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# A PROGRAM OF WIDE READING ON INDIVIDUAL INTEREST AND ABILITY LEVEL IN FIFTH GRADE OF WHITTIER SCHOOL MISSOULA, MONTANA

by

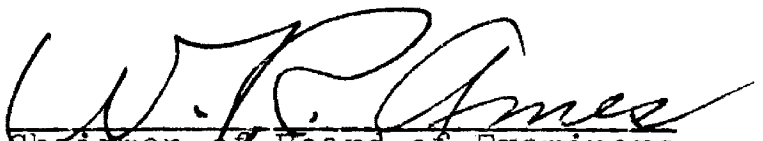
FLORENCE WHITMORE GERDES

B.E., MONTANA STATE UNIVERSITY

1953

Presented in partial fulfillment of the requirement for the degree of Master of Education

Approved by:



Chairman of Board of Examiners

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# CHAPTER I

## SETTING AND PURPOSE OF THE PROBLEM

### I. SETTING

In the fall of 1952, forty-four fifth grade pupils entered Whittier School in Missoula, Montana. These forty-four pupils were divided into two sections. As no effort was made to achieve homogeneous grouping, there was a wide range of abilities in each section. Each class was then assigned to a different teacher. The group called the $5^1$ section was assigned to the experimental group.

On September 11, 1952, the Iowa Silent Reading Tests[1] New Edition, Elementary Form A M, Revised, was given to all fifth grade Whittier pupils.

This test is designed to measure the proficiency of pupils in doing silent reading of the work-study type. It measures three broad general areas of silent reading abilities: namely; (1) rate of reading at a controlled level of comprehension; (2) comprehension of words, sentences, paragraphs, and longer articles; and, (3) ability to use skills needed in locating information. The complete test is composed of eight sub-tests.

Again, in the spring, on April 21, 1953, both groups were given the same form of the Iowa Silent Reading Tests.

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[1]Greene & Kelley, Iowa Silent Reading Tests, World Book Co., Chicago, Illinois, 1943.



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These two tests were the basis for comparing the improvement in reading efficiency between group $5^1$ and group $5^2$ as they aided in showing the year's growth of each group in reading ability. The tests, also, were used to indicate each child's individual growth in reading proficiency.

The Weekly Reader Tests[2] were given in October, January, and April. As these are not standardized tests, their only value was to indicate to the teacher and child where each pupil was weak in reading skills and to serve as an incentive to teacher and pupil to try to improve those skills.

The plan for reading was immediately set up in the $5^1$ section on an intensive program of wide reading according to each child's interests and ability level. Books from the school library, the extension library, and the various texts and supplementary readers of the district were used. Effort was made to provide books that would include a wide range of abilities and interests. An attempt was made to guide each child into an increasing desire to read good material and to improve his tastes and interests.

A device called My Reading Design, which will be discussed later, was used to stimulate interest in much diversive reading.

Both group and individual help was given the class in reading skills and techniques. This was sometimes done

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[2] My Weekly Reader, American Education Press, 401 South Front Street, Columbus 15, Ohio.

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while using texts in other subjects such as history, geography, or health.

A complete record of the number and name of the book each child read was kept by both pupil and teacher. The child received a mark in both reading and English on each oral and written book report.

The $5^2$ section of the fifth grade, under the other teacher, followed the usual procedure of using several basic texts during the year. All pupils worked on the same lesson simultaneously. Each week a period was given to the selection of books from the library and for free reading. Good readers were allowed to read in their library books when their lessons, including those in other subjects, were completed.

## II. PROBLEM AND PURPOSE

The purpose in setting up such a reading program in $5^1$ was an attempt to discover if such a method was superior to, inferior to, or would give much the same results as the conventional approach to teaching reading in the fifth grade, which was being used in the $5^2$ section. Such knowledge might be of benefit to fellow teachers, administrators, and the writer.

Every skill is improved by practice and every pupil has a differing rate in acquiring skills, be it in music, sports, art, school subjects, or anything requiring continued

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effort. Also, interests vary greatly, hence material that would intrigue one child into much reading would not appeal to another.

In years of teaching, the lack of interest some children exhibit in learning to read has been noticeable. Much of this may be due to lack of reading practice. The child half-heartedly prepares his reading lesson, but never does any outside reading unless forced to do so. Naturally, he dislikes reading. He never reads enough to learn to read.

The opposite is also true. Children who do much outside reading rapidly develop into efficient readers with good comprehension of what is read and a wide fund of knowledge. I. Q. does not account for much of this difference in reading ability.

So, believing that children must learn to read by reading, the problem was selected for this professional paper.

## III. HISTORIES OF SIMILAR PROJECTS

The desire among educators to encourage children to read widely is of long duration. Supplementary readers were introduced for this purpose, as the following reference indicates:

> Since 1880, there has been a flood of books classified as supplementary readers. These books are intended to give pupils the opportunity and incentive to

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read broadly outside the regular class exercise.[3]

It will be noted, however, that this "broad reading" was to be done outside the "regular class exercise."

An early program of reading which emphasized extensive, intensive reading is described by Daniel Starch[4]. This is a report of the work then being carried on by Superintendent H. W. Kircher in the Dodgeville, Wisconsin Public Schools. This program, also, followed the plan of doing this reading outside the regular reading period. It was done during the "study hour or seat-work period." Following is the description of how it was carried on:

> During the study hour or seat-work period, silent reading is conducted by means of single copies of books containing interesting material. Every child is given a book, and he reads as many pages silently as he can during the period. When the silent reading period is finished a mark is placed where the reading ended. At the next silent reading period, the pupil continues his reading, and so the work progresses until he has finished the book. The silent period may be continued as long as the teacher wishes. A record is kept of each child's reading by checking off a book as soon as it is finished. All through the year, a unit book is used during the regular recitation period for the drill that is necessary.
>
> Books are placed in the hands of children on the first day of school, and they are allowed to keep books at their desk to read in school or at home as they desire.
>
> With this system each child can go his own gait, reading as many books in a year as he can . . . The average is about twenty books each.[5]

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[3]Charles Hubbard Judd, Reading: Its Nature and Development, Univ. of Chicago Press, Chicago, Ill. 1918, p. 5.

[4]Daniel Starch, Educational Psychology, MacMillan Co., New York, New York, 1919, pp. 270-280.

[5]Loc. Cit. Starch.

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A program of wide reading is being carried on in Maury School of Richmond, Virginia. It is described in the pamphlet Teaching Reading in the Elementary School.[6]

In this project, carried on in a declining residential area, the parents, teachers, and pupils cooperate.

The children enter school at five and one half years and have one year of experience of a non-reading type, that is, reading readiness. At six and one half years, experience reading is begun for those ready for it. This consists of making and reading experience charts of their own activities both at school and in the home and community. For those not ready for such work, reading is delayed even until the fourth grade.

After two months of experimental reading, pupils are allowed to choose a book from the well-stocked school library. From then on, much diversified reading is encouraged. When the pupils reach grades three and four, they are given encouragement to read widely in the subject-matter fields. Teachers whose pupils leave school at noon serve as librarians in the afternoon. Instruction in reading is kept quite informal throughout the school.

The staff believes in stimulating child growth through reading. They want the child to read voluntarily and with

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[6] Staff of Maury School, Teaching Reading in the Elementary School, The Interstate Printers and Publishers, Inc., 1941, Danville, Ill.

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interest and enjoyment. They want reading to contribute to the growth of the whole child through improved health, social abilities, and capacity for good living. Each child reads at his own interest and ability level in a book of his own choice.

The Maury School is a four grade school. At the end of the fourth grade, the pupils advance to an elementary school.

These are the projects similar to the one carried on in Whittier 51.

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## CHAPTER II

## PUPILS' NEED FOR SKILL IN READING DIFFERING TYPES OF READING MATERIAL

Any teacher of reading might well ask herself, "Why do I teach reading? What do I hope to accomplish by such teaching? Of what benefit is such teaching to the child? How much does the acquisition or non-acquisition of reading efficiency affect the present and future life of an individual?"

Any serious study for answers to the above questions will lead to the conclusion that reading is much more than the acquisition of a certain set of skills and techniques; that it is of profound importance in the life of the individual.

One educator in discussing the contributions of reading to child development has made a summary of such possible contributions as follows:

A. Through Content
   1. The reading program may add to the understanding and enjoyment of life in the pupil's immediate environment, his home, and his community.
   2. It may make children's lives more meaningful through stories and descriptions of earlier days.
   3. It may give an understanding and appreciation of life in modern America and in an interdependent world.
   4. It may present ideas and suggest attitudes associated with worthy citizenship and sound character.
   5. It may help satisfy curiosity about specific topics in such fields as science, the social studies, the arts, and health.
   6. It may suggest possibilities for constructive and creative activities.



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7. It may relate to specific related experiences available in such forms as songs, recordings, radio programs, and club activities.
8. It may contribute to mental health by offering opportunities for fun and recreation and by giving the child some insight into his own and other's adjustment.

B. Through Organization
1. The reading program may provide for complete growth in reading skills, habits, and attitudes. These are important for their own sake. They are important also, because of the effect of successful achievement on social and emotional adjustments.
2. It may provide for exploration in broad areas or centers of interest related to children's activities at different developmental levels. By providing a variety of materials centered in one theme or topic, a well-organized program of reading can provide both breadth and depth of understanding.

C. Through Method
1. The reading program can cultivate personal interests and tastes in a wide variety of good literature. Methods which stress reading for enjoyment rather than minute dissection of the text help to develop desirable reading interests.
2. It may help to develop democratic skills and habits through planning, sharing and other activities.
3. It may contribute to, and enrich other forms of language development. In so doing, it may help to provide freer communication of ideas.
4. It may help to develop thoughtful interpretation and critical thinking about current problems important to the individual or group.
5. It may provide for optimum individual growth at different rates and along different lines, suggested in the items above to produce unique personal traits, such as those needed by leaders and creative artists.[1]

---

[1] David H. Russell, Children Learn to Read, Ginn and Company, Chicago, 1949.

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Apparently, then, reading helps to develop the attitudes and character, set the ideals, and mold the personality; in fact, reading and reactions to reading help decide what sort of person the individual becomes. Russell[2] further says that there is considerable evidence to suggest that reading done in childhood builds attitudes that persist throughout a lifetime.

Others have this to say:

> Reading is important for the leisure of life no less than for the work of life; it contributes to personal growth as well as professional growth; it helps make life richer and more meaningful. It provides pleasure and relaxation in leisure time. Reading is a form of experience through which horizons may be expanded and personality may be developed.[3]

Psychologists and educators agree that failure to achieve satisfactory reading achievement often leads to personality problems and social maladjustments in the individual..

The following statement and tentative conclusion are the result of observations made by Elizabeth Hilts and Marjorie Cass, reading clinicians, and Dr. E. Chaille Caisson, psychiatrist, during a cooperative study they made at Stephens College, Columbia, Missouri.

1. Of all the students possessing reading difficulties sufficiently serious to be referred to

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[2] Ibid, p. 286.

[3] McCullough, Strang, and Traxler, Problems in the Improvement of Reading, (McGraw-Hill Book Co., Inc., New York, 1946), p. 35.

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the reading clinic for further diagnosis and treatment and who were then referred to the psychiatric service by the reading clinicians, half were found to have reading difficulties.

2. Of all the students with certain maladjustment problems who were referred by instructors and others to the psychiatric service, and without the knowledge of the reading clinician's action, a majority had a reading level of seventh grade or less.
3. Most of the students who were retained in the reading clinic were found to have introversive behaviour patterns with marked feelings of inferiority, immature personalities, broken drive, feelings of insecurity, and poor social adaptability.

These findings have led us to accept the following tentative interpretation:

> The child with retarded reading habits has a potentially maladjusted personality. . . . This causal relationship seems to suggest that the psychological clinic should always be aware of reading handicaps as a cause for maladjustment.[4]

The following extracts are offered as evidence that others agree with the above observations:

> On the other hand, the child with a specific reading disability which is non-emotional in character may develop various personality and behaviour difficulties as a result of his school maladjustment. This possibility is clearly recognized by several workers in the field.[5]

> If serious difficulty in reading disrupts a pupil's school career, it may be expected that it will disturb his personal and social adjustment. There is much evidence that failure in school is a major catastrophe to many children and that general maladjustment is a frequent consequence.[6]

---

[4] Wesley Wilsell, "The Relationship Between Reading Difficulties and Psychological Adjustment," Journal of Educational Research, Vol. 41, March 1948, pp. 557-558.

[5] Simon H. Tulchin, "Emotional Factors in Reading Disability in School Children," Journal of Educational Psychology, Vol. 26, 1935, pp. 443-454.

[6] A. I. Gates, "Failure in Reading and Social Maladjustment," Journal of Educational Assoc., Vol. XXV, 1936, pp. 205-206.

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> The results of failure to learn to read have been numerous and undesirable. Among them are social maladjustment, delinquency and even crime.[7]

The reverse of this picture seems to be that the successful reader is likely to be a well-rounded, well-adjusted person, both socially and emotionally.

Another question pertinent at this time is, "How is the teacher to reach the desired goal, the production of a skilled and versatile reader?" The answer is: by teaching individuals, not groups. This poses a large problem, since teachers have groups seemingly too large for individual instruction.

Nevertheless, the differences in abilities, in environment, in physical and emotional capacities, in interests, and in desires are so great among individuals that teaching of reading necessitates an individualistic approach if any degree of success is to be attained.

Each child must be stimulated by his own needs and interests to read; the material must be suited to his own degree of reading ability and capacity. He must be given the skills, techniques, and the knowledge he does not possess in order to achieve success in reading. Each child must be given the experiences that will contribute most to his development.

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[7] Helen H. Zolkos, "What Research Says About Emotional Factors in Retardation in Reading," Elementary School Journal, Vol. 51, May 1951, pp. 512, 518.

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> From all schools of psychology, certain common principals emerge. The first is that the condition of the individual--his capacities and predispositions as well as his present physical condition and the desires aroused by his immediate environment, intervenes between the teacher's instruction and the student's learning. For these reasons, learning must be individualized.[8]

The same author has more to say in way of warning against reading failure.

> Unless we plan to approach the teaching of reading through avenues appropriate to the individual, provide many natural and significant opportunities for the practice and use of good reading methods, and give specific instructions in efficient methods of reading, both teacher and student are likely to fail.[9]

Reading should be meaningful to the child. It should meet some felt need and give him satisfaction. It should lead to self-realization and social usefulness. Only pupils so motivated will accept help to improve reading ability. The disinterested reader will feel no need to improve. He will, in fact, dislike everything connected with reading.

> Obviously, the next step in a school-wide program is to examine the curriculum to see whether the reading required is meaningful--whether it is recognized by the students as meeting some need in their lives, and whether it is identified with some aspect of their growth. It is essential that they experience some satisfaction from reading, out of which grows the conviction that reading is not a meaningless, difficult, and therefore, disagreeable

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[8] McCullough, Strang and Traxler, Problems in the Improvement of Reading (McGraw-Hill Book Co., Inc., New York, 1946), p. 44.

[9] Ibid., p. 35.

