

BATHMORE PARCHMENT

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DIAGNOSTIC AND REMEDIAL PROCEDURE

IN

SIXTH GRADE READING

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DIAGNOSTIC AND REMEDIAL PROCEDURE
IN SIXTH GRADE READING

By

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PREFACE

In making this study the writer claims no distinction for the results obtained, neither does he claim to have exhausted the sources of material written on the subjects of reading, testing, or remedial methods.

The study made was interesting to the teachers and administrators of the school as well as much value to the pupils. It is hoped that other teachers might become interested in better reading, thereby opening the door to many boys and girls to a more useful and beautiful life.

The writer wishes to acknowledge his appreciation to Mr. H. W. Branscum, the school principal, who aided in the making of the study. To Mrs. Edna Guthrie, the sixth grade teacher, many thanks are due, for her untiring efforts to make the remedial program a success.

To Dr. J. C. Wuerman, the writer is indebted for his time and many valuable suggestions in organizing the material in this thesis.

E. C. E.

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CHAPTER I

HISTORICAL BACKGROUND

The story of American reading instruction, is a story of old readers which have moved in long procession from the schoolroom to the garret, from noisy popularity to silent oblivion. It is a story which reflects the changing religious, economic and political institutions of a growing and progressive country.

This evolutionary progress in reading has been marked by a series of emphasis, each of which has been so fundamental in nature as to have controlled, to a large extent, both the method and the content of reading instruction during the period of its greatest intensity.

Primitive man expressed his thoughts by use of his hands, gestures were his characters and the air was the medium upon which they were written.

This form of enunciation was followed by picture symbols, drawn upon sand, bark, or stone. Picture writing had its origin so far back in the dim mists and myths of antiquity that no one can say when it began. At first these pictures represented only single objects, but gradually they came to everybody ideas and feelings. When they reached this latter stage, they were called ideograms.

The Egyptians are said to have developed such symbols, perhaps twenty-five centuries before Christ.¹

The hornbook was undoubtedly the next link in the chain of textbook developments. These were variously made of wood, iron, pewter, ivory, silver and even gingerbread. This letter medium was perhaps the first attempt to motivate reading. The typical hornbook consisted of a sheet of paper about three by four inches in size, fastened on a thin paddle-shaped board. The name hornbook came from the fact that a translucent sheet of horn was used to cover the paper on which letters of the alphabet and letter syllables and religious selections were written. The book was suspended from the child's neck with a string.

The stages in the development of reading are:

- I. The Period of Religious Emphasis in Reading Extended from 1607 to 1776.

During this time the primer was introduced. In the middle ages this book came rather generally to contain the Creed, the Lord's Prayer, the Ten Commandments and a few Psalms. It was called the primer, not because it was the first book of reading instruction, but because it was fundamental in containing the minimum essentials deemed necessary for one's spiritual existence.

1 Nila B. Smith, *American Reading Instruction*, Silver Burdnett, Chicago, Illinois. (1934) pp. 1-3.

Co-existent with the primer, there was an entirely separate development of the type of book known as the A. B. C.

The function of this book was to orient the child and to teach all that it was necessary for him to know, to enable him to understand the rudiments of Christian Religion.² Direct reference of the method used in teaching reading during the colonization periods was very rare but Hoole's book, published in 1660 states that the usual way to begin a child when he is first brought to school is to teach him to know his letters in the Hornbook, forwards and backwards and to be able to recognize them when they see them in a book altogether. After learning the alphabet, the child was taught the syllabarium. This was a drill in the pronunciation of syllables and was the preparation for the real business of reading in the primer. Having been graduated from the primer, the child was permitted to read from the Bible.³

It is quite obvious that the subject matter of early reading instruction was of much more important consideration than was the method of teaching reading.

II. The Nationalistic-Moralistic Emphasis in Reading Instruction 1776-1840.

2 Ibid., pp. 8-9.

3 Ibid., pp. 26-27.

The emphasis in reading had shifted from the religious to the Nationalistic because of the struggle for political freedom and the business of developing a young nation strong, unified, and harmonious. The most obvious evidence of this trend is in the names of the readers, many of which, were of strongly patriotic tone. We find for instance: The American Spelling Book, An American Selection of Lessons in Reading and Speaking, The American Popular Reader, and others.

Not only did the nationalistic aim exert an influence over the content of the new readers, but it also shaped the method used in the teaching of reading during this period.

Great stress now came to be laid upon the pronunciation and the enunciation of words for the purpose of overcoming the diversity of dialects and promoting greater unity in the American language.

A second and independent point of emphasis which is revealed upon closer study is moralism, an influence which permeated reading instruction quietly and unassumingly but so persistently and universally as to claim an equal rank with nationalism in our characterization of the period.

For generations reading has been looked upon as an instrument for promoting "the good life". The method which was considered the most effective in promoting this aim was that of impressing on the young minds the ideals of virtue and moralism;

hence, the texts were eagerly seized upon as carriers of moralistic content.⁴

III. The Emphasis upon German--Pestalozzian Principles 1840-1880

The effort to inculcate the intense type of patriotism which was influenced by the nature of governmental conditions in the previous period had subsided to a safer program, that of preparing the great masses to discharge their duties of citizenship.

Educators came to realize that the success of the new democracy depends not largely upon arousing patriotic sentiment as upon developing the intelligence of the people, whose ballots were to choose its leaders and determine its policies. Many American educators at this time were visiting Prussia and returning with enthusiastic reports of the work they had seen. This information was diffused by the addresses and articles which one finds generously distributed through the publications of the times.

Horace Mann was one of the most influential leaders of the time; he was the outstanding educator of Massachusetts. Perhaps he did more than any other one individual to shape the educational policies of his state. In his Seventh

4 Ibid., pp. 36-40.

Annual Report to the Board of Education of Massachusetts, we find that there was a close connection between the methods advocated by him and Pestalozzi such as the innovations in reading in introducing the word method, the appearance of many pictures in teaching primary reading and the inclusion of material dealing with objects and experiences familiar to children. Expressive oral reading and elocutionary delivery continued to be outstanding aims in reading instruction.

IV. The Period of Emphasis upon Reading for Cultural Purposes
1880 to 1918

During this period a new movement began to shape itself in the field of reading instruction. This was the result of an emphasis upon the use of reading as a medium for awakening a permanent interest in literary material which would be a cultural asset to the individual in adult life.

There were three important new developments in method during this period. The first two applied particularly to the primary grades. They were: (1) the sentence method and the story method both of which were an outgrowth and expansion of the word method, so strongly agitated during the preceding period. (2) the elaborate phonetic methods which extended the previous practices in regard to teaching children the sounds of letters and the combinations of letters. (3) the method which affected the upper grades particularly, was the use of

new techniques to arouse appreciation for literature and to establish permanent interest in literature.⁵

V. The Period of Emphasis upon Reading as a Utilitarian Asset
1918 to the present

From the beginning of reading instruction, oral reading has maintained its supreme and undisputed claim over classroom methods. In marked contrast to this traditional practice, we find a period of years approximately between 1918 and 1925 marked with an exaggerated and in some cases, almost exclusive emphasis upon silent reading procedures.

Colonel Parker was one of the strongest influences in applying the Froebelian principle of motor expression to elementary education in America. Such pronouncements as these by advanced thinkers in the field of education prepared the way for scientific investigation in the field of reading which swept the country between the years of 1910 and 1920. This scientific movement was probably more directly responsible than any other single factor for the sharp and far reaching turn in classroom methods. There were two phases of the movement which had a strong influence in promoting silent reading. One was the result of investigation; the other, the result of formulating standardized tests.⁶

⁵ Ibid., pp. 74-115.

⁶ Ibid., pp. 156-160.

In the Fourteenth Yearbook of the National Society of Education in 1915, Curtis reported the first attempt to determine standard scores in some of the elements of reading.

The chief elements in reading are:

- (1) The comprehension of the matter read.
 - (2) The speed of reading.
 - (3) The correctness of the pronunciation. The most important so far as reading is concerned are the first two, since we learn to read for our own individual use. We use silent reading rather than oral reading in our own practical life. The climax came with the report of the Twentieth Yearbook 1921, Part II. This report dealt with such topics as "Controlling Factors in the Measurement of Silent Reading," "Individual Differences in Silent Reading", "Development of Speed in Silent Reading" and "Motivated Drill Work in Silent Reading".
- The specific aim of reading instruction overshadowing all others during this period was that of teaching efficient silent reading in order to enable the individual to meet the practical needs of life. The silent reading movement brought in its train a host of supplemental materials other than readers. The use of seat work, silent reading materials, perception cards to increase eye span, flash cards containing silent reading exercises, remedial materials, tests both diagnostic and achievement, flash cards for phonetics and

word drill with basal reading methods, teachers manuals, leisure hour readers etc.⁷

The period of Broadening the Reading Program.

The Report of the National Reading Committee 1925 is a landmark in setting forth a broader program with respect to reading objectives, materials, and methods. Textbooks in silent reading, especially for grades four, five, and six are an important innovation of the period following 1920.

In this connection the work type or study reader came into prominence.

The changed social and economic conditions of recent decades have been bringing the social studies into greater prominence. The present trend of increased attention to free reading, or individual recreative reading, is one of decided advantage, but such reading should not be permitted to consume such a large portion of the reading periods that other phases of a broad program in reading will be neglected.⁸

7 Courtis, Fourteenth Yearbook of the National Society of Education, Public School Publishing Company. Bloomington, Illinois (1915) pp. 44-58.

8 Op. cit., Nila B. Smith, pp. 184-185.

CHAPTER II

READING

Since reading is the master key which unlocks the gateway to every subject, it is no wonder that reading has become the target for universal investigation and discussion. Our present social needs demand more efficient methods of reading than those which have been employed in the past. Recent scientific investigation has repeatedly proved that extensive practice in rapid comprehensive silent reading satisfactorily meets these needs. This accounts for the fact that emphasis upon the teaching as silent reading is a movement which is sweeping the entire country. At the present time teachers everywhere have become aware of the real significance of training in silent reading and are attempting to put the policy into practice. Many, however, are at a loss as to procedure in actually carrying out the idea in the classroom; others have gained control over a few devices which they have used effectively and are eager for additional suggestions as to ways and means of giving extensive practice in this type of reading instruction.¹

While the greater emphasis should be placed on silent reading, practice in oral reading should not be neglected. It has its place

1 Stone, Clarence L. Better Primary Reading, pp. 22-25.

in life as well as in school. Adults taking an active part in the life of the community and nation need to read portions of material aloud. To be effective speakers they will need the sort of voice placement, posture, careful enunciation, and correct pronunciation that can be acquired by practice in reading aloud. Much more oral reading is done in the first grade than in the later grades, because symbols at first call up the sound of the word with which children have had experience. As a rule, however, the children should first read the material silently before reading it aloud. This simplifies the process, since in oral reading enunciation, pronunciation, and expression must be thought of as well as recognition of the words, phrases, or sentences.

Children in school have needs for oral as well as silent reading. Many audience situations arise that call for it. They enjoy sharing material they have read independently. The full beauty of poetry, reciting passages can be fully appreciated only when they are read aloud. Many children enter school with unpleasant speaking voices, with faulty enunciation and incorrect pronunciations of many words. Oral reading as well as practical language work is an excellent means of correcting such defects.²

Instruction in a subject is guided by the philosophy underlying that subject's place in the curriculum. There has been an increasing recognition of the part played by reading in social,

2 Stone, Op. cit., pp. 475-477.

economic and political life.

Educators have come to look upon reading as the key to practically all learning. The enormous yearly output of books and journals necessitates the rapid reading and quick comprehension of large amounts of material if one is to keep informed in even a single field of interest.

As society demands an increasingly superior attainment in reading, educators in turn demand superior achievements of children at the various grade levels.

The Twenty Fourth Year Book of The National Society for the Study of Education gives the major objectives of Reading:

1. To provide rich and varied experience through reading.
2. To develop strong motives and permanent interests in reading.
3. And to develop economical and effective reading habits and skills.

Reading in some form covers the entire school activity of the child.

First, the child must learn to read.

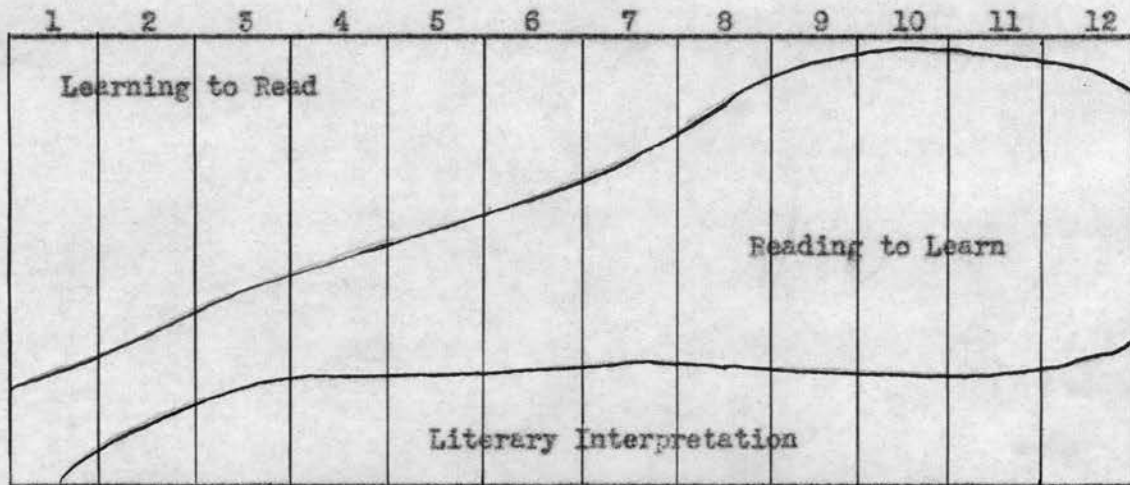
Second, he must read to learn.

Third, he must interpret what he reads in terms of life.³

³ The Twenty Fourth Year Book of the National Society for the Study of Education, Part I, pp. 295-297.

It is as important for a child to read intelligently in his arithmetic text, in his geography, and in his language book as it is for him to read well from the school reader. The best test of a good reader is that he be able to read well and to study well the texts in all subjects in the course of study.

In order, therefore, to teach reading most effectively, the entire reading activity of the child must be understood and appreciated.



This diagram, based upon one hundred of the best courses of study in reading, shows the child's three-fold reading activity in each of the twelve grades. In the first field of formal school reading the child must be taught to get the thought, hold the thought, and express the thought. He must become a good oral

reader. The second field is by far the largest field of a child's reading activity. He must apply his formal reading skill to the getting of necessary knowledge.

Most of his reading is now silent reading and his one motive is to use to some definite end the information obtained through reading. He must therefore learn how to study as well as he once learned how to read. In this field reading is getting the thought, holding the thought, and using the thought. In the third field, reading is getting the thought, holding the thought, and interpreting the thought in terms of life.

Once the range of a child's reading activity is understood, the teacher is enabled to devote her finest energies to the teaching of oral and silent reading. The teacher must have a clear appreciation of the mechanics of reading, in order that the child may be given proper incentives and directions to read well and to study well. She must know time, grouping, emphasis, inflection, force, and quality, if she is to know just what suggestions to make to bring the child up to the proper mechanical standard. The teacher must also understand the best method of interpretation. If she can direct the child in the best methods of thought, getting and thought appreciation, and can develop skill in the mechanical means of expressing thought, the child, with practice, is certain to become a good reader.⁴

4 Stone, op. cit., pp. 482-487.

During the Colonial times the greater part of reading was done orally. The father of the household read the Bible to the family group near the fireside. Memorizing through chanting was the most popular method of learning during this period. Oral reading was used to correct diversity of dialects as a means of purifying enunciation and pronunciation as people from the different countries established homes in America.

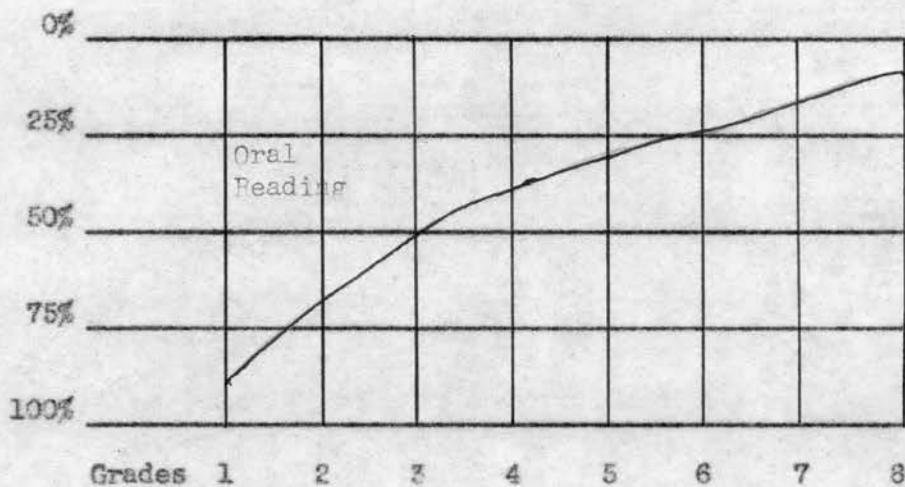
It was during the Revolutionary period that oratory had a social value. After this period, there was a direct relation between this oratory in the lives of the people and emphasis on oral reading in the schools.

As late as twenty years ago, oral reading was the heart and soul of the reading program. The story was seldom discussed. usually the "Johnny stand and read" type of reading was done, followed by criticisms from the class. A survey made about this time showed that silent reading was much more comprehensive than oral reading, and there was a greater need for the silent reading in the life of the individual. As a result of this research, oral reading was put aside in many schools.

Today, we realize that silent reading is not only important, but that oral reading is also. Oral reading should be taught children in school situations quite similar to the oral reading situations of life outside of school. A study of reading situations of life show that people do read orally at frequent intervals. The

parent in the home may read to the family to entertain or to inform them. The professional person needs to read well orally as he takes an active part in the life of the community, state and nation. Perhaps our "American voices" would not be called harsh; if we had been trained in useful oral reading in developing better habits of speech in terms of clear enunciation and pronunciation. "If silent reading is inadequate, he himself is loser--if oral is, both he and the listeners are".

ORAL READING CHART



Explanation of chart:

The child enters school with an oral vocabulary, reading only pictures silently. Oral reading has greater emphasis than silent at the end of the first year, but by the time the child enters the

fourth year equal emphasis is placed on oral and silent reading. When the pupils reach the sixth grades their oral reading habits are fairly well established. The following two years of the elementary grades are matters of deepening their power of expressions and of enriching their minds and spirits.

