in each case study is named in the heading.)

Case 1 - Reversal of letters

George had recently entered the tenth grade in the senior high school. He was placed in the remedial reading class because tests showed that he was retarded five grades in reading ability. After two weeks instruction in the group, his teacher noted that he was not making the progress that was made by the other students. He was asked to remain in the room until the other students had left, and then he was invited to sit down near the teacher at her desk while she diagnosed his reading difficulty. A sixth grade reader, "Scouting Through", published by the John C. Winston Company, was chosen and he was asked to read "Sea Gulls" on page 90. He had not attempted three lines before the difficulty made itself apparent to his teacher.

Analysis of reading disability

He read nervously such words as he could get hold of and he read these in a monotonous pitch which suggested that he was not taking in their meaning. On the word "famous" he blocked; finally he uttered a sound like "sum". When he came to the word "no" he pronounced it "on" - a clear case of inversion. As George continued his reading these reversals became frequent; occasionally there were refusals to pronounce a word.
Finely adjusted cameras now photograph in a moving picture the
movements of the eye of the reader. Some eyes pause on every letter
in a word, some retrace their course several times re-reading letters
and parts of words or whole words and phrases. Some readers are
apparently unable to jump the eye back to the FIRST of the next line,
but start with the second or third word on the line. Some miss a
line altogether. Sooner or later George made all these errors. Few
schools have finely adjusted cameras for photographing eye movements.
since these instruments cost as high as a thousand dollars. They are
to be found in the research laboratories of some universities. George's
reversals were detected by the manner in which he pronounced the words
read - "was" became "saw", and the manner of his reading was further
checked on by placing a small mirror 4 X 5 inches in size on the page
of his book which lay opposite to the page on which he was reading
silently and then watching his eye movements. Regressions were fre-
quent. George was benefitted by being invited to watch the teacher's
eye movements while she read the same article. He was amazed to observe
the steady forward, rhythmical sweeps which were rapidly made by the
eyes of the teacher. The ten lines which George required eighty
seconds to cover were now read by his instructor with perfect ease in
fifteen seconds, or approximately one-fifth of the time. George was
reading poorly at the rate of sixty-six words a minute; his teacher
was reading effectively at the rate of over four hundred words a minute.

It is well to record here other characteristics which distinguished
George from the average child. There was a marked sense of inferiority;
he laughed nervously at his own mistakes. A few questions were put
that concerned what he had read; these he could not answer. When the teacher asked him what success he had had in his schooling, he replied that he had repeated three grades and that the boys had always laughed at him because he could not read. The story of his association with his fellows on the school grounds was a painful narrative.

**RESULTS OF TREATMENT**

George came for fifteen minute lessons three times week during the teacher's free period. The first lessons, phonetic drills, were practiced until he could sound all the letters. The second lesson he was shown how he reversed the letters when they occurred in words, and a paper was slipped over the word to be read, exposing the letters one at a time in their proper order left to right instead of right to left as he had been reading them. His eye was still distracted by the other letters which he could view on the page above and below. A slit the length and width of one line of type in "Scouting Through" was made in a heavy piece of green paper, and a prominent red dot was placed in the upper left hand corner and at the same time he was given the instruction that he was always to begin reading at this end of the card where the red dot appeared. A second green slip the size of the first was cut, and this was held in the right hand and slid over the first from left to right. The letters were sounded as they appeared, first singly and then in pairs; finally syllables were grasped in their correct order, and these were combined in form words.

He read the line through the first time to get the words correctly, and then a second time to grasp the meaning. If the meaning did not reveal itself in the second reading, the line was read a third and
fourth time. Then the papers which hid all but the line under consid-
eration were moved down to the next line and the same process was re-
peated. Eventually two or three lines were read smoothly. In the
course of ten days the meaning of whole paragraphs began to spring
forth at the first reading. George was delighted. Often an hour or
more a day he spent exercising with the card with a slit and the
second card drawn over it to expose the words from left to right.
Due to his diligent home work, his improvement was steady and rapid.
Not too much credit can be given these successful children for the
part their own hard work plays in removing the reading deficiency.
It is their faithfulness and their zeal in applying the instructions
given them that makes for the success of the remedial treatment. If
a child remains inert, discouraged, without ambition or hope, you
have not reached the source of the difficulty and you will labor in
vain.

After eight lessons the special instruction was discontinued.
George received what individual instruction he needed during the
class period; three to five minute sessions given to checking his
work and pointing the next step proved quite enough. He had acquired
a "self-starter"; he used initiative, and a suggestion was sufficient
to keep him going forward for several days. In the remaining fifteen
weeks of the school term, he advanced three grades in reading ability.
At the close of the term when measured by the Los Angeles Elementary
Silent Reading Test - Form 2, he was within a tenth of a grade of
reaching the ninth grade level. These findings were checked with the
Haggerty Reading Examination - Sigma 3, and were found correct; by the Haggerty test his reading score was ninety, three points below the ninth grade level in reading ability. The emotional disturbance had largely subsided, and he was accepted by the class as one of them and was taking part in class activities.

His eyes had been trained to move from left to right instead of from right to left; he had begun to take in "eye fulls", to enlarge his eye span; he was reading for meaning instead of for words, and he was getting pleasure from the printed page; his rate of speed had increased from a negligible quantity - when one doesn't understand what he reads it cannot be called reading, and in consequence the rate at which one's eye travels over the page is of no consequence - to a number over a hundred and seventy words a minute. He has now gone into a regular junior English class. If George holds to his plan to practice silent reading each day, he should reach a reading rate of two hundred and fifty words a minute before the year is out. The last week of the term in which he studied reading, when I commented on the correctness of his eye movements, George remarked, "That's easy. I can read all right now."

Those who are interested in making a study of lateral dominance which characterizes many children who are not markedly right or left handed and under which heading some reading experts would group the majority of pupils who are handicapped by severe reading difficulties, will be interested in studying the works of the reading authorities cited here.
It must be born in mind that handedness and muscular imbalance are difficult to test. Results obtained are often inaccurate. The validity of theories that attribute reading difficulties to handedness or muscular imbalance is questioned by some reading authorities who maintain that a child may be left handed in one thing and right handed in others, and that in still other uses of his hands he will be inconsistent. Samuel T. Orton published one of the first articles in 1925 on what he chose to call "Cerebral Dominance", and another article with further neurological explanations of reading disabilities in 1928. ¹ Other experts who are studying lateral dominance are W. F. Dearborn, of the University of Chicago, Marion Monroe, and Charles A. Selzer.

¹ Orton, Samuel T., 'Word Blindness in School Children', ARCH. NEUR. and PSYCHIAT., XIV, 1925, pp. 581-615.
Case 2 - Reversal of words

Horace was "a thousand dollar case" if one likes to work to correct reading defects. He was sent to the junior high school from the Opportunity School where he had spent three years with handicapped children, and on his arrival was placed in a ninth grade English class which took up the study of Homer's Odyssey. He was unable to read a paragraph of the book understandingly, but an excellent English teacher observed that whatever was given Horace through the ear, he comprehended. When she brought him to the teacher of remedial reading for observation and special instruction, she imparted the information that the Opportunity School had placed him in the junior high school because he was "such a gentleman", and that she had found him earnest in his work but that he was unable to achieve satisfactory results.

The remedial reading teacher saw at once that the lad was very much shut up within himself; and that he suffered from what the world likes to call an inferiority complex. Reading was not mentioned at first; the teacher chatted with him on one subject and another until she found she could draw him out on airplanes. When this theme was introduced, he brightened up and looked alert; the information he gave was definite.

Reading was casually introduced, and it developed that he did not read books because he did not understand them. The Gray Check Test showed the following: that the boy miscalled words; that for him words would not fall into syllables; and that he was unable to attack new words. In other words he fell into the group classified as non-readers.
A sixth grade reader was put into Horace's hands, and when in reading he hesitated and could get no farther although the teacher waited quietly for him to attempt to pronounce the word, he was sent to the blackboard. Then it was that his teacher learned that he read backwards. He could not recall the looks of the word which he attempted to remember, so with the book before him he copied it down. The word was "beautiful", but what appeared on the board? "L f t b e a u - ." He was stopped and asked to read what he had: "lufba" it sounded. He had started at the extreme right of the word and his eye had hit upon all the tall letters; then he had started to retrace his path.

So glad was this boy when he was told that the difficulty he was experiencing could be corrected and that he could learn to be a good reader, that, although he was sixteen and a half years of age he without hesitancy adopted the method of writing the word that proved his stumbling block on the board and after writing it TRACING IT WITH HIS FINGER PRONOUNCING IT AS HE TRACED. In this way his eye had to follow his hand and the eye was trained to go in the right direction. The card with a slip in it was also used in the manner as described in Case 1.

The mother came and gave valuable light on home conditions. Horace perpetually bickered with his young sister, age eight. This was cleared up. Peace began to be the order of his day. One morning
he came in glowing and saying, "I can read!" This was no time for
the teacher to get excited. She simply remarked, "Of course you can."
"This morning," explained Horace, "the teacher in manual training
asked me to read some directions aloud, and I read a whole paragraph
to the class without a mistake." "What difference did that make?"
queried the teacher. "Well," said the boy, "I used to think I was
queer, but now I know I am just like anybody else!" He had been
freed from bondage and a straight course with an attainable goal
lay ahead of him.

Reversals of letters within words persisted longer than the
reversals of entire words. "Fiber" was read "fribe", "goblin" was
read "globin". All the time even in the early stage was not given
over to the mechanics of reading; we soon began to look for "the
big idea" in each sentence, and then in each paragraph. Since
his reading started at third grade level, it was hard to get
material that was simple enough and that would at the same time
interest him. He came each day for twenty minutes of private
instruction, and at the end of four weeks was put in a special
class of ten to receive reading lessons. At the end of the term
in June, three months from the time he started, Horace had pro-
gressed three grades.