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> task. Then, students will read for the continuous satisfaction reading gives and not because the teacher has assigned a certain number of pages. . . School experiences should have such meaning and purpose to the student that he will feel the need for reading and the understanding that can be gained from books. . . . As students become really interested, they will welcome specific help in improving their reading.[10]

In modern life, reading is an accomplishment needed by everyone. Each day one is called on to make many uses of such abilities. There are signs to note, directions to follow, graphs to scan, maps to consult, newspapers, magazines, and books of every type and description to read.

The child must be taught how to choose from all the mass of written material those things which will prove valuable to him. He must learn how to distinguish between that which is of literary value and that which is of little worth. He must be able to differentiate between fact and propaganda, must be able to get the author's viewpoint and assess its true worth. In other words, he must be guided in selecting, evaluating, and assimilating the desirable material from the undesirable flood of words which issue each year from the printing presses.

> The instructional program carried on with any group of pupils must be broad enough so that it equips those boys and girls for all the reading activities in which they should engage, in and out of school. It should provide instruction in (a) basic reading, (b) recreational reading, (c) study reading, and (d) oral reading.

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[10] McCullough, Strang and Traxler, Problems in the Improvement of reading (McGraw-Hill Book Co., Inc., New York, 1946) pp. 119-120.

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> Provision must be made for the definite teaching of certain skills and understandings which constitute much of the power to read and which can and should be taught vigorously and systematically to intermediate grade pupils.[11]

Basic reading, according to McKee, is concerned with teaching the child the mechanics of reading and the ability to acquire meaning from the printed word. Recreational reading attempts to instill in the child a love of, and a desire for "a wide variety of excellent reading material."

Study reading should be taught to give the pupil those reading skills which will lead to "sound achievement in social studies, science, and other content subjects." McKee believes that the real purpose in teaching oral reading is to enable one to read aloud in such a manner as the auditor will enjoy.

Different types of reading require different techniques, skills and competencies. For instance, an entirely different approach is used in skimming than is used for reading for detail. An accomplished reader reads light fiction at a much faster rate than he reads a book or treatise on history or science. Hence, teacher and pupil must have clearly in mind the purpose for which the reading is being done. Also, the teacher must see that the child achieves the various abilities required for the many differing kinds of reading material.

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[11]Paul McKee, "Reading Programs in Grades IV Through VIII," Forty-eighth Yearbook, Part II of National Society for the Study of Education, (University of Chicago Press, Chicago, 1949), p. 128.

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Just as surely, the teacher must employ different methods in teaching the skills and techniques needed in the various types of reading. To use the same method in teaching literature as is used in teaching work-study or basic reading would prove disastrous.

We do not read literature primarily for information, but for enjoyment. Too often, teachers kill such pleasure by a wrong approach. They probe for details, require inappropriate analysis and turn what should be an exhilarating experience into drudgery. "Literature is for delight," says Dora V. Smith[12] and quotes George E. Newberry. "Literature is not an object of study, but a mode of pleasure; it is not a thing to be known, but to be lived.[13]

David Russell[14] has included in his book, CHILDREN LEARN TO READ, the following table of abilities needed to carry on what he calls work-type reading. Russell states that this table is the work of Marian A. Anderson and Constance M. McCullough.

1. Ability to define specific purposes for reading.
2. Skill in locating information.
   a. Skill in using the table of contents.
   b. Skill in using the index.
   c. Skill in using alphabetical arrangement.

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[12]Dora V. Smith, "Literature and Personal Reading," Forty-eighth Yearbook, Part II, ibid., p. 206.

[13]George E. Woodberry, The Appreciation of Literature, (Harcourt, Brace & Co., New York, 1922) p. 14.

[14]David Russell, op. cit., p. 225.

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d. Skill in using dictionary or glossary.
e. Skill in using an encyclopedia.
f. Skill in using a card file and other techniques for locating information in a library.
g. Skill in using maps, charts, graphs, tables.
h. Skill in using pictures.
i. Skill in skimming.
j. Skill in using headings and other typographical aids.

3. Ability to select and evaluate information.
   a. Ability to select suitable sources for information.
   b. Ability to distinguish between revelant and irrevelant, important and unimportant information.
   c. Ability to recognize the difference between fact and opinion.
   d. Ability to judge the validity of one's information.
   e. Ability to use several sources to solve a problem.
   f. Ability to judge the adequacy of one's information.

4. Ability to adjust the method and rate of one's reading to one's purpose and the nature of the material.

5. Ability to comprehend and organize what is read.
   a. Ability to find the main idea.
   b. Ability to see the sequence of ideas.
   c. Ability to find details.
   d. Ability to do organized reading, draw conclusions, see relationships, and make inferences.

6. Skill in using information.
   a. Skill in following directions.
   b. Skill in taking notes.
   c. Skill in classification.
   d. Skill in outlining.
   e. Skill in summarizing.

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# CHAPTER III

## CHILDREN'S READING INTERESTS
## WAYS OF DISCOVERING THEM

Since the beginning of time, the race of man has responded to a good story. Our ancestors gathered around their fires and listened to tales of great exploits, adventures, and beauty; some of which are listened to today with great pleasure. The great epics that come from the shadowy past, the folk tales, the fables, the myths and legends, were all first presented orally. By such means, the young were instructed in the mores and culture of their people. By such verbal means, knowledge was passed on, and no child of the past ever reveled in story-telling more than does the child of today.

Here, in this intense story interest lies the key to the teaching of reading. Let the child learn that the written word can give the same keen pleasure that the spoken one can. Let him learn that he, himself, can unlock all the mystery, humor, adventure, all the wisdom and loveliness that resides in books.

How is this to be done? First, by placing books in the hands of children when they begin to notice pictures. Read or tell them the story that the picture relates. As their interest and ability increase with age, the stories should grow in length and detail, and printed word. By the time the child enters school, he should be fully aware that



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the printed word is a symbol for the spoken word, and that printed words can tell stories. If this has not been done for him at home, then it must be done for him in a readiness program at school, or he will have little stimulation to learn to read.

> If only the mothers in their eagerness to prepare the children for school, would read to them, share with them as delightfully as they can, some of the beautiful stories and poems for children! What a help that would be to the teacher! It has long been known that the more stories the children have learned, the greater their interests in books, the richer their experiences, and the deeper their understanding, the more easily and happily they will learn to read.[1]

It will soon be discovered that first grade children have differing interests in stories. Some will like fairy tales best, while others will enjoy stories of animals or machines. As their age increases, so should the span of their reading interests increase. Also, a greater variance of reading interests should be found.[2]

If the teacher is to make use of this great motivation for learning to read, then she must know the approximate reading interests of children at different age levels, and, also, know personally the reading interests of her own

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[1] Elizabeth M. Jenkins, "Developing Independent Readers in the First Grade," Elementary English, Vol. 27, pp. 145-154.

[2] Emmett A. Betts, "Adjusting Instruction to Individual Needs," Reading in the Elementary Schools, Forty-eighth Yearbook, Part II, National Society for the Study of Education, p. 277.

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individual pupils. For, it is the needs and interests of the particular children she is teaching which must be met. To a large degree, a child's needs help produce his particular reading interests. One child may feel the need to know where the chipmunks he sees in the summer spend the winter. Another may be interested in reading about the life of Davy Crockett, while a third child may want the relaxation of a humorous story or the pleasure a singing poem can give.

As one author says:

> Reading is not per se a matter of great value. It is of importance only when it is serving a significant purpose . . . When I want to understand something which those near cannot tell, or have not the time to tell, it is important that I be able to read and that I have an attitude toward it which will lead me to undertake that action. . . If we keep clearly in mind the purpose of reading--to supplement the knowledge, emotions, and undertakings which we sometimes gain by talking to others, by communication with those who are distant in time or place or both--it becomes evident at once that personal differences must be highly important factors in reading. . . Not only is reading, therefore, an individual way of behaving, but its necessity, its reason to be, lies in the lack, the cravings, the curiosities, the ignorance, if you will, of the reader, as well as the peculiar experiences which he wishes to utilize or repeat. . . With reading, therefore, the basic question is: What does this child, or man, or woman, desire and need to know, to feel, to understand, and which of these experiences appropriately comes from reading?[3]

---

[3] Lou La Brant, "Promoting Reading Interests and Tastes," Adjusting Reading Programs to Individuals, Proceedings of the Conference on Reading Held at the Univ. of Chicago, Vol. III, edited and compiled by W. S. Gray, No. 52, Oct. 1941, Univ. of Chicago Press, Chicago, Ill., pp. 223-224.

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There are at least two avenues open to the teacher in this matter of exploring children's interests. First, she may utilize the experiences of others by reading the many excellent articles in the educational magazines on this subject. She may also note what different reading authorities have to say on the subject in their various books, lectures, and conferences. She should know what research has been carried on in discovering children's reading interests and she should know what has been ascertained by such research.

The second avenue to explore in this search for knowledge of children's reading interests is through direct observation of and contact with children. By noticing their hobbies, their conversations, the books they take from the shelves, by conference with the individual child, through questionnaires, and keeping records of their activities, she can learn much about each pupil.

## WHAT OTHERS HAVE LEARNED ABOUT CHILDREN'S READING INTERESTS

Lewis M. Terman and Margaret Lima published an account of their study of children's reading interests in 1925. They found:

> What children read usually depends as much upon what is given them as upon their own individual interests. Nevertheless, there are certain well-defined tendencies in reading interests that change

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as a child's experiences grow and his imagination and reasoning powers develop.[4]

This is a summary of the reading interests cited by Terman and Lima. They are listed for the different age levels:

1. Before Five: An interest in picture books, jingles, Mother Goose, and the talking beast type of nature and animal stories.
   PETER RABBIT LITTLE RED HEN

2. Six and Seven: Still enjoy Mother Goose and picture books. Chiefly interested in nature stories, little books about animals, trees, the flowers. They think of animals and natural forces as talking and acting much as they do. Thornton Burgess books very popular with this group.

3. Eight Years: Fairy tales have highest interest at this age. Beginning interest in real life.

4. Nine Years: Interest in fairy tales continues, especially for girls. Boys becoming more interested in stories of real life. Reading is used to satisfy curiosity. Golden age at which to encourage the reading of real literature.

5. Ten Years: Boys show marked falling off of interest in fairy tales, girls less so. Books of travel, adventure, other lands popular. Beginning interest in biography. Boys begin to read books on mechanics, inventions. Some myths and legends read.

6. Eleven years: Boys revel in series books, tales of adventure and mystery. Interest in science and invention increases. Declining interest in animal and nature stories. Girls read mostly of home and school life, still like fairy tales and animal and nature stories.

7. Twelve Years: Reading interest at its highest. Biography induced by hero worship popular. Girls

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[4]Lewis Terman and Margaret Lima, Children's Reading, (D. Appleton and Co., New York, 1931), p. 31.

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still interested in stories of home and school life; boys in more sensational adventure. Girls begin to read so-called adult fiction.

8. Thirteen years: Distinctively new interests seldom develop at thirteen. All former interests intensified.

9. Fourteen years: Adolescence well advanced, and most children are turning to rather specialized interests. Girls of fourteen show decided maturity of tastes.

10. Fifteen years: Reading interests show a decided decline due to competitive interests. Both boys and girls show a more adult interest. Girls read the romantic novel, boys follow hobby interests and read more technical material, some fiction also.

11. Sixteen years: Very slight difference from adult interests. Interests becoming more and more individual and specialized. Now no central tendency or trend of group interest.

May Arbuthnot declares children reject those books which do not interest them and choose those which do, often in direct opposition to adult guidance. They often appropriate for themselves adult books or books written for adults. She cites My Friend Flicka as a more recent example of this. She summarizes her excellent discussion in this manner:

> These, then, are the types of books children have seized upon because such reading meets some of their basic needs: stories about animals, hero tales, poetry, fairy tales, realistic stories, sheer nonsense, and all types of informational books. These indirectly, but nonetheless effectively, help them to meet their needs for security, belonging, loving, and being loved; and directly help them satisfy their needs for knowing, enjoying change and play, and finding aesthetic satisfaction.[5]

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[5] May Arbuthnot, Children and Books, (Scott Foresman and Co., 1947), pp. 27-30.

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Marie Rankin[6] reports much the same interests as those listed by Terman, Lima, and Arbuthnot.

The interests of slow-learning children and those of average or gifted children do not differ much, but the age at which they exhibit the varying interests does. Slow learning children have the interests of children two or three years younger than themselves.[7] However, bright children do more reading than slow children.[8]

Primary children, both girls and boys, have much the same reading interests but by nine years of age a divergence of interests appears between the sexes, and continues widening until maturity sets the many varying reading interests.[9] Thorndike[10] found sex differences in reading interests but adds that boys seldom read books classed as girls' books, but that girls often read so-called boys' books.

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[6] Marie Rankin, Children's Interests in Library Books of Fiction, Bureau of Publications, Teachers College, Columbia Univ., 1944.

[7] R. L. Thorndike, Children's Reading Interests Based on a Ficticious Annotated Title Questionnaire, Bureau of Publications, Teachers College, Columbia Univ., New York, 1941.

[8] Mary Lazar, Reading Interests, Activities, and Opportunities of Bright, Average and Dull Children. Contributions to Education, No. 707, Bureau of Publications, Teachers College, Columbia Univ., 1937.

[9] Terman and Lima, op. cit., pp. 31-45.

[10] B. L. Thorndike, op. cit.

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Betzner and Lyman[11] warn against accepting the reported investigations at full face value. Many studies, they say, have been loosely controlled, and seldom have the children been adequately exposed to wide varieties of reading materials. As a result, the studies probably do not clearly indicate the free choices of the group studied. Also, the older studies do not show changes in children's interest due to the many changes in children's books made in more recent years by both publisher and authors.

Russell, after quoting Terman and Lima's findings, observes:

> The summary above may not give sufficient place to children's interests in animal stories. Because of the more recent development of children's books with factual background, it does not mention as early as it might children's interests in stories about trains, airplanes, steam shovels, and other signs of a mechanized world. Certainly, too, older children are reading considerably in magazines and newspapers not mentioned in this study.[12]

It is also true, that the widening interests of girls due to women's broadening field of interests and activities have not been considered. Social taboos and restrictions are being lifted. What was considered clearly outside the feminine sphere of interest and activities a generation or even a decade ago, is now receiving women's attention. Girls are becoming more interested in science, nature and mechanics.

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[11] Betzner and Lyman, "Reading Interests and Tastes," The Teaching of Reading, A Second Report, Part II, Thirty-sixth Yearbook of the National Society for the Study of Education, Public Schools Pub. Co., 1937.

[12] David Russell, Children Learn to Read, Ginn & Co., Chicago, 1949, p. 257.

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They enjoy this material presented authentically. They are also interested in biography and aviation and vie with the boys in athletic interests and activities.

But certainly the following statement is as true today as when it was first made:

> There are certain elements in literature which children always desire. The first is action, the second human interest, and the third is imaginative appeal.... They prefer direct discourse to indirect. They like colorful descriptions, and names for everything. They like to have the time and the place for the story clearly indicated so that they can easily picture the scene in their own minds. They like humor but it must be the funny incident kind. . . They will not tolerate preachings or moralizings. . . Finally, they demand sincerity. A genuine unaffected treatment of whatever subject is chosen.[13]

Poetry is a part of any literature program. Children enjoy it if proper selections are made, unless it is spoiled for them by some wrong approach.