Oral reading must be fitted into the school program properly in order that the quality may be improved. There are two types of oral reading to be taught in the elementary grades; the work or drill type and the recreatory type. Definite standards for both types should be kept in mind by the teacher as she guides the child in his training. The standards may begin to take shape at the end of the first year of school or when the child is able to read aloud clearly, naturally, and in thought units rather than in individual words.⁵

These standards become more definite in the child's reading until by the end of the third year he will be thoroughly familiar with his responsibility to the group. By the end of the sixth year the pupil will have reached maturity in fundamental habits of reading such as a wide eye-voice span in oral reading. These habits will be continued in the elementary grades with greater perfection

5 McKee, Paul. "The Improvement of Oral Reading", Thirty-Sixth Yearbook of National Society for Study of Education, Part I, pp. 305-310.

and understanding.

The work or drill type of oral reading is concerned chiefly with the technic of oral reading, rather than tastes and interest in literature. The period of the day for the mastery of the technics of oral reading is set aside from other reading classes. It is during this period that the child learns to always read with previous preparation. He is also made conscious of his audience, the proper attitude toward it, and in turn listening attitude as is developed by his good oral reading. Systematic instruction in the work type of oral reading will include correct enunciation, pronunciation, and posture as the pupil stands before his listeners. A child is eager to improve his oral reading when he knows the standards he should attain; he will profit by constructive criticism from the class and will be able to give it wisely.

The recreatory type of oral reading is distinctly recreational activity, and the pupil's attitude will be one of enjoyment. The reader has learned to prepare a story or selection he wishes the group to hear, and also a background for the story to be given. The selection read for enjoyment must be read easily by the child. The wise teacher will assist the slow reader to find an easy selection in order that he will be able to read it well. Single copies of stories and material to be read should be on hand. The pupil may have found some selection of interest at home or in the library. There will be no questions or checking.

Standards for effective oral reading should be set by the children. Occasionally teachers make use of what is known as group oral reading for appreciation in a classroom. These classes of choral reading are particularly helpful in caring for individual differences in oral reading ability.

The teacher with a pleasant voice, accurate speech, and a thorough knowledge of the fundamentals of voice production can do more for the oral reading of her pupils through the models that she presents than can any amount of practice or drill on the isolated technique of speech.⁶

In a recent survey made by Dr. Bond and Gates in the institutions of correction in the state of New York, it was discovered that ninety per cent of the juveniles could not read sufficiently to enjoy a book.

A project for remedial teaching was carried on for a period of five years employing between four and five hundred teachers and enrolling several thousands of boys and girls who had dropped out of school from various causes. These students were between the ages of ten and eighteen years. Supervisors were employed to direct the remedial teaching. During this period of time unbelievable progress was made in the teaching of reading. This was a great help in preventing crime and adjusting youth socially,

6 McKee, op. cit., pp. 312-322.

vocationally, and economically.⁷

Never before has such great emphasis been placed on the teaching of reading. Formerly teachers felt that when the reading period was over, the teaching of reading was finished for that day. Not so today. Experts and progressive teachers are in agreement that every teacher must be a teacher of reading, and that reading must be taught in connection with every subject. In other words, reading is a tool subject and it must be mastered by using it in purposeful activities rather than by teaching it formally as an end in itself.

Reading and other school subjects are closely related; in fact, so close is this relationship that it is impossible to determine where reading leaves off and study begins. Skills and abilities in reading are indispensable to studying and thinking. The Thirty-Sixth Yearbook says, Closely related to reading is the ability to locate books and articles that deal with problems met in and out of school; to select, understand, and appraise pertinent problems; to organize the data, often secured from a variety of references, so that the information will aid in the solution of problems; and to provide for the retention, the improvement, and the use of what has been learned. Shortcomings in any of these types of abilities

Comp,

⁷ Journal National Education Association, October, November, 1936, p. 74.

are quickly reflected in the quality of the pupil's work in all subjects studied from books.

In schools organized on the departmental plan, the teachers of content subjects should cooperate with the teacher of reading in establishing a high standard of reading knowledges and skills. If a teacher has charge of all of the subjects, she can see to it that the various necessary reading abilities are developed. The chief purpose of this thesis is to bring together from various sources some suggestions for teaching reading in connection with content subjects.

A great many history text books provide at the close of each chapter a series of questions based upon the preceding context. Snedaker and Horn made a random selection of such questions and analyzed them from the standpoint of the reading abilities necessary for their interpretation and solution. Some of the questions chosen with results are:

1. How many days does it take for a steamship to cross the Atlantic today? How long did it take Columbus? How do you account for this?

This requires the pupil to obtain from a reference book certain data concerning the length of modern Atlantic voyages, methods of transportation, power used on steamships, and other information. He must read his history text to ascertain the same facts concerning ocean transportation in the fifteenth century. From these data he draws certain conclusions as to the reasons for

long voyages in Columbus' day. This, then, requires the pupil to be able to find material relating to a problem, to collect, organize, and interpret facts needed, and to arrive at a conclusion justified by the data.

2. Trace on the map or globe the voyage of Columbus and that of Vasco de Gama. Which seemed to be the more important at that time? Give reasons for your answer.

The pupil must be able to read maps and to express graphically facts obtained through reading. He must judge relative values. He must cite evidence to justify his conclusions.

3. Give as many reasons as you can for believing that Columbus was a great man.

The pupil must be able to review the materials of earlier readings for data necessary to answer this question.

4. Trace on the map the route Magellan followed. How did he carry out the idea of Columbus? What did Magellan's voyage prove?

To answer this question requires ability to read maps, to express graphically facts mastered through reading, and to apply them in proving a statement.

5. What did Raleigh teach the people? What do you think of him and of his work?

Here is required the ability to obtain definite information for the purpose of answering a question.

6. In what ways did Drake and Raleigh show themselves more worthy than Cortez and Pizarro?

The pupil is required to select essential data, make comparisons, and arrive at a judgment.

7. What object did the London Company have in mind at first in making a settlement in America? Do you think the company was wise in its choice of settlers?

This question involves a critical interpretation of the data presented.

8. What mistake did Champlain make with the Iroquois, and how did the French suffer later for this mistake?

This requires the use of the index, a skimming over material to find certain data required, and use of this data in interpreting the significance of the events of the chapter.

9. In an imaginary walk through the streets of Philadelphia, mention some of the interesting things you would see.

The pupil here must visualize described details.

10. How did George Washington's early training fit him for his first mission from the governor?

Here is required the ability to read an article, grasp its basic truth, and apply this to another situation.⁸

Concerning studying and learning a history lesson, Johnson gives the following suggestions:

1. Notice the heading of the paragraph.
2. Read the paragraph.
3. Does the heading really tell what the paragraph is about?
4. Read the paragraph again and find all of the different points that are mentioned. State in three or four words each of these matters and write them in your notebooks.
5. How many of them would you expect to find mentioned under this heading?
6. Point out all the matters that you would not expect to find mentioned under this heading.
7. Put them together and think of the kind of heading under which you would expect to find them all mentioned.

⁸ The Thirty-Sixth Yearbook, op. cit., pp. 179-181.

8. What is the subject of the chapter?
9. What things in the paragraph are directly connected with this subject?
10. What have the other matters to do with this subject?
11. What points are necessary?
12. What points, then, are most important for this subject? Least important?⁹

From the outline thus made the pupil sums up the paragraph in his own words; then, laying aside the outline, he repeats the summary. Finally, the whole lesson is summed up in this manner. Emphasis is thus laid, not on the outline itself, but on the use to which it is put. The test of value is the connected account which the pupil is able to give.

These suggestions on how to study and learn a lesson in history constitute to a degree the technique of reading, and this technique should be developed in the reading class so thoroughly that it will carry over into the study of history, geography, and other content studies. In case this has not been done in the reading lessons, it should by all means be done in connection with the content work.

In light of the foregoing theory, Patterson in Teaching the Child to Read sets up the following plan as one way to teach history and at the same time teach reading. He says,

Let us say that the Colonial period in American History is to be studied more or less intensively. In some earlier grades a cursory view has been afforded of the general conditions surrounding the settlement of the country. An

⁹ Henry Johnson, The Teaching of History, pp. 308-309.

important aim or objective in the higher grades--without setting too difficult a standard--is a better understanding of cause and effect rather than mere knowledge of the bare facts of our national story.¹⁰

Several informal test questions may be prepared to refresh the pupil's memory of the major fact which, it is hoped, have been previously learned. The BARE DIAGNOSTIC TEST IN AMERICAN HISTORY will be useful for this review purpose. Rapid re-reading of a lower-grade history text may be necessary if results from this test seem below what they should be. At any rate consultation of authority will be needed to correct erroneous answers.

A large wall map or individual seat maps should be at hand for ready reference during both review test period and later study periods. Besides the history texts, several additional books on history should be provided. Reference books should also be available in the classroom, in the school library, or in a nearby public library.

Some such questions as these may be placed before the class to guide the silent reading that is to follow:

1. What were three of the most important reasons for the great migration from Europe to America during the seventeenth centuries?
2. What three principal forms of governmental authority were finally established in the colonies?

10 S. W. Patterson, *Teaching the Child to Read*, p. 463.

How did each of these forms originate?

3. What were five of the most outstanding difficulties that the colonists had to face? In what way was each difficulty met?
4. What five important events or movements gradually brought about a general change of sentiment toward the mother land? During this study period the pupils will read to find answers to the foregoing questions and to be able to discuss them in class.

The recitation period should consist of a free discussion with frequent reference to the texts and oral reading of excerpts to confirm or refute answers or other statements made.

Following this there should be provisions made for extensive reading. Such reading should be done during the library period or at home. Definite assignments will be made in one or more selected reference books. The aims of this extensive silent reading will be:

- (a) to meet the individual or group interests of the pupils;
- (b) to broaden and deepen their acquaintance with the subject matter.

Let us turn to a consideration of geography and its relation to reading. Snedaker and Horn say that in order for the child to read and interpret geography material he must learn the use of the table of contents, the index, the appendix, and the glossary. This

involves a knowledge not only of what may be found in each of these sections, but the ability and desire to make use of them. He must learn the significance and importance of chapter and paragraph headings and how to use them in preparing outlines and summaries. Modern geography texts cite numerous cross references. These he must learn how to find and use as supporting data.

He must acquire the ability to read and interpret maps, figures, diagrams, charts, illustrations, pictures, tables, and other statistical and graphical material. Maps are presented for a variety of purposes. They show physical features, contour lines, locations of cities, climatic regions and controls, rainfall, drainage, vegetation, distribution of population, boundary divisions of states and countries, transportation lines, produce acreage, mineral deposits, length of growing season, manufacturing areas, irrigation projects, domestic animal centers, and other geographical features. These data are shown by lines, dots, colors, patchwork, and other symbols. The maps are drawn to scale, the scale varying with the area of the region portrayed. Horizontal and vertical bars, rectangles, circles, and illustrations are used to represent quantitative data. The pupil must be able to read and interpret all these in order to solve his geography problems.

Samuel W. Anderson, in Teaching Children to Read, gives an excellent outline for developing some of the foregoing abilities. They say in setting up a purpose for study, the teacher might ask,

"What should you like to know about Norway?" (List questions on the board.)

To provide for individual differences, the teacher could send Group One to the library table and to see if they can find material on Norway that will answer any of the questions on the board. Group Two may use the readers which have been placed on the desks to find answers to the questions. Group Three may find in the geographies all they can about Norway.

During the study period the teacher could note children in Group One and Group Two who have difficulty in locating material readily, and help children in any group who need assistance in their reading.

The recitation period might be based on questions such as, "What question can you answer? Tell us the answer you found. Did anyone find additional material on this point? Are there any questions you want to ask?"

Continue in this way until you know that all the points in the reading material used by the different groups have been given. Have the children check the questions that you feel have been answered adequately. Other questions will be suggested from time to time and should be added to the list. Many geography periods will be spent in answering the remaining questions. Magazines and reference books will be used to find additional material.¹¹

¹¹ Anderson, op. cit., pp. 316-319.

The Thirty-Sixth Yearbook offers the following exercise to be used in developing the skill necessary to read a dot map:

1. What does each dot stand for, as shown by the key?
2. What are the four greatest cattle raising regions of the world?
3. In which one of these three regions are the fewest cattle per square mile?
4. What country with a warm climate produces very many cattle?
5. Are many cattle raised in eastern Europe?
6. Are there more cattle per square mile in Ireland or Scotland?¹²

Paul McKee claims that pupils who read very well, selections from their readers, do not show the same reading ability when they try to read reasoning problems in arithmetic. It is necessary, therefore, that the teacher of arithmetic have before her the reading abilities essential for arithmetical material. A survey of several arithmetic texts indicates the need of some nineteen abilities.

1. Ability to read arabic numerals to and including the fourth place figures.
2. Ability to read Roman numerals.
3. Ability to pronounce and use a special arithmetical vocabulary including such words as units, tens, hundreds, thousands, millions, billions, addend, minuend, subtrahend, multiplicand, multiplier, product, remainder, dividend, divisor, quotient, numerator, denominator, decimal, etc.
4. Ability to read fractions and decimals accurately and fluently.
5. Ability to follow directions with accuracy and reasonable speed.
6. Ability to read and understand such symbols as $+$, $-$, \times , \div .
7. Ability to comprehend and interpret short statements in problem form involving both a word and a numerical vocabulary.

¹² Thirty-Sixth Yearbook, op. cit., pp. 164-165.

8. Ability to select the essential data in problems and arrange them in their logical order.
9. Ability to read and interpret graphs, tables, invoices, bills, checks, notes, receipts.
10. Ability to read and interpret scales to which magnitudes are drawn or expressed.
11. Ability to visualize and recall number combinations.
12. Ability to compare magnitudes on the same scale or on different scales.
13. Ability to form judgments.
14. Ability to express and interpret the numerical expressions of the quantitative relations that come within one's experience.
15. The habit of seeing such relations, particularly those vital to one's welfare.
16. A knowledge of business and industrial practices that will enable one to interpret references to such practices met in general reading, or in social and business intercourse.
17. Efficiency in computation.
18. Ability to compare in terms of greater or less and to interpret in terms of numerical value.
19. Quantitative comprehension--the reading of number problems for the purpose of setting up the solution activity.¹³

The teacher should work out several exercises for developing the foregoing. Two examples are as follows:

To develop comprehension and evaluation and at the same time stress the fundamental process in arithmetic, the teacher could have the pupils do this exercise: Number papers 1-6. Read each problem carefully. Decide what process you would use to solve problem. Write the letters A, if you add; S, if you subtract; M, if you multiply; and D, if you divide.

- () 1. Our play circus had 5 dogs, 3 cats, 6 white rats, 1 gnat, and 4 rabbits. How many animals were there?

¹³ Thirty-Sixth Yearbook, op. cit., pp. 287-307.

- () 2. One of the big elephants had 175 lbs. of hay, 16 lbs. of bread, 18 lbs. of lettuce, and 50 lbs. of cornstalks. How many pounds did he have?
- () 3. Roy found 25 balls on the golf links this season. He sold 19 of them. How many balls were left?
- () 4. On our route the postman has to drive 58 miles each day. How many miles does he drive in 6 days?
- () 5. Mr. King, the janitor, cleans 157 erasers each day. How many does he clean in 5 days?
- () 6. Jerry sold his father 2 tickets to the game for 80¢. How much did each ticket cost?

An exercise that is good to establish Memory (based on Vocabulary) and at the same time teach units of measure is as follows:

Number paper 1-25. Select the words in Column II that match the ones in Column I. Write the letter after the corresponding number.

I	II
1. one cent	a. ten cents
2. 2000 lbs.	b. 24 hrs.
3. one gallon	c. one month
4. a day	d. one dollar
5. one dime	e. a pound
6. twelve	f. one dozen
7. 30 days	g. four pecks
8. sixteen ounces	h. a yard
9. ten dimes	i. 60 seconds
10. 36 inches	j. 39.38 inches
11. 365 days	k. ten mills
12. a bushel	l. a ton
13. a minute	m. four quarts
14. one meter	n. a year ¹⁴

Patterson gives a very good suggestion for developing reading abilities in connection with a social studies unit. He says the teacher's aim might be to correlate reading and science with

14 Thirty-Sixth Yearbook, op. cit., pp. 167-168.

geography as an introduction to economic geography. The pupil's aim was to study the source of airplane manufacture. These objectives could be motivated by a discussion of the parts of an airplane. A model airplane or several pictures of airplanes and a clear diagram (on blackboard or large paper) of the parts of an airplane should be used for concrete material. The discussion might be based on the parts of an airplane, each part being listed on the blackboard, with accompanying note upon the material of which it is made.

During the study period the pupils should be directed to find in the geography how much airplane material is supplied by, say, the United States. Pupils should make notes of their findings for later discussion in class. A dictionary should be made of airplane terms, with as far as practicable, non-technical equivalents as part of the definition.

The recitation period might consist of making (1) a sketch-map indicating the locality of each source of material; (2) a diagram of an airplane indicating source of materials; (3) a discussion of the effect of this matter upon the United States in peace and in war.

Extensive reading could be provided by giving a list of current books and articles upon airplanes and aviators, including, for instance, We by Colonel Lindbergh, and Skyward by Admiral Byrd. Articles may be found, read, and reported upon by pupils quite

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independently of definite suggestion from the teacher. Such matters may be located in periodicals like THE SCIENTIFIC AMERICAN, NATIONAL GEOGRAPHIC MAGAZINE, POPULAR RADIO, AND POPULAR SCIENCE.¹⁵

Certain specific reading abilities, according to Patterson, are also necessary if children are to read current events with any degree of intelligence. This author claims that it is the problem of our schools to give boys and girls this type of training in reading. He gives, as an example, an exercise in reading the newspaper. The objective of this reading is to interest pupils in the intelligent reading of a newspaper through a knowledge of its making and the meaning of its several important parts.

This study can be motivated with explanation of the numerous processes through which various correspondents, reporters, editors, typesetters, printers, and distributors take the raw material from the life of the locality and of the world at large to the breakfast table every day. An informational table of contents, a list of questions, or a tabulation of persons and functions will serve to guide this reading.

Following the silent reading of informational matter upon the "make-up" of a newspaper will come a direct discussion on the basis of a certain article studied. It will be well to have pupils bring in a newspaper "cut" to illustrate the points in the discussion. A

15 Patterson, op. cit., pp. 409-412.

glossary of newspaper terms should be prepared.