It did not fit in to his program to attend the remedial reading
class the following fall so he entered regular classes. But inside
of a month he was back with the comment, "I did not understand what
the last chapter of The Tale of Two Cities was about." The teacher
read a page or so aloud to him; then handed him the book and he read. Meanings of words were discussed, and the pronunciation and how they fell into syllables. Phonetics came in for more attention; and when the meaning of a word was under discussion, frequent use was made of the dictionary. By Christmas vacation his reading measured by objective tests full eighth grade and he was reading over a hundred words a minute. He graduated in early February reading up to his grade level, the ninth grade; his mother was there to see him receive his diploma, and on the corner it bore the coveted gold seal which stands for good citizenship and satisfactory scholarship. His mother said when she went to see his teacher, "I never expected to see Horace graduate from grammar school, and now I expect to see him go through college".

THE HISTORY OF THE CASE

Close family cooperation helped greatly to unravel this difficult case of reading defect. This was the history: At six Horace attended a rural school and was taught to read. He didn't read; he memorized the lesson as the other child in the first grade read it. The teacher did not recognize this fact; she was too busy with her eighth graders in the one room school to pay much attention to the two first graders. The other boy had learned something about reading before he came to school, and he helped Horace. When our boy reached a new teacher in the third grade in another school he was severely taken to task for not reading - and after a few weeks of being berated he went into a nervous illness and was removed from school. Special
teachers of reading were employed when the family in his tenth year moved to a city, but they failed to detect the nature of his reading difficulty through reversal of letters and words, and he eventually landed in the Opportunity School in our city.

Today he is a high junior in the senior high school doing excellent work in all his studies. He has taken honors in the field of airplane construction, and has been awarded the trophy for making an international record with a glider which he himself made. His principal had it called to his attention that Horace's I.Q. rating was too low; that it did not comport with his ability. The first I.Q. was measured by the Stanford-Binet test before he had learned to read. He was retested by another form and his I.Q. went up 10:15 points. The principal of that school is now fond of joking by saying, "At this school we raise I.Q.'s", a thing that is impossible if Terman is correct. The author hopes that the time is at hand when less weight will be placed on recorded I.Q.'s; that with Walter Pitkin we shall feel that many low mental types which we now designate as "Z's" can be reclaimed for their potentialities are great. We agree with Mr. Pitkin that most I.Q. ratings are very dangerous, especially in remedial work, and that general personality tests are what count. He concluded by saying that the schools are afraid of the mental hygiene approach because they cannot show the results they think they should. As the above reading case No. 2 demonstrates, teachers of reading must be mental hygienists who know how to deal with emotional situations, in addition to understanding the mechanics of reading and "what set-up causes what". This is the dictum of Walter Pitkin
uttered at a teachers' meeting in which he addressed the group on reading.

This case has been given in detail, for it seemed well to follow one case through. Only one detail remains to be added: the teacher reports that she receives home-made tarts each Christmas from this grateful boy. This sense of emancipation expresses itself in many ways, and goes to show how great is the relief to the child when he is freed from reading difficulties.

Cases hereafter will be touched on briefly.

Case 3 - Need for increased vocabulary and learning to think

Bessie entered the remedial reading class of ten for diagnosis and treatment. Her mother had been told by a psychiatrist who measured her intelligence that Bessie had not the intelligence to profit by academic studies, and that if her family would transfer her to the domestic science and art departments they would find her better adjusted and they might expect to see certain nervous symptoms of tension and fear which she exhibited banished by her more ready adjustment to the simpler work which she would then be undertaking.

Analysis of reading disability

Bessie's general physical condition, aside from the nervous symptoms described, was good. When she was examined by the optician's chart, her eyes gave evidence of seeing clearly. Tested by "The Girl of the Limberlost" as a measure, she read two hundred and thirteen words a minute — and knew little or nothing that she read. She had not learned to think while she read and was a word
reader. When a word she did not know the meaning of appeared, she just skipped over it. She did not expect anything from the written page, and she did not get any meaning worth mentioning from it.

**TREATMENT, APPLIED AND THE RESULTS**

Bessie was pretty and one could see at a glance at her bright eyes that she was intelligent. Her only fear seemed to be the fear of reading. She said that she did not enjoy it and that she never read any books for pleasure and that she could not get much out of her school texts. Her teacher instructed her to collect a vocabulary by listening carefully to all she heard who spoke well. She began to write words down that attracted her attention in her classrooms and to guess their meanings and enter them after the words. At night she would look up in the dictionary the definitions of those words of whose meaning she felt uncertain. The principal challenge was to use the words she collected. This putting them into service was done consciously at dinner time, the family being in on the game. Soon she was collecting only such words as she expected to use; there were no more "recalcitrants" on the list, but such words as "choice", "associates", "duly", "impervious" began to appear.

Carelessness in visualizing words was corrected by teaching Bessie that she must demand that every phrase, every sentence mean something. She no longer called "was" for "has"; when they were interchanged, they did not make any sense. Neither did she continue to insert words due to her rapid, careless reading. Flash cards were used to increase the
eye span. She was encouraged to read intelligently and let her voice by its natural intonations bring out the meaning.

She entered in September. When dismissed at the Thanksgiving vacation from the special class in which individual instruction was given, she had attained the average of her class in comprehension, and was reading three hundred words a minute in simple narrative reading. Her mother, a woman prominent in educational circles, took occasion to express her appreciation for the good accomplished for her daughter, and added that now Bessie was enjoying mature reading, a pleasure that she had never experienced before.

Three years have passed. Bessie is getting chiefly "B's" with an occasional "A" in academic subjects in high school, and she expects to enter college next year.

An excellent workbook may be purchased for twenty-eight cents and will give assistance in building a vocabulary.¹

Case 4 - Short concentration span

Lorenze was a little second grader who was permitted to turn hand-springs in his teacher's living room to provide him with physical activity in the pauses between his lessons in concentration. At first two minutes measured his span of concentration. After six weeks of training in which he was taught by himself, he was able to hold to the work in hand twenty minutes, as long a time as a seven

year old should be permitted to concentrate. ¹

The Harter Publishing Company's projects in reading were found very useful in teaching him. The teacher used

- Primary No. 2004 "Descriptive Silhouettes"
- Primary No. 2002 "Elliptical Stories"
- 4th and 5th Grade No. 2096 "What happened Stories"

The latter stories she read with the child, assisting him where words were too difficult for him; he enjoyed illustrating them.

It was no wonder Lorenze had not passed his grade. He knew little about reading when he came for private instruction. The evening the lessons were being arranged for, his mother said in his presence, "Lorenze cannot concentrate; I can't and I never could." She could hardly believe that concentration could be taught. By holding his attention to one thing at a time for short spaces, and not permitting it to "fly out the window"; by seeing to it that the material provided was of a nature that would interest him and that it was varied, in six weeks he learned to read efficiently. When he was tested at school in the fall he was allowed to enter the third grade with his class. In November inquiry was made as to his progress, and it was learned that he stood well above the middle of his class.

How the child felt about the importance of reading was revealed by this little incident told by his teacher. Lorenze spied her on the street one day, and he ran up to her, eyes sparkling, and said very earnestly, "There's a little boy in our room who can't read. He's having an awfully hard time. You could teach him to read, couldn't you?" He longed to have the boy have instruction and to be freed from his burden.

Case 5 - Does not recognize sounds of letters

Farley, a low junior in high school, needed training in phonetics and the recognition of words. He was in a class the members of which were required to read eight books for "outside reading" in a term. He could not get through one book and have a clear understanding of the contents, and to read three or four hundred pages took him an unconscionable length of time. So it was that he went out for help.

It was evident that he read words to which he attached little or no meaning, and that he also frequently mispronounced words. The letter presented to his eye did not suggest the sound for which it stood. He was given the following exercise: List of words were dictated. Farley was instructed to write ONLY THE FIRST LETTER of the words given. By this means children who have made no association between initial sounds and the written symbol may be discovered, and by further drill upon the letters they miss given with explanations as to the exact sounds which each letter may represent, association between sound and symbol is built up.
LIST OF WORDS

3. Look 10. Article 17. Varied
5. Oil 12. Division 19. Arm

Patient drill in phonetics brought results. Books were selected by the teacher which contained old enough material to hold the interest of the lad, but which were easy reading. "Mrs. Wiggs of the Cabbage Patch" is a good example of one of those chosen.

Farley studied reading six weeks in the vacation. When he entered school in the fall he experienced no difficulty in doing the reading required of his class. Furthermore, he began reading freely at home. The family remarked that they found it strange to see Farley pick up a book to read of his own accord. They were pleased and he was happy.

Case 6 - Punctuation unheaded - needs to learn how to study

Gordon, a junior college boy came the third hour of the morning this eventful summer when the teacher of reading gave private lessons in her home. She says she learned much from watching how the young people attacked reading. Gordon was a red-headed boy with eyes as...

1 Taken from U. S. Department of the Interior Bulletin, No. 2, 1931.
bright as his hair. He was the son of a professional man, and intended to study for the profession his father followed. This being his ambition, a wise mother, who had observed through the years the poor marks he made in English through his inability to read, insisted that he learn how to read.

Gordon's difficulty was that he needed to learn how to study. What he got in school he got so easily that his slogan had become "Why worry?" Anything that did not interest him, he jumped over and disregarded. Punctuation he had never found alluring. It did not interest him and he scarcely knew any purpose to which periods, commas, apostrophes, and kindred marks were put. Consequently his reading was a jumble. The writing of compositions was taken up, and the use of all the punctuation marks was studied. At first Gordon said to his teacher, "You aren't going to make me learn those?" He pointed to rules for punctuation. But when it was disclosed to him that he had a talent for writing which he could use for his own pleasure and that of others if he would punctuate what he wrote, and that this punctuation made his writing intelligible, he became very much interested in the new study. In addition, the construction of a composition was analyzed, and he found it fascinating to work for unity, coherence, emphasis, and to ascertain what made up style.

These studies were applied to the works of great authors. He began to read with interest, and he was early convinced of the importance of observing the punctuation used by that author as a means to bringing out the exact meaning of the words. He wrote a composition
a day and occasionally turned in a volunteer offering from his pen.
He read books named by the teacher to suggest material for his themes.
Suffice it to say that he returned to junior college to make his first "B" in literature.