As Smith[14] says, "Poetry is for enjoyment," but sometimes teachers, or some teachers at least, forget that. They may require distasteful memorizing or dissection of a poem--either defeats its own purpose--that of teaching children to enjoy poetry. This has been done to such a degree that many children believe they dislike poetry, when in reality all that they dislike is their experience with poetry.

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[13]Terman and Lima, op. cit., p. 16.

[14]Dora V. Smith, "Literature and Personal Reading," Reading in Elementary Schools, Forty-eighth Yearbook, Part II National Society for the Study of Education.

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Leland B. Jacobs[15] believes that teachers can give poetry back to children by reading and reading poetry to boys and girls. He believes this poetry should be a joyful experience, shared by the group. He emphasizes that the poetry read should be good poetry. Here are several of his guides to good poetry which he states are almost sure to produce that "read it again" attitude.

1. Children enjoy poetry that produces that exhilarating sense of melodious movement. . . A child needs activity, not only in a physical sense, but he also enjoys and understands vicariously that which helps him to experience with his total being. Walter De La Mare has called this the "tune and runningness of the poem." Examples: Grand Old Duke of York, The Woodpecker, Sea Fever.

2. Children like poetry that makes the commonplace, work-a-day experiences of life vibrant. The child is a "here and now" child, a realist, he creates new meanings out of ordinary, everyday events.

3. Children like poetry that tells wonderful stories. Narrative poems--Pied Piper.

4. Children enjoy poetry that brings health-giving laughter. "Sheer perception of funny people, funny sounds, funny situations, and the like are the essence of childhood."

5. Children like poetry that sings its way into their memories. Lyric quality.

## ONE TEACHER'S EXPLORATION OF PUPIL INTERESTS

The alert teacher, interested in discovering her own pupil's individual interest, will find several ways of doing

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[15]Leland B. Jacobs, "Poetry for Children," Elementary English, Vol. 27, March 1950, pp. 155-157.

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this. She will be on a constant search for such clues in the children's conversations, hobbies, activities in the school room and on the playground. Perhaps a field trip will give her insight into a particular child's interests. On one such trip, it was noted that Sara was very much interested in the birds she saw. It was easy to direct her to excellent material, both factual and fanciful, to satisfy her curiosity and pleasure in birds. She learned to use an encyclopedia and greatly enjoyed the unit in it on birds.

Kent brought to school an airplane model he had made. The children flocked around him. This incident led to much reading on the history of aviation, what makes planes fly, how planes are made, famous men and women aviators, and some aviation stories.

The teacher will profit by keeping a record of the different interests displayed by her pupils. She will need this to direct their reading and as a basis for expanding their interests.

The home often supplies the clue needed. After working for some time to discover Danny's interests, his mother supplied it in a conversation with his teacher. "He likes to know about pre-historic animals and about the stars," she stated casually. Prehistoric America was the book needed to start an indifferent, disinterested reader on the road to success.

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There are times when apparently the best efforts fail to discover what will stimulate a child to read. Then, through some accident or unplanned event, the miracle seems to happen; and the child exhibits a keen interest in some subject or story. Perhaps this is a matter of reading readiness. It may be that a retarded reader must get the mechanics of reading well enough in hand that they offer no obstacle to his reading comprehension and enjoyment. Perhaps, too, he did not have the experience background needed for voluntary reading. One such case was Sally--for five months she had struggled with simple books. She showed no particular interest in any type of story or poem. Her interests were narrow in things other than reading. Suddenly, one morning, she appeared in school a changed girl. She had read one whole book through in one day and had made a report on it. To her it was a miracle and everyone had to hear of it, both in her own room and throughout the first floor. She stopped pupils and teachers in the hall to tell them about it. "I can't believe I could do it! What do you suppose Daddy will say when he gets home? Did you think I could do it? Mother can't believe it yet, but I did it." So ran the theme of her conversation that day.

The book, which produced the epoch-making event in Sally's life, was none other than one entitled California written by Bernadine Bailey. It is a small book, well written, and illustrated, presenting factual material on the

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state. Sally had once lived in California. This led her to take the book from the shelf.

Before the next two days were over, Sally had read and reported on North Carolina and New York. She could not pronounce all the words or even know all the words, but she did get the meaning and the main points made by the author.

The teacher can only hope that the discovery that she could read and report on a "whole book" in an acceptable period of time will continue to give her the needed stimulus to continue her progress in reading improvement.

The above incident clearly indicates the need for many books on many subjects, at many reading levels, so that the children may, themselves, find what interests them.

Another device to use in discovering reading interests is the interest questionnaire. My Weekly Reader provides such a device in one fall issue of their paper. Teachers can make their own questionnaires quite easily.

Individual interviews, casual conversations often lead the teacher to the desired goal of pupil interest.

But, after discovering the interests of her pupils, the teacher's task is not complete. She must direct the child to satisfying materials, she must enlarge and broaden the child's reading ability, interests, and appreciations. Russell sums it up by saying:

> In school the teacher has a dual task, to capitalize on a child's present reading interests as motivation for reading and other learning and to redirect old interests and stimulate new and

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productive ones. The reading program is one of the best ways of changing many potential interests to active ones and of developing new and broader interests.[16]

[16] David Russell, Op. Cit., p. 249.

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# CHAPTER IV

## SELECTING SUITABLE READING MATERIAL

### TYPES OF MATERIAL NEEDED

In any unselected grouping of children, a wide range of reading ability is found. Progress of the group in reading only widens that ability range. This is true because the superior reader increases in reading skills, techniques, efficiency, and ability much faster than a slow reader. Also, he has much greater capacity for improvement than has a less gifted child.[1] As the children progress through the grades, one expects then, to see an ever-increasing span between the scores made by the capable reader and the scores made by the less capable reader.

Russell says that this is "not exceptional, but the usual and characteristic range of abilities found." He continues:

> Every reading survey that has ever been made suggests that it is usual and normal to find a wide range of reading abilities at any one grade level and that the range tends to increase as the children advance through school. A teacher cannot eliminate these differences; she can only try to meet the existing problem in the best way possible.[2]

In any reading class above third grade an ability range

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[1] Miles Tinker, Teaching Elementary Reading, (Appleton-Century Crofts, Inc., New York, 1952), p. 13.

[2] David Russell, Children Learn to Read, (Ginn and Co., Chicago, 1949), p. 330.



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of about six grades is usually found. The Iowa Silent Reading Test[3] showed such an approximate range in the Whittier fifth grade the fall of 1952. The grade equivalent range was from 3.4 to 7.9 and the age range corresponded, being from 8.0 to 13.2. The individual results on the separate units of the test showed an even wider range in grade scores and age equivalents, as the accompanying table shows.

Such differences in reading ability should mean that a wide range of reading materials be provided to meet the varying pupil abilities. At the same time the reading abilities are being met, the interest abilities must be cared for.

To accomplish this for the poor reader is sometimes difficult. While it is not always true, often those pupils making the lowest scores are older than their classmates. They are the low-ability children who will never be able to make the progress in reading that an average child will. By the time they reach the fifth grade, they often have a history of a non-promotion or two. The interests, as was noted earlier, of gifted, average, and low-ability children are much the same except that the low-ability or slow-learning child reaches the same interest level at an older age than most children do. This means that the slow-learning

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[3]Iowa Silent Reading Tests, New Edition, Revised A.M., Elementary.

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child, who is over age, has about the same reading interests as his faster-learning younger classmates, but does not possess their reading ability. To provide these children with material they can read and which is, also, interesting to them is necessary. Much has been done to help teachers do this, but more material of this type is still needed. For instance, Treasure Island is now available at about third or fourth grade vocabulary level. Some science material, biography, and like materials, are also written in simple, easy-to-read style.

The needs of the entire class must be kept in mind when the reading material is being selected. Some material must be above fifth grade vocabulary and interest level, so that the superior readers will find challenging reading situations, as their ability and interests are above that of children of their chronological age. Since these varying interests and abilities exist, the teacher must make provision for them when she selects reading material for the group.

Also, the needs of the children must be considered, the humorous story for the day when things are going badly, the poem that takes them out of the common-place or difficult conditions of life into pleasanter contemplations. This means that much of the material selected must be of literary value. Good literature can provide for the varying needs of children, give them release from certain cares, help them to understand their own problems, and to feel a sympathy

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for the problems of others.

Literature, Dora V. Smith[4] maintains, gives a heightened quality to familiar experience, broadens and deepens understanding, opens to children the common culture of children everywhere, offers an escape from the humdrum activities of everyday life, gives them the courage to face difficulties, the wisdom needed for everyday living, and helps boys and girls develop esthetic appreciations.

Another author put it this way:

> Books are no substitute for living, but they can add immeasurably to its living. When life is absorbing, books can enhance our sense of its significance. When life is difficult, they can give us momentary release from trouble or a new insight into our problems, or provide the rest and refreshment that we need. Books have always been a source of information, comfort and pleasure for the people who know how to use them. This is just as true for children as for adults. Indeed, it is particularly true for children.[5]

The books selected must provide needed information. They must provide answers to the children's questions which arise from their studies or interests; for instance, questions from their science or content subjects, or from some certain hobby.

To sum it up, the material needed for the group must meet certain requirements. First, it must cover a wide range

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[4]Dora V. Smith, "Literature and Personal Reading," Reading in the Elementary School, Forty-eighth Yearbook of the National Society for the Study of Education, Part II, pp. 205-252.

[5]May Arbuthnot, Children and Books, Scott Foresman & Co., Chicago, 1947, p. 2.

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of interests, including factual and non-factual material, such as science, biography, travel, history, myth, fiction, poetry, legend, short stories, plays, and children's magazines and newspapers.

Second, it must be high quality reading material with strong interest appeal for children of varying abilities. It must challenge the reading abilities of the best readers, yet provide for the success of those having reading difficulties.

Finally, this material must be presented so that the child experiences what he is reading--feels the emotions, sees the sights, hears the sounds, and in short, lives the experiences vicariously.

In order to do this, the selections must satisfy the particular interests of the group using them. To read must be fun or pleasure for the child and the material must be understood with relative ease.

## THE TEACHER AND CHILDREN'S BOOKS

Probably the two things that influence children to do much reading are easy access to many types of reading material and enthusiastic adult guidance in stimulating and developing right reading attitudes. So, after the teacher has provided an excellent selection of material to be read, she has not completed her task. If her purpose, that of developing eager efficient readers, is to be attained, she must

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guide her pupils into reading the material. In other words, the job is not done when she has "led the horse to water," she must also, by means of her enthusiasm and child knowledge, induce the "horse to drink." She must know the right book for the right child.

The best possible way to know a book, a text, or a poem is to read it. That is just what the teacher should do. She should read and read children's books and magazines. Her own childhood experiences with books are not enough. New books are being published in large numbers each year. She must keep abreast of these.

Dora V. Smith says:

> Only by first-hand knowledge of both books and boys and girls can the teacher adequately grasp the opportunities which are hers as a director of both personal and group reading.[6]

Smith also feels that the teacher must have a sense for the appropriate time to introduce a book, or, that is, be able to present the right child with the right book at the right time.

There are many ways in which a teacher can help herself to become acquainted with children's literature. She can use book catalogs, book reviews on children's literature in magazines and newspapers. There are also good programs on children's literature given over the radio. By studying

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[6] Dora V. Smith, Op. cit., p. 210.

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library records of book withdrawals, she can learn something about a book's popularity. She can read the Newberry books and know the Caldecott books. She can keep lists of children's books, indicating the author, publisher, and field it is in. The date of publication would also be helpful to know at certain times.

Separate lists of books which will supplement the various subjects are useful. These are best listed with the unit they supplement. As in history, list under the Unit, The Westward Movement, the books which best supplement it, such as: Carr's, Children of the Covered Wagon; Daughterty's, Of Courage Undaunted. In a science unit, Prehistoric America, a Landmark Book, would supplement the unit on prehistoric animals and plants.

There are excellent anthologies of children's literature. Properly used, they are an excellent source of material and a good guide to children's literature. However, a teacher should not try to acquaint the children with various literary selections by reading the material selected for the anthology and never presenting the whole book or poem represented in the anthology. In trying to meet certain literature tests, teachers have been guilty of such actions.

Following are some of the guides and aids which were used in selecting material for the Whittier Fifth Grade.

1. Arbuthnot, May Hill, Children and Books, Scott Foresman and Co., 1947.

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2. Eaton, Anne Thaxter, Treasure for the Taking, Viking Press, N. Y., 1946.

3. The Children's Catalog, Compiled by Giles, Cook, and West, Standard Catalog Series, H. W. Wilson & Co., New York, 1946, (seventh edition).

4. Rankin, Marie, Children's Interests in Library Books of Fiction, Teachers College, Columbia University Contributions to Education, No.906, Bureau of Publications, Teachers' College, Columbia University, New York, 1944.

5. Terman and Lima, Children's Reading, D. Appleton & Co., New York, 1931.

6. Walraven, Hall-Quest, Teaching Through the Elementary School Library, The H. W. Wilson Co., New York, 1948.

Other possible aids are:

Arbuthnot, May, Too Good to Miss.

The magazine called "The Horn Book."

Smith, Dora V., Book Ladders.

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# CHAPTER V

## INTRODUCING THE PROGRAM TO THE GROUP AND AROUSING PUPIL INTEREST IN THE PROGRAM

School opened on Tuesday, September 2, 1952. This first day was given over to enrolling and sectioning the Whittier fifth grade.

Next morning when the children of the $5^1$ class were settled in their own room, they were allowed time to become acquainted with their new classmates and teacher. During the conversation, which centered around their summer activities and adventures, the teacher also was attempting to acquaint herself with her new pupils. She was principally concerned with tying name, and interests displayed, to the right child.

Later in the day, the teacher briefly outlined to the class the various things which would interest them in fifth grade. For instance, their follow-up of fourth grade history would tell them how the colonies became the United States, and how the United States finally grew so large that it reached from the Atlantic Ocean to the Pacific. She also made a statement that they would find their history as interesting and exciting as the thrillers in the funny books. In order to prove this, the children were told of John Colter's race for life and the terrible journey he had to make to the fort on the Big Horn River. That such exciting things had happened in Montana, and at a place where some of



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them had been, was very interesting to the pupils. They immediately wanted more such stories. This created an opportune time to introduce the reading program planned for the year.

"You will be reading many such stories to yourselves this year," the teacher told the children. "You will have much time to read about things which interest you. Many books are in the room and more will be gotten. You may choose the one you wish to read, or, if you wish to read a story from Child Life, our Junior Red Cross Magazine or some other magazine or newspaper, you may. You won't be expected to all be reading the same lesson in some reading text. If Larry wants to read a science story at the same time Donna is reading a pioneer story, and Sara is reading to learn how to make puppets, that will be all right."

"At certain times, some of you, or all of you, will have reading lessons together. For example, we will all study together to learn how to use the index of a book. However, you will more often be reading individually."

The expressions on the children's faces varied. Some looked rather puzzled, others pleased, but nearly everyone seemed interested. Questions were asked, and before the discussion was over, the pupils were somewhat acquainted with the idea of much time for reading on their own interest and ability level, or as they termed it, "reading what we want to read."