Enough copies of the same editions of a given newspaper should be provided by the teacher or brought to class by the pupils themselves. A previously prepared outline of the various features of the paper should be at hand to keep the study within the bounds. The board should be freely used to record titles for the three major parts (news, editorials, advertisement), with a brief statement of their respective purposes and with examples of each as noted by the pupils. Interesting matter may be found in children's encyclopedias, and frequently, in current periodicals.

Perhaps concurrently with extensive reading, a newspaper may be written by the class as a whole, the pupils being organized in three committees--news, editorials, advertisement--affording ample opportunity for everyone to contribute by writing or by making "heads" or leads", or by each of two or three groups of pupils, similarly organized into smaller committees. The class newspaper or group newspapers should be read, in part silently, in part orally, by all the pupils in the classroom. Excellent practice in reading, especially for slower pupils, is thus afforded. A visit to a newspaper establishment should, by all means, be made wherever possible. Reports and discussions in class may follow.

CHAPTER III

DIAGNOSTIC AND REMEDIAL PROCEDURE

The following procedure was used in making a study of the sixth grade class of eighteen pupils in an independent consolidated school of Sequoyah County.

1. A survey of the class was made and the Kansas Silent Reading Test was given to determine each pupil's rate and comprehension in reading.

2. Their grade placement was determined by use of The Metropolitan Achievement Test, which showed their placement as to grade and chronological age.

3. A chart was made showing the names of those pupils scoring below standard in reading rate and comprehension, vocabulary, literature, and each of the tool subjects.

4. The reading disabilities of each pupil were diagnosed by use of the achievement tests given. The chart on Tabular Analysis of Suggestion on Diagnosis and Remedial Work was a great help in the classification of difficulties and remedial procedure.* Children's deficiencies were classified by this chart. Many deficiencies were recognized and tabulated by the use of teacher-made tests.

* See Appendix.

5. If the child was below standard in any of these subjects, a case study was made relative to the following points:

a. History of Child, Developmental History, --Mental Ability

b. Medical History--Physical Condition--
 1 - Good
 2 - Fair
 3 - Poor

c. Social History--Associates--
 1 - Above his level
 2 - Equal
 3 - Below his level

6. A physical examination by the County Health Nurse was made and corrective measures taken such as fitting children with glasses, when needed, removing tonsils when necessary, and other medical adjustments were made. ✓

7. If the child was undernourished, hot lunches were served at noon at the school and in several cases this was found to be very helpful in the remedial program.

8. The home was visited and the pupil's deficiencies discussed with his parents.

9. An investigation was made of each pupil's study habits in the home. A survey of the homes disclosed the physical conditions, relative to home study.

10. A study schedule was worked out for each pupil with the aid of the teacher, which was convenient for the child in school and at home.

11. The Otis Intelligence Test was given to each pupil to

determine his intelligence quotient.

12. Analytical teacher-made tests were given in the reading subjects as well as all tool subjects.

13. The conditions for study in the school room were made more favorable by the addition of good reference books, dictionaries, many good leisure hour books, reading tables and chairs.

These books were carefully selected by the teacher, and the State librarian who understood the value of selecting the type of books which children like to read. The books chosen were on travel, history, natural science, and interesting selections of fiction.

The books were well illustrated, attractively bound, and printed in large type suitable for children of the intermediate grades.

The books were arranged invitingly in reading corners, in book-cases, and on the reading table with pretty book ends. The room was made more attractive by the addition of blooming plants and a large aquarium of gold fish. Posters on care of books, and a reading chart with the name of each pupil in the class was hung on the nearby wall.

14. To encourage the children to read more books, a colored piece of construction paper folded like a book with the title of the book read, written inside, was pasted on the chart after the pupil's name, each time that he read a new book.

The pupils were encouraged to go to the reading table and read when they had spare time, after the preparation of their lessons.

They were allowed to check the books from the library to take home to read.

15. To encourage other children to read a book, one pupil was allowed to tell an interesting part of a book to the class. Parts of stories were dramatized, and pictures of scenes from books were posted on the bulletin boards.

16. New books were checked from the State Circulating Library once each month to add to the reading corner.

When new books were added to the library, the children were eager to read them.

17. Awards were offered each child who would read twenty-five approved books during the school year. These children were told that they would be allowed to attend a class party picnic at the close of each month.

18. These following types of teacher-made tests were given:

- a. Multiple Choice tests of not fewer than five choices.
- b. Matching tests which have two sets of matching data set up with more on one side than the other.
- c. Completion tests--The sentences are completed or filled in by the pupil.
- d. True-false tests--Approximately the same number of true as false statements.
- e. Analogy test--Something is to something as something is to something.

- f. Similitive tests--Select the word or statement that is similar.
- g. Definition tests--Defining words or terms in pupils' language.

Standardized tests were given.

The following methods of remedial procedure were used with these pupils in reading. Children should be taught how to study.

The steps used were:

1. Select material--Outline.
2. Organize--Summarize.
3. Decide what part should be remembered.
4. How to secure retention.

Reading is not getting the meaning from the printed page. When one reads, one looks at symbols. The symbol acts as a trigger. If you have the concept of the symbol you can read it. Reading must involve the understanding of symbols. The teacher should use a large part of the assignment time in clearing up concepts. Children lack the concepts to do the reading with and make no attempt to find out. It is fatal to assign material to children who do not know what they read.

Pictures should be used in teaching concepts.

In making the introduction to a lesson, the teacher should:

1. Show pictures to create interest or talk to pupils of things which they have done that will tie up closely with the story.

2. Have previously gone through the assignment, noting difficulties.
3. Construct, build, and teach concepts which may be words or sentences.
4. Set a definite purpose for reading lessons.
5. Watch for reading deficiencies and keep a record of them.
6. Make the assignment clear to the pupils and teach them how to study. Every child should develop the attitude of doing his best before he asks for help. In any study there should be a check on comprehension.

To check the results of the plan adopted, the following factors were considered:

1. The best check is; thing to make; to do; or, to say.
2. From the second grade up, the only time you need to have oral reading is in the teaching of literature.
3. Children must think single words as well as sentences.
4. The fundamental in reading a thing is the realization of meaning of material read.
5. The poorest test of comprehension is having children read orally.
6. The best test of reading is to ask the children questions about what they have read and have them discuss it orally.
7. Observations were made of the children's oral work and difficulties recorded.

8. The written work of pupils was examined and difficulties noted.

Remedial procedures were administered in each of the following cases.

1. Physical handicaps were corrected so far as limited means would permit.

2. Many of the parents were not financially able to have these corrections made and the free service was a slow and difficult process.

3. The first diagnostic tests were given October 4, 1938.

4. After many remedial procedures the retest was given February 7, 1939.

These five skills were the objectives to be developed in the order listed.

1. Skill in selecting paragraph headings

Exercises to be used in developing this skill:

- a. Choose the best of several suggested headings.
- b. Match paragraph headings with paragraph.
- c. Rearrange in proper sequence paragraph headings listed out of order.
- d. Choose the topic sentence in a paragraph.
- e. Make paragraph headings.

2. Skill in asking questions which covered all the important ideas in a paragraph.

Exercises to be used in developing this skill:

- a. Change paragraph headings made by the class into questions.

- b. Choose the best of several questions, as suggested under 1.
 - c. Decide upon, and list the important question for each paragraph in a selection. Check back through these questions to see whether you can answer them adequately. Use the questions as a guide in deciding where you need to re-read the material and as a check upon how well the selection is prepared.
3. Skill in distinguishing between the main idea and supporting details

Exercises to be used in developing this skill:

- a. Choose from a list of sentences the topic sentence or paragraph heading, and then decide which of the remaining sentences should be listed as important subtopics.
 - b. From an unorganized list that contains both steps in a process and supporting details, choose and arrange in proper sequence the important steps in the process of making or doing something.
 - c. Choose the steps in a process from a written account, then list supporting details for each step.
4. Skill in dividing material into sectional headings

Exercises to be used to develop this skill:

- a. Decide in turn the number of paragraphs in a selection that tell about each one of sectional headings listed in order.
 - b. Match sectional headings with sections of material.
 - c. Divide material into sectional headings.
5. Skill in outlining

Exercises to be used in developing this skill:

- a. Fill in a paragraph heading for each paragraph of a selection under the sectional headings recently made by the class.
 - b. Fill in skeleton outlines when the paragraph heading is given.
 - c. Fill in a skeleton outline when the paragraph heading must be supplied.

- d. Use outlines which the class has made for various purposes: (1) as an aid to remembrance in giving a report; (2) as the basis for a summary of a paragraph; (3) as a guide in reviewing important points.

The class and teacher routine for one week was carried on this schedule.

- A. First day the teacher read to the pupils.

The material for this reading was either poetry or prose. She read short interesting excerpts from new, worthwhile books in order to motivate the free reading period. She read at least four entire books a year to her pupils.

- B. The second and third days were set aside for preparing and presenting audience reading, individually and in groups.

Individuals read short interesting excerpts, short poems, or review stories.

Groups read a selection, told the story of a selection, or read part and told part of a selection. These groups were composed of members of the class who have similar abilities. The number or name given to the groups should not indicate the ranking of the group. Each child should be responsible for two or more pages of a selection which the class has not heard previously, or each child may be responsible for telling the story of several pages of a selection, or there may be a combination of telling and reading. The names of the selections to be read by each group was placed on the board. Each group had the page assignment for each child given.

GROUP A		GROUP B		GROUP C	
(Low Ability)		(High Ability)		(Average Ability)	
Mary	pp. 1-3	James	pp. 1-6	John	pp. 1-4
Tom	pp. 4-6	Bob	pp. 6-12	Sue	pp. 5-8
Betty	pp. 7-9	Jane	pp. 13-18	Joyce	pp. 9-12

Care was taken to assign material that would be within the reading ability of the group to which it is given and then the class should be intolerant of any individual who comes poorly prepared.

C. The fourth day of the week was used for the teaching of reading skills. Use of newspapers, periodicals, and materials of the work type of reading for increasing habits and skills during this period were found helpful.

D. The fifth day was set aside for free reading. This was not to be a rest period for the teacher. She found much to do in stimulating, encouraging, advising, and assisting students to locate and enjoy books.

E. The graphs showing individual progress of each pupil for the four month period were very gratifying.*

Other suggestions for an activity program which were used by the teacher of this grade and passed on to other teachers of reading.

I. GETTING THE ROOM READY FOR ACTIVITIES

Materials, tools, and books so arranged as to invite the

* See Appendix.

children to do things. A library corner with open shelves, attractive books, pictures, table, and chairs.

Opportunities for activity.

II. PLANNING THE ACTIVITY

A. Selecting the activity.

Know your group of children, their interests and abilities.

Choose the activity that offers children the experience that promises the greatest growth for them.

Study the course of study for suggested activities for the grade.

Discuss plans with the children--the selection may come from them. It is legitimate for the teacher to suggest an activity.

B. Possible Approaches.

An event of local or national interest.

A circus, a noted visitor to the city, etc.

A new story read by the group or by some individual in the group.

Some story in the class reader or a supplementary reader.

A new pupil from another country or a toy or object from a foreign country.

Pictures brought by children or teacher.

Vacation experiences,--trips to other places, ways of travel.

Discussions; questions asked by children.

Excursion to place of interest in the city or country.

III. STARTING THE ACTIVITY

A. The teacher's part.

To prepare informational material; illustrative material.

To locate museum collections; pictures; children's books; poems associated with the activity.

To arrange excursions.

To help the children to plan and start to work.

B. The children's part.

To discuss, question, make list of questions to be answered.

To organize committees, search for information, pictures, etc.

To read books, make illustrations, plan demonstrations, dramatizations, etc.

IV. EVALUATING THE ACTIVITY

1. Is the activity suited to the stage of development of the children?
2. Have the children had experiences outside of school which make them ready to work out their own plans; if not, is it possible for the school to give them the background necessary for an interested undertaking?
3. Does the unit of activity provide opportunities for growth for every child?

4. Does the unit provide for many related activities which the children can carry on with considerable independence?
5. Does the activity provide a new and quite different experience that will stimulate new interest and effort?
6. Does the activity suggest opportunities for acquiring experience embodied in the curriculum?
7. Will the activity leave the children eager for further investigations and plans?
8. Does the activity provide opportunity for social contacts?
9. Is the activity practical under the conditions in which you are working?

CHAPTER IV

CONCLUSIONS

The group studied lived in a rural community in the mountainous section of eastern Oklahoma. In this area the people, as a group, are in a deplorable condition financially. The homes are small, and in many instances the family is large, as many as eight children with the parents living in three or four small rooms. There are few if any conveniences. Hardly the bare necessities of life are to be found in some places. Many of the pupils do not have access to good light to study with; no newspapers or magazines are subscribed for; few of the people enjoy the proper food; conditions are not favorable for an interest in educational advancement.

The problem of overcoming such handicaps fell to the lot of the public school to solve. These people possessed average intelligence, but their financial conditions would not permit them to give their children advantages which were conducive to mental and physical development.

The homes were visited and conferences were held with the parents relative to the children's living conditions, that the school might know the gravity of the situation and enlist parental aid in working out a satisfactory solution to the difficulty.

A short case history was made of each of the eighteen pupils. This did not give all of the details, but enough information was

shown to aid the teacher and superintendent in devising a remedial procedure to follow. The history of the pupils:

D. E.--Age 12-4, I. Q. 93, parents very poor and not educational-minded. This boy has three brothers and two sisters. The family lives in a three room house and depends on federal aid for a living. Physical defects--appears to be nearsighted; does not have enough self-confidence; and a little underweight. (Corrections were made.)

J. C.--Age 11-4, I. Q. 96. This pupil does average work and could do better, but his mother aids him too much at home, he lacks self-confidence as he has never had an opportunity of really expressing himself. His home life is above the average of his community. Parents are farmers and doing fairly well. Physical defects--enlarged tonsils (which the parents will have removed).

E. F.--Age 11-2, I. Q. 98. A very bright pupil, but lazy. His parents are cooperative and will do anything possible to get him interested in school. There is only one other child in the home. Physical defects--none.

E. H.--Age 11-11, I. Q. 99. His work in school is far below his ability. His parents are very poor which might be the cause of E. H.'s depression. Physical defects--not apparent.

B. J. G.--Age 11-5, I. Q. 97. This pupil is from a very poor home but seems capable of doing average work in school. She is a consistent worker in school but has not opportunities to do any class preparation in the home.

Physical defects--one eye seems to be weak; a little underweight.

(She was later provided with glasses.)

T. G. H.--Age 11-2, I. Q. 98. This boy is of a large family of poor parents. None of his brothers and sisters are good pupils, and probably this boy does not get any encouragement at home. Physical defects--tonsils should be removed. (They were later removed.)

A. H.--Age 13-3, I. Q. 101. This girl is of a nice family of average means. She is a strong average pupil but showed to be much brighter in the fourth and fifth grades than in the sixth grade. Physical defects--does not hear well and is slightly underweight.

G. H.--Age 12-1, I. Q. 104. A very good student. Reads too much in school and does not like to play with other children--she is an only child. Physical defects--none.

W. L. J.--Age 13-2, I. Q. 100. This is a very good pupil, but has very little personality. She is delicate in health. Her parents are farmers and cooperative with the school.

G. M.--Age 13-3, I. Q. 96. A very good oral reader, but does not seem able to get the full theme in silent reading. Family is small, so G. M. has been petted. She seems willing, however, to do her part. Physical defects--bad tonsils. (Later removed.)

D. J. G.--Age 11-1, I. Q. 101. A very good pupil but she is not strong. She should have more rest than she has been getting. Physical defects--underweight. (Rest periods allowed in school and longer sleep periods arranged for in the home. She gained

some in weight.)

E. P.--Age 13-4, I. Q. 91. This pupil has very little home life as his parents are separated and he lives with one for a month or two then lives with the other all through the year. He is not interested in school work, but does fairly good work for his opportunities. Physical defects--none.

D. H.--Age 13-5, I. Q. 103. A good pupil of a nice family, but poor. He is a poor oral reader due to speech handicap, but reads well silently and has good comprehension. Physical defects--stutters. (Defect practically cured by treatment.)

L. G.--Age 11-9, I. Q. 96. This girl does exceptionally well when her home life is considered. She reads well and has good comprehension, but seems to have other interests. Physical defects--none.

P. H.--Age 13-4, I. Q. 98. This student does better work than one would think from her I. Q. She is a very good silent reader and has good comprehension, but she does not read well orally. Her parents are average, with medium sized family. She seems to be self-conscious when reading aloud. Physical defects--underweight. (This has been corrected by a better diet in the home and hot lunch in the school.)

L. H. J.--Age 13-4, I. Q. 91. This boy needs more self-reliance. He is the youngest child of a large family and has never been allowed an opportunity to develop his abilities. He should show much

improvement. He has a good personality. Physical defects--none.

E. P.--Age 13-7, I. Q. 102. She did not attend school regularly during her early grades but has overcome most of her handicaps which were due to loss of time. Her parents are dependent on public work or day labor for a living. She is an apt pupil. Reads well both orally and silently. Physical handicaps--none.

J. R.--Age 10-6, I. Q. 104. This pupil is of a good home and small family. He is an excellent pupil, a good reader, both orally and silently; has good comprehension. Physical defects--slightly underweight but physician claims he is physically fit.

The individual profile charts of the members of the class were prepared after the first achievement test was given. This first test was given on October 4, 1938. The results of the tests are shown by the red lines. These results clearly revealed the reading deficiencies of the pupils. As soon as possible the remedial procedures were set up to try to bring the pupils to a higher level, with the hope in mind of bringing them to standard grade as established by the Metropolitan Test.

After the remedial procedures had been administered and used for a period of four months, a second test was given on February 7, 1939. The results of this second test were very gratifying, as shown by the blue lines on the profile charts.