Case 7 - Needed glasses

Otis came from a home of poor financial status. He had been dubbed a failure all the way through school and looked the part. He seemed to feel insecure; lacked confidence in himself and in his ability to do anything assigned to him. He never volunteered in the ninth grade class of which he was a member, and smiled sheepishly when he was called on and made a mistake; he looked as if he expected whatever he did to be wrong.

Why should it not have been wrong? He had travelled through eight grades in ten years of schooling without any teacher, parent, or employer discovering that he could not see anything distinctly that was held closer to his eyes than four feet. In other words, he had never seen his school work. How could he have learned how to read?

Glasses were suggested, and were secured by the school nurse since his family were too poor to feel they could provide them. Reading instruction was started from the beginning. Otis was very responsive to kindness and he was easily encouraged. Considerable progress was made, probably as much as three grades, before an accident in which he was injured took him out of school. Always look first to a child's eyes to see they are in good condition. Notice
his hearing; test it with a watch if you are in doubt; a child who has to compete with deafness is often a poor reader. Notice any physical needs and have the child brought up to par if there is any way to accomplish this desirable result. Glasses transformed Otis from a listless, discouraged boy to one that was alert.

Better than any chart for testing the eye-sight of a child is the observation of the teacher of a child's movements and his reaction to materials offered him upon his desk. The chart is held at long range; this demand for far seeing is made by blackboard presentation of a subject but by little else in the classroom. For long hours children are asked to concentrate upon a nearby point upon their desks; this use of the eye for near objects is not tested by the eye chart.

Watch to see if the child turns from normally bright light; note whether he writes up hill and down dale; whether he reads for a time and then loses interest — but will listen eagerly if you will read to him. Does he go to sleep after a short time, complain of headaches, read in a twisted unnatural position seeming to juggle his book to get it in just the right place to enable him to see the printed page? Does he stumble and misplace words while reading? These symptoms may indicate that he is not well, or that he is inefficient in the mechanics of reading, but they are also quite suggestive of the visually inefficient child. The mind of the child cannot absorb knowledge if the eye is fatigued, or if, when given books to study, he cannot see clearly the printed page. He will be greatly hampered in receiving a school education.
Do not tell such a child that he does not see well, or that he needs glasses. To do so is an injustice to the child and to his parents. They have the right to decide in these matters. Recommend that those that are caring for his well-being look into the matter to see if he is seeing well, and to learn whether he might be assisted to see better. In extreme cases of parental neglect, you will be justified in taking up the matter of eye care with the school doctor or nurse. Parent-Teacher Associations often have a fund with which to supply glasses if they are prescribed by oculist or optician and the family seem unable to secure them for the child. In the case of Otis, it was necessary to resort to the use of special school funds in order to secure for him the needed glasses.

His hearing was also tested by holding a watch near his ear while his eyes were closed. He heard it plainly. Then without apprising him of the change that was being made, it was slowly moved away. Occasionally he was asked, "Do you hear the tick?" He heard it when it was held at an arm's length from his head; this was quite adequate for the watch had a very gentle tick. When the watch was moved to a greater distance he no longer heard it. His other ear was tested in a similar manner with a similar result. He was informed that his hearing appeared to be good. Occasionally hardened wax clogs the ears and makes children hard of hearing. The removal of the wax is simple when accomplished by those trained to touch the ear, which is a very sensitive instrument. The removal of this obstructing substance frequently restores the child to hearing clearly. If a child has
never heard clearly he will not know his predicament for he will imagine that all persons are as he is. If parents are not aware that their child is hard of hearing it remains for the teacher to discover his need and have it called to the parents’ attention.

Case 8 - Lack of knowledge of American words and customs

The Orientals are greatly helped by being instructed how to build up an English vocabulary. English idioms used in every day speech should be gone over with them. What do we mean by "How do you do?" Figurative language is most difficult for the Oriental, "He had a hair breadth escape"; "He's a man of steel".

Shigeoshi brought each day long lists of questions to be answered on American idioms and American customs. He was encouraged to talk and to answer the questions himself in so far as he could. Books were placed in his hands in which he could find the answers. Six months of conversation and study of this sort, coupled with regular training in methods of reading, made him a good reader; he advanced from seventh grade in reading ability to the eleventh. Teaching Orientals to read English is a separate problem, and beyond what is given above will not be treated here.

Case 9 - Submerged by older sister - had built no background for thinking

Pearl came from a home of abundant means and all that she could enjoy was lavished on her, yet she made poor progress in school, frequently played truant, and was brought to the special instructor
in reading at the latter's home, a seemingly retarded child. She was absolutely inexpressive. Her mother made all the arrangements. If asked a question as to her choice in matter of time or of subject of study, she would not respond at all if the question were not pressed; if it were, she would say, "I do not know", or "Just as you think best?"

To make a long matter short - for it took a year to put this child on her feet - the teacher diagnosed her reading difficulties to be chiefly those which concerned environment, health, and handling. Pearl had an older sister whom Pearl had always heard proclaimed as the bright one in the family. Her father, little knowing the barb he planted, would say to her, "Why can't you bring home a report card like Alice's?" and again, "Why don't you do things as well as your sister does?" At first, no doubt, these barbs stung; ultimately she became calloused to them, and, not having met with encouragement either at home or at school, she became indifferent and inert.

There was great need for encouragement. When it was honestly given for little successes achieved, she began to open up. The process was slow. Backgrounds needed to have been built, desires awakened. She had reading lessons five times a week for the first months. Some times the lessons were put aside, and trips were taken to the Crocker Art Gallery. To be sure, the silk dresses worn by Mrs. Crocker and celebrities of the day to gubernatorial balls interested Pearl more than the priceless pictures by Leonardo da Vinci, but she got a glimpse of wider fields of interest, things
she would like to know about, to do, and to share. A trip to the city filtration plant stirred keen interest and gave subject matter for compositions over the next weeks. Simple stories of California history were read in order to learn something of the early days of California when women wore to governors' balls these gowns of silk that could stand alone. The desire to read grew in proportion to the delight which was experienced in the reading done. Carelessnesses which marred the early attempts at reading were blotted out by making reading meaningful. At the same time the parents were admonished to encourage Pearl in using initiative. She was allowed to buy her own clothing, with only slight direction from her mother. She had a liking for poems for children, and she was permitted to send East for the exact collection she wanted. A leather binder was purchased in which she might enter poems of her choice as she came upon them in her reading. Her teacher loaned her copies of Stevenson's "Child's Garden of Verses" and of "Poems of Childhood" by Eugene Field. She copied those she liked best in her binder, doing the work with exceeding care and nearness. She needed to learn to be grateful for what was given her and done for her, and she needed to learn to give as well as to receive. The thought of being responsible for contributing to other people's happiness and well-being had to be developed in her.

It would be difficult to say at what time in that year of intensive work the child emerged. The shell was broken. She began to mingle more freely with her fellows on the school grounds; and, since she now took part in the lessons in the school room, her schoolmates
ceased to taunt her about her weight, which was excessive. She was permitted to go on to junior high school in the following fall, although she had not made passing grades in several of her subjects over a period of years; the improvement was so marked in her ability to read that her teachers thought the improvement warranted promotion. The skeptical ones were glad to be relieved from what in past years they had considered the burden of teaching her; they were unwilling to see any improvement. Pearl went on to junior high school and succeeded in passing the next grade. Her face has light in it today, and the family are going to see to it that they help the light to grow by not discouraging her in future by comparisons with her sister, and by giving her increased opportunity to see this marvelous old world and man's achievements upon its surface.

AN IMPORTANT FACTOR
THAT CONTRIBUTES TO THE SUCCESS OF A REMEDIAL READING CLASS

The teacher who conducts the remedial reading classes is not alone responsible for seeing that the pupils are properly motivated. It is important that the persons who place a child in a special class properly motivate the child and make him feel that in receiving special instruction in reading, he is given a privilege. It should also be made clear to him that his inability to read up to his grade level is due to specific causes, the effects of which may be eliminated by carefully planned and executed remedial teaching. With few exceptions the children placed in remedial reading classes
conducted by the author have made definite progress in reading ability. The class of thirty students conducted at the Sacramento high school a year ago made an average gain of two reading grades. The lowest score made by any reading class in five years was an average gain of one and three-tenths reading grades.

It may be well to cite an instance in which remedial instruction was not successful. An English teacher in sending this girl to the special class in reading said, "Helen, I am sorry to have to put you in the remedial reading class, but you do not read well and need help." The young person received the impression that the special reading class was intended for "Z's", and that she was in disgrace; she thought she had been demoted from an "X" group. The game was lost at the outset. First impressions are strong. No motivation that the teacher could employ, no explanations as to the true nature of the class, were able to erase the stigma that in Helen's mind rested on the remedial reading group. A listless attitude persisted; without apparent cause tears stood in her eyes on several occasions. At the end of a fortnight, Helen was asked a few questions which brought out the above facts. It seemed best to return her to the "X" English class, and this was done although her record shows the following:

Case 10 - The product of supersensitiveness and improper motivation

HELEN'S RECORD
Reading ability measured by Los Angeles Elementary Reading Test - Form 1: 6.1 Grade

Comments:
1. Hastens through a paragraph without pausing when errors in reading are made. Is not disturbed when the reading makes no sense. When she does not know
the meaning of words, she does not ask for the words to be defined, or request to look them up in the dictionary. Forms no mental image of the thing read.

2. Is sensitive to adverse criticism. Feels "everybody talks about her". Shrinks from comment. Grateful and trusting when in any measure her confidence is won.

3. A source of difficulty uncovered: Submerged by sister two years older and by another sister two yours younger, both of whom seem to Helen to "get just what they want and to be liked by everybody". Is almost unexpressed. Has ample means; comes to school in her own roadster. Needs to be given opportunity to talk and to express herself in many ways. She is like a rosebud which is given no sunlight to open it to a full blown rose.

4. Another source that aggravates: Younger sister is in regular "X" group taught by her present instructor of remedial reading. This sister is successful with her work and thought to be in high favor with her teacher who had recently given the sister a leading part in a school play in which part she had achieved a popular success.