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A few of the pupils soon seemed to lose interest in the idea of reading. They took little or no part in the conversation. Mental note of this was made and their names were recorded when the period was over. Undoubtedly, these were pupils who had never found their reading experiences very interesting or satisfactory. This later proved to be the case. Although they were intensely interested in hearing a good story, or in being read to, they immediately became indifferent if any mention of their reading was made. There will be further comment on this later.

During the next ten days, an endeavor was made to become acquainted with each child's reading efficiency. Pupil vocabulary was checked by using the Dolch word list. Speed, comprehension, and various other reading skills were checked by giving the Iowa Silent Reading Tests. Each pupil's phrasing and fluency was noted during oral reading.

A record of such information secured was kept for each child, along with the score the child had made the previous April on the Metropolitan Reading Test.

During the time the teacher was discovering each child's reading ability, she was also becoming better acquainted with his reading interests.

Also, during this preliminary period, many mothers met with the teacher for forty minutes previous to the first PTA meeting. A part of this time was used to tell the parents of the plan for teaching reading that term. The program

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seemed well received which pleased the teacher, who realized that the program was unlikely to succeed if parents were dissatisfied with it.

The first day in their own room, the children had found many books on the reading table. They were encouraged to look at them, talk about them, and if they cared to, begin reading them.

Roland lost no time in beginning to read. Bob, Jean, and Kent soon followed his lead. Others were more cautious. Sally and Leon, in particular, seemed only interested in pictures. The teacher made no attempt to force any child to read.

She did, however, try to create in the children a desire to read by reading much to them. Sometimes she selected a particularly exciting event in a certain book, for reading. After such a taste of the story she would place the book back on the table. Such baiting of the children did result more and more often in the book being read by one or more children.

A wide variety of materials was read to the children, including such examples as myths, nature or science stories, poetry, fiction, biography, and stories of pioneer life. The children particularly enjoyed the Greek myth of Pegasus, the Winged Horse.

The books were displayed as well as possible on the reading table, but there was much to be desired in physical

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cquipment and space for the proper placement of the books. The room was small, approximately 22 x 22 feet, and although the class at no time consisted of more than twenty-three pupils, there was room for only one table. This meant that often it must be used for some other purpose such as an art project. There were no open book shelves available until February, when the room was given a small, open case, which was a great boon. The supply cupboard under the windows could not be used, as it was so low the children had to crouch to look into it. The top was used for book display. In one corner of the room was a small book cupboard, designed for use in the primary grades. It, too, was small and dark and the shelves were too close together to hold an average-sized book. One shelf was knocked out and some of the books were then placed in it.

With such physical equipment, it was not possible to arrange books as desired; for example, a science and nature corner, a fairy tale and myth nook, or even an attractive reading corner. Each part of the room, not filled with a necessary desk or a table, was needed for passage way.

The bulletin board space was used for social studies or science displays, pictures of interest, art work, and for putting up book jackets and illustrations which would interest the pupils in certain books. Often, the social studies displays led to reading interests. For example, the Hancock Life Insurance series of pictures and articles on famous

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men led to interest in reading biographies or about inventions.

The Scott-Foreman's pictorial map of historical and folk story characters held the children's attention for some weeks. This caused the children to read stories about Wild Bill Hickok, General Custer, Pecos Bill and Paul Bunyan, as well as the poem of Johnny Appleseed.

Although the teacher's knowledge of her pupils was still meagre, the reading program was launched the second Monday of school, September 15.

Each child was asked to choose a book or story to read. Many were able to do this without help from the teacher. Others hesitated until encouraged to make a choice.

As expected, some children did not make a suitable selection. Leon soon found that the book he had taken contained too many difficult words. He was allowed to return the book and with teacher help choose one he could read. Others found they did not like their story. They, too, were allowed to return their books and choose others. As time went on, the children became more and more capable in selecting books which suited their vocabulary level and interests. As their ability to read increased, they chose books with more difficult vocabulary. Then, too, they were guided into "different kinds" of stories. If Joe had been reading many animal and horse stories, he was shown a book on the gold rush or pony express days. Likewise, if Harriet

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had been reading myths and fairy tales, she might be guided into reading a story of children of Norway or Mexico, or a biography which would correlate with their social studies. Many of the pupils responded by reading more varied material. The reading design, described later, was very useful as they could, without help, examine their circle and chose a new book to read accordingly. Often, they brought their circle to the teacher saying, "Do you think this," indicating a certain book, "is what I would like to read? Will it go in this?" pointing to a segment of the circle they wished to start filling.

Effort was made to have available the right material to supplement the work being done in the grade. When the Louisiana Purchase was being studied, the teacher read Daugherty's Of Courage Undaunted to the class. This was too difficult a book for the pupils to read, but with the teacher revising a few paragraphs as she read, they all enjoyed it thoroughly, especially the poem on stewed dog.

The children were directed to stories of the Lewis and Clark expedition contained in the various reading texts supplementary histories, and library books.

Carr's Children of the Covered Wagon was read to the class during the study of the Westward Movement. Again, much supplementary material was available for the children to read, such as: Hester and Timothy Pioneers, Caddie Woodlawn, Away Goes Sally, and The Little House in the Big Wood,

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The Little House on Plum Creek.

Many books were found which supplemented their study of the geography of the United States. Donald Duck Sees the U. S. The series of Bailey books on the different states, Pyne's Little Geography of the United States, are all good.

As the children studied about the different natural regions, climate, and resources of the United States, many questions were asked which a science book could answer.

In fact, an effort was made to have material at hand to satisfy their many questions and needs, both in and out of school. There were books available for pure enjoyment, too.

From the very beginning, the children were asked to record every book they read on their reading circle. This is a device called My Reading Design, published by the News Journal, North Manchester, Indiana, (reading design in the appendix). The purpose of this reading is to encourage children to read in many interest areas; in other words, to increase their reading interests.

The use of the reading design first led to rather disastrous competition. The children apparently took this as a challenge to record as many books in as many different areas as possible, whether or not they had actually read the book. This race was stopped in its incipiency by a rather unsympathetic teacher.

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After several conversations on the matter, the children began to realize they were not in competition with each other. They appreciated that they were to compete against themselves. If they actually wanted competition, they could improve their own records of reading interests and abilities. The circle would help them to do this by showing them how many books they had read and in how many different fields, or, as they spoke of it, "about how many different things."

Before long, most of the children enjoyed using their reading circle which proved to be a great help in actually showing the children where they needed to spread out in their reading interests. The vacant segments were right there to declare the child's neglect in that area. Of course, no child made all the improvement that could be desired in increasing his interests, but many did show quite an improvement.

The teacher, also, kept a record of each child's reading. She gave two marks for each book read and reported on. The report could be made orally or in writing. At times, the children pushed their seats into a circle and talked about the books or stories they were reading. When this was first tried, it was not too successful. The children felt stiff and embarrassed and could think of nothing to say. Luckily, Roland had no such handicap. He told some interesting events from the book he was reading. The other children still hesitated to ask questions or to comment.

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Finally, Leon took the plunge and reported a funny incident from the simple story he was reading in the book called Tall Tales. This was a complete surprise to the teacher and probably to the class, too. Leon, very likely, had the greatest reading handicap of any child in the room. It was hard for him to equal his younger classmates in any school activity; yet, here he was, helping to act as leader for the class. He had told the story well, too. Several children commented and asked questions, which were satisfactorily answered. The event was good for everyone concerned, teacher included. Leon gained a certain self-respect and group acceptance he had never quite had before. The teacher felt an admiration for a boy who had the courage and simple dignity to face a rather difficult situation so well. As time went on, this discussion of what they were reading became one of their favorite ways of "sharing their books."

As the children talked, the teacher noted the book and what the child had to say about it, and recorded a mark accordingly. This mark consisted of two parts, one mark for reading, and one mark in English. The reading mark was on the report of the book, the English mark was on his delivery, English, voice, and whether or not he interested his audience.

Written reports were marked in the same way--one for the book report, the other on his written English, paper form, punctuation, capitalization, and spelling.

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This double marking encouraged the children in their language work. They had an actual purpose in learning to talk well orally and to learn proper punctuation, capitalization, paragraphing, and all that goes to make a good written report. They realized this would help them make their book reports. Making reports was, also, an incentive to learn how to summarize and to make simple outlines. Many actually seemed to enjoy it.

One of the best means for keeping interest in the reading program high was a set of new books. Interest waned if the book table and shelves were allowed to grow stale. A new set of books was the proverbial "shot in the arm."

The program of free reading could not be carried on to the neglect of certain basic work which must be given in the fifth grade. Consequently, such a lesson would be given to the class, or to the children requiring it, as the need arose.

The following things were taught to the whole group: techniques for using the dictionary and encyclopedia, including the use of guide words; use of the table of contents, chapter headings, topics, and sub-topics; indexes, and copyright dates of books. They were given training in reading for the main thought of a paragraph, and skimming for an answer. The various skills needed for work-type reading were emphasized, such as reading to follow directions, reading

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to prove a point, skimming to find a certain fact, being able to list things in consecutive order, and getting the main thought of a paragraph or group of paragraphs. They were given some help in phrasing and in increasing speed and comprehension. Gates-Peardon test books were used for the latter work. Word meaning in context was emphasized. Work was done on syllabification and in knowing the usual sound of the vowel in an open or in a closed syllable.

Individuals who needed it were given phonic or word attack techniques.

The text, Following New Trails, was used for much of this type work. The content subjects are also excellent material for teaching much of the above work and for summarizing and simple outlining.

To sum it up, individual and group work was given as needed to develop efficient readers.

The teacher now realizes many ways in which she could have improved her methods in handling the program. Another year of such a reading program would probably reveal many more ways to improve it.

A discussion of children who did not feel much urge to read and of ways to improve the program will be given in a later chapter.

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# CHAPTER VI

## METHODS OF CHECKING READING AND PROVISION FOR SHARING READING EXPERIENCES

Throughout the entire year's program, a careful check was made on each child's reading, both as to the amount of reading done, and the comprehension of the material read. This seemed necessary for various reasons. First, as is usually true in any group, some of the children tried to get credit for work not adequately done. They turned in books which they claimed to have read. A few questions showed that if the books had been read, they had not been comprehended. Secondly, since the aim was to increase reading ability as well as to stimulate wide reading, some check of comprehension must be made, as comprehension would tend to show if the child possessed reading skill or was improving in such skills. In the third place, the children themselves seemed to feel a need for such checking and evaluating of their reading. Apparently, it gave them a sense of purpose, a goal to reach, a sense of completion of a piece of work. Perhaps it helped them organize their thinking about, and their evaluating of the book. In any case, they never failed to ask for oral discussions or report period if any delay occurred in holding such a period. They were equally faithful in making the written reports for which they were asked. Some children preferred to write a report rather than to report orally; others preferred the oral



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method. All the children were asked to make both types of reports. To be able to say that all children became expert at both oral and written reports, would be pleasant, but untrue. However, all children did benefit, some to a large degree, in their ability to write and speak well. In an earlier chapter, it was mentioned that this reporting provided stimulation for the English period. Beside that, the oral periods were pleasant to both pupils and teacher.

At the beginning of the year, the teacher prepared some "report cards" which she hoped would lessen the burden of reporting by making it less time-consuming. There was a separate card for each book. The Little House in the Big Wood had on it several questions to be answered. The questions were so constructed as to require a thoughtful answer which would necessarily show comprehension of the essential points of the story. The card for Rufous Red Tail had a skeleton outline to be filled in, while the one for Singing Wheels gave main topics and sub-topics under which sentences summarizing the book could be placed. When a child had read a certain book, he would ask the teacher for the card on that book and so prepare his report.

However, these cards did not prove to be very useful. They may not have been satisfactorily designed to serve their purpose. Much experience is needed to make such cards actually test what they are supposed to test or evaluate. Secondly they often did not suit individual children's ideas of how

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they wanted to report on that book. Also, after a child or two had used a certain card, it lost its interest value. No one cares to repeat what others are doing, if they can think of a new way and especially not if the new way pleases them more. And, lastly, when many books new to the teacher were brought in, she failed to get new cards made for all of them.

It is true that these "report cards" were valuable in helping lost children get started on their reporting and in helping to teach simple outlining and summarizing. The fact remains that the better readers and reporters soon discarded them and few children used them over a long period of time.

The usual written report gave title and author of the book, then it might summarize the story, give a certain exciting event or incident in the book, or tell why the child had enjoyed it. In the oral reports, the pupils were encouraged to sell to their listeners the idea of reading the book. By this method they did not summarize or "tell the whole story" as that would spoil the incentive to read the book. This was hard for some children to learn to do, as to them, each little detail is as important as the main events. They feel they must plod through these details to the very end of the story. With practice, they did make progress in picking the important events and laying the scene of the story and then telling some tantalizing part which would

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stimulate their classmates to read the book.

This being able to pick the main points, or facts, or events of a story, and of relegating the unimportant to its proper place, was one valuable learning encouraged by both written and oral reporting.

The conversation periods mentioned earlier were another means of checking the reading the children were doing. This became an activity which they particularly enjoyed. They liked sitting in a circle discussing their books.

Dramatization of the stories was tried with not too startling success. Since the reading was being done individually, no two children were reading the same book at the same time. Dramatization requires several characters. A child not reading a certain book would not be interested in dramatizing it, while a child who had read it, perhaps several books before, had very likely become more enthusiastic about another book. Consequently, it seemed difficult to get a "cast" together and few dramatizations were given.

Charades were tried but were not too enthusiastically carried out. Perhaps they are a little above fifth grade ability. It requires quite abstract thinking to carry out such symbolism successfully.

Another method of checking reading was enjoyed by the children. This was preparing a story to read to the class. The children especially liked to do this at holiday times. Everyone prepared a Thanksgiving story or poem to read. They

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enjoyed this exchange of stories so much that they asked to do the same thing at Christmas time and on following holidays. During the year, if a child found something he wanted to share verbatim with the others, he asked to be allowed to stand and read it to them.

The children examined the different supplementary readers and texts and selected the various stories and materials that would correlate with their other subjects. They organized title of book, name of selection, and page number under the different subject and unit headings. This helped them to use tables of contents, topic words, and indexes. This work, also, served to show how efficient they were in the use of such tools.

Beside the above means of checking reading development, the usual teacher-made questions and tests were given over work done by the whole group. The many devices in Following New Trails were used when lessons were given from that text.

The Gates-Pearden Tests were used to check speed and comprehension and to provide means of improving both.

Throughout the year, effort was made to keep the checking of the material read as conducive as possible to stimulation of further interest in reading.

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# CHAPTER VII

## APPRAISAL OF THE READING PROGRAM

The purpose of the Whittier 5[1] reading program was to develop efficient readers who would have the ability to read in many different fields or areas, with enjoyment and understanding. The belief was that this ability to read well would add to their personal development through the knowledge they would procure of themselves, of others, and of their immediate and world environment. Also, belief was held that this ability would afford them much enjoyment and recreation and that the efficient reader has one of the best tools for securing the knowledge he desires.