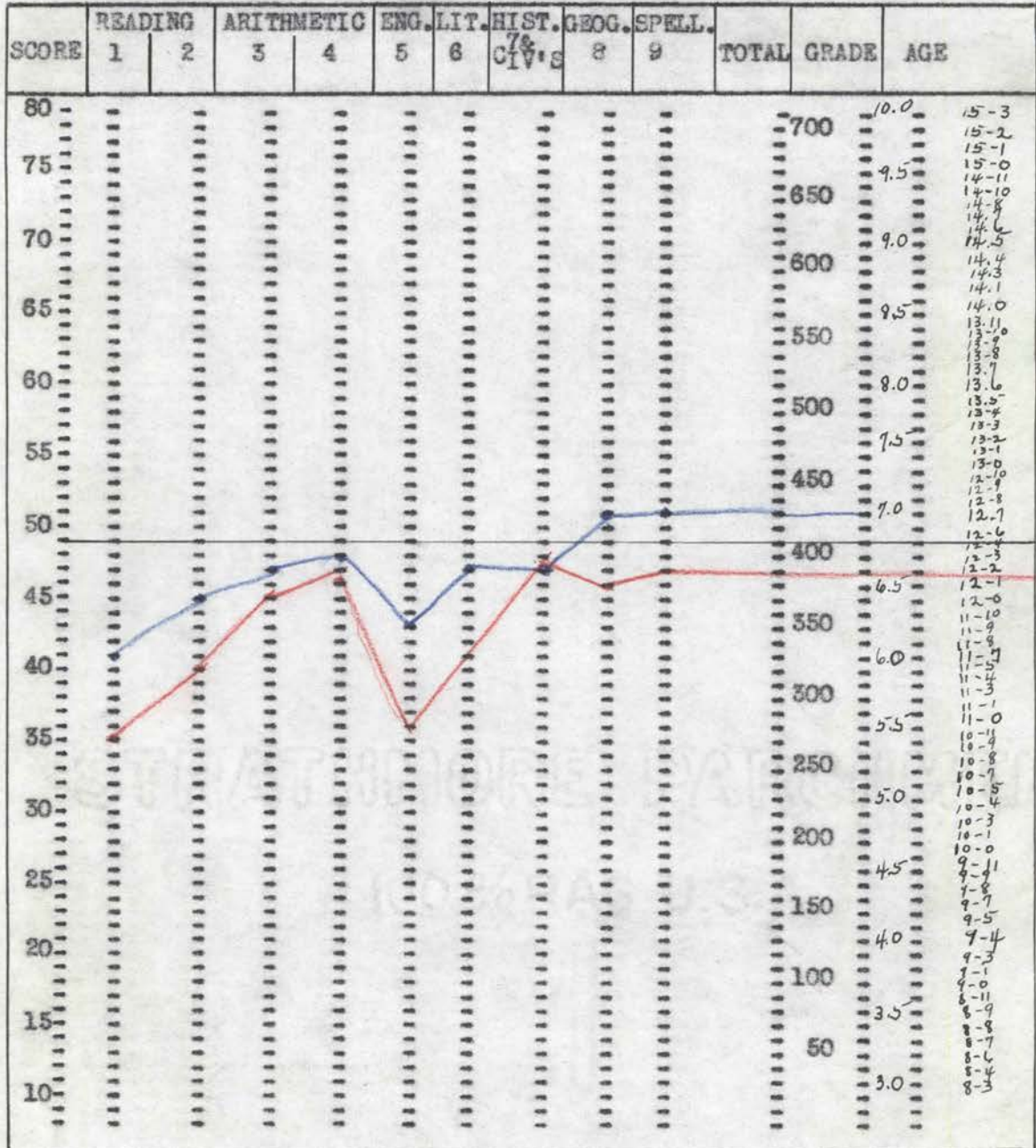
INDIVIDUAL PROFILE CHART

NAME D. B. GR. 6 AGE 12-4 DATE Oct. 4, 1938

TEACHER Miss Blank SCHOOL Vian CITY Vian

METROPOLITAN ACHIEVEMENT TESTS: INTERMEDIATE BATTERY.....COMPLETE

— FIRST TEST, OCTOBER 4, 1938 — SECOND TEST, FEBRUARY 7, 1939



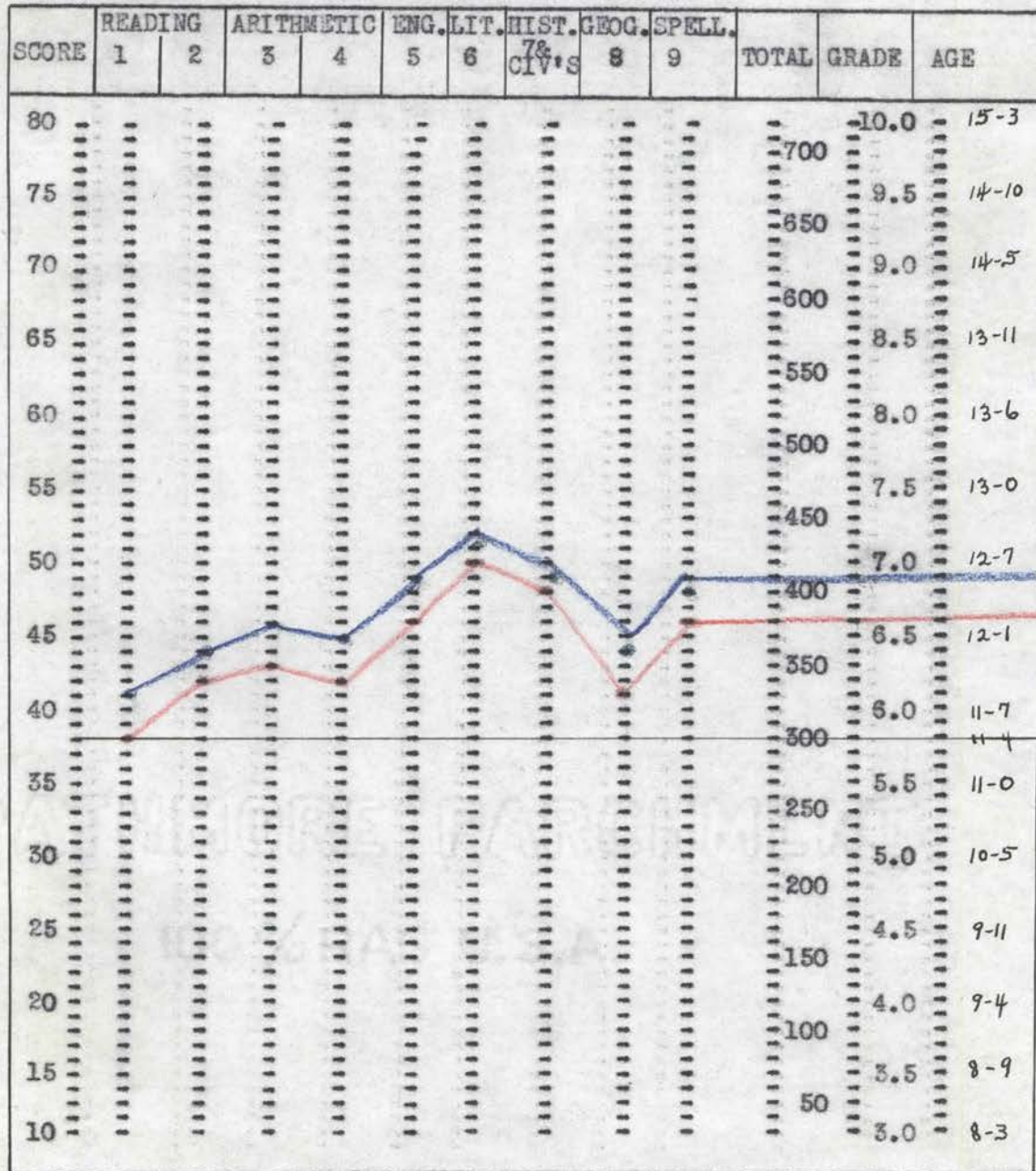
INDIVIDUAL PROFILE CHART

NAME.....J. C.....GR. 6.....AGE 11-4.....DATE Oct. 4, 1938

TEACHER...Miss Blank.....SCHOOL...Vien.....CITY...Vien.....

METROPOLITAN ACHIEVEMENT TESTS: INTERMEDIATE BATTERY.....COMPLETE

— FIRST TEST, OCTOBER 4, 1938 — SECOND TEST, FEBRUARY 7, 1939



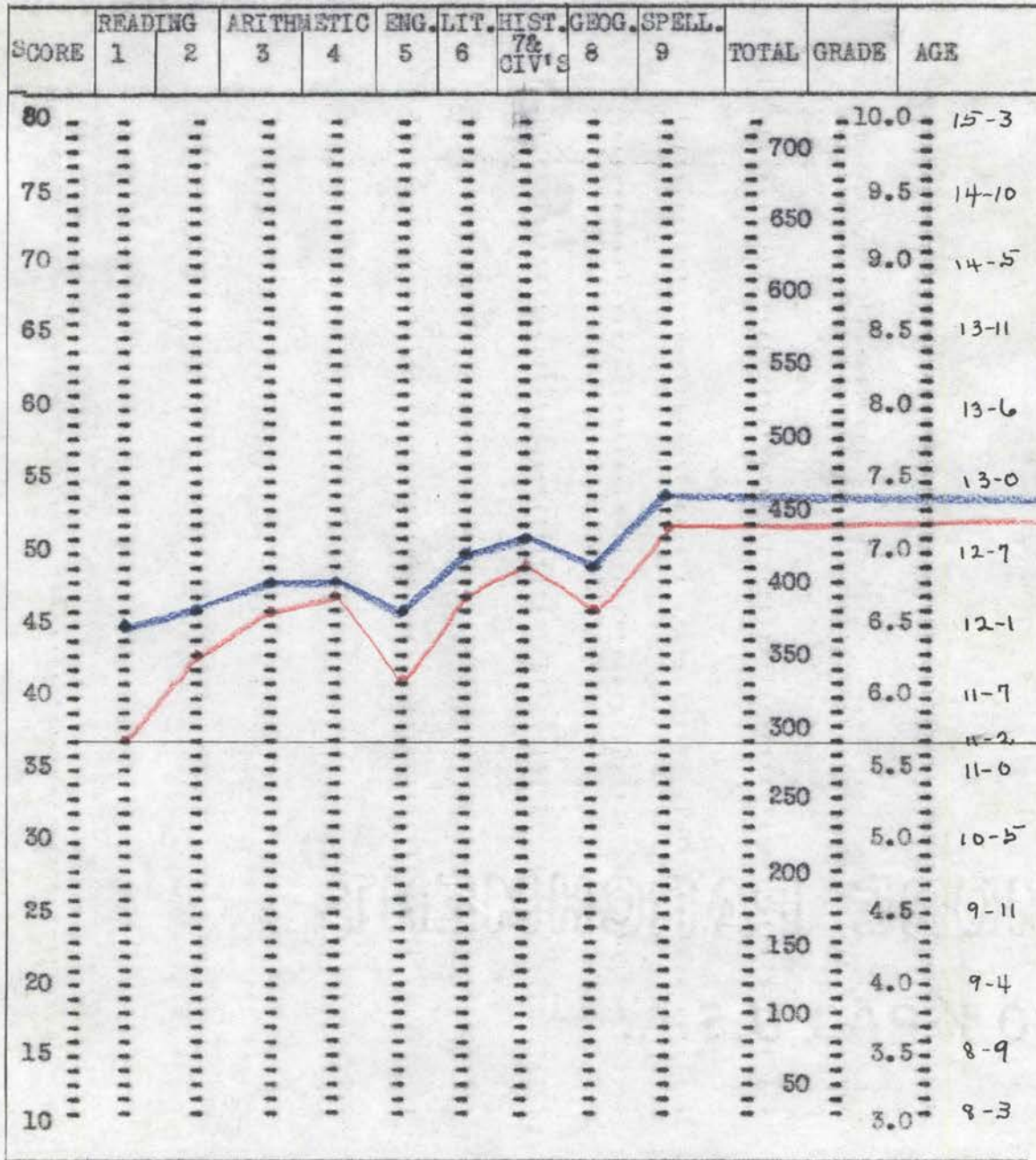
INDIVIDUAL PROFILE CHART

NAME.....E. F.....Gr. 6.....AGE 11-2.....DATE Oct. 4, 1938

TEACHER.....Miss Blank.....SCHOOL.....Vian.....CITY Vian

METROPOLITAN ACHIEVEMENT TESTS: INTERMEDIATE BATTERY.....COMPLETE

— FIRST TEST, OCTOBER 4, 1938 — SECOND TEST, FEBRUARY 7, 1939



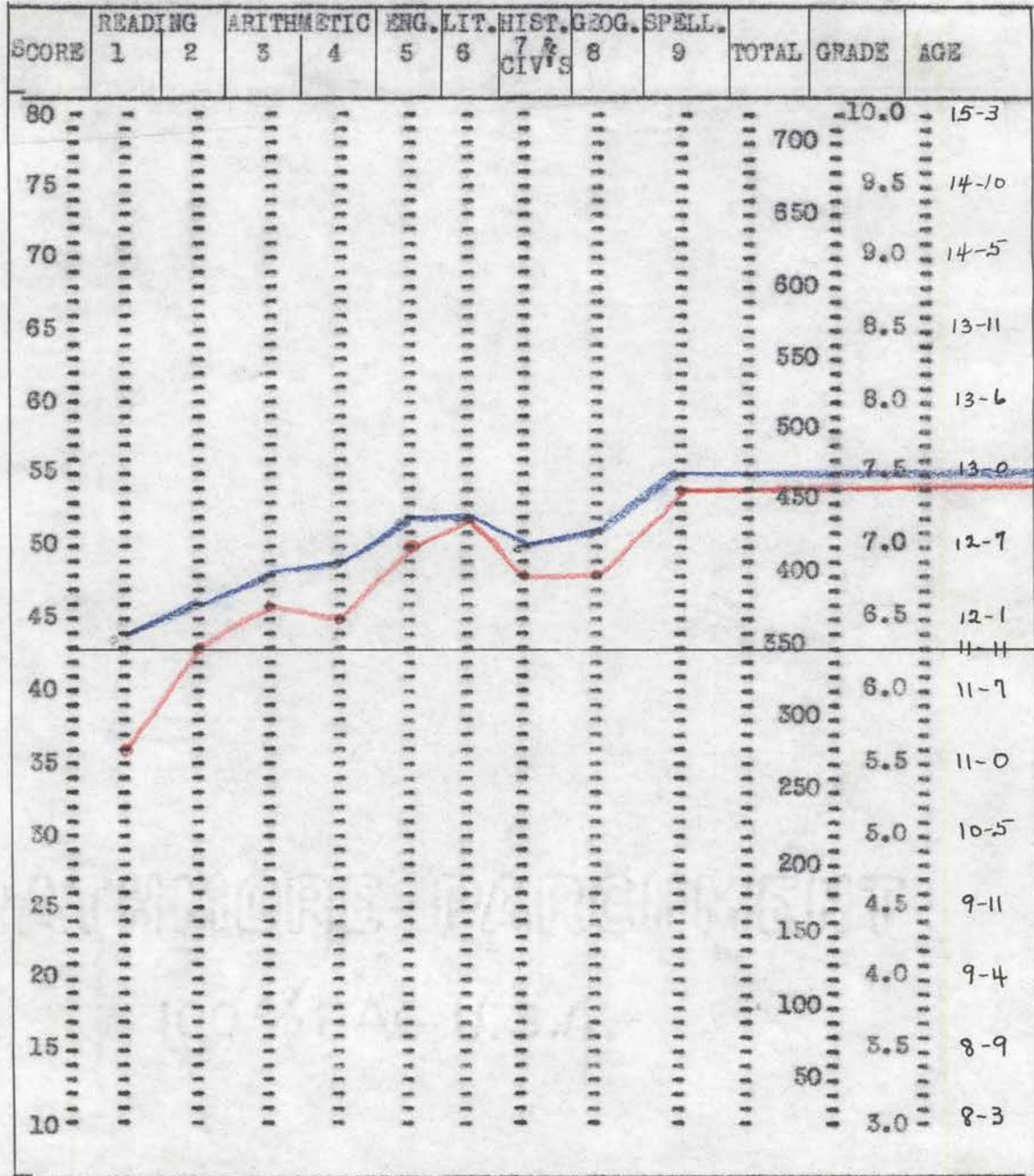
INDIVIDUAL PROFILE CHART

NAME.....E. H.....GR. 6...AGE 11-11...DATE Oct. 4, 1938.....

TEACHER Miss Blank.....SCHOOL Vian.....CITY Vian.....

METROPOLITAN ACHIEVEMENT TESTS: INTERMEDIATE BATTERY.....COMPLETE

— FIRST TEST, OCTOBER 4, 1938 — SECOND TEST, FEBRUARY 7, 1939



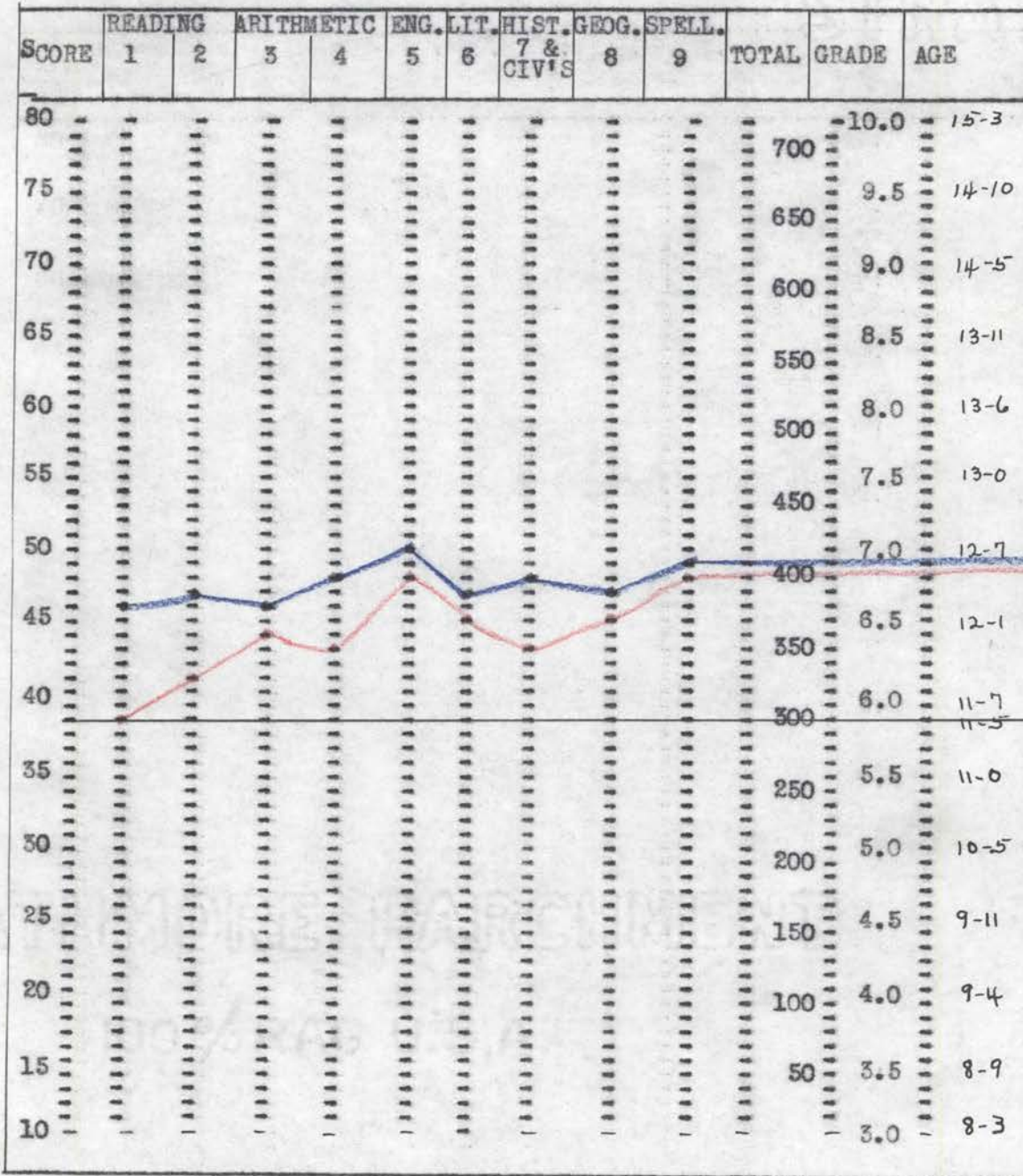
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NAME..... B. J. G. GR. 6 AGE 11-5 DATE Oct. 4, 1938