5. Through her exceeding sensitiveness and the conditions attending the case, for the time being the channels seemed closed which could have helped Helen.

Result: Returned to regular English class.

Case II - Drops the ends of words

Genevieve dropped the ends of her words. Her attention was called to this habit and her teacher held her to her task until Genevieve saw the word to the end. The silent reading was checked by having her read orally. Her teacher showed her the mistakes she had made in the Gray Oral Reading Check Test: "part" has not the same meaning as "party" - the "y" must be included in the word in order to have it make sense.
Case 12 - Vocalizes each word and turns head from left to right while reading

Burdette used inner speech and pronounced each word with lips and throat as he read it. Some young children need this assistance for a time, but with this lad it was not needed; it was just a bad habit as was also his turning of his head instead of his eyes while reading. By having him place the first finger of his right hand gently on his lips, and the thumb of the same hand gently on his Adam's apple, he was able to note any effort to move his lips or throat and to control them. By placing his right elbow on his desk while touching his lips and throat with the fingers of that hand, he soon controlled the turning of the head and forced his eyes to turn in their sockets. That which was conscious exercise of muscular control at first soon became a natural habit. Vocalization and head turning had ceased and the child had relaxed. He could read twice as rapidly in the new fashion than when, as the teacher laughingly remarked, the head was following with the swaying motion of a turtle's head. With young children who move the whole head to follow a line through it is necessary sometimes to resort to games to correct the difficulty. Place the child in a chair and ask him to close his eyes. Have several children slip out of the room, and return one by one. The game is to see how early the child in the chair, without turning his head, can recognize the child entering the room. Measure the number of feet from the door sill each child entering must advance into the room before he is recognized. The youngster in the chair likes to try to beat his own score; he also likes to see other people try the game and to note whether they have better success than he. The game should not be carried to an excess by
encouraging the child to turn the eyes too far. There is little likelihood that one who does not under the ordinary circumstances of reading turn the eyes will suddenly overdo the turning. Even when the game has been explained, it is frequently necessary to encourage the child to turn the eyes farther to left or to right in order that he may see the person entering.

Neck, head, and eyes get very tired with such manner of reading, and the rate of speed at which words are read is very slow. Students who turn the head are easy to note in the classroom, as are those who move their lips in silent reading. Inner speech is harder to detect; by looking closely you can detect the movement of the muscles of the throat or cheeks. Tell the children to think what they are reading, and not to attempt to form the words with the muscles as for speech.

Burdette persisted with the method prescribed until he freed himself from vocalization and from turning his head while reading.

Case 13 - Substitutes words

Substitutions are most curious. Eileen, a young negro, skipped over words, jumping to conclusions as to what word should be in the place skipped. "The" was frequently substituted for "an"; "by" for "with". "Relations" was read "relatives" in this sentence:

"Probably I have seen churches as beautiful as this one, but I am sure I have never been so fascinated by vertical relations and effects."

The word "fascinated" was read correctly. The difficulty was a matter of too swift interpretation and jumping to her own conclusions. This
faculty of skipping ahead in thought when rightly used is a strength to the reader. She was instructed to give a bit more care in interpreting and to mentally check her conclusions to see if the ones she arrived at were correct. She was held to accurate reading for a time, and advised to begin skimming and making her own interpretations when her eye had been more adequately trained.

**Cases 14 and 15 - One read in a monotone, another in a sing-song manner**

Nina read in a voiced pitched to one key. Edythe, her classmate across the aisle, read in a sing-song fashion. Neither interpreted for herself or others the printed page when reading aloud. Silent reading seemed to them equally monotonous and meaningless. Poems full of fire and patriotism such as "The Charge of the Light Brigade" were read by the teacher to the class. "Boots" by Kipling, had its turn, and "Little Boy Blue" by Eugene Field. It soon came to the attention of these students that the inflection of the voice was very important in bringing out the meaning of these poems, and that, when the right inflections and tones were used in the right place, the result was delightful. Poems given thus were full of meaning. Voice culture was taken up there and then, and soon the two young people were beginning to read intelligently. They had far to go but they had made a start.

**Case 16 - Started to read without looking at title of the story or without looking at pictures that illustrate it.**

An amusing incident marked Mercedes' first reading in the remedial class at high school. She began the story without glancing at the
picture which headed it or at the title. After she had read six or more lines, she was asked, "Where are the children, and what are they doing?" "Oh, they are walking through a forest." "And what are these?" queried the teacher pointing to the illustration at the top of the page. "Ferns", she replied, and then looking more closely, quickly added, "Why, no they're not. There are bubbles: they are walking in the water and those things that I thought were ferns are coral!" The riddle was solved; she had observed the facts presented in the picture, and she now looked at the heading for the first time. "TWO MILES DEEP" it read. "Why, how absurd," said Mercedes. "I landed right in the middle as it were, and did not know where I was going." "You did not look at the sign-posts along the way", the teacher commented. "Had you examined these you would have known where you are."

If one has no clear conception of what he is reading, how can he retain the thing read? College students go to lectures without reading the title of the lecture given on the syllabus. They even go so far as to give no heed when the professor at the opening of his discourse announces the topic which is under consideration. How can they expect to understand what is said, or how can they intelligently retain what is said in order that they may take notes.

Mercedes, in addition to learning to examine illustration and titles before commencing to read, was given ear and memory training. The exercise follows. It may be given to entire classes.
PART V

SIXTEEN ORIGINAL EXERCISES TO DEVELOP
THE SIX READING SKILLS

INTRINSIC DEVICES
PART V

- SACRAMENTO HIGH SCHOOL -

PERMANENT RECORD SHEET FOR SCORES ON EXERCISES TO TEST

SIX READING SKILLS

The total scores for each skill when entered on graph as directed on page , make an excellent

DIAGNOSTIC TEST OF READING ABILITY

DIRECTIONS: Sets A,B,C,D, and E have eight exercises each to test the reading skills. Each exercise counts 10 points. Follow the directions given on each exercise. Enter the answers to questions neatly on a piece of composition paper. In so far as possible, in answering use the words of the article read. When the work outlined is completed, turn to the answers which are to be found on the back of the card and correct your work. ENTER YOUR SCORE ON THIS SHEET IN THE PLACE SET ASIDE FOR THE EXERCISE. RECORD TOTALS ONLY.

Take the sets of exercises in any order. When a set has been started, work on that set until the eight exercises have been completed. Preserve your answer sheets in a folder provided for that purpose. You will wish to have your work to refer to in future. The graph you will make of the total scores for each skill, will assist your teacher to diagnose your needs and assist you to improve your reading ability. The graph will show in which of the six skills you are weak, and it will point out those skills in which you are strong.
## PERMANENT RECORD SHEET FOR SCORES ON EXERCISES TO TEST

### SIX READING SKILLS

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<td>&quot;Fol. Dir.&quot;</td>
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<tr>
<td>Total Pts.</td>
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</tbody>
</table>

### Total \((80 \text{ Pts})\)

### FOLLOWING DIRECTIONS

- **Set D:**
  - Skill 1 a
  - Skill 1 b
  - Skill 2
  - Skill 3
  - Skill 4
  - Skill 5 a
  - Skill 5 b
  - Skill 6

- **Set E:**
  - Skill 1 a
  - Skill 1 b
  - Skill 2
  - Skill 3
  - Skill 4
  - Skill 5 a
  - Skill 5 b
  - Skill 6

### Total \((80 \text{ Pts})\)

**TOTAL NUMBER OF POINTS MADE BY STUDENT:**

**POSSIBLE NUMBER OF POINTS IN EXERCISES:**

\[ \text{PTS}. \]

\[ 500 \text{ PTS}. \]

Divide points in (1) by points in (2) to find

**PER CENT OF QUESTIONS ANSWERED CORRECTLY:**

\[ \% \]
While the men work in the fields and gardens, the women of Siam do most of the family shopping for vegetables, fruits, and fish. The only men usually seen in the market stalls are the Chinese vegetable dealers and the Indian cloth merchants. Many of the country women walk miles to a village with their baskets of produce slung at either end of a flexible bamboo pole.

**DIRECTIONS:** Study the picture and read the inscription below it carefully. Read it two or three times if necessary in order to understand what is said. Then turn the page and answer the questions on the next sheet **WITHOUT LOOKING BACK.**
1. The Lao woman is on her way home from market.
2. The time is morning.
3. The rest of the day she will spend working in the fields or gardens.
4. The only men usually seen in the market stalls are the Chinese vegetable dealers and the Indian cloth merchants.
5. Fish is an important food used by the families of this country.
6. The people are Siamese.
7. Many of the country women walk miles to a village with their baskets of produce.
8. They carry their baskets, one in either hand.
9. They also carry with them a flexible bamboo pole to lean upon when they are tired.
10. Merchants from India sell cloth in the public market.

DIRECTIONS: COPY THE NUMBERS FROM 1. TO 10. IN A COLUMN. AFTER EACH NUMBER WRITE "TRUE" OR "FALSE" TO INDICATE WHETHER YOU THINK THE STATEMENT MADE IS TRUE OR FALSE.

(When you have written down the answers, turn to the next sheet to see the correct answers. Mark your answers. Enter the score on your permanent record sheet.)
ANSWERS

1. False
2. True
3. False
4. True
5. True
6. True
7. True
8. False
9. False
10. True

(GIVE CREDIT IF "F" IS USED FOR FALSE AND "T" IS USED FOR TRUE.)

SCORE: Each correct answer counts 1 point.

TOTAL SCORE: 10 points
Set A  No. 1 b.  (Hand this to the teacher to give to class)

PURPOSE: TO GIVE EAR AND MEMORY TRAINING – TO COMPREHEND DIRECTLY STATED FACTS WHEN THEY ARE READ ALOUD AND TO REPRODUCE THEM EXACTLY

DIRECTIONS TO THE TEACHER: Read the story of "Elephants" to the entire class and have them reproduce it in writing. Read it through once before students begin to write. Then say:

"I will now read the selection again, pausing at frequent intervals. WRITE DOWN THE STORY EXACTLY AS I GIVE IT. MAKE NO CHANGES. DO NOT ASK ME TO REPEAT. TRY TO REMEMBER WHAT IS READ, AND TO REPRODUCE IT EXACTLY. Punctuate as you go. I will tell you when you should begin a new paragraph."
What a queer sight! An elephant dragging a plough! The elephant is put to many uses. If he cannot thread a needle, he can pick one up from the ground with his trunk. His sense of touch is very delicate.