> Discriminating and intelligent reading is an important factor in education. Children receive their knowledge of life, their education, from three sources: verbal instruction, personal experience or observation, and reading. The child who reads easily and has been taught to seek for himself the information that may be found in books has taken the surest and shortest route to knowledge. He may learn in a few hours facts that the child who does not read may learn only after years of experience or not at all, and he has open to him a wealth of recreation and entertainment that cannot be duplicated in any other form.[1]

A premise on which the program was based was that one of the best ways to become an efficient reader is to do much wide reading.

An appraisal of the reading results was necessary to discover if the hoped-for goal, that of developing efficient

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[1]Terman and Lima, Children's Reading, D. Appleton & Co., New York, 1931, p. 3.



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readers, had been achieved by the program of much wide reading.

There are several ways to evaluate a reading program.

> A reading program may be evaluated in personal terms in relation to (1) its development of interests and tastes, (2) its development of reading abilities and competences, and (3) its effect on children. Each of these categories obviously overlaps and affects the others.[2]

This would mean that a reading program should be evaluated in these several ways to give satisfactory evidence that it had contributed to pupil growth in reading abilities.

How may this be done? First, through observation of the children themselves. Notice if they read eagerly and with enjoyment. Be aware of the number and kinds of books each child has read. See if they desire to share their reading with others by telling what they have read or by bringing books they have enjoyed for others to read. See if they turn to reading in their free time and if they read children's newspapers and magazines. Listen to their conversations about books and decide whether their tastes are good or are improving. Notice activities they carry on which show whether or not they have profited by their reading. Check the children's reaction to the various books they have read. Are they apparently gaining in information and social insight? Do they appear to have enjoyed the books?

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[2]David Russell, Children Learn to Read, (Ginn and Co., Chicago, 1949) p. 364.

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Second, through standardized and teacher reading tests, learn whether the pupils have gained in reading techniques and skills.

Finally, has the reading program contributed to the growth of the whole child? Are the pupils better students in science and social studies, for instance? Has their reading added anything to their character development? Do they know more about their environment? Are they happier, better adjusted children than they were?

Some of these factors are intangibles which are very hard to measure, but an attempt should be made to evaluate them as much as is possible.

## MEANS USED TO APPRAISE WHITTIER'S 5[1] PROGRAM

The first step decided upon was to get the children's general reaction to the reading program they had been carrying on. This was done on March 11. The children were told that the teacher was trying to decide whether or not the reading program was worth while. She asked each pupil to write a paragraph in which they would tell whether or not they had enjoyed their reading this year. They were told: "If you have liked it, tell why, and if you have not, please tell why you have not." They were also asked to answer the question: Do you think it would have been better to have used three or four reading texts and had library period once a week? They were asked to give good reasons for their answers.

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Following are paragraphs the children wrote:

Pupil R. I like reading alone because we do not have reading assignments and it is quiet in the room. It is fun to make reports.

Pupil E. I like to read as we are becuase we can read any kind of book we want. I learned to like reading this way and it is fun to make reports on the book. I learned to write stories better. It is also fun to make reports on the book to the class and to get them to read it. There is also all different kinds of books to read and several of one kind.

Pupil M. I think we learn more this way because we can read science books, about famous men and poepry. If we choose our own book, it would be interesting. If we didn't choose our own book it mite not be interesting. When we make our report we know where the mistake are. Then we won't make them again.

Pupil D. I think I have enjoyed this way of making report and putting it in our reading cirele. That.way we know how many books we have read another thing I have time to read the books I get from the public library and I can have my choice of the books I like.

Pupil G. I like the free reading period we have because we learn more about many different things.

I like the way we are doing it because you can pick out the story you want to and you don't have as much work to do so you have more time to read.

Pupil T. because if we all read the same thing we wouldn't lern anything differnt. I mean like if we all read (My World and Your World) we'll all lern the same thing and we wouldet be able to right book reports. Because we would all know the same thing. That is why I like to do it the way we are doing it.

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Pupil K. I like the separate Reading because I'm a slow reader and other are fast if we all had the same book other get through with thier reading frist and I am still reading. After that they do their assignment and are done with their assginment when I'm doing, then it's time to change and sometimes I'm not done. Another reason is that You can read the book you like to read and your reports are farely fun--You can read the once that are most important to you. You don't have the same book as the other person at the same time.

Pupil F. I like the kind we did last year because they (the texts) have some of all kinds of stories.

All the pupils but one preferred the program of wide reading on their own interest and ability level. Of course, not all the statements the children made could be taken at full face value, for instance: "Reading out of the same book does not help me to use better english or help me to read better." and this: "When we know where the mistake are, then we won't make them agian." But, in spite of smiles occasioned by such statements, the paragraphs showed that the children enjoyed and preferred the program with one exception. They gave good reasons for this.

1. More time for reading.
2. More interesting.
3. Learned about a wider variety of things.
4. Is more enjoyable.
5. They like making book reports.
6. They feel they learn more because they can pool their knowledge through reporting their individual reading.

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7. The slow reader can better adjust his reading to his abilities.

8. They can make their own selection of reading material.

9. They can use books from the public library more.

10. They feel that reporting has improved their oral and written English.

11. They believe they learn more about the things they want to know about.

12. They like using the reading circle and "seeing" the list of books they have read.

The paragraphs seem to indicate, also, that they were actually interested in sharing their book experiences through reporting on their reading, which is an indication of active, healthy interest in reading.

Did the number and kinds of books the children read indicate that they were reading on their own interest and ability level? The following records of individual pupil reading will help decide this. The first record is the largest list of books read by any one child in the room. However, that is a little misleading as some children read more short stories or magazines. No record of such reading was kept.

1. Luck & Pluck--book of short stories.
2. Bobbsey Twins.
3. Little House in the Big Woods--Ingalls.
4. Thomas Jefferson--biography.

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5. Lumber Jack Bill--Tousey.
6. The Box Car Children.
7. Chi-Wee and Loki--Moon.
8. Canada
9. Builders of Our Nation--Emma.
10. Hester and Timothy, Pioneers.
11. Japanese Twins--Perkins.

These were all read the first quarter.

Second quarter's books:

1. Five and a Half Club.
2. Mickey Sees the U.S.A.
3. Singing Wheels--fourth text.
4. Children of the Soil.
5. Cowboys and Cattle Trails.
6. Tales of Abraham Lincoln.
7. Pioneer Twins--Perkins.
8. Frontiers Old and New--fifth text.

Third quarter books:

1. The Visiting Jimpsons.
2. Lucretia Ann on the Oregon Trail.
3. Star, the Story of an Indian Pony.
4. Pat Rides the Trail.
5. Buffalo Bill--biography.
6. Pioneering in Democracy--fifth text.
7. Looking at the Moon--science.
8. The Ladder of Clouds--science.

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9. Davy Crockett--biography.

10. California.

11. Jack Finds Gold--Tousey.

12. Jerry and the Pony Express--Tousey.

13. Tall Tales--very simple.

14. Engine Whistles--fifth text.

Fourth quarter books: (to end of April):

1. Stephen Foster and His Old Dog Tray.

2. Orchards--science.

3. The Rush for Gold.

4. Dream of Stars--science.

5. Northwest Mounted Police.

6. George Washington Carver--biography.

7. Chinese Children Next Door.

These make a total of 40 books read. She improved in reading ability according to the Iowa Silent Reading Tests from 4.8 on September 11, 1952 to 7.7 on April 21, 1953.

This second reading record--seventeen books--is five books more than the average number read.

First quarter:

1. Sleepy to the Rescue--dog story, simple.

2. Kip, a Young Rooster--simple.

3. Pinto's Journey--Navaho Indian.

Second quarter:

1. Jeeps A Dog for Defense.

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2. Abraham Lincoln.

3. Pony Express Rider.

4. The Story of Coal.

Third quarter:

1. Lumber Jack Bill.

2. Kit Carson.

3. Karoo the Kangaroo.

4. Fisherman Tommy.

5. The Big Book of the Wild West.

6. Chief Black Hawk.

Fourth quarter:

1. Davy Crockett.

2. Jack Finds Gold.

3. The Story of the Mississippi.

4. The First Book of Indians.

This boy improved, according to the Iowa Tests, from 3.4 to 6.1. However, according to the Stanford Achievement Tests, this increased ability to read did not transfer to improvement in his other subjects to any great degree. Most of the children did have a satisfactory carry-over.

A typical record of a child who read twelve, the average number of books read, follows:

1. Shug, the Pup.

2. American Caravan.

3. We Merrily Put to Sea.

4. Pinto's Journey.

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5. Iron and Steel.
6. The Story of California.
7. Smoke Eater--smoke jumping.
8. The Lost Hole of Bingoola--Australia.
9. Prince Jan--dog.
10. The Story Book of Coal.
11. Dr. Doo Little's Post Office.
12. Singing Wheels.

Improvement in reading ability was from 5.7 to 9.8; he also read other material than complete books.

This is the record of another average reader who did not show as much improvement.

1. Canada.
2. The Five and a Half Club.
3. Chinese Children Next Door.
4. The Lost Hole of Bingoola.
5. Aircraft.
6. Zebulon Pike.
7. The Good Luck Horse (Chinese Myth).
8. Tommy Thatcher Goes to Sea.
9. Jack Finds Gold.
10. Chief Black Hawk.
11. Blacky Daw.
12. The First Book of Indians.

This child had a grade equivalent of 4.4 in September and 5.8 in April.

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One other child in the room also read twelve books. He showed an improvement, again according to the Iowa Silent Reading Tests, from 3.6 to 6.1.

The fewest number read by any one child was three books. The number of books read by the nineteen children were as follows:

40, 24, 20, 19, 19, 18, 18, 17, 16, 13, 12, 12, 12, 10, 9, 9, 6, 6, 3.

This is the record of a child reading six books:

1. Stumpy the Squirrel.
2. Through the Green Gate.
3. Skinny the Gray Fox.
4. Kit Carson.
5. The Five and a Half Club.
6. Prehistoric America.

This child showed an improvement from 3.8 to 6.7. The other child who read six books improved from 4.1 to 6.7.

The books listed are very typical of the types of books the others read which are not listed. They include biography, science, social studies, reading texts, stories of other countries, sea stories, animal stories, pioneer and Indian stories. One noticeable lack is poetry. Some poetry was read, but too little was read by the majority of the children.

Anyone familiar with the books listed will have noticed some with very easy vocabulary. This was a provision made

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for the slow readers. Often some of the better readers chose such books because they were very interesting. Examples are: Five and a Half Club, Box Car Children, and Blacky Daw. The teacher allowed this because she did not wish to brand any book as a "book for poor readers." The good readers could finish the book in a very short time, so nothing was really wasted by doing it.

As an example of fitting the reading material to reading ability, pupil V read four books on second grade vocabulary level, two on third, one fourth and others of easy vocabulary. She finally read California, Jerry and the Pony Express, and others of like vocabulary which showed she could read more difficult material as she progressed through the year.

## STANDARDIZED TESTS GIVEN

On April 21, 1953, the same form of the Iowa Silent Reading Test as was used on September 11, 1952, was given to both sections of the fifth grade. Tables I, A-B, and II, A-B, will show a complete record of these tests.

Table III shows the grade equivalents made by the total groups of $5^1$ and $5^2$ with the amount of gain or loss they had made during the intervening seven months and one week. In April, the median of the total $5^1$ group was 6.5 while that of the total $5^2$ group was 6.2, showing the $5^1$ group were only three months above the $5^2$ group in reading

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ability. How then can the greater individual gains made by the $5^1$ group be accounted for? See graphs 1 and 2.

This is explained by consulting Table IV which shows that on September 11, the median of the $5^1$ group was 4.6, while the median of the $5^2$ group was 5.2. In other words, the $5^2$ group, according to this test, exceeded the $5^1$ group in reading ability by six months in September.

Table IV shows the scores made by the original $5^1$ and $5^2$ groups on September 11 and April 21. It also shows the medians for both groups on each two testing dates. Group $5^2$ had a median of 5.2 on September 11 and 6.5 on April 21. This means they had gained one year and three months in reading ability. Group $5^1$ had a median of 4.6 in September and 6.7 in April, a gain of two years and one month in reading ability. In other words, the $5^1$ group gained eight months more in reading ability than the $5^2$ group did in the same period of time.

The Iowa Silent Reading Tests Form "Am" show the same differences in improvement of pupil percentile ratings as Table V shows.

On April 13 the New Revised Stanford Achievement Tests were administered to Whittier pupils. These tests rated the pupils lower in reading ability than the Iowa Silent Reading Tests. However, they showed approximately the same results in pupil growth in reading ability. The total $5^1$ group median exceeded the total $5^2$ group median by four months, while the

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original $5^1$ group exceeded the original $5^2$ group median by one month. The latter can be seen in Table VI.

The Stanford Achievement Tests showed other important facts which help to answer the question, "Did the pupils gain in ability to succeed in subjects other than reading?" Apparently they did. By studying Table VI, these facts are found. The $5^1$ original group median was six months higher than the original $5^2$ group median in Social Studies. In Science the $5^2$ group were one month higher than the $5^1$ group median. The $5^1$ again exceeded in Study Skills by six months, were four months higher in arithmetic reasoning, the same in paragraph meaning, six months higher in word meaning, and one month higher in the reading average. When one recalls that the $5^1$ group were lower in reading ability at the beginning of the term than the $5^2$ group, this increase in efficiency seems more important. The $5^2$ group had used one science text while the $5^1$ group were allowed to read science as they chose to. This may not have been such a good idea. Perhaps one text as a foundation for science reading would have been a better method of teaching.

But, in the final analysis, reading ability is only worth what the person possessing it makes of it:[3]

> The acid test of any reading program is whether or not the children in it or graduated from it read for themselves. There is little value in developing competent reading ability unless it is voluntarily put

[3]David H. Russell, Op. cit., p. 246.

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> to use . . . The best means for the evaluation of the success of a school program is not a score on a standarized test but rather the amount and quality of the materials the children read.

There is no true objective way to appraise the use the children make of their reading. Reading lists show what they have read but do not tell what integration has taken place. Tests show skills and efficiency. Reports and other activities show interest, tastes and enthusiasm or lack of these things, also something of comprehension.

Nevertheless, the Whittier $5^{1}$ are reading more, very likely, than they have ever read and are enjoying it. Some turn to it voluntarily, others do not, but more do than do not. Perhaps that is encouraging.

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# CHAPTER VIII

## EVALUATION, CONCLUSIONS, RECOMMENDATIONS ON READING PROGRAM

To the question, "Did the program of wide reading on individual interest and ability level benefit the pupils taking part in it?" the answer would be "Yes."

There are several reasons for this. The class made very satisfactory progress in study techniques and the skills and abilities essential to successful reading. The pupils are reading more and in wider fields than they ever have before. For this last statement, the teacher, to a great extent, must depend on the children's word. As many seemed reluctant to do much reading at the beginning of the year, and now are reading much more than at that time, it would seem reasonable to suppose that this is true. The material read is very good, so that their taste in reading could be said to be satisfactory. Moreover, their growth in reading efficiency has not been at the expense of other subjects. Compared with the other section of the fifth grade, their progress has been as satisfactory, or in some subjects such as social studies, study skills, and arithmetic reasonsing, it has been somewhat more satisfactory than the $5^2$'s progress. They have shown greater gain in group and in individual reading ability than group $5^2$. This can be verified by again studying the Graphs 1 and 2 and the Tables from I through VI. As can be seen, the $5^1$ group



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gained 2.1 compared with 1.3 for the $5^2$ section in the seven months and one week intervening between tests.