TEACHER..... Miss Blank SCHOOL..... Vian CITY..... Vian

METROPOLITAN ACHIEVEMENT TESTS: INTERMEDIATE BATTERY..... COMPLETE

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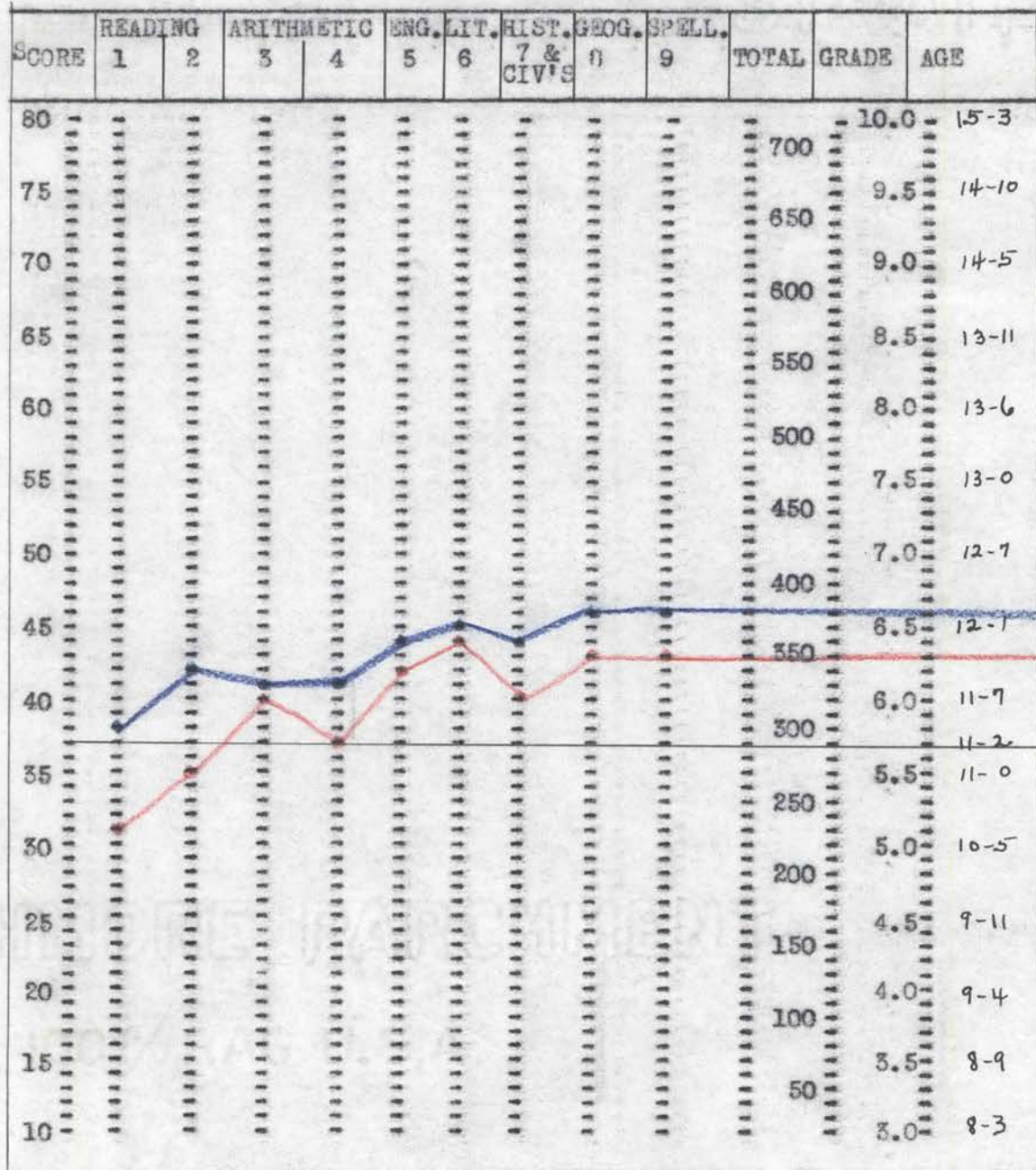
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TEACHER.....Miss Blank.....SCHOOL.....Vian.....CITY.....Vian

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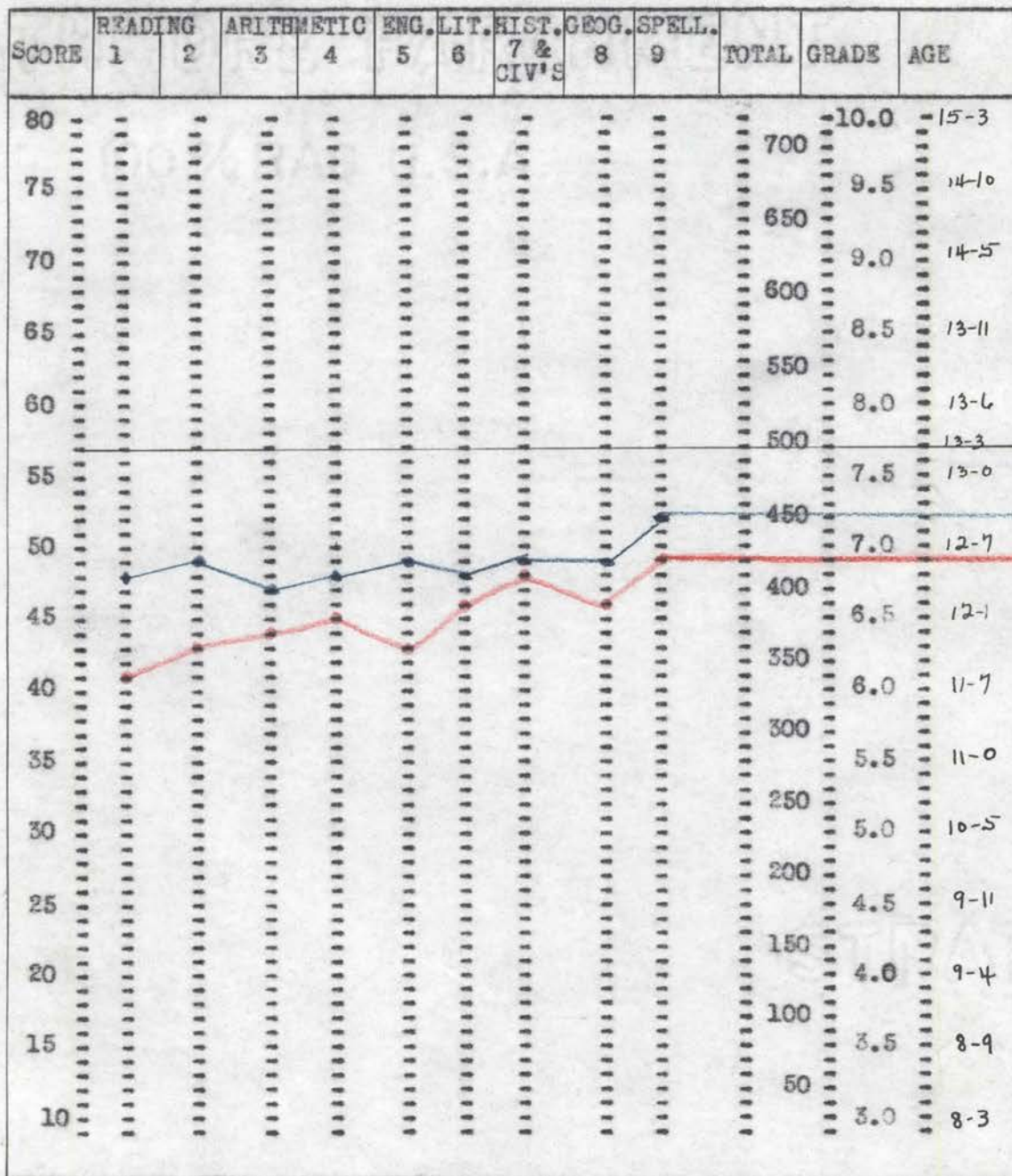
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TEACHER Miss Blank.....SCHOOL.....Vian.....CITY.....Vian.....

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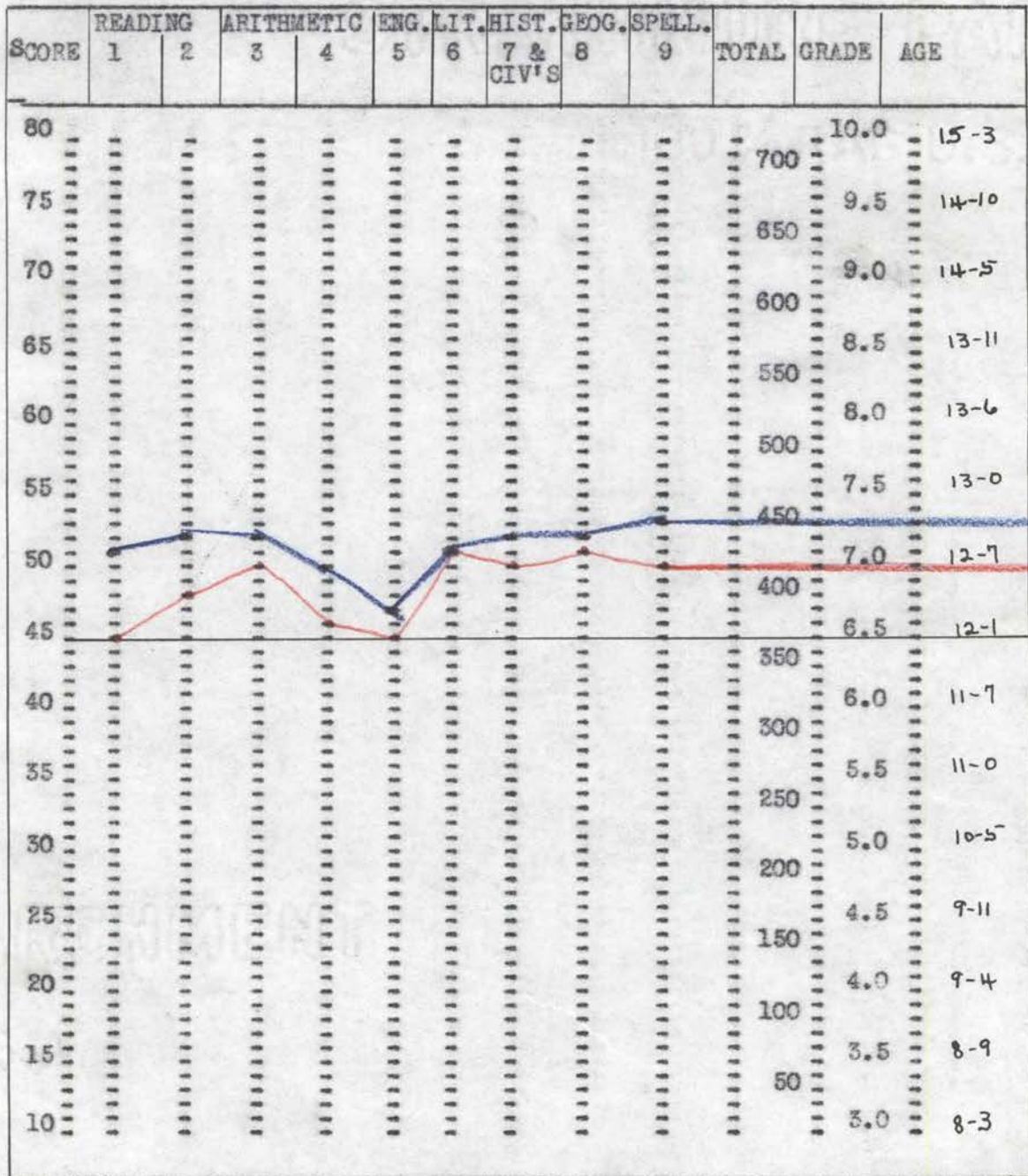
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TEACHER...Miss Blank.....SCHOOL...Vian.....CITY...Vian.....