An elephant was once left to take care of a little boy. This he did with wonderful care and gentleness. If the baby strayed off too far, the elephant would stretch out his long trunk and bring the wanderer back.

In the year 1863 an elephant was employed at a station in India to pile up heavy logs, a work which these animals will do with great neatness and speed. The superintendent suspected the keeper of stealing the rice given for the animal's food. The keeper of course denied the charge. But the elephant, which was standing by, laid hold of a large sash which the man wore round his waist, and, tearing it open, let out some quarts of rice which the fellow had stored away under the folds.

Best of all, an elephant never forgets his friends. He will remember a friend though he return after many years' absence. Woe be to the enemy when he shall return!
(Have students exchange papers)

DIRECTIONS FOR SCORING:

There are 200 words in the story on ELEPHANTS. To determine the number of words the student has written correctly, read the story aloud once more very slowly and have the students underscore the words that appear in the right order.

(a) When the reading is concluded, have the students count the number of words that are underlined. DIVIDE THIS NUMBER BY TWO to find the per cent of words that are correctly written.

(b) DIVIDE THE NUMBER OF WORDS THAT ARE UNDERLINED BY TWENTY to find the student's score in points.

(a) SCORE IN PER CENT: 

(b) SCORE IN POINTS: 

(Total possible score is 10 points)

ENTER THE LATTER SCORE IN POINTS ON THE PERMANENT RECORD SHEET

Note: Have student keep his own permanent record of ALL SCORES MADE in this and other tests. Record sheets should be preserved in a manilla folder which should be provided for each student. Give the folders out each day, and then collect them at the close of the period.

FUTURE WORK IN EAR AND MEMORY TRAINING:

(To be entered on a separate score sheet kept for that purpose. Only score for Set A, No. 1 b should be entered on permanent record sheet for class exercises.)

From time to time make up your own exercises for ear and memory training. A very simple method is to take material from fourth, fifth, and sixth grade readers in order to have graded material. Be sure to start with material that is simple enough to meet the needs of your students, and then to have the material grow progressively more difficult. Go on to seventh, eighth, and ninth grade material as the students become proficient in reproducing what you read. VARY THE TYPES OF MATERIAL USED.

Give ten to twenty exercises in a term. These exercises in reproduction and in ear and memory training are excellent preparation for taking notes in high school and colleges classes.
PURPOSE: TO COMPREHEND IMPLIED FACTS - TO DRAW AN INFERENCE

SHY MESSU VILLAGERS FACE A CAMERA FOR THE FIRST TIME

As with the other nomadic tribespeople who dwell in the hills of northern Siam, the women's costumes are more colorful than those of the men. The silver ornaments worn by the girls are family heirlooms. The notched pole serves as steps to the veranda. The small boy guards his crossbow.

DIRECTIONS: FILL IN THE BLANKS IN SENTENCES GIVEN BELOW.

1. The Messu had never before seen a ________.

2. The Messu are not the only ________ ________ who make their homes in the hills of northern Siam.

3. The men's costumes are ________ (more or less) colorful than the women's.

4. The word "__________" indicates that the girls received their silver ornaments from their ancestors.

5. The word "__________" indicates that some of these people enjoy shooting arrows or other missiles.

(Use words found in the paragraph below the picture to fill in blanks.)

p. 567
Set A No. 2

ANSWERS

1. camera
2. nomadic tribespeople
   -OR nomads
3. less
4. heirlooms
5. crossbow

TOTAL SCORE: 10 points
PURPOSE: TO LEARN TO SKIM IN ORDER TO FIND THE ANSWER TO GIVEN QUESTIONS

WINGED DENIZENS OF WOODLAND, STREAM, AND MARSH

BY ALEXANDER WETMORE

ASSISTANT SECRETARY, SMITHSONIAN INSTITUTION

The Geographic presents in the following pages 33 additional exquisite paintings of common North American birds by Major Allan Brooks, and another charming article by Dr. Alexander Wetmore. This is the seventh in the important series which The Geographic has arranged to depict for the members of the National Geographic Society the marvelously interesting bird families of North America.

As our members are well aware, few sections of the world have such an abundance and variety of bird life and so many melodious songsters as this continent.

When the series of approximately 500 portraits in colors is completed, the readers of The Geographic will possess a more comprehensive gallery of United States and Canadian birds than has been previously published. The Geographic plan of picturing side by side Eastern and Western varieties specially appeals to bird lovers, who can now for the first time easily compare the differing types.

The eighth article in this series will appear in an early number.

Copies of previously published articles, One to Six, may be obtained by addressing The Secretary, National Geographic Society, Washington, D. C., and enclosing 50 cents for each number desired. July, 1932, twenty-six Humming Birds and Swifts; October, 1932, nineteen Herons, Ibises, and Flamingos; January, 1933, seventeen Crows, Jays, and Magpies; April, 1933, twenty-five Woodpeckers; July, 1933, thirty Eagles, Hawks, and Vultures; March, 1934, seventeen Pelicans, Loons, and Grebes.—Editor.

QUESTIONS:

1. When this series of articles on "Winged Denizens of Woodland, Stream, and Marsh" is completed, what will the readers of The Geographic have which they did not have before? (Quote the exact words that answer this question.)

2. If you were especially interested in eagles, for which back number of the National Geographic would you send?

3. Who painted the pictures of the common North American birds which these articles contain?

4. How many articles have been published before this article appeared?

5. What plan has The Geographic of picturing the Eastern and Western varieties of birds so that the reader may easily compare the differing types?

(Consult the article in order to ascertain the answers—you may look back.)
ANSWERS

1. They will possess a more comprehensive gallery of United States and Canadian birds than has been previously published.

2. July, 1933

3. Major Allan Brooks

4. Six

5. The plan of picturing them side by side.

(Count answers correct if underlined words are given)

Total score: 10 points
PURPOSE: TO SELECT THE MAIN POINTS AND THE MINOR POINTS FOR OUTLINING

DIRECTIONS: Read the article through two or more times. Select the main points and the minor points as indicated. Fill in blanks with words used in the article.

THE path through the river woods was hidden by leaves that came drifting slowly down through the cool October air. For a space there was quiet except for the rustling underfoot, and then a low bird call, chick-a-dee-dee-dee, announced a little gray and white bird with black crown and black throat, swinging back downward at the tip of a slender twig while it searched in the roll of a curling leaf for hidden insects.

Other chickadees came quickly through the branches, flitting from perch to perch, and soon the little birds were all about me, calling softly to maintain contact in a loosely organized flock.

As I watched them, a scratching sound brought to attention another gray and white bird with a blackish crown, of slightly larger size, that came headforemost down a tree trunk, examining crevices in the bark for food. This was the white-breasted nuthatch. An instant later a brown creeper and some tufted titmice came into view, accompanied by a tiny ruby-crowned kinglet, easily told by its quickly flitting wings.

The little group of birds moved rapidly through the trees, convoyed by the chickadees, and in a moment had passed beyond my view, their low notes lost in the rattling of the leaves.

Through much of the year these little companies of woodland birds are a regular feature of our bird life. The nucleus of the mixed flock, which may contain a dozen species or more, is the group of chickadees which has its regular range and does not depart far from its limits. The nuthatches and the downy woodpecker or two that accompany the bands also ordinarily do not migrate. In late summer and fall small migrants of similar habit of life, vireos and some of the warblers, tarry briefly in the company and then pass on.

The observant bird lover soon learns to follow up the notes of the chickadees to see what other interesting species may be in their company.
<table>
<thead>
<tr>
<th>Points</th>
<th>A. CHICKADEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. NUT-HATCH</td>
</tr>
<tr>
<td>1</td>
<td>2. BROWN CREEPER</td>
</tr>
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<td>1</td>
<td>3. TITMICE</td>
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<tr>
<td>1</td>
<td>4. RUBY-CROWNED KINGLET</td>
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</tbody>
</table>

B. (CHARACTERISTICS OF THE CHICKADEE)
Note: This is given and does not count.

<table>
<thead>
<tr>
<th>Points</th>
<th>B. CHARACTERISTICS</th>
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<tbody>
<tr>
<td>1</td>
<td>1. GROUP or FLOCK</td>
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<tr>
<td>1</td>
<td>2. RAPIDLY</td>
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<tr>
<td>1</td>
<td>3. REGULAR</td>
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<tr>
<td>1</td>
<td>4. DEPART FAR FROM ITS LIMITS</td>
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<tr>
<td>1</td>
<td>5. SPECIES or BIRDS</td>
</tr>
</tbody>
</table>

Total score: 10 points
PURPOSE: TO INCREASE VOCABULARY - A STUDY OF WORDS TO DETERMINE THEIR MEANING BY THEIR USE

A TROPICAL SUNSET BURNISHES THE "TEMPLE OF DAWN"

This 242-foot tower and four smaller ones of the riverside Wat Arun Rajavararam (popularly called Wat Chang) are encrusted with scintillant pieces of pottery and tiles. In the evening glow, in the brightness of morning, or by moonlight, it is one of the majestic landmarks of Bangkok (see text, page 542, and Color Plate V).
Set A No. 5a (Refer to picture on previous page)

PURPOSE: TO INCREASE VOCABULARY - A STUDY OF WORDS TO DETERMINE THEIR MEANING BY THEIR USE

DIRECTIONS: Examine the picture and read the inscription and the paragraph beneath it. Look back as often as you wish while answering the following questions.

After the number of the question, write the word which will best complete the sentence. Consult a dictionary if you wish to know the meaning of any word.