This greater increase in reading ability could, of course, be produced by superior teaching, but this definitely is not the case. These two teachers have handled two sections of the fifth grade in other years. According to the Stanford Achievement Tests given each spring, the gains made by the two groups were much the same.

Another reason that could be advanced for the $5^1$ group making better progress might be that the members of the group possessed better I.Q.'s. Again, this does not prove to be the case. A study of the following table should establish that fact. The Kuhlmann-Anderson Test was administered by a member of the Special Education Department of Missoula Elementary Schools. (See Table VII)

It would seem, then, that the program of wide reading on individual interest and ability level has much to recommend it for further trial and testing and future use. The children enjoyed it; they increased their interest in reading; they read widely and in good material; they improved very satisfactorily in the different phases of reading ability; and, finally, the program apparently contributed to greater success in their other subjects.

There are things to be tried which might result in a better program. One of these is to introduce the program more gradually to the slow reader. To do so is advisable

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because an abrupt change from definite assignments of reading material, and exercises to evaluate their reading, as is customary in the usual reading program, to an entirely free reading program leaves these pupils bewildered. They have established no habits of voluntary reading and need much guidance to do so. Perhaps for a few weeks small groups reading on group interests and working more closely under teacher supervision would help them make an easier transition. These pupils should be put on their own as quickly as possible, as they are the ones who make great individual progress when they actually are working at their own interest and ability levels. But, some way to break the initial shock of abrupt change is needed. This problem merits further study.

Another project which could be worked out to benefit all pupils especially the slower readers, would be to develop "book ladders" of the material available to the pupils. This could be done with books in the various interest areas. These ladders would lead the pupils from simple material through more difficult material and, finally, to material above grade level vocabulary. This would also benefit the teacher as it would aid her to give the right book to the right child.

The program would have been more successful had there been greater interest created in reading poetry. The children enjoyed having poetry read to them. Perhaps the next

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step would be a strong program of choral reading. This, too, is an area for further exploration.

The conclusion reached is that the program of reading carried on in the $5^1$ section of the Whittier fifth grade had value and that further study and use of this method of teaching reading should be made.

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# APPENDIX

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# MY READING DESIGN

**(FORM B)**

I have read the books recorded herein during

the period beginning _____, 195 ___

and closing _____, 195 ___

_____

Name of Reader

_____

_____

My Reading Design is a circle graph. The segments of the circle indicate the major areas of knowledge and human achievement into which one may project his own original pattern of reading. On the page facing the circle, the reader keeps a record of the books which he reads and develops in the circle a growing pattern of his active interests, creating a guide to an expanding and balanced pattern of reading. It is, therefore, a living Record-Guide developed by the reader and for the reader in his quest for recreation and enrichment through books.

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THE NEWS-JOURNAL, North Manchester, Indiana

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## THE BOOKS WHICH I HAVE READ

1a. *Sample; The Five Chinese Brothers*

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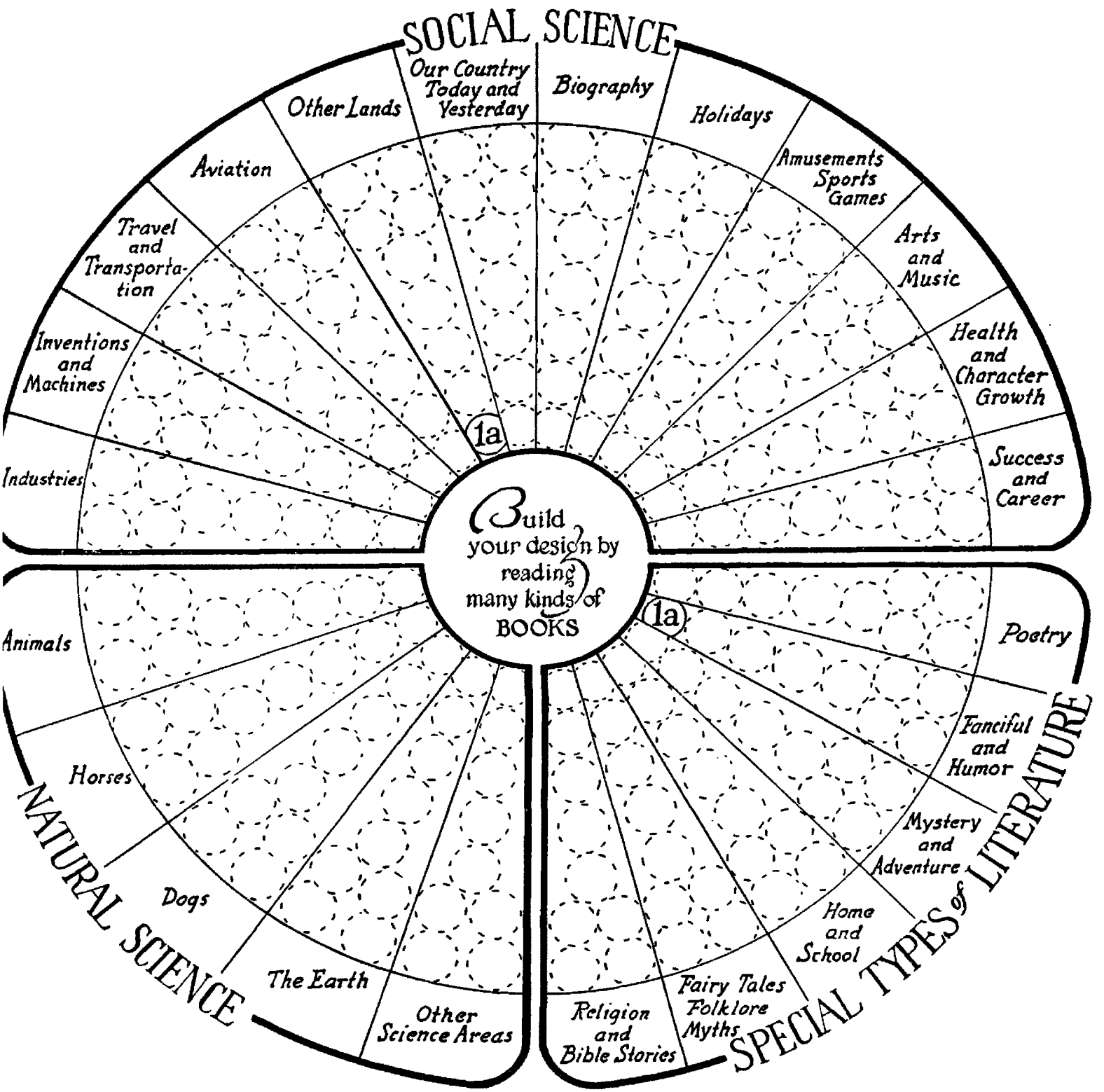
## MY READING DESIGN

TO THE READERS: — Here is an unfinished design. You may make it yours if you complete it as you read and enjoy the books you like. You may wish to build YOUR DESIGN in this way. (1) Find the book you wish to read. (2) Read it and write the title on the opposite page. (3) Discuss the book with your teacher or librarian, with your parents or friends to find the parts of the circle in which the book belongs. If you examine the subtitles on the back page it may help you find the correct parts. (4) Put the number of your book in a small circle in each of the parts where the book belongs. (5) Then trace those small circles with your pencil. SEE SAMPLE. Very few books belong in more than three parts. If you read many books and record each book as you read, it will be fun to watch your pattern grow.

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# SUGGESTED SUB-AREAS

## INDUSTRIES

- Agriculture
- Building Trades
- Carpentry
- Commerce
- Dairying
- Engineering
- Fishing
- Fruit Growing
- Gardening
- Housekeeping
- Lumbering
- Manufacturing
- Mines and Mining
- Printing
- Professions
- Recreation Trades
- Textile Workers

## INVENTIONS AND MACHINES

- Inventions
- Inventors
- Mechanical Wonders
- Machinery
- Wheels

## TRAVEL AND TRANSPORTATION

- Air
- Automobiles
- Bicycles
- Busses
- Caravans
- Carts
- Covered Wagons
- Land
- Pioneer
- Pony Express
- Railroads
- Roads
- Ships
- Stage Coaches
- Subways
- Wagons
- Water

## AVIATION

- Air Mail
- Airplanes
- Airports
- Airships
- Aviators
- Balloons
- Gliders
- Kites

## OTHER LANDS

- Africa
- Ancient Lands
- Antarctic
- Arctic
- Asia
- Australia
- Central America
- Customs
- Europe
- History
- Islands
- Mediterranean
- North America
- Orient
- Social Life
- South America
- Tropical
- Wars
- World Neighbors

## OUR COUNTRY TODAY AND YESTERDAY

- Army
- City Life
- Coast Guard
- Colonial Possessions
- Commercial Relations
- Community Life
- Exploration
- Farm Life
- Folklore
- Geography
- Government
- History
- Indians
- International Relations
- Industries
- Literature
- Marines
- Money
- Navy
- National Defense
- Peace
- Public Problems
- Ranch Life
- Rural Life
- Wars
- World Problems

## BIOGRAPHY

## HOLIDAYS

- Birthdays
- Church Holidays
- Festivals
- National Holidays

## AMUSEMENTS, SPORTS, GAMES

- Archery
- Athletics
- Bicycling
- Camping
- Circuses
- Clubs
- Collecting
- Contests
- Excursions
- Fairs
- Games
- Hobbies
- Hunting
- Picnics
- Races
- Skating
- Swimming
- Movies
- Plays
- Out-of-door Life
- Water Sports
- Winter Sports

## ARTS AND MUSIC

- Architecture
- Arts
- Arts in Other Lands
- Artists
- Clay Modeling
- Museums
- Music
- Musicians
- Needlework
- Painting
- Pictures
- Photography
- Pottery
- Sculpture
- Sewing
- Soap Modeling
- Weaving
- Wood Carving

## HEALTH AND CHARACTER GROWTH

- Athletics
- Boy Scouts
- Bravery
- Character Traits
- Citizenship
- Cleanliness
- Clothing
- Customs
- Etiquette
- First Aid
- Friendship
- Food
- Girl Scouts
- Good Sportsmanship
- Health
- Hygiene
- Ideals
- Justice
- Life Saving
- Loyalties
- Manners
- Nutrition
- Patriotism
- Physical Development
- Physiology
- Posture
- Safety
- Self-Control
- Sleep
- Temperance
- Understanding

## SUCCESS AND CAREER

## ANIMALS

- Animals
- Birds
- Insects
- Fish
- Reptiles

## HORSES

## DOGS

## THE EARTH

- Air
- Climate
- Earthquakes
- Floods
- Forests
- Fossils
- Frost
- Geology
- Geography
- Ice
- Islands
- Jungles
- Minerals
- Mines
- Mountains
- Oceans
- Plains
- Polar Regions
- Prairies
- Rivers
- Rocks
- Seasons
- Snow
- Soils
- Stones
- Tropics
- Volcanoes

## OTHER SCIENCE AREAS

- Astronomy
- Botany
- Chemistry
- Electricity
- Ferns
- Flowers
- Fruit
- Gravity
- Heat
- Light
- Magnets
- Magnetism
- Moon
- Northern Lights
- Planets
- Plants
- Physics
- Radio
- Seasons
- Sound
- Stars
- Steam
- Sun
- Tides
- Trees
- Water
- Weather

## BIBLE STORIES AND RELIGION

- Bible Stories
- Other Religious Stories
- Different Religions
- Religious Leaders

## FAIRY TALES MYTHS, FOLKLORE

- Dragons
- Fables
- Folktales
- Folk Songs
- Ghosts
- Giants
- Legends
- Sagas

## HOME AND SCHOOL

- Books
- Cabins
- Cave Dwellers
- City Life
- Cliff Dwellers
- College Life
- Community Life
- Education
- Family Life
- Farm Life
- Homes
- Homes in Other Lands
- Hotels
- Houses
- Libraries
- Nomads
- Plantation Life
- Ranch Life
- Schools
- Schools in Other Lands
- Shelter
- Trailers

## MYSTERY AND ADVENTURE

- Detectives
- Exploration
- Heroes
- Pirates
- Sea Stories
- Romance
- Tragedies