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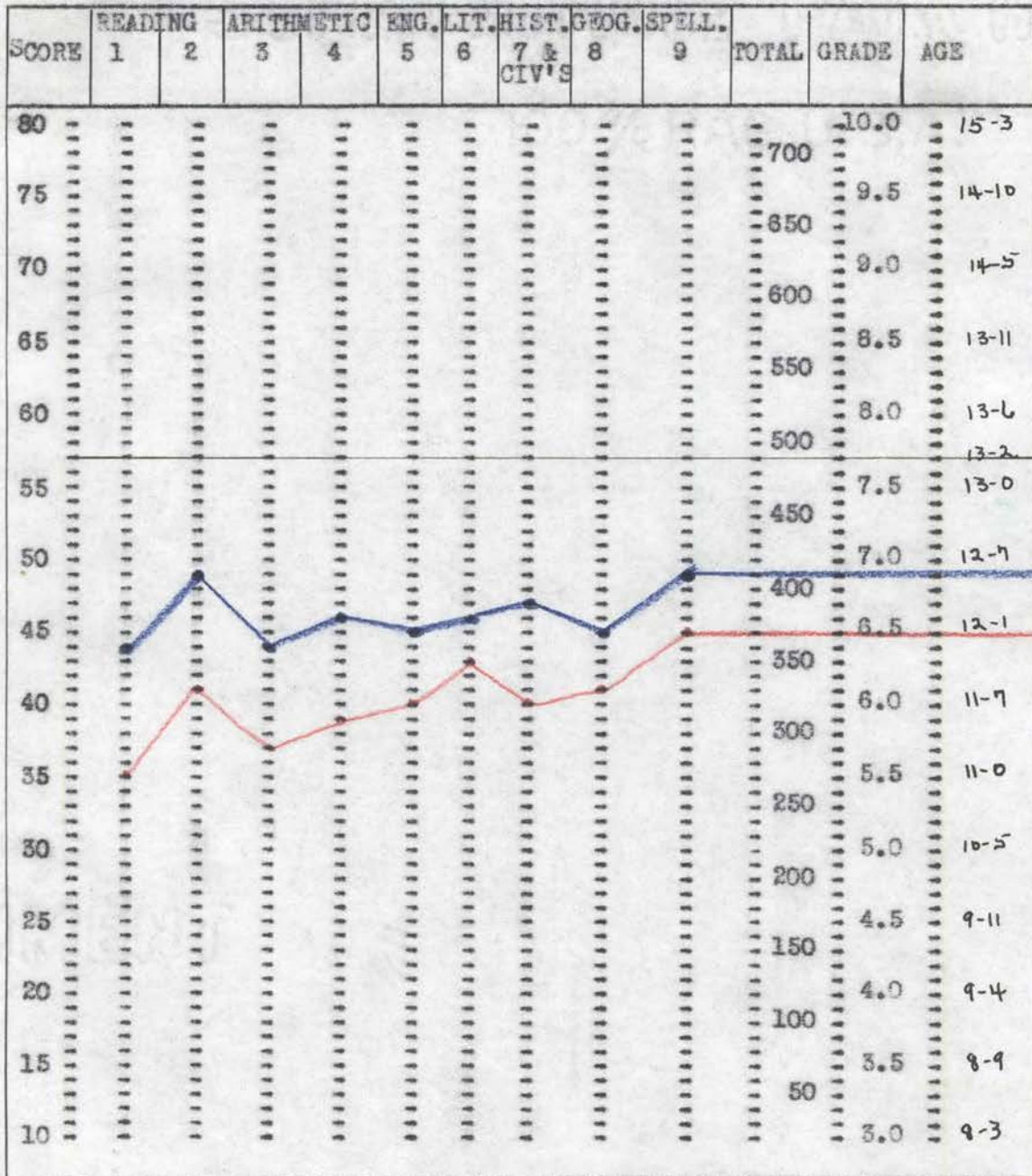
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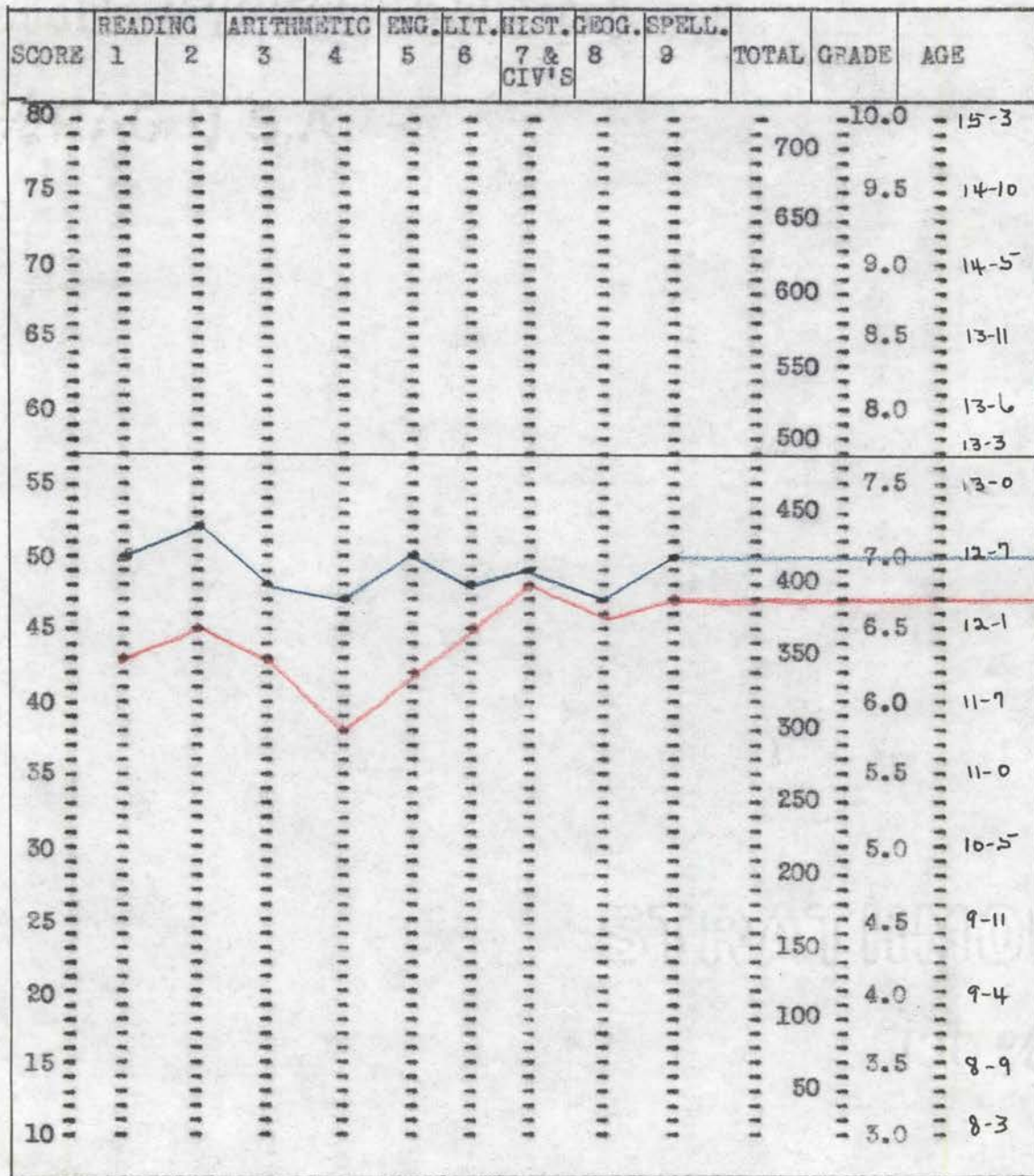
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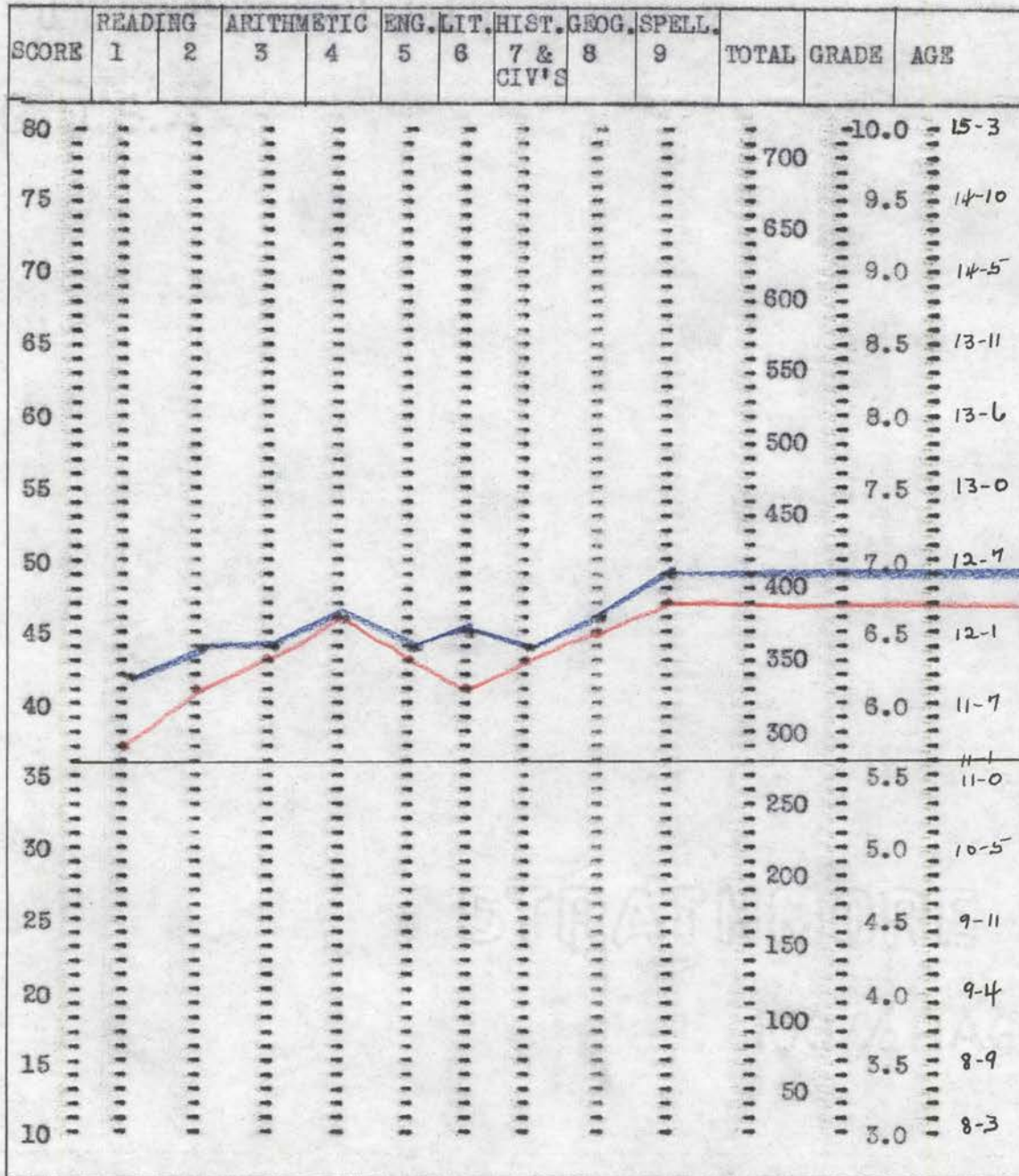
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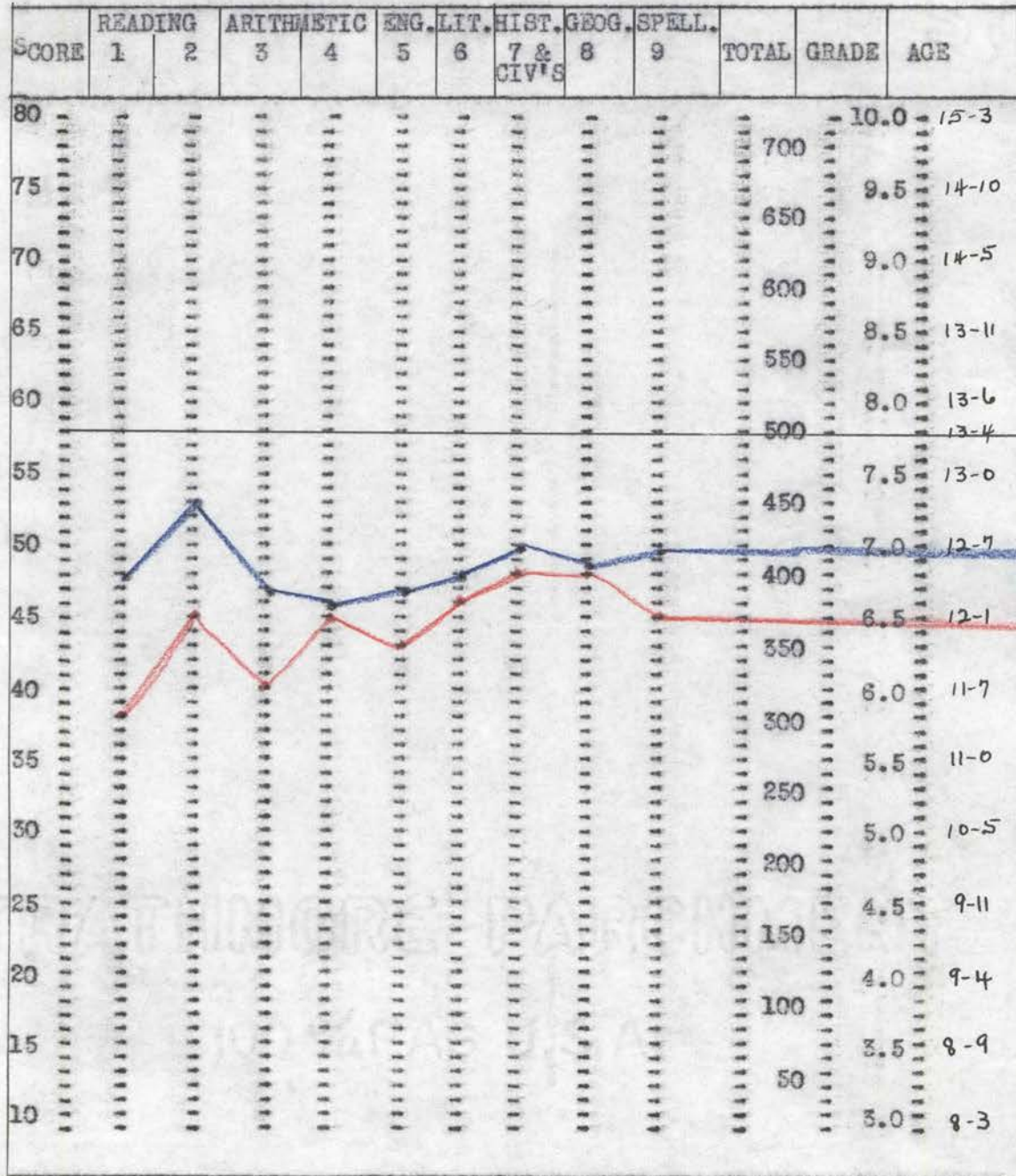
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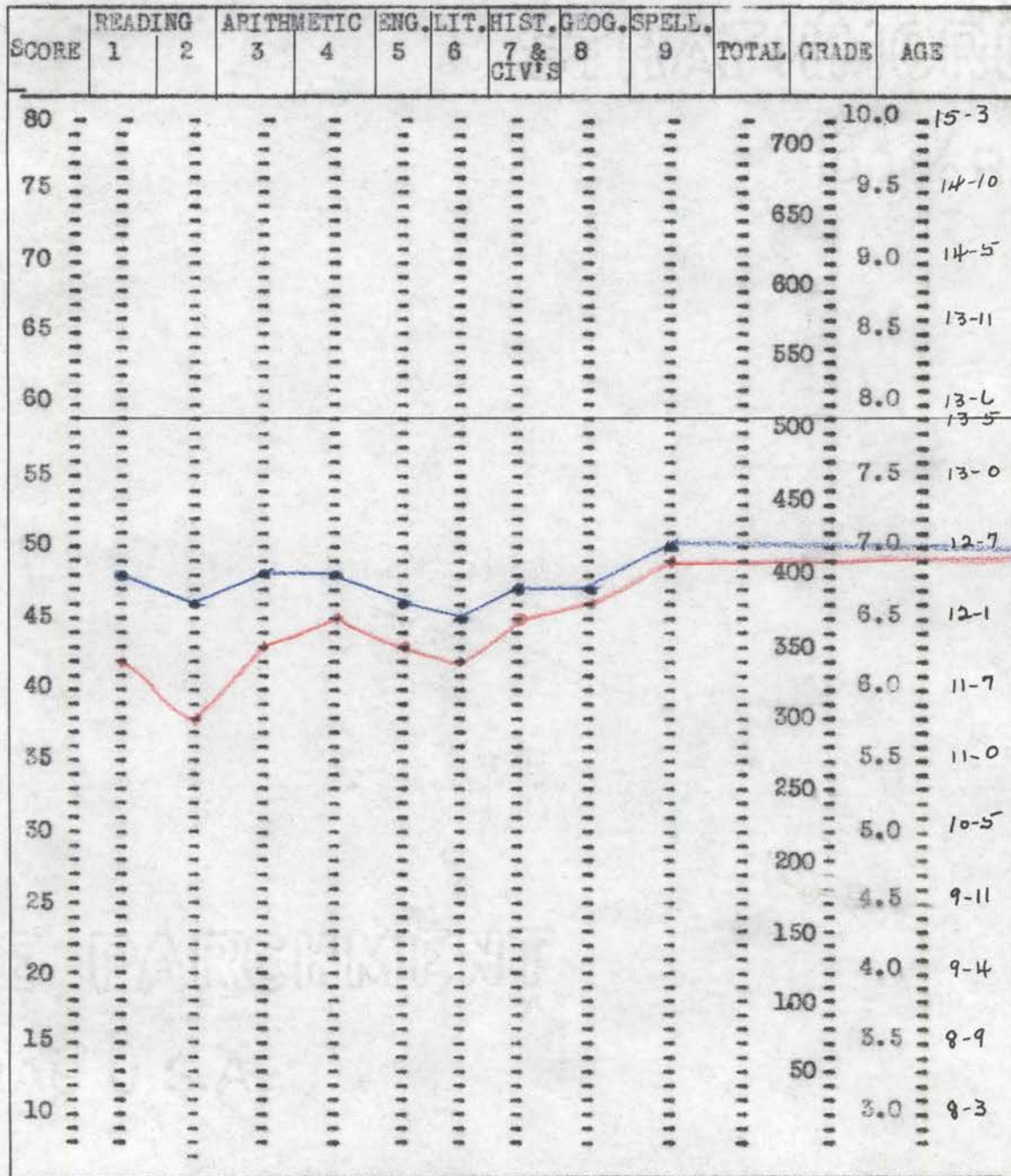
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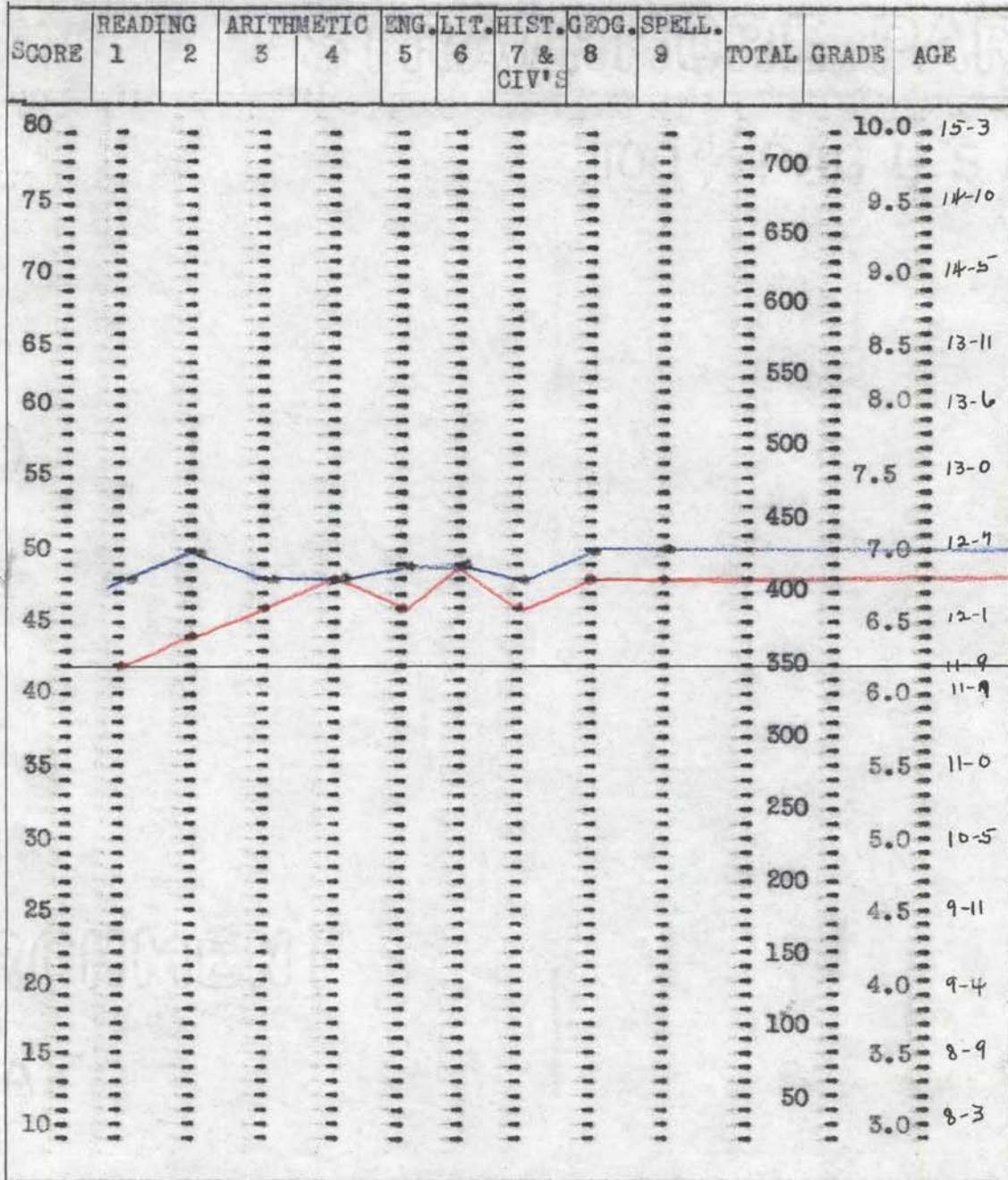
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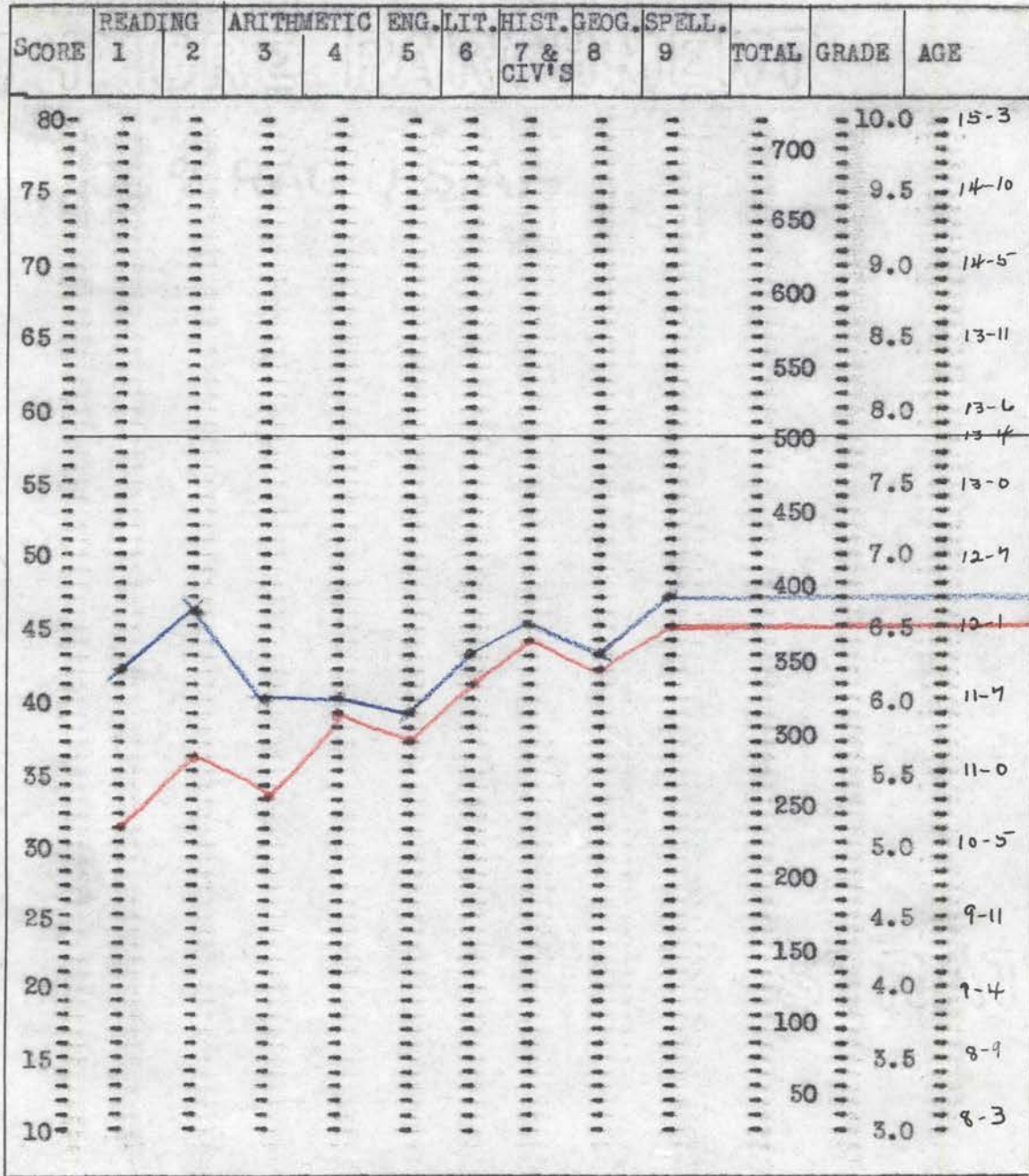
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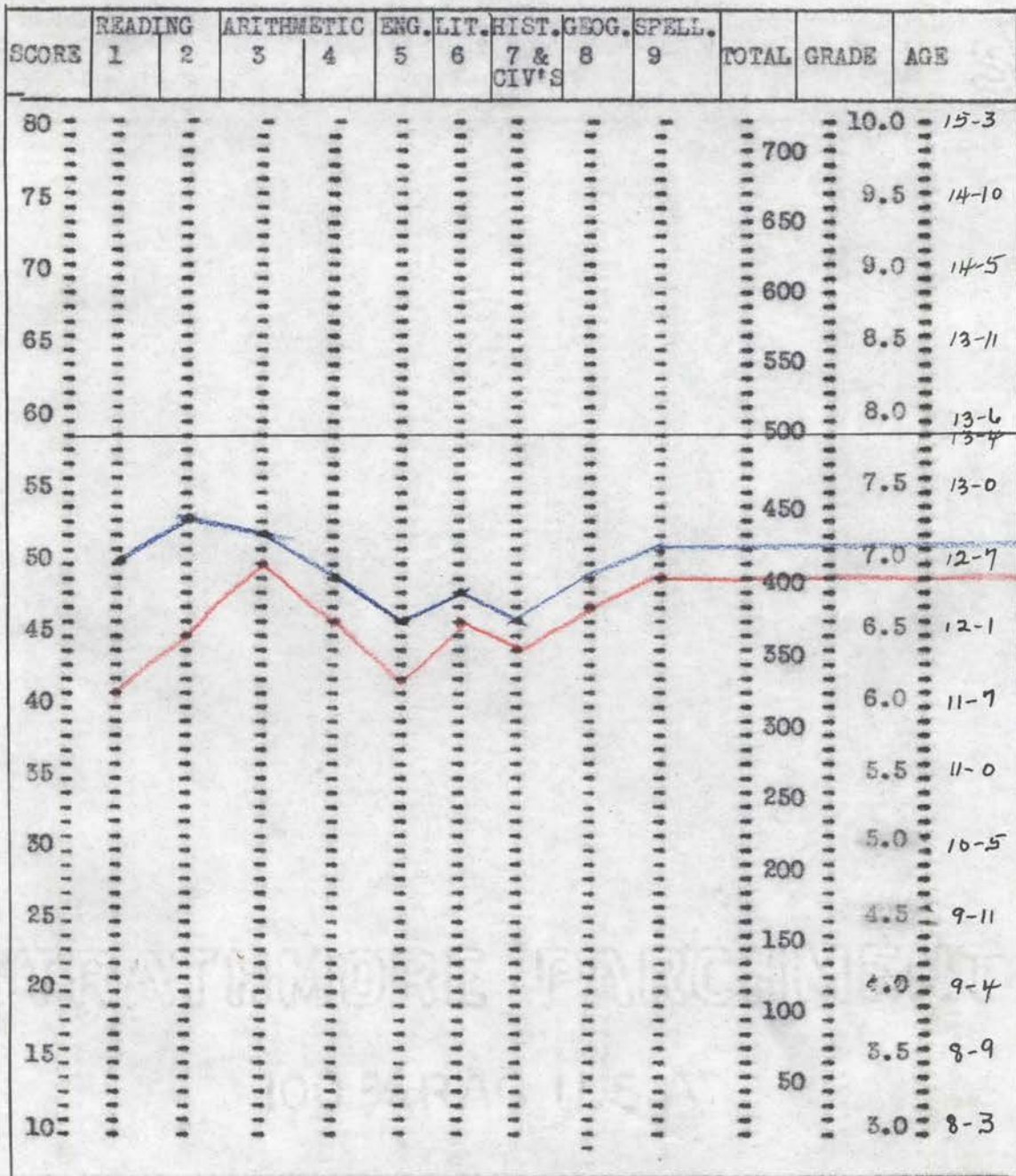
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TEACHER... Miss Blank SCHOOL... Vian CITY... Vian