QUESTIONS:

1. A tropical sunset burnishes the "Temple of Dawn"; I can burnish _________.
   a. silver, b. sand, c. soap

2. Theodore Roosevelt was popularly called _________.
   a. President, b. Theodore, c. Teddy

3. A ship may be encrusted with _________.
   a. barnacles, b. water, c. sails

4. The princess was scintillant with _________.
   a. furs, b. diamonds, c. frowns

5. Chief among the landmarks of the capital city of California is _________.
   a. The Five-and-Ten Cent Store
   b. The jail
   c. Sutter's Ford

ANSWERS: When answers have been written, see the correct answers inside folder.
Set A No. 5a

ANSWERS

1. a. silver
2. c. Teddy
3. a. barnacles
4. b. diamonds
5. c. Sutter's Fort

Note: The answer is correct if either the correct letter or the correct word is given. It is not necessary to give BOTH the letter and the word.
PURPOSE: VOCABULARY - A STUDY OF WORDS TO DETERMINE THEIR MEANING FROM THE CONTEXT AND BY CONSULTING THE DICTIONARY

TALL TALES AMONG THE TALL TIMBERS

As at a powwow, Scouts sit in rapt silence as the story-teller weaves his spell. One night a tale of adventure is told, the next a yarn of the sea or a gl

third night a local legend, all accompanied by solemn ceremonies. No part of camp life is appreciated more than the council fire under the stars. "Cal

"Taps" come all too soon.

DIRECTIONS: Select words from the article which mean as follows:

1. high of stature, unusual, big  (select one word)
2. a conference of the savages who were early settlers in America
3. the kind of a silence in which one is transported with delight  (name the kind)
4. words supposed to have magic power; a charm
5. a story told by a sailor
6. a daring feat in which there is chance of danger or loss
7. a story coming down from the past; a tradition
8. relating to the place in which one is (an adjective to describe 7.)
9. affectionately serious, earnest, grave  (an adjective)
10. a signal on a trumpet at which all lights must be extinguished
ANSWERS

1. tall
2. powwow
3. rapt
4. spell
5. yarn
6. adventure
7. legend
8. local
9. solemn
10. "Taps"

TOTAL SCORE: 10 points

FOR PRACTICE IN VOCABULARY, GO OVER THESE TEN WORDS TO SEE IF YOU CAN RECALL THE DEFINITION OF EACH GIVEN ON THE FRONT PAGE. BE PREPARED TO USE THE WORD IN A SENTENCE OF YOUR OWN WHEN A WORD-TEST IS GIVEN.
PURPOSE: TO LOCATE MATERIAL - A STUDY IN THE USE OF A MAP

INDEPENDENT SIAM LIES BETWEEN BRITISH BURMA AND FRENCH INDO-CHINA

For seven years the author made his home in this progressive little kingdom of nearly 12,000,000 people. While Siam is off the main ocean lanes, it has steamer and rail connections with Penang and Singapore, and is linked to Europe by fast air-liners.

QUESTIONS:

1. What country would you expect to cross if you should fly in a direct line from Mandalay in British Burma to Saigon in French Indo-China?

2. How many thousand miles would you fly in making the journey indicated from Mandalay to Saigon? (Measure distance by scale given on map.)

3. In what peninsula is Singapore located?

4. What body of water lies between the Malay States and the island of Borneo?

5. What does the "O" in the margin of the map at left and right stand for? Of what does it mark the location?
ANSWERS

1. Siam

2. One (thousand miles)

3. The Malay Peninsula

4. China Sea

5. Equator
PURPOSE: TO COMPREHEND AND RETAIN DIRECTLY STATED FACTS - TO OBSERVE

DIRECTIONS: To NOT look back to the inscription below the picture which you have just read. Answer the questions below in the words of the article.

Study the picture underneath this.

MODERN YOUTH MARCHES IN TURKEY’S NEW CAPITAL
A Turkish color bearer leads his troop of Boy Scouts into Ankara to pay homage to Ghazi Mustafa Kemal Pasha, leader of the New Turkey. Scouting is one of many Western institutions which, with games, clothes, airplanes, and farm implements, have invaded this once remote provincial town.

This picture is only used as a cover.

QUESTIONS:

1. How many people are there in the picture?

2. What are they learning?

3. To what organization do they belong?

4. From what state in the Union are they?

5. What are the two young men in the foreground demonstrating?
   (Be sure to give words of article.)

6. Has the rescuer in the foreground one or both arms busy with victim?

7. The rescuer pulls a helpless person through the water. What verb does the article use instead of pulls?

8. What kind of a carry are the boys in the upper part of the picture doing?

9. Where do the rescuer’s hands in this last carry grasp the victim?

10. By means of what does this last named rescuer propel himself through the water.

(Remember not to look back to the picture after you have read the questions.)
ANSWERS

1. Four

2. To save others from watery graves or from drowning; they are doing life saving; rescuing.

3. Scouts or Boy Scouts

4. Maryland

5. the hair carry

6. one arm

7. tows

8. the head carry

9. by the chin

10. his legs

(Credit any clear designation of the right answer)
**PURPOSE: TO FOLLOW DIRECTIONS**

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
<th>S</th>
<th>A</th>
<th>H</th>
<th>F</th>
<th>H</th>
<th>T</th>
<th>B</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BREAKFAST MENU</strong></td>
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</table>

| **LUNCH MENU** |   |   |   |   |   |   |   |   |   |
|               |   |   |   |   |   |   |   |   |   |
|               |   |   |   |   |   |   |   |   |   |

| **DINNER MENU** |   |   |   |   |   |   |   |   |   |
|               |   |   |   |   |   |   |   |   |   |
|               |   |   |   |   |   |   |   |   |   |

**DIRECTIONS:** Count letters around the hollow square by fives. Begin at the upper left-hand corner and go in the same direction travelled by the hands of a clock; namely, go to the right. Write down every fifth letter. The first letter you write will be "F". Place the letters in a horizontal line from left to right on your paper. When you have written 36 letters, put a short vertical line before the first letter, and other vertical lines after the fourth letter, the eighth, the twelfth, the sixteenth, the twenty-second, the twenty-fifth, the twenty-ninth, the thirty-second, and the thirty-sixth letter. Between each two vertical lines, you should find a word. On your own paper, copy the words BREAKFAST MENU, LUNCH MENU, and DINNER MENU in the form in which they are found above inside the hollow square. Leave three spaces below each menu. Take the first three words you found and place them on the BREAKFAST MENU, the second three on the LUNCH MENU, and the last three on the DINNER MENU.
<table>
<thead>
<tr>
<th>BREAKFAST MENU</th>
<th>LUNCH MENU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FIGS</td>
<td>4. CRAB</td>
</tr>
<tr>
<td>2. MUSH</td>
<td>5. OLIVES</td>
</tr>
<tr>
<td>3. MILK</td>
<td>6. TEA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DINNERT MENU</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. SOUP</td>
</tr>
<tr>
<td>8. HAM</td>
</tr>
<tr>
<td>9. NUTS</td>
</tr>
</tbody>
</table>

**SCORING:** Count 1 point for each article correctly named. There are 9 articles in all. 9 points

Count 1 point if all articles are entered on the correct menu. If one is misplaced as, for instance, if mush is placed on lunch menu, give no additional credit. 1 point

**TOTAL SCORE** 10 points
Set B No. 2

PURPOSE: TO COMPREHEND IMPLIED FACTS AND TO INTERPRET AND EVALUATE MATERIAL

DIRECTIONS: Copy down the numbers of the questions given below, and after each number write the title of the book which you think will meet the requirements.

SPRING BOOKS FOR YOU TO READ

"The March of Democracy" James Truslow Adams
"Yonder Lies Adventure" E. Alexander Powell
"Mutiny on the Bounty" Nordoff and Hall
"Invitation to the Waltz" Rosamond Lehmann
"The Invasion" Janet Lewis
"For the Delight of Antonio" Beatrice Curtis Brown
"I'll Tell You Everything" J. B. Priestley and Gerald Bullett
"Public Faces" Harold Nicolson
"Undiscovered Europe" E. Alexander Powell
"Hardy Perennial" Heln Hull

QUESTIONS

1. Which of the books on the above list would you order if you wished to be a "rocking chair traveler" and visit nine little unknown countries?

2. Which would you choose if you wished to read a true story of our own country?

3. Which would you choose if you wished an exciting tale about "the most remarkable adventure in modern maritime history?"

4. If you wished to learn how the white man entered and gradually took over the Indian's country, which book would you select?

5. Which one would you order if you were interested to read of "prime ministers and foreign secretaries and other notables on parade"?

6. Which story do you think would move its readers "like a quaint melody played on an old fashioned snaret?"

7. Which would you read to learn the life experience of one "who is ever seeking what lies beyond the next hilltop"?

8. Which combines adventure and romance, and is the one you would read in order to share a journey through Italy with a young Englishman and to meet the Italian "Grande ome" and mysterious ladies?

9. Which offers a farce that pokes fun at the preposterous plots of mystery tales?
10. Which book would you choose if you wished to read about "life as it may be lived rooted deep, and, in spite of seasons of brown stalks and withered leaves, flowering in its season"?
1. "Undiscovered Europe"
2. "The March of Democracy"
3. "Mutiny on the Bounty"
4. "The Invasion"
5. "Public Faces"
6. "Invitation to the Waltz"
7. "Yonder Lies Adventure"
8. "For the Delight of Antonio"
9. "I'll Tell You Everything"
10. "Hardy Perennial"

TOTAL SCORE: 10 POINTS
CAPTAIN STEVENS HONORED FOR HIS ALTITUDE PHOTOGRAPHY

Capt. Albert W. Stevens, of the United States Army Air Corps, has been chosen by the Board of Trustees to receive the Franklin L. Burr Prize of $1,000 for his accomplishments in the technical field of aerial photography on National Geographic Society expeditions.