## FANCIFUL AND HUMOR

- Comedy
- Fun
- Magic
- Puzzles
- Riddles
- Tricks

## POETRY

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# TABLES

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TABLE I A

SCORE AND EVALUATION FOR
IOWA SILENT READING TESTS
FORM REVISED "Am"
5[1] CLASS RECORD, APRIL 21, 1953

| PUPIL | Test 1 | | | | Test 2 Directed Reading | | Test 3 Word Meaning | | Test 4 Paragraph Compr. | | Test 5 Sentence Meaning | | Test 6A Alphabetizing Guide Words | | Test 6B Use of Index | | Median Standard Score | | Grade %-ile | Age Equi. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rate Score | Grade Equi. | Comp. Score | Grade Equi. | Score | Grade Equi. | Score | Grade Equi. | Score | Grade Equi. | Score | Grade Equi. | Score | Grade Equi. | Score | Grade Equi. | Score | Grade Equi. | | |
| A | 162 | 9.7 | 162 | 8.7 | 197 | 11.8* | 173 | 9.3 | 174 | 11.2* | 166 | 8.8 | 164 | 9.8 | 176 | 11.3 | 170 | 10.0 | 97 | 18.2* |
| B | 155 | 7.9 | 178 | 11.1* | 170 | 11.8 | 168 | 8.7 | 168 | 10.2 | 188 | 10.3* | 172 | 12.4 | 156 | 7.5 | 169 | 9.8 | 97 | 18.2 |
| C | 206 | 12.7* | 144 | 6.0 | 174 | 11.8* | 166 | 8.5 | 153 | 7.3 | 156 | 7.5 | 154 | 7.5 | 168 | 9.1 | 161 | 8.3 | 91 | 13.9 |
| D | 167 | 11.1 | 184 | 11.1* | 152 | 7.1 | 152 | 7.0 | 167 | 9.7 | 170 | 9.5 | 116 | 3.1# | 180 | 11.3* | 159 | 8.0 | 88 | 13.4 |
| E | 178 | 12.7* | 148 | 6.5 | 143 | 6.0 | 143 | 6.1 | 157 | 7.9 | 163 | 8.4 | 160 | 8.8 | 156 | 7.5 | 157 | 7.7 | 85 | 13.0 |
| F | 168 | 11.4 | 136 | 4.9 | 129 | 4.6 | 150 | 6.8 | 141 | 5.6 | 170 | 9.5 | 154 | 7.5 | 164 | 8.5 | 152 | 7.1 | 76 | 12.3 |
| G | 206 | 12.7* | 152 | 7.1 | 184 | 11.8* | 150 | 6.8 | 165 | 9.4 | 156 | 7.5 | 146 | 6.3 | 147 | 6.5 | 151 | 6.9 | 74 | 12.1 |
| H | 125 | 2.8 | 152 | 7.1 | 148 | 6.6 | 150 | 6.8 | 149 | 6.7 | 170 | 9.5 | 137 | 5.1 | 164 | 8.5 | 150 | 6.8 | 72 | 12.0 |
| I | 151 | 7.0 | 162 | 8.7 | 148 | 6.6 | 146 | 6.4 | 141 | 5.6 | 156 | 7.5 | 149 | 6.7 | 160 | 8.0 | 150 | 6.8 | 72 | 12.0 |
| J | 183 | 12.7* | 148 | 6.5 | 139 | 5.7 | 139 | 5.7 | 149 | 6.7 | 150 | 6.8 | 121 | 3.1# | 152 | 7.0 | 149 | 6.7 | 69 | 11.10 |
| K | 171 | 12.3 | 123 | 3.4 | 134 | 5.2 | 144 | 6.2 | 168 | 10.2 | 188 | 10.3* | 154 | 7.5 | 165 | 8.7 | 149 | 6.7 | 69 | 11.10 |
| L | 179 | 12.7* | 132 | 4.3 | 134 | 5.2 | 144 | 6.2 | 153 | 7.3 | 178 | 10.3* | 151 | 7.0 | 139 | 5.6 | 148 | 6.5 | 67 | 11.9 |
| M | 142 | 5.3 | 162 | 8.7 | 141 | 5.9 | 150 | 6.8 | 153 | 7.3 | 140 | 5.6 | 143 | 5.9 | 164 | 8.5 | 147 | 6.4 | 64 | 11.7 |
| N | 180 | 12.7* | 148 | 6.5 | 139 | 5.7 | 143 | 6.1 | 136 | 5.1 | 163 | 8.4 | 149 | 6.7 | 114 | 2.4 | 146 | 6.3 | 62 | 11.5 |
| O | 190 | 12.7* | 109 | 2.0# | 143 | 6.0 | 150 | 6.8 | 149 | 6.7 | 170 | 9.5 | 139 | 5.4 | 120 | 3.3 | 146 | 6.3 | 62 | 11.5 |
| P | 151 | 7.0 | 132 | 4.3 | 139 | 5.7 | 143 | 6.1 | 136 | 5.1 | 170 | 9.5 | 160 | 8.8 | 147 | 6.5 | 145 | 6.2 | 59 | 11.4 |
| Q | 168 | 11.4 | 123 | 3.1 | 121 | 3.6 | 146 | 6.4 | 153 | 7.3 | 150 | 6.8 | 141 | 5.6 | 100 | 1.9# | 144 | 6.1 | 56 | 11.2 |
| R | 170 | 11.10 | 152 | 7.1 | 143 | 6.0 | 131 | 4.9 | 145 | 6.1 | 140 | 5.6 | 160 | 8.8 | 143 | 6.0 | 144 | 6.1 | 56 | 11.2 |
| S | 160 | 9.2 | 157 | 7.9 | 127 | 4.4 | 137 | 5.5 | 136 | 5.1 | 188 | 10.3* | 141 | 5.6 | 143 | 6.0 | 142 | 5.8 | 50 | 10.11 |
| T | 133 | 3.8 | 152 | 7.1 | 139 | 5.7 | 143 | 6.1 | 145 | 6.1 | 150 | 6.8 | 137 | 5.1 | 139 | 5.6 | 141 | 5.7 | 48 | 10.10 |
| U | 183 | 12.7* | 114 | 2.0 | 137 | 5.5 | 143 | 6.1 | 149 | 6.7 | 170 | 9.5 | 126 | 3.1 | 134 | 5.1 | 140 | 5.6 | 45 | 10.8 |
| V | 172 | 12.7 | 118 | 2.5 | 124 | 4.0 | 121 | 3.8 | 145 | 6.1 | 150 | 6.8 | 143 | 5.9 | 139 | 5.6 | 139 | 5.5 | 42 | 10.7 |
| W | 170 | 11.10 | 132 | 4.3 | 121 | 3.6 | 121 | 3.8 | 145 | 6.1 | 115 | 1.9 | 139 | 5.4 | 120 | 3.3 | 127 | 4.3 | 11 | 9.1 |

* Indicates scores above grade equivalent given

\# Indicates scores below grade equivalent given

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TABLE I B

SCORE AND EVALUATION FOR
IOWA SILENT READING TESTS
FORM REVISED "Am"
$5^2$ CLASS RECORD, APRIL 21, 1953

| PUPIL | Test 1 Rate Score | Test 1 Grade Equi. | Test 1 Comp. Score | Test 1 Grade Equi. | Test 2 Directed Reading Score | Test 2 Grade Equi. | Test 3 Word Meaning Score | Test 3 Grade Equi. | Test 4 Paragraph Compr. Score | Test 4 Grade Equi. | Test 5 Sentence Meaning Score | Test 5 Grade Equi. | Test 6A Alphabetizing Guide Words Score | Test 6A Grade Equi. | Test 6B Use of Index Score | Test 6B Grade Equi. | Median Standard Score | Median Grade Equi. | Grade %-ile | Age Equi. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 175 | 12.7* | 173 | 11.1 | 174 | 11.8* | 158 | 7.6 | 171 | 11.2 | 170 | 9.5 | 149 | 6.7 | 172 | 10.0 | 172 | 10.5 | 98 | 18.2* |
| 2 | 160 | 9.2 | 167 | 9.8 | 167 | 10.3 | 160 | 7.9 | 179 | 11.2* | 178 | 10.3* | 168 | 11.0 | 180 | 11.3* | 168 | 9.6 | 96 | 17.4 |
| 3 | 168 | 11.4 | 172 | 11.1 | 156 | 7.7 | 178 | 10.2 | 161 | 8.6 | 170 | 9.5 | 143 | 5.9 | 147 | 6.5 | 165 | 9.0 | 94 | 15.4 |
| 4 | 160 | 9.2 | 140 | 5.4 | 165 | 9.6 | 150 | 6.8 | 174 | 11.2* | 145 | 6.2 | 172 | 12.4 | 172 | 10.0 | 163 | 8.7 | 93 | 14.4 |
| 5 | 147 | 6.2 | 167 | 9.8 | 165 | 9.6 | 145 | 6.3 | 157 | 7.9 | 163 | 8.4 | 168 | 11.0 | 160 | 8.0 | 162 | 8.5 | 92 | 14.0 |
| 6 | 155 | 7.9 | 178 | 11.1* | 158 | 8.1 | 156 | 7.4 | 183 | 11.2* | 178 | 10.3* | 143 | 5.9 | 147 | 6.5 | 157 | 7.7 | 85 | 13.0 |
| 7 | 156 | 8.1 | 148 | 6.5 | 154 | 7.4 | 146 | 6.4 | 153 | 7.3 | 156 | 7.5 | 177 | 12.4* | 172 | 10.0 | 155 | 7.5 | 82 | 12.8 |
| 8 | 168 | 11.4 | 152 | 7.1 | 148 | 6.6 | 154 | 7.2 | 171 | 11.2 | 156 | 7.5 | 164 | 9.8 | 147 | 6.5 | 155 | 7.5 | 82 | 12.8 |
| 9 | 140 | 4.9 | 140 | 5.4 | 170 | 11.8 | 141 | 5.9 | 149 | 6.7 | 178 | 10.3* | 164 | 9.8 | 156 | 7.5 | 153 | 7.2 | 78 | 12.5 |
| 10 | 146 | 6.0 | 132 | 4.3 | 152 | 7.1 | 150 | 6.8 | 141 | 5.6 | 170 | 9.5 | 172 | 12.4 | 156 | 7.5 | 151 | 6.9 | 74 | 12.1 |
| 11 | 160 | 9.2 | 144 | 6.0 | 139 | 7.2 | 154 | 7.2 | 131 | 4.6 | 170 | 9.5 | 132 | 4.3 | 152 | 7.0 | 148 | 6.5 | 67 | 11.9 |
| 12 | 156 | 8.1 | 136 | 4.9 | 141 | 5.9 | 135 | 5.3 | 149 | 6.7 | 140 | 5.6 | 154 | 7.5 | 152 | 7.0 | 145 | 6.2 | 59 | 11.4 |
| 13 | 149 | 6.6 | 157 | 7.9 | 129 | 4.6 | 144 | 6.2 | 145 | 6.1 | 170 | 9.5 | 141 | 5.6 | 134 | 5.1 | 145 | 6.2 | 59 | 11.4 |
| 14 | 140 | 4.9 | 148 | 6.5 | 160 | 8.4 | 139 | 5.7 | 145 | 6.1 | 136 | 5.1 | 151 | 7.0 | 130 | 4.7 | 143 | 6.0 | 53 | 11.1 |
| 15 | 138 | 4.6 | 132 | 4.3 | 141 | 5.9 | 146 | 6.4 | 145 | 6.1 | 140 | 5.6 | 149 | 6.7 | 160 | 8.0 | 143 | 6.0 | 53 | 11.1 |
| 16 | 136 | 4.3 | 132 | 4.3 | 144 | 6.1 | 141 | 5.9 | 140 | 5.5 | 154 | 7.3 | 154 | 7.5 | 156 | 7.5 | 143 | 6.0 | 53 | 11.1 |
| 17 | 138 | 4.6 | 152 | 7.1 | 124 | 4.0 | 156 | 7.4 | 145- | 6.1 | 145 | 6.2 | 141 | 5.6 | 139 | 5.6 | 143 | 6.0 | 53 | 11.1 |
| 18 | 147 | 6.2 | 136 | 4.9 | 136 | 5.5 | 146 | 6.4 | 131 | 4.6 | 150 | 6.8 | 134 | 4.7 | 147 | 6.5 | 142 | 5.8 | 50 | 10.11 |
| 19 | 168 | 11.4 | 123 | 3.1 | 139 | 5.7 | 154 | 7.2 | 141 | 5.6 | 136 | 5.1 | 121 | 3.1# | 143 | 6.0 | 140 | 5.6 | 45 | 10.8 |
| 20 | 168 | 11.4 | 136 | 4.9 | 139 | 5.7 | 129 | 4.7 | 145 | 6.1 | 136 | 5.1 | 141 | 5.6 | 139 | 5.6 | 139 | 5.5 | 42 | 10.7 |
| 21 | 133 | 3.8 | 140 | 5.4 | 139 | 5.7 | 133 | 5.1 | 136 | 5.1 | 140 | 5.6 | 134 | 4.7 | 139 | 5.6 | 138 | 5.4 | 39 | 10.5 |
| 22 | 128 | 3.1 | 140 | 5.4 | 124 | 4.0 | 135 | 5.3 | 123 | 3.7 | 156 | 7.5 | 139 | 5.4 | 130 | 4.7 | 133 | 4.9 | 25 | 9.10 |
| 23 | 131 | 3.5 | 132 | 4.3 | 127 | 4.4 | 101 | 1.9# | 141 | 5.6 | 163 | 8.4 | 134 | 4.7 | 134 | 5.1 | 133 | 4.9 | 25 | 9.10 |
| 24 | none | | 109 | none | 129 | 4.6 | 131 | 4.9 | 141 | 5.6 | 115 | 1.9 | 121 | 3.1# | 130 | 4.7 | 129 | 4.5 | 15 | 9.4 |
| 25 | 163 | 10.0 | 118 | 2.5 | 127 | 4.4 | 117 | 3.3 | 127 | 4.1 | 136 | 5.1 | 129 | 3.8 | 130 | 4.7 | 128 | 4.4 | 13 | 9.3 |

* Indicates scores above grade equivalent given

\# Indicates scores below grade equivalent given

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TABLE II A

SCORE AND EVALUATION FOR
IOWA SILENT READING TESTS
FORM REVISED "Am"
$5^1$ CLASS RECORD, SEPTEMBER 11, 1952

| PUPIL | Test 1 Rate Score | Test 1 Rate Grade Equi. | Test 1 Comprehension Score | Test 1 Comprehension Grade Equi. | Test 2 Directed Reading Score | Test 2 Directed Reading Grade Equi. | Test 3 Word Meaning Score | Test 3 Word Meaning Grade Equi. | Test 4 Paragraph Compr. Score | Test 4 Paragraph Compr. Grade Equi. | Test 5 Sentence Meaning Score | Test 5 Sentence Meaning Grade Equi. | Test 6A Alphabetizing Guide Words Score | Test 6A Alphabetizing Guide Words Grade Equi. | Test 6B Use of Index Score | Test 6B Use of Index Grade Equi. | Median Standard Score | Median Standard Grade Equi. | Grade %-ile | Age Equi. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | 162 | 9.7 | 172 | 11.1 | 163 | 9.1 | 148 | 6.6 | 149 | 6.7 | 153 | 7.2 | 129 | 3.8 | 120 | 3.3 | 151 | 6.9 | 74 | 12.1 |
| F | 162 | 9.7 | 114 | 2.0 | 127 | 4.4 | 141 | 5.9 | 153 | 7.3 | 148 | 6.5 | 141 | 5.6 | 143 | 6.0 | 142 | 5.8 | 50 | 10.11 |
| B | 131 | 3.5 | 167 | 9.8 | 148 | 6.6 | 154 | 7.2 | 113 | 2.6 | 170 | 9.5 | 126 | 3.1 | 134 | 5.1 | 141 | 5.7 | 48 | 10.10 |
| M | 142 | 5.3 | 140 | 5.4 | 146 | 6.3 | 131 | 4.9 | 123 | 3.7 | 133 | 4.7 | 139 | 5.4 | 143 | 6.0 | 140 | 5.6 | 45 | 10.8 |
| L | 141 | 5.0 | 118 | 2.5 | 132 | 5.0 | 137 | 5.5 | 127 | 4.1 | 145 | 6.2 | 141 | 5.6 | 139 | 5.6 | 138 | 5.4 | 39 | 10.5 |
| C | 149 | 6.6 | 114 | 2.0 | 146 | 6.3 | 131 | 4.9 | 141 | 5.6 | 138 | 5.3 | 132 | 4.3 | 134 | 5.1 | 136 | 5.2 | 34 | 10.3 |
| I | 151 | 7.0 | 136 | 4.9 | 132 | 5.0 | 135 | 5.3 | 153 | 7.3 | 133 | 4.7 | 141 | 5.6 | 120 | 3.3 | 136 | 5.2 | 34 | 10.3 |
| D | 125 | 2.8 | 140 | 5.4 | 137 | 5.5 | 131 | 4.9 | 131 | 4.6 | 156 | 7.5 | 139 | 5.4 | 134 | 5.1 | 136 | 5.2 | 34 | 10.3 |
| E | 131 | 3.5 | 132 | 4.3 | 118 | 3.1 | 137 | 5.5 | 123 | 3.7 | 143 | 5.9 | 116 | 3.1# | 134 | 5.1 | 132 | 4.8 | 22 | 9.9 |
| G | 158 | 8.6 | 136 | 4.9 | 132 | 5.0 | 125 | 4.2 | 131 | 4.6 | 129 | 4.1 | 116 | 3.1# | 114 | 2.4 | 130 | 4.6 | 17 | 9.6 |
| O | 131 | 3.5 | 114 | 2.0 | 143 | 6.0 | 133 | 5.1 | 123 | 3.7 | 131 | 4.4 | 129 | 3.8 | 107 | 1.9# | 130 | 4.6 | 17 | 9.6 |
| S | 140 | 4.9 | 132 | 4.3 | 118 | 3.1 | 109 | 2.3 | 127 | 4.1 | 131 | 4.4 | 129 | 3.8 | 120 | 3.3 | 128 | 4.4 | 13 | 9.3 |
| U | 142 | 5.3 | 103 | 2.0# | 121 | 3.6 | 144 | 6.2 | 118 | 3.1 | 108 | 1.9# | 132 | 4.3 | 134 | 5.1 | 127 | 4.3 | 11 | 9.1 |
| K | 140 | 4.9 | 118 | 2.5 | 134 | 5.2 | 123 | 4.0 | 100 | 1.9# | 126 | 3.7 | 157 | 8.1 | 107 | 1.9# | 125 | 4.1 | 8 | 8.10 |
| J | 149 | 6.6 | 136 | 4.9 | 100 | 1.8# | 123 | 4.0 | 107 | 1.9 | 126 | 3.7 | 121 | 3.1# | 120 | 3.3 | 122 | 3.8 | 5 | 8.6 |
| Q | 138 | 4.6 | 114 | 2.0 | 118 | 3.1 | 123 | 4.0 | 113 | 2.6 | 121 | 2.9 | 134 | 4.7 | 114 | 2.4 | 120 | 3.6 | 3 | 8.3 |
| V | 140 | 4.9 | 109 | 2.0# | 118 | 3.1 | 119 | 3.5 | 100 | 1.9# | 121 | 2.9 | 149 | 6.7 | 130 | 4.7 | 120 | 3.6 | 3 | 8.3 |
| N | 119 | 2.1 | 114 | 2.0 | 124 | 4.0 | 119 | 3.5 | 118 | 3.1 | 126 | 3.7 | 143 | 5.9 | 114 | 2.4 | 119 | 3.5 | 2 | 8.1 |
| R | 119 | 2.1 | 123 | 3.1 | 114 | 4.0 | 117 | 3.3 | 113 | 2.6 | 133 | 4.7 | 151 | 7.0 | 114 | 2.4 | 118 | 3.4 | 2 | 8.0 |