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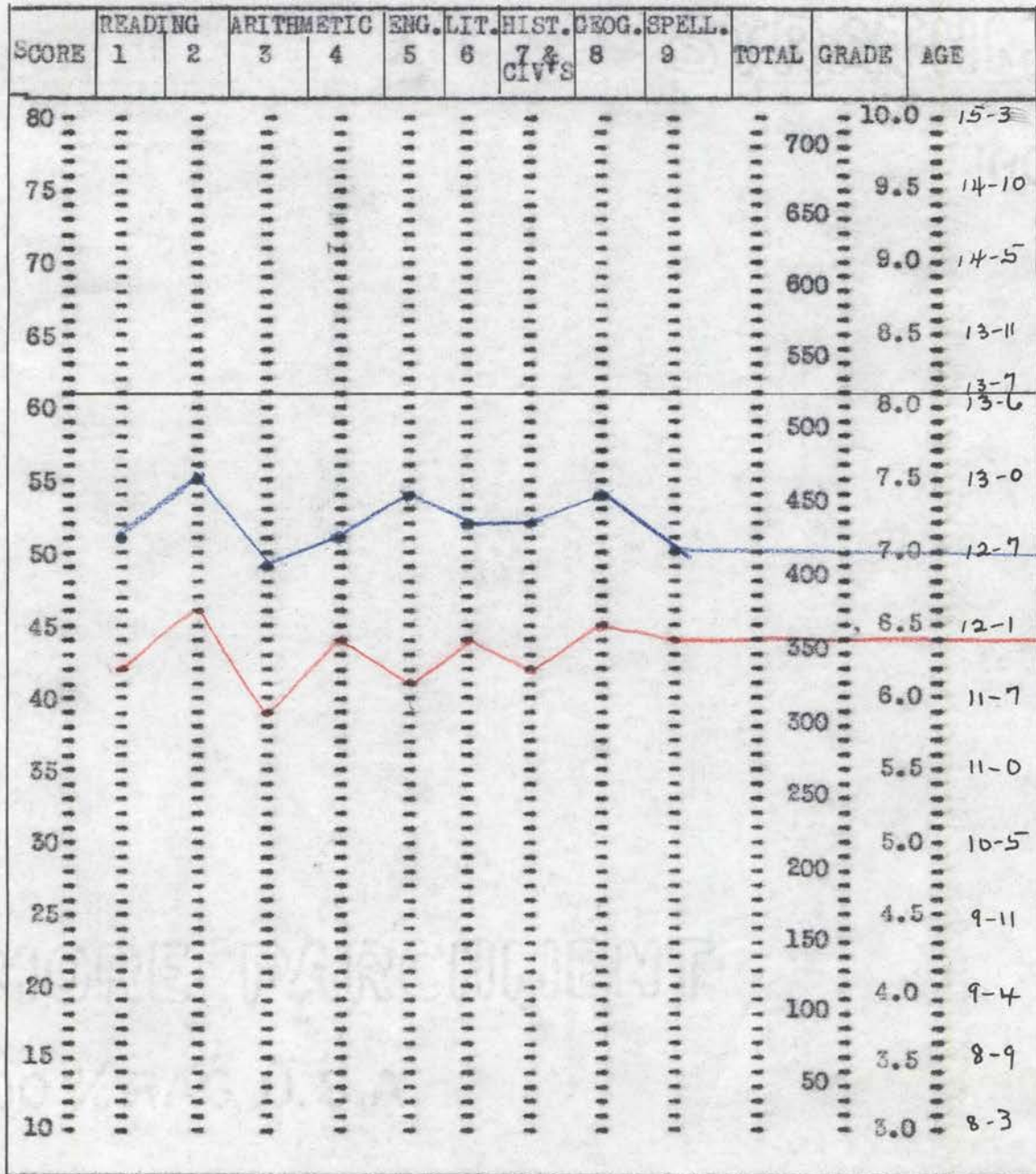
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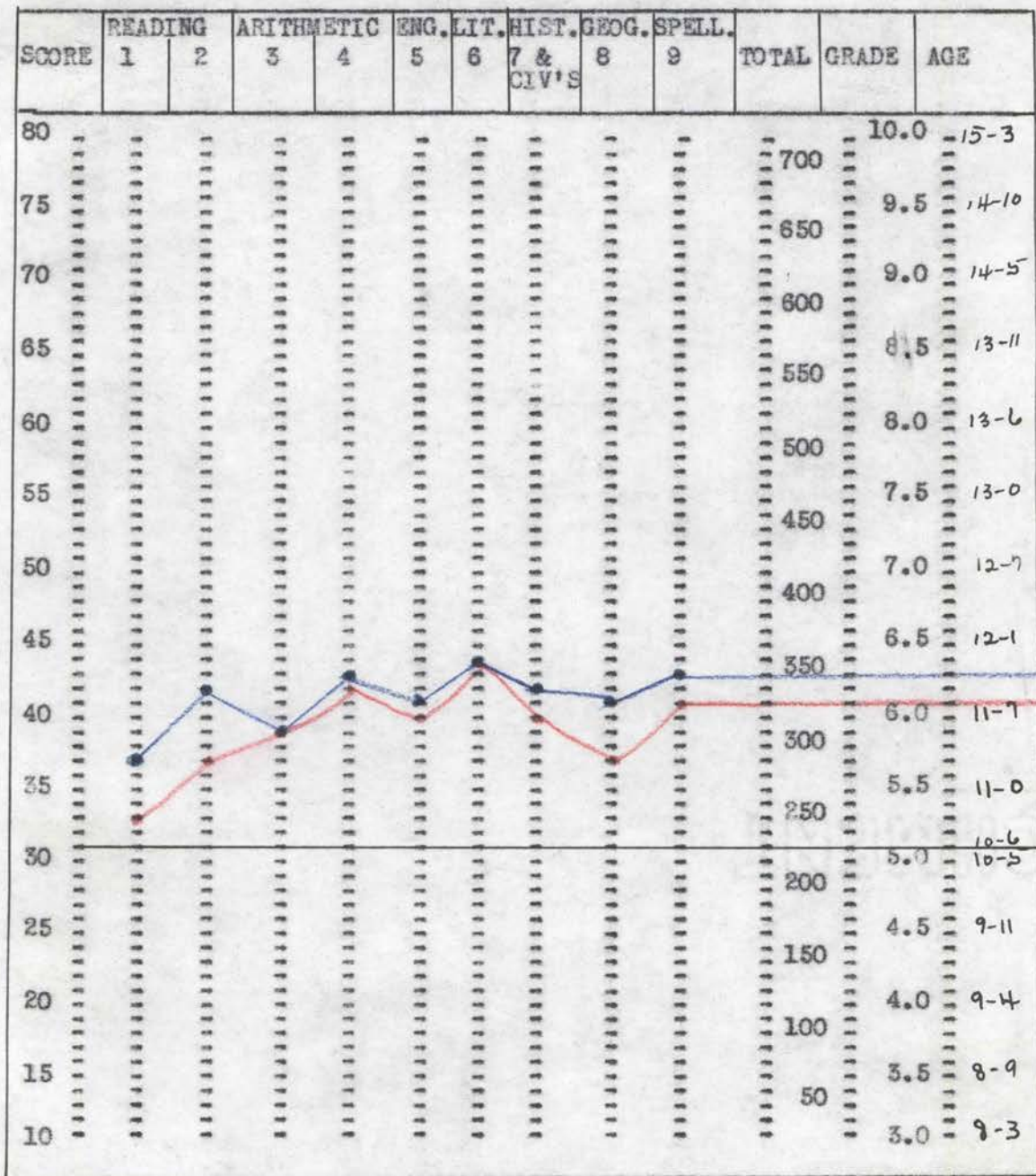
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The pupils were given informal tests prepared by the teachers and principal, from time to time during the remainder of the school year. An outstanding result of this testing was the progress made, not by one or two pupils, but, by the entire eighteen pupils.

The remedial program was carried on with these fifteen principles before the teacher throughout the school term:

1. The growth of the individual should be the primary consideration.
2. In order that the educative process may be directed as efficiently as possible, it is necessary that all the objectives of instruction be clearly formulated, so that no essential one is overlooked.
3. Effective developmental and remedial instruction must give due consideration to the relative importance of objectives.
4. Remedial instruction should be regarded as an integral part of any well-rounded program of education.
5. Treatment must begin with a specific attack on particular difficulties at the present level of the learner.
6. In planning the details of a remedial program the teacher must select procedures that are as far as possible of demonstrated value.
7. One of the first steps in a remedial program should be the correction of physical handicaps.
8. Special consideration must be given to environmental

factors both in and out of school that contribute to the maladjustments.

9. When the learner has a faulty mental attitude toward the school, or toward a particular subject, steps must be taken to correct it.

10. Remedial teaching must proceed on a tentative basis.

11. The teacher must take cognizance of individual differences in establishing the goals of developmental and remedial instruction.

12. Effective remedial instruction requires a large measure of self-diagnosis by the learner, a self-initiated attack by the learner on the solution of his learning problems, and the selection by the learner of goals to be achieved.

13. Pupils of superior and inferior mental ability who encounter learning difficulties require different types of instruction.

14. A cumulative record should always be kept of the diagnosis and of the remedial work.

15. There should be a check upon the validity of the remedial work.

In carrying on the reading program the teachers and the principal realized the importance of reading readiness, and concluded that reading readiness would be an aspect of any modern reading program. Studies of non-readers reveal that very intelligent children occasionally fail to learn to read. Sometimes they

are handicapped by meager experiences, malnutrition, or lack of social adjustment. These children are not necessarily defective. They are merely unready for reading in some respect. A teacher will find it helpful to analyze her non-readers and slow readers in the light of the following outline:

- I. Emotion Factors affecting Reading Readiness
 - a. General emotional and nervous instability
 - b. Timidity
 - c. Self-consciousness
 - d. Lack of self-confidence
 - e. Tendency to become discouraged
- II. Symptoms of Emotional and Dispositional Factors
 - a. Apparent laziness
 - b. Shyness
 - c. Day dreaming
 - d. Indifference
 - e. Apparent stubbornness
 - f. Sensitiveness to criticism
- III. Activities Contributing to the Development of Reading Readiness
 - a. Story telling by the teacher
 - b. Oral reading of stories by teacher
 - c. Playing sense games
 - d. Creative activities with discussions which train the child in the use of ideas

- e. Situations involving real communication of ideas with incidental attention to pronunciation and enunciation
 - f. Conversation about interesting observations
 - g. Free discussion of experiences and activities
 - h. Dramatization of incidents and stories
 - i. Visiting the library or other classrooms and observing older children engaging in voluntary reading
 - j. Surrounding the children with many suitable books
- IV. Recommendations for the teacher to follow when the children do not have reading readiness
- a. Classify homogeneously as to intelligence and reading disability and give special instruction
 - b. Playing games, playing in orchestra, and dramatizing stories, etc.
 - c. A program for grade teachers in discovering and remedying individual differences in reading.

The teacher used this Check Sheet to determine the reading readiness of the pupils. If a pupil possessed these abilities he was ready to read.

1. Many correct concepts of common things, gained through wide and varied experiences
2. Good physical condition--hearing and vision good
3. Strong interests in reading and a desire to read
4. Evidence of clear thinking, use of judgement, gained

through wide and varied experiences

2. Good physical condition--hearing and vision good
3. Strong interests in reading and a desire to read
4. Evidence of clear thinking, use of judgement, gained through practice in solving many simple problems related to his experience, such as looking before crossing street.