The prize was given particularly for Captain Stevens' achievement in obtaining aerial photographs showing the moon's shadow on the earth. The photographs were made during the eclipse of the sun of August 31, 1932, from an altitude of more than 26,000 feet.†

Another important achievement of Captain Stevens mentioned in the award was the taking from a high altitude of the first photographs showing laterally the curvature of the earth. Both of these unique photographs have been published in the NATIONAL GEOGRAPHIC MAGAZINE and enlargements of them are on exhibition in the National Geographic Society Building in Washington.
1. For obtaining aerial photographs showing the moon's shadow on the earth, and

2. For obtaining aerial photographs showing laterally the curvature of the earth.

TOTAL SCORE: 10 POINTS
PURPOSE: TO SELECT THE MAIN POINT IN THE PARAGRAPH — THE TOPIC SENTENCE

DIRECTIONS: Select the topic sentence in each paragraph. Number the answers by the number of the paragraph in which the answer is found.

Par. 1. What a queer sight! An elephant dragging a plough! The elephant is put to many uses. If he cannot thread a needle, he can pick one up from the ground with his trunk. His sense of touch is very delicate.

Par. 2. An elephant was once left to take care of a little boy. This he did with wonderful care and gentleness. If the baby strayed off too far, the elephant would stretch out his long trunk and bring the wanderer back.

Par. 3. In the year 1863 an elephant was employed at a station in India to pile up heavy logs, a work which these animals will do with great neatness and speed. The superintendent suspected the keeper of stealing the rice given for the animal's food. The keeper of course denied the charge, but the elephant, which was standing by, laid hold of a large sash which the man wore round his waist, and, tearing it open, let out some quarts of rice which the fellow had stored away under the folds.

Par. 4. Best of all, an elephant never forgets his friends. He will remember a friend though he return after many years' absence. Woe be to the enemy when he shall return!

(Write out complete topic sentence)
ANSWERS

TOPIC SENTENCES:

Par. 1. The elephant is put to many uses.
Par. 2. An elephant was once left to take care of a little boy.
Par. 3. The superintendent suspected the keeper of stealing the animal's food.
Par. 4. An elephant never forgets.

NOTE THAT THE FIRST SENTENCE IN THE PARAGRAPH IS OFTEN THE TOPIC SENTENCE. THE TOPIC SENTENCE EXPRESSES THE MAIN IDEA IN THE PARAGRAPH.

SCORING: Each correct answer counts 2 1/2 points.

TOTAL SCORE: 10 points
PURPOSE: TO STUDY VOCABULARY AND THE USE OF ENGLISH

THEM DAYS IS GONE FOREVER

GOOD MORNING, MR. ROBINSON, AND WHY THE CHEERFUL PHIZ?

I'VE SWITCHED TO INGRAM'S, GENTLEMEN, THE COOLEST SHAVE THERE IS!

QUESTIONS:

1. Give the dictionary meaning for physiognomy.
   What word is used colloquially that stands for physiognomy in the above selection?

2. What simple, common word would you use if you wished to speak correct English and did not use physiognomy or the word used in the selection?

3. Which of the following definitions for switched comes the nearest to the meaning for this word that the author had in mind: (Give letter only)
   (a) to strike with a switch or rod
   (b) to shift an electric current to another circuit; to turn

4. Name the first word that is used ungrammatically - for the sake of humor. Give the word that would have been used had the English been correct.

5. Name the second word in the article at the top of the page that is used ungrammatically. Give the word that would have been used had the English been correct.
ANSWERS

1. The dictionary definition for **physiognomy** is:
   "The art of discovering mental characteristics from the outward appearance, especially from the face. Synonym FACE". WEBSTER

   DO NOT GIVE ANY CREDIT FOR DEFINITION. It is an aid in answering the questions which follow.

   **phiz** is used colloquially.

2. **face**

3. (b) – it is not necessary to give definition.

4. **them** for **those**

   (Give full credit if the word **those** is given. Do not take off credit if **them** is not given.

5. **is** for **are**

   (Give full credit if the word **are** is given. Do not take off credit if **is** is not given.)
Set B No. 5b.

PURPOSE: TO MEASURE VISUAL VOCABULARY

MATCHING

The words are taken from Thorndike's "Teacher's Word Book of 20,000 Words". Degree of difficulty from 500 up to 12,000

DIRECTIONS: The 50 words given below may be grouped under six heads: animals, birds, colors, land formation, plants, and traits of character. Write in two columns the numbers from 1. to 50., and after each number place the initial letter of the group to which the word represented by the number belongs.

EXAMPLE: 1. (sparrow) B
2. (dandelion) P
3. (gentleness) T

Animal — — — "A"
Bird — — — "B"
Color — — — "C"
Land formation "L"
Plant — — — "P"
Trait of character — "Tu"

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Initial Letter</th>
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<tr>
<td>1</td>
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<td>2</td>
<td>kindness</td>
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<td>crag</td>
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<td>fungus</td>
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<td>leopard</td>
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<td>cucumber</td>
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<td>38</td>
<td>slothfulness</td>
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<td>cove</td>
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<td>insolence</td>
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<td>42</td>
<td>canyon</td>
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<td>43</td>
<td>bobolink</td>
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<td>49</td>
<td>greediness</td>
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<td>50</td>
<td>malignity</td>
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### SCORING:

Find the number of answers that are correct. Divide this number by 5 to find the score.

**TOTAL SCORE; 10 POINTS**

A score of 1 point suggests that you have 1000 words,
A score of 2 points suggests that you have 2000 words,
A score of 3 points suggests that you have 3000 words,
- and so on until
A score of 10 points suggests that you have 10,000 to 12,000 words in your vocabulary. You may have more.

If you knew 48 or more of these words, ask your teacher to let you take the test that will indicate whether you have 15,000 or 20,000 words in your vocabulary.
Here Is the New World of Travel Wonders

A LIVING map in full life size unrolls for your delighted gaze along America's international airways. Take your choice of 100 colorful cities in 33 glamorous countries. Cruise over them in the restful ease of a great airliner. See every mountain and river and forest in their natural colors and their true relationship to the entire picture. Then land anywhere on the 26,652 miles of the airways... and explore the intimate details that give the amazing picture its meaning. This is the new idea in travel that has brought delight to 200,000 travelers over the Pan American Airways System.

America's finest trains or swiftest airlines will take you southward, on through tickets from your home city direct to Miami or Tampa, or to Brownsville, Texas, the great international gateways, whence giant "Clipper Ships of the Air" will bear you to any country of the Caribbean in two and one-half days, to the most "distant" capital of South America in seven short days!

QUESTIONS

1. What company of airliners does this guide advertise?

2. How many cities do these airliners visit?

3. How many countries do they fly over?

4. How many miles do they cover on their route?

5. By what name are these airliners called? Fill in the blank. "_______ Ships of the Air".

6. How long will it take you to fly to any country on the Caribbean?

7. Buenos Aires is how many days' journey from Tampa, Florida when the trip is made by air?

8. How many people have travelled over this system of airlines?

9. Name the most "distant" capital of South America touched by the airliner.

10. From what other state than Texas may one start?
ANSWERS

1. Pan American Airways System
2. 100 cities
3. 23 countries
4. 26,652 miles
5. "Clipper ___ ___ ___ ___ ___"
6. 2 1/2 days
7. 7 days
8. 200,000
9. Buenos Aires
10. Florida

TOTAL SCORE 10 POINTS

p. 4 "The Airway to New Worlds"
PART VI

THE PERSONALITY OF THE TEACHER
PART VI

CHAPTER XVIII

THE PERSONALITY OF THE TEACHER

The attitude of the child toward his work is very important, and the attitude of the child toward his teacher; but that which is far more important for initial consideration is the attitude of the teacher toward her pupil and toward her work. Is the instructor's attitude one of sympathy and understanding toward her charges? Or is the instructor's sole qualification that she is erudite and has an extensive knowledge of the subject matter to be taught? Bear in mind at all times that you are teaching children, not subjects, and that these young people entrusted to your care are very quick to catch your thought and to sense whether you like them or dislike them, whether you are indifferent to their personal well-being, or whether you have their welfare profoundly at heart. Are you gentle or are you brusque? And if gentle, is the gentleness a form of weakness, a sort of sentimentality, or is it tinged with genuine affection for and an understanding of childhood? Is there strength behind your gentleness based on the quiet knowledge that you are prepared and are equal to your task; that you have developed sound character and are poised; that you cannot be taken unaware in the classroom - or anywhere else for that matter; and that you can command strength equal to whatever need may arise; that, therefore, you are at peace with yourself and the world and in command of the classroom situation? The teacher of reading to be a success must have high character qualifications, and she must be in sympathy with
her work and with the child whom she would quicken until his eyes are keener, his memory more tenacious, his thought more alert and surefooted, and his imagination stronger winged. It is to the attitude of the teacher we would give first attention.

To have a right attitude toward one's subject, it is necessary to understand the factors which are involved. One of the chief of these factors found in all students who have arrived at secondary grades without being able to read intelligently is FAILURE. In almost every classroom they have attended, in every reading situation in which life has placed them for the last eight to ten years, they have often known humiliating failure. They are well schooled in failure. Establish this as your premise when they come to you for aid in learning to read, THEY MUST NOT SENSE FAILURE AGAIN. Foresee every situation and ENGINEER SUCCESS. Show by your whole attitude that you expect them to succeed; at the outset give them that to do which they can do well. If you misjudge their ability, pass over their failure lightly; do not call attention to it or mark them down for it. Keep your private records of their needs for help; this is quite another matter from recording failures.

You will find the one who cannot read tense if he feels humiliated at his inability to read; inert if he despairs of ever being able to learn to read. If you would teach him, you must be relaxed; you cannot be stern and you cannot be too easy; you must be sure of yourself and the situation which you have created, and you must be sure it is a learning situation. Put your heart as well as your head into the task before you and you will create the right tone.
As you go forward and engineer success, you will find that the emotional tone of the schoolroom has a direct relation to the intellectual work accomplished, to the getting of knowledge and of power by the children. Under an able teacher of fine personality you will find a classroom, as one president of a normal school expresses it, "where the air is charged with intellectual ozone and even the dullest pupil feels the vivifying influence."