5. Recognition of reading situations:

- a. Curiosity as to signs, advertisements, labels in and out of school and at home
- b. Looking at picture books with interest:
Curiosity as to names and stories
- c. Bringing books to school to be read and shown
- d. Association of certain rhymes, stories, or words with pictures or places in books
- e. Association of word and action, with object, with picture, and music

6. Ability to recognize and distinguish similarities and dissimilarities

7. Ability to recognize and distinguish form--as round, square, triangular

8. Ability to cooperate with group, to show courtesy, and to carry responsibility

9. Ability to express and communicate ideas orally; possession of good speaking vocabulary

10. Ability to comprehend oral expressions, communications and directions from others.

11. Ability to listen attentively while rhymes and stories are told

12. Ability to follow line of thought

13. Ability to repeat rhymes of brief messages correctly

14. Ability to follow directions

15. Ability to recall experiences

16. Ability to anticipate what comes next in story

17. Ability to supply missing words or parts in a familiar rhyme or story

18. Ability to reproduce short stories or parts of stories

19. Desire to tell stories

20. Ability and desire to dramatize simple stories; to act out their meaning

21. Clear enunciation and pronunciation

22. Ability to keep a series of ideas in mind in their proper sequence.

The outcomes of the remedial program, as administered in this school, were even beyond the hopes of the teachers and principal. It was found that the pupils of the sixth grade group in reading possessed the following abilities and desires:

1. To desire and love to read.
2. To enjoy the humor of a selection.

3. To appreciate beauty of description and choice use of words.
4. To appreciate the worth of certain characters, incidents, or events.
5. To select and to read worth while material in newspapers, magazines, and books.
6. To desire to possess books.
7. To build up ideals of right living.

The group as a whole has formed these habits and skills in addition to the above abilities:

1. To eliminate undesirable reading habits such as bad head, eye, and lip movements.
2. To make effective use of table of contents, word lists, chapter headings, and marginal headings.
3. To use economically and effectively a dictionary, encyclopedia, and a card catalogue.
4. To increase the amount of material recognized at one glance or sweep of the eye.
5. To read at the child's maximum degree of speed.
6. To read with a definite purpose in mind.
7. To judge and organize the ideas during the process of reading.

The following observations are made relative to this study:

Awareness of existing conditions is always the first step to a program of improvement.

Progress has paralleled the development and refinement of measuring devices.

The rapid improvement that has taken place in teaching reading is due, in a large measure, to improved techniques in evaluating reading efficiency.

All teachers responsible for teaching reading should be familiar with as many devices as possible that will assist her in evaluating her reading program. There are eight devices which may be used effectively in evaluating a reading program. They are listed below, but not necessarily in order of importance:

1. Standardized tests
2. Informal test
3. Observation of performance
4. Analysis of errors
5. Questionnaires
6. Rating of pupils as to abilities
7. Records of pupils achievement
8. Workbook and other aids

Of the above devices listed, the teacher will probably use the informal tests more than any other device. Teachers should become familiar with the different forms of informal questions and strive to make such tests just as comprehensive and interest-

ing as possible. In the sixth, seventh, and eighth grades pupils can be taught to formulate informal tests from materials read.

Some worthwhile suggested remedial methods found useful in our study are listed for the benefit of interested persons:

1. Remedial work is most effective when given individually.
2. Remedial work may be given to several children at once if the children have similar types of difficulty and are similarly retarded in reading.
3. Remedial work should be given at a favorable time, when the child is not fatigued.
4. Remedial work should be given systematically at regular periods.
5. The remedial period should be long enough for the child and the teacher to become warmed up to the work, but short enough to avoid fatigue.
6. The books and materials should be adopted to the level of the child's reading achievement.
7. Progress should be made known to the child with generous praise.
8. Remedial reading instruction should be directed toward overcoming the child's specific difficulties in reading.
9. Remedial work should be accompanied by physical and mental therapy when such treatment is needed.
10. Retests should be scheduled at frequent intervals.

As a check in promoting sixth grade pupils to the next higher lever, the pupils should have shown increased abilities in the nine items listed. They are:

1. To comprehend the central thought of larger units.
2. To remember what has been read.
3. To attack new words.
4. To judge, organize, and use the ideas gained both in old and new situations.
5. To appreciate good literature and judge the merit of a selection.
6. To discriminate in judging character.
7. To read expressively with well-modulated voices.
8. To read accurately and fluently.
9. To suggest characters and arouse emotions.

The teachers did not overstress reading, at the expense of other subjects, in making this study. The pupils showed considerable improvement in the other subjects as shown by the blue line on the individual profile charts.

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APPENDIX

APPENDIX

A tabular analysis of suggestions on diagnosis and remedial work. Those items starred were found present in the group and the corresponding remedial suggestions followed.

Evidences of Deficiency	Diagnosis	Remedial Suggestions
LACK OF FLUENCY AND FACILITY	Actual reading difficulty which points to need of well-directed instruction.	Give much practice with comparatively easy material. Provide interesting and snappy sentence, phrase, and word drill. Make pupil conscious of value of sight vocabulary. Establish regularity of school attendance.
*Frequent halts and hesitations during oral reading. Periods of confusion during oral reading.	Low stock of sight words. Divided attention. Little or no power of word analysis. Material is beyond pupil's ability.	Provide incentive for accumulating a stock of sight words. Create interest and enthusiasm about selection being read. Provide vocabulary training in drill periods. Keep records of growth on timed tests, with lists of common words and words asked for while reading.

Evidences of Deficiency	Diagnosis	Remedial Suggestions
<p>*Numerous requests for help on simple and common words in oral or silent reading.</p>	<p>Failure to accumulate sight vocabulary as a by-product of reading experiences.</p> <p>Insufficient training on sight words and phonetics.</p>	<p>Provide methods of self-help. Hold pupil responsible for listing words on which he requested help and use this as a basis of one drill.</p> <p>Provide child with a simple and workable knowledge of phonetics that he may help himself.</p> <p>Provide frequent phonetic drill.</p>
<p>*SUBSTITUTIONS</p> <p>Substitutions which mutilate meaning.</p>	<p>Material is too difficult.</p> <p>Pupil does not or cannot maintain thoughtful attitude while reading.</p> <p>Meager vocabulary.</p>	<p>Adjust material to pupil's abilities.</p> <p>Emphasize thought getting. Dramatize and illustrate new meanings and make conscious effort to increase and extend meaning vocabulary.</p>
<p>*OMISSIONS, ETC.</p> <p>Irregular progress or rate.</p> <p>Loss of time.</p> <p>Skips lines.</p> <p>False starts.</p> <p>Nervousness.</p> <p>Fear.</p> <p>Worry.</p>	<p>Irregular habits of perceptions.</p> <p>Fluctuating attention.</p> <p>Lack of motor control.</p> <p>Nervous instability.</p> <p>Timidity.</p> <p>Poor vision.</p> <p>Short attention span.</p> <p>Embarrassment.</p> <p>Excessive ambition of pupils, parent, or teacher.</p>	<p>Permit preparation or study requiring oral reading.</p> <p>Allow use of liner for short time.</p> <p>Encourage calmness and do not stress speed.</p> <p>Suggest reduced activity, rest periods.</p> <p>Consult oculist.</p> <p>Reduce strain and over-stimulation.</p> <p>Do remedial work individually with such children.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
<p>LACK OF INTEREST IN READING</p> <p>Never reads during leisure.</p> <p>Reads only when required to do so.</p> <p>*Interested in hearing stories but not in reading.</p>	<p>Over emphasis on habits and skills with insufficient provision for interest and development of permanent attitude favorable to reading.</p> <p>Meagerness of materials to satisfy interests.</p> <p>No need for dependence on own ability for satisfactions or reading.</p> <p>Lack of access to sufficient easy and attractive material.</p>	<p>Make INTEREST BUILDING a major objective.</p> <p>Provide opportunities for choice of materials and incentive for reading in leisure time.</p> <p>Provide attractive and varied materials to satisfy interests. Relate reading to an existing interest.</p> <p>Expose child to every easy, colorful, and attractive books.</p> <p>Do not read to the child for a time, except as he assumes some reading, responsibility or works at his reading needs.</p> <p>Such responsibilities are place-keeping, reading an occasional sentence on request, or taking regular turns.</p>
<p>Unable to read anything but very simple material, but cares only for material beyond his own reading ability.</p>	<p>Ability to read stunted as a result of being read to too much.</p> <p>Interests and tastes developed and satisfied with no responsibility for growth in ability to read.</p>	<p>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.</p> <p>Present an interesting game with reading lesson which will require that the child must read in order to be able to participate.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
<p>✓ *Breaks sentences up without due regard to proper word grouping.</p>	<p>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.</p>	<p>Training in phrasing. Study for the purpose of grouping words according to thought relationships. Opportunity to give thought of the sentences in his own words.</p>
<p>✓ *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. Overanxious for approval on oral performance. *Excessive elocutionary effect.</p>	<p>Overdifficult material. Overemphasis on recognition and ability to call words. Overanalytical instruction. Procedure has not stressed phrase units. Overemphasis on oral reading. Insufficient emphasis on meanings. Overemphasis on "reading with expression."</p>	<p>Adjust material to pupil's ability. Commend those who read with good expression. Give phrase flashing with response in terms of meaning. Provide activities of expression of thought, as dramatization. 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." Play games with lesson that will necessitate expression of the thought.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
<p>*MISPRONUNCIATION</p> <p>Minor mispronunciations. Guesses words from context or initial letter. Stumbles over long or unfamiliar words. Gross mispronunciation. Words not in text supplied with mutilation of meaning.</p>	<p>Language handicap. Speech difficulties. Previous training has not provided good habits of recognition. Overdependence on context cues. No method of analyzing or breaking up new or long words. Vocabulary limitations. Insufficient attention to meaning. Material may be too difficult. Defective eyesight.</p>	<p>Supply training which requires accurate recognition and discrimination between words that begin with the same letter. Emphasize accurate recognition and reduce opportunities for using context cues in remedial exercises. Language training. Give training in breaking up words, seeing familiar parts or similar elements in words, etc. Provide training in syllabication and analytical attack on long words. Check for eye defects.</p>
<p>Cares only for one type of reading matter. Cares too intensely about reading.</p>	<p>Limited range of interest. Reads to satisfy desire for excitement</p>	<p>Broaden interest. Provide desirable material that will challenge child's interest.</p>
<p>*EXCESSIVE READING.</p> <p>Prefers reading to all other leisure pursuits. Disregard of group interest. "Bookworm" attitude.</p>	<p>Overstimulation to read. Poor balance due to personality defects. Dislike of some other activity or factor of experience or environment.</p>	<p>Encourage other interests and activities. Building new non-reading interests. Propose interesting outdoor activities.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
<p>Withdraws from other responsibilities or opportunities, to engage in reading.</p>	<p>Unsocial attitude. Lack of other interests.</p>	<p>Limit reading opportunities by keeping pupil otherwise engaged. Make pupil responsible for sharing experience of helping others.</p>
<p>DISCOURAGEMENT</p> <p>Seeming inability to learn to read.</p>	<p>Conscious of deficiency. Wrong placement. Repeated failure. Inadequate satisfaction. Method used did not enlist interest or effort.</p>	<p>Prevent discouragement. Give help as needed. Provide evidences of success and other inherent satisfactions. Change method.</p>
<p>*PHYSICAL FACTORS</p> <p>Lack of effort, fatigue. Inattention, listlessness. Evidences of eye-strain. Defective vision. Seeming word blindness.</p>	<p>Insufficient sleep. Poor physical condition due to over or under feeding or to bad physical habits or defects. Defective vision. Defective hearing. Defect in central nervous system</p>	<p>Investigate home condition and correct remediable defects. Physical examination and correction of removable defects. Examination and prescription by competent oculist or ear specialist. Stress motor reactions to words.</p>
<p>PROBLEMS OF CAPACITY</p> <p>Seeming stupidity. Usual amount of practice does not seem to suffice. Directions misapplied.</p>	<p>Limitations of capacity. Unusual difficulty in learning. Gaps in learning experience, due to absence or illness. Confusion due to conflicting methods. Repeated failure. Deficient preparation.</p>	<p>Adjust expectations to pupil's capacity. Remove cause of worry or emotional strain. Provide additional learning experience. Provide for individual differences by varying amounts of practice.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
	<p>Work not suited to level of maturity. Language handicaps.</p>	<p>Adjust the work to needs. Be guided by pupil reactions rather than by formal methods.</p>
<p>EMOTIONAL DISTURBANCES</p> <p>Worry. Crying. Tantrums. Antagonistic attitudes.</p>	<p>Oversystematic methods. Poorly adapted to pupil's reactions or interests. Lack of readiness or excessive difficulty of work may have caused confusion and inhibitions of effort. Too much pressure or coercion.</p>	<p>Make sure pupil has had adequate preparation. Harmonize factors which cause emotional conflict. Do not rouse antagonism or exert undue pressure. Check for physical defects and correct if possible. Give careful attention to pre-reading preparation.</p>
<p>WRONG CONCEPTION OF READING.</p> <p>Inability to read simple material at sight. Fluency only after frequent readings.</p>	<p>Given wrong notion of what reading is. Rote learning or memorizing of reading matter. Overexhaustive work with reader selections. Overintensive work. Narrow aims.</p>	<p>Use procedures which stress thought-getting. Do not spend too much time on one story or selection. Use blackboard and phrase cards for practice to avoid memorization or rote learning.</p>
<p>Repeats selection from memory without actually reading.</p>	<p>Not enough variety in training. Overdependence on positional clues. Home tutoring which prepares for "lessons" without increasing ability.</p>	<p>Vary position of words and phrases by using phrase cards and blackboard work. Play interesting games with these phrase cards. Use questions that require reorganization of content.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
<p>PROBLEMS OF COMPREHENSION.</p>	<p>Overemphasis on mechanics of word recognition and oral rendition.</p>	<p>Correct the emphasis. Provide for response in terms of meaning.</p>
<p>*Oral fluency and facility and inability to answer questions of fact based on the material read.</p>	<p>Under-emphasis on meaning of thought getting. Failure to direct attention to meanings. Approval for mere rendition. Formal assignments by page and lessons, or paragraphs without problems, questions, or other stimuli.</p>	<p>Dramatization and games which test child's ability to get thought. Use informal tests of comprehension in connection with silent reading. Direct attention to meanings.</p>
<p>*Inability to form judgments on material read. Inability to select important ideas or see relationships.</p>	<p>Meager meaning vocabulary. Overreceptive attitude while reading; assignments which do not require assimilation or which do not require selective thinking and reorganization. Low level of attention. Routine learning of facts and reading to prepare for formal recitation. Formal purposeful assignments by page or chapter. No incentive to real effort.</p>	<p>Make clear and purposeful assignments. Training in reading with definite rhythms of expression. Increased emphasis on purposeful silent reading. Keeping individual progress chart. Purposeful assignments which require thinking. Training in thought-getting. Challenge to effort and work at high level of attention. Responsibility for selective thinking. Provide additional satisfactions or opportunities for spare time.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
	Lack of controlling purpose.	Use multiple assignments, adjusting them to individual needs, interest, rates, and abilities. Assignment such that it arouses desire and curiosity.
<p>*WORK HABITS</p> <p>Dawdling before beginning to read. Frequent lapses of attention while reading. Lack of sincerity, carelessness. Antagonistic attitude.</p>	<p>Material unsuited to interests or abilities. Poor attitudes toward school or work. Over informal work with insufficient attention to individual needs or attitudes and the development of permanent interests. Nagged at home or school. Criticized without receiving constructive help.</p>	<p>Make school activities worth while. Tie up reading with interesting activities and materials based on existing interests; give opportunities for choice of material. Carefully planned incentives. Help pupil to take courage. Show pupil evidences of growth or progress. Commend effort.</p>
<p>*GENERAL STUDY HABITS</p> <p>Inability to get textbook assignments.</p>	<p>Books too difficult. Indefinite assignments. Language handicaps. Inadequate specific study habits. Insufficient background of experiences and meanings. Poor comprehension. Inadequate concentration.</p>	<p>Provide material not too difficult. Make lesson assignments clear and pave way for difficulties that might arise. Teacher must have thorough knowledge of lesson to be assigned in order to anticipate difficulties. Broaden vocabulary of meanings. Give training in study habits.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
		Provide background of experience and meanings.
<p>*SPECIFIC STUDY HABITS</p> <p>Inability to outline, organize, select ideas, or perform any of the other activities involved in study in regular school work, or in informal tests. Inability to find answers to questions. Inappropriate responses in terms of cue words or phrases.</p>	<p>Fundamental reading habits inadequate.</p> <p>Dependence of incidental learning, or general habits.</p> <p>Inadequate provision for specific training in preparation for the actual needs.</p> <p>Habitual dependence on others for suggestion or direction.</p> <p>Failure to read, thinking in terms of what is to be done.</p> <p>Narrow attention span.</p> <p>Failure to organize the elements of a question mentally and to use the conditions of the question intelligently in the search for replies.</p> <p>Slipshod work, or material too difficult as to vocabulary, sentence structure, or content.</p>	<p>Give remedial work in fundamental reading habits. Training in specific study habits.</p> <p>Systematic use of specific practice materials similar in design to the informal tests which reveal the need.</p> <p>Practice under condition which throw the pupil on his own responsibilities.</p> <p>Correction or explanation of causes for error, and more corrective practice.</p> <p>Provide study period schedule.</p> <p>Training in holding several related items in mind and selecting suitable answers. Individual responsibility.</p> <p>Training with individual responsibility.</p> <p>Pupils who fail to respond properly should be required to correct their errors unless the material is manifestly too difficult, in which case similar work with simple material may be used for training.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
<p>Failure to recognize relevant material or equivalent ideas.</p>	<p>Failure to proceed in the light of a purpose and to hold a given mind-set while reading in search of a given idea or set of meanings. Material too difficult.</p>	<p>Provide interesting games which require concentration. Arouse desire on part of child to select given ideas.</p>
<p>*Poor attack on study assignment.</p>	<p>Assignment too indefinite. Inability to plan and carry out work systematically.</p>	<p>Adjust material to ability of pupil or adjust assignments accordingly. Make assignments clear and concise. Give opportunities for learning to plan.</p>
<p>*Partial answers. Misconceptions. Misconstrues questions or assignment.</p>	<p>Failure to hold question in mind. Partial attention. Overpotency of certain elements and underpotency of others. Failure to attend to relational words and conditioning clauses. Lack of training in grasping total meanings of sentences and longer units.</p>	<p>Make pupil individually responsible for complete answers. Give training which shows effects of modifiers, conditioning clauses, and words which indicate relationships. Require grasp of longer units.</p>

Evidences of Deficiency	Diagnosis	Remedial Suggestions
<p>*Gross misconceptions and misinterpretation of reading matter.</p>	<p>Lack of acquaintances with typical sentence structure. Failure to realize phrase meanings as units and to organize meanings while reading. Abstract material. Lack of experience which make for adequate or correct concepts.</p>	<p>Use questions which cannot be answered by a single word. Give training in anticipation of meaning and organization of content in terms of big problems. Provide experiences and concrete illustration which correct erroneous concepts.¹</p>

1 Twenty-Fourth Yearbook of the National Society for the Study of Education, pp. 278-288.

Typist—Lucy W. Victor