To accomplish the task which lies before him, the student must be aroused to supreme effort. We cannot dodge the issue that the teacher who is to accomplish this must be a moral leader who can make the right seem beautiful and the goal to be achieved worthy of supreme effort. She must get over the fact directly or indirectly that life brings its responsibilities to every individual and one of them is to give to whatever we undertake the best we have; moral purpose must be quickened by the very atmosphere which such a teacher-leader creates. It is not the rules of conduct which she lays down that will rouse the children; it is the ideals of conduct which she leads them to love and desire. Life is not lived by rote or by precept, but it is guided by hidden forces that lie deep within, by warm pulsing sentiments and emotions that emanate from the heart and are the very life of the child. Most alarming is the inertia of the child who has never been stirred by love or a challenging environment, or who has early experienced blows and defeat. He has drawn into his shell; don't be fooled by the hard exterior and do not be repelled - have you the skill to draw him out? The most hopelessly defeated man in the world

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is the one who has lost confidence in his ability to make a winning fight. As the old poem says, "If you think you're beaten, you are." It is the teacher's responsibility to establish the tone of victory, to make her schoolroom a place where children fight and win intellectual and moral battles.

Some authors like to talk in terms of mental hygiene, others advise using psychoanalysis; I advocate using common sense and clearing up a child's horizon, in so far as possible, of misunderstandings which still persist with his family, his classmates, and his teachers. In his daily contacts with you it will come out that "he has had a fight with his father before he came to school", that "he can't stand the boy across the aisle from him", or that "his social science teacher never gives him a square deal". The terms of the unadjusted child are in the superlative. Linger near the door as your class comes in and later goes out, have a smile of recognition for the individual student, and an ear ready to catch the word this child and that wishes to drop with you as he comes and goes. You will be surprised at the casual opportunities you can create to say the word that will reverse the thought of the discontent and place the responsibility for the difficulty where it oftener belongs, with himself. If by your own attitude and personality as shown in the first days of your acquaintance, you have won his confidence, you may now have the chance to break up negative adaptations, help him to meet his problems squarely, and assist him to make the start on building up a constructive philosophy of life — that good accrues to those who
have good to give; and that he need not be so concerned about what others do to him, as that his actions toward them be above reproach. It is more your attitude toward his complaints than what you say that has an influence on his life, changing gradually his attitudes of mind and his ideals. As he comes to peace and learns to look out instead of in, he opens to learning of every sort and a receptive state of mind develops in which you can teach him to read.

He is ready to work and he is ready to win.

Several years ago a state superintendent of elementary school put the little book into my hand from which I have already quoted. I went out and bought it, for I liked its message on the personality of the teacher, and I will again quote from it here. "The teacher makes the school. ---Recall the years of your school life which were most fruitful of good, and then recall the years that yielded the most disappointing returns. What made the difference? Certainly not the schoolroom, nor the furniture, not the maps on the wall, nor the books with which you studied. Nor yet was it your classmates, nor yourself. The difference lay in the teacher. We may rightly measure our education not by the number of years we have spent in the school but by the number of stimulating, suggestive, and inspiring teachers it has been our good fortune to have known."

Fortunately, a personality can be built through cultivating sympathy that gives insight into the lives of others and permits you to stand in the other man's place; tact which will ultimately give
you the skill to manage and reconcile temperaments that are diverse and antagonistic at the outset; sincerity which expresses itself in moral earnestness and depth of conviction, that will make you loyal to your work, to your students, and to your superiors— that you will believe in what you do and give your heart to it, and that will enable you to have the courage to frankly face and honestly weigh adverse criticism, and that, where it is just, to profit by the criticism; integrity of character which is synonymous with genuine moral worth and which makes you just in dealing with your pupils; knowledge which is dynamic and can be put to use here and now, and which will open up new regions of thought and will quicken the pupil's desire to possess the promised land; evidences of good breeding which are expressed in a pleasing personal manner, good taste in dress, in speech, and in a recognition of the amenities of life; self-criticism until he root out the selfish and the false and the untactful attributes and come to the final glory of the teacher which is joy in living and joy in service because we have faith that our labor is not in vain.

So careful should be the selection of the pupils who are enrolled in our classes for remedial reading that we feel there is not one whom we may not teach to read. Nothing so stimulates and sustains human effort as a confident belief that the effort will not be empty and fruitless. The teacher must be confident that his efforts will be fruitful, and so must the child. More than this, the teacher must see in the education and training of childhood and youth the mightiest social agency for human progress and he must conceive of himself as part of that agency.
Walter Pitkin, in addressing the teachers of our city on the teaching of reading, stressed the point that our job was to teach the half-unwilling student, the seemingly half stupid and half rebellious, and to change his emotional reactions from negative to positive. He said that many of the students of low mental types which we call "Z" can be reclaimed, and that among these "Z" students are potentialities that are great; and I.Q. ratings in many instances are very dangerous, especially when considered as a final mental rating in connection with remedial reading work. He went on to say that among "Z" students, general personality ratings are what count; that the teacher who would successfully handle these students must be a mental hygienist and must know how to deal with emotional situations and understand the mental mechanism in order to recognize "mental set-ups" which cause poor results in reading.

The child that is discouraged about learning to read will often say that he cannot learn to read; and while he remains in this frame of mind he will be unable to master the reading process. Do you not remember in the story of "Heidi" how Peter told Heidi he could not learn to read, that he had often tried but that it was of no use; and how the blind grandmother unwittingly confirmed him in his disabilities by her own statements that Peter could not learn to read? And you will also recall that when the desire to read was aroused and the hope that he could learn was inspired by Heidi, Peter mastered the written page under her patient teaching. Samuel Orton avers that when reading needs are neglected, the effect on the emotional life of the child is often far-reaching. Severe reaction patterns often result;
some non-readers become apathetic and indifferent to school; some develop a feeling of inferiority; others develop an antagonistic attitude toward their teachers and are classed as discipline problems. The emotional load is heavy for the child when a brother or sister makes more rapid progress than he. Dr. Orton stresses the importance of the teacher's telling the child at the outset that there is a real and remediable cause for his delay in learning to read, and that he can probably learn to read as well as others. If you are successful in getting this fact over to the child, his inert or belligerent attitude, as the case may be, will change to active cooperation. If you can convince anxious parents that their child will in all probability soon learn to read as well as other children, the relief they will evince will reveal to you the heavy strain under which they and, in consequence, their child has labored.

Samuel W. Patterson says that the general teaching problem lies in the teacher's ability to inspire, to direct, and to supervise; and that in order to inspire the child to learn to read the teacher must have a personality which exhibits, day by day, among other qualities, enthusiasm, joyousness, friendliness, patience, fairness, consideration, and self-control. To be in a position to direct, the teacher must have a thorough knowledge of her subject and the best methods for its presentation; to be qualified to supervise, she must have a sympathetic as well as thorough understanding of the difficulties of the learning process together with an ability to assist children in ways of effective study.

1 Orton, Samuel Tory, "Impediment to Learning to Read", School and Society, 28:286-90, Sept. 8, 1928.

2 Patterson, Samuel W., Teaching the Child to Read, Doubleday, Doran - 1930.
THE TEACHER'S CHART

These things put together spell success

PERSONALITY colors the whole block

"Personality is a product of our yesterdays"

"Personality can be acquired"

"Our natural endowment, plus our reading, our living, and our thinking, make up our personality"

PROFESSIONAL TRAINING

SUBJECT MATTER TRAINING

PERSONALITY

CHARACTER AND PHYSICAL FITNESS

-Base-

Contributed by Grace Taylor Pearce - Lecturer for Summer Session, 1934, at College of the Pacific, and Supervisor of forty elementary schools in San Joaquin County, California.
SUMMARY:

That the teacher's attitude toward the pupil be one of sympathy and understanding is of especial importance in the remedying of reading defects. The child who has the ability to read and yet who has not been taught to read up to his grade when he reaches the secondary school, has been schooled in failure; it is now necessary that the teacher engineer success. The desire to succeed and the courage to contend with obstacles and to win is largely inspired by the personality of the teacher. If the teacher lacks personality, she can develop attitudes and character traits which will build a fine personality, "The harmony of spiritual individuality."

The teacher of remedial reading must have a sympathetic understanding of children for many a pupil who comes to her suffering from reading disabilities will evince undesirable characteristics. He often manifests

1. Loss of zeal
2. Distaste for reading and allied subjects in which he has failed due to the lack of reading ability
3. Disinclination to exert himself
4. Indifference concerning the outcome of the training being given, and by
5. Antagonism toward the teacher and his fellows - by an unsocial attitude.

Emotional maladjustment may often be caused by reading disability. In a certain group of poor readers, eighty-two per cent displayed an unfavorable attitude toward tasks. Practically all writers agree that correction in reading resulting in marked improvement of the child in his ability to read ordinarily results in the better adjustment educationally of such persons. With the substitution of success for failure, the unfortunate behavior traits disappear and normal attitudes of cooperation develop.

Books children read influence their characters profoundly. How much more will they be influenced by the character and the personality of the teacher. Much of her power to bring about better adjustment educationally in the pupil lies in what she really is. Educators try to select teachers whose character children can and will imitate.

2 Tinker, Miles A., Diagnostic and Remedial Reading, El. Sch. Journal, Dec. 1932, p. 293.
Teachers, aim high. Do not be satisfied to be ordinary. Build a fine personality. If at any moment you are unable to name a great man or woman who is, or has lately been, having an influence on your conduct, you will be passing the verdict that the quality of your own existence and thought has been ordinary. Study the life of Lincoln, his struggles for an education and financial independence in his early years, his deep solicitude for his people in his later years. Consider his beautiful character reflected in a fine, strong personality that distinguished him from all other men and that today makes him a living presence in the hearts of his countrymen.

Practical steps to take are: Be sure you are cooperating with your students to the full extent of your ability; that you yourself have developed the power of sustained effort to accomplish a desired result in the child — you are not primarily teaching a subject, you are developing the resources of a child; and be sure that you through fidelity to facts are teaching him truthfulness, honesty, integrity. The child you teach will learn these qualities of character better through imitation than by precept. These three abilities of cooperation, of the power of sustained effort, and of being faithful to facts, underlie a fine personality and they are valuable skills for the child to attain who would learn to read.

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