# Indicates scores below grade equivalent given.

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TABLE II B

SCORE AND EVALUATION FOR
IOWA SILENT READING TEST
FORM REVISED "Am"
$5^2$ CLASS RECORD, SEPTEMBER 11, 1952

| PUPIL | test 1 Rate Comprehension Score | Grade Equi. | Score | Grade Equi. | Test 2 Directed Reading Score | Grade Equi. | Test 3 Word Meaning Score | Grade Equi. | Test 4 Paragraph Compr. Score | Grade Equi. | Test 5 Sentence Meaning Score | Grade Equi. | Test 6A Alphabetising GuideWords Score | Grade Equi. | Test 6B Use of Index Score | Grade Equi. | Median Standard Score | Grade Equi. | Grade %-ile | Age Equi. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 178 | 12.7* | 114 | 2.0 | 163 | 9.1 | 156 | 7.4 | 153 | 7.3 | 150 | 6.8 | 168 | 11.0 | 160 | 8.0 | 158 | 7.9 | 87 | 13.2 |
| 4 | 183 | 12.7* | 157 | 7.9 | 141 | 5.9 | 143 | 6.1 | 161 | 8.6 | 118 | 2.4 | 168 | 11.0 | 152 | 7.0 | 155 | 7.5 | 82 | 12.8 |
| 1 | 149 | 6.6 | 167 | 9.8 | 146 | 6.3 | 146 | 6.4 | 157 | 7.9 | 136 | 5.1 | 134 | 4.7 | 139 | 5.6 | 146 | 6.3 | 62 | 11.5 |
| 14 | 168 | 11.4 | 109 | 2.0# | 129 | 4.6 | 131 | 4.9 | 149 | 6.7- | 140 | 5.6 | 151 | 7.0 | 156 | 7.5 | 145 | 6.2 | 59 | 11.4 |
| 6 | 140 | 4.9 | 157 | 7.9 | 114 | 2.5 | 137 | 5.5 | 149 | 6.7 | 150 | 6.8 | 151 | 7.0 | 130 | 4.7 | 145 | 6.2 | 59 | 11.4 |
| 3 | 162 | 9.7 | 157 | 7.9 | 143 | 6.0 | 137 | 5.5 | 149 | 6.7 | 143 | 5.9 | 141 | 5.6 | 147 | 6.5 | 145 | 6.2 | 59 | 11.4 |
| 9 | 125 | 2.8 | 128 | 3.8 | 143 | 6.0 | 139 | 5.7 | 145 | 6.1 | 145 | 6.2 | 160 | 8.8 | 125 | 4.0 | 141 | 5.7 | 48 | 10.10 |
| 10 | 142 | 5.3 | 128 | 3.8 | 146 | 6.3 | 141 | 5.9 | 131 | 4.6 | 133 | 4.7 | 141 | 5.6 | 152 | 7.0 | 141 | 5.7 | 48 | 10.10 |
| 13 | 149 | 6.6 | 128 | 3.8 | 146 | 6.3 | 137 | 5.5 | 153 | 7.3 | 140 | 5.6 | 116 | 3.1# | 120 | 3.3 | 139 | 5.5 | 42 | 10.7 |
| 15 | 149 | 6.6 | 123 | 3.1 | 129 | 4.6 | 133 | 5.1 | 153 | 7.3 | 129 | 4.1 | 154 | 7.5 | 139 | 5.6 | 136 | 5.2 | 34 | 10.3 |
| 8 | 165 | 10.5 | 118 | 2.5 | 139 | 5.7 | 114 | 2.9 | 136 | 5.1 | 133 | 4.7 | 121 | 3.1# | 134 | 5.1 | 134 | 5.0 | 34 | 10.0 |
| 21 | 135 | 4.1 | 114 | 2.0 | 129 | 4.6 | 133 | 5.1 | 141 | 5.6 | 123 | 3.2 | 132 | 4.3 | 139 | 5.6 | 133 | 4.9 | 25 | 9.10 |
| 5 | 125 | 2.8 | 128 | 3.8 | 127 | 4.4 | 137 | 5.5 | 127 | 4.1 | 136 | 5.1 | 160 | 8.8 | 139 | 5.6 | 132 | 4.8 | 22 | 9.9 |
| 20 | 131 | 3.5 | 114 | 2.0 | 132 | 5.0 | 121 | 3.8 | 136 | 5.1 | 112 | 1.9# | 134 | 4.7 | 125 | 4.0 | 128 | 4.4 | 13 | 9.3 |
| 22 | 165 | 10.5 | 118 | 2.5 | 127 | 4.4 | 129 | 4.7 | 131 | 4.6 | 140 | 5.6 | 126 | 3.1 | 125 | 4.0 | 127 | 4.3 | 11 | 9.1 |
| 17 | 131 | 3.5 | 118 | 2.5 | 110 | 1.8 | 101 | 1.9# | 136 | 5.1 | 138 | 5.3 | 134 | 4.7 | 120 | 3.3 | 126 | 4.2 | 10 | 9.0 |
| 19 | 122 | 2.4 | 103 | 2.0# | 139 | 5.7 | 123 | 4.0 | 127 | 4.1 | 131 | 4.4 | 149 | 6.7 | 114 | 2.4 | 125 | 4.1 | 8 | 8.10 |
| 18 | 133 | 3.8 | 114 | 2.0 | 121 | 3.6 | 119 | 3.5 | 123 | 3.7 | 123 | 3.2 | 141 | 5.6 | 134 | 5.1 | 123 | 3.9 | 6 | 8.7 |
| 11 | 115 | 1.8# | 118 | 2.5 | 121 | 3.6 | 125 | 4.2 | 145 | 6.1 | 118 | 2.4 | 134 | 4.7 | 143 | 6.0 | 123 | 3.9 | 6 | 8.7 |

* Indicates score above grade equivalent given

\# Indicates score below grade equivalent given.

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TABLE III

IOWA SILENT READING TEST GRADE EQUIVALENTS
FOR SEPTEMBER 11, 1952 AND APRIL 21, 1953
SHOWING PUPIL GAIN OR LOSS IN READING ABILITY
FROM SEPTEMBER 11, 1952 TO APRIL 21, 1953

| $5^1$ Pupil | Sept. 11 1952 Gr. Equi. | April 21 1953 Gr. Equi. | Gain + Loss - | $5^2$ Pupil | Sept. 11 1952 Gr. Equi. | April 21 1953 Gr. Equi. | Gain + Loss - |
|---|---|---|---|---|---|---|---|
| A | 6.9 | 10.0 | 3.1+ | 1 | 6.3 | 10.5 | 4.2+ |
| B | 5.7 | 9.8 | 4.1+ | 2 | 7.9 | 9.6 | 1.7+ |
| C | 5.2 | 8.3 | 3.1+ | 3 | 6.2 | 9.0 | 2.8+ |
| D | 5.2 | 8.0 | 2.8+ | 4 | 7.5 | 8.7 | 1.2+ |
| E | 4.8 | 7.7 | 2.9+ | 5 | 4.8 | 8.5 | 3.7+ |
| F | 5.8 | 7.1 | 1.3+ | 6 | 6.2 | 7.7 | 1.5+ |
| G | 4.6 | 6.9 | 2.3+ | 7 | | 7.5 | |
| H | 5.2 | 6.8 | 1.6+ | 8 | 5.0 | 7.5 | 2.5+ |
| I | | 6.8 | | 9 | 5.7 | 7.2 | 1.5+ |
| J | 3.8 | 6.7 | 2.9+ | 10 | 5.7 | 6.9 | 1.2+ |
| K | 4.1 | 6.7 | 2.6+ | 11 | 3.9 | 6.5 | 2.6+ |
| L | 5.4 | *6.5 | 1.1+ | 12 | | 6.2 | |
| M | 5.6 | 6.4 | .8+ | 13 | 5.5 | *6.2 | .7+ |
| N | 3.5 | 6.3 | 2.8+ | 14 | 5.2 | 6.0 | .8+ |
| O | 4.6 | 6.3 | 1.7+ | 15 | 6.2 | 6.0 | .2- |
| P | | 6.2 | | 16 | | 6.0 | |
| Q | 3.4 | 6.1 | 2.7+ | 17 | 4.2 | 6.0 | 1.8+ |
| R | 3.6 | 6.1 | 2.5+ | 18 | 3.9 | 5.8 | 1.9+ |
| S | 4.4 | 5.8 | 1.4+ | 19 | 4.1 | 5.6 | 1.5+ |
| T | | 5.7 | | 20 | 4.4 | 5.5 | 1.1+ |
| U | 4.3 | 5.6 | 1.3+ | 21 | 4.9 | 5.4 | .5+ |
| V | 3.6 | 5.5 | 1.9+ | 22 | 4.3 | 4.9 | .6+ |
| W | | 4.3 | | 23 | | 4.9 | |
| | | | | 24 | | 4.5 | |
| | | | | 25 | | 4.4 | |

*Median

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TABLE IV

IOWA SILENT READING TEST FORM REVISED 'Am'
GRADE EQUIVALENTS, GRADE MEDIANS AND GROUP
GAINS FOR ORIGINAL $5^1$ AND ORIGINAL $5^2$ GROUPS
ON SEPTEMBER 11, 1952 AND APRIL 21, 1953

| Original $5^1$ Group | | | | Original $5^2$ Group | | | |
|---|---|---|---|---|---|---|---|
| Pupil | Sept. 11, 1952 | Pupil | April 21, 1953 | Pupil | Sept. 11, 1952 | Pupil | April 21, 1953 |
| A | 6.9 | A | 10.0 | 2 | 7.9 | 1 | 10.5 |
| F | 5.8 | B | 9.8 | 4 | 7.5 | 2 | 9.6 |
| B | 5.7 | C | 8.3 | 1 | 6.3 | 3 | 9.0 |
| M | 5.6 | D | 8.0 | 15 | 6.2 | 4 | 8.7 |
| L | 5.4 | E | 7.7 | 6 | 6.2 | 5 | 8.5 |
| C | 5.2 | F | 7.1 | 3 | 6.2 | 6 | 7.7 |
| H | 5.2 | G | 6.9 | 9 | 5.7 | 8 | 7.5 |
| D | 5.2 | H | 6.8 | 10 | 5.7 | 9 | 7.2 |
| E | 4.8 | J | 6.7 | 13 | 5.5 | 10 | 6.9 |
| G | *4.6 | K | *6.7 | 14 | *5.2 | 11 | *6.5 |
| O | 4.6 | L | 6.5 | 8 | 5.0 | 13 | 6.2 |
| S | 4.4 | M | 6.4 | 21 | 4.9 | 14 | 6.0 |
| U | 4.3 | N | 6.3 | 5 | 4.8 | 15 | 6.0 |
| K | 4.1 | O | 6.3 | 20 | 4.4 | 17 | 6.0 |
| J | 3.8 | Q | 6.1 | 22 | 4.3 | 18 | 5.8 |
| R | 3.6 | R | 6.1 | 17 | 4.2 | 19 | 5.6 |
| V | 3.6 | S | 5.8 | 19 | 4.1 | 20 | 5.5 |
| N | 3.5 | U | 5.6 | 18 | 3.9 | 21 | 5.4 |
| Q | 3.4 | V | 5.5 | 11 | 3.9 | 22 | 4.9 |

*Median

April median 6.7
Sept. median 4.6
2.1 gain $5^1$

April median 6.5
Sept. median 5.2
1.3 gain $5^2$

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TABLE V

PERCENTILE RANK
IOWA SILENT READING TEST, SEPT. 11, 1952; APRIL 21, 1953

| | Rank $5^1$ | Rank $5^1$ | | Rank $5^2$ | Rank $5^2$ |
|---|---|---|---|---|---|
| $5^1$ Pupil | Sept. 11, 1952 Percentile | April 21, 1953 Percentile | $5^2$ Pupil | Sept. 11, 1952 Percentile | April 21, 1953 Percentile |
| A | 74 | 97 | 1 | 62 | 96 |
| B | 48 | 97 | 2 | 87 | 93 |
| C | 34 | 91 | 3 | 59 | 94 |
| D | 34 | 88 | 4 | 62 | 93 |
| E | 22 | 85 | 5 | 22 | 92 |
| F | 50 | 76 | 6 | 59 | 85 |
| G | 17 | 74 | 8 | 28 | 82 |
| H | 34 | 72 | 9 | 45 | 78 |
| J | 5 | 69 | 10 | 48 | 74 |
| K | 8 | 69 | 11 | 8 | 67 |
| L | 39 | 67 | 13 | 42 | 59 |
| M | 45 | 64 | 14 | 34 | 53 |
| N | 2 | 62 | 15 | 59 | 53 |
| O | 17 | 62 | 17 | 10 | 53 |
| Q | 2 | 56 | 18 | 8 | 50 |
| R | 3 | 56 | 19 | 8 | 45 |
| S | 13 | 50 | 20 | 13 | 42 |
| U | 11 | 45 | 21 | 25 | 39 |
| V | 3 | 42 | 22 | 11 | 25 |

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TABLE VI

GRADE EQUIVALENT SCORES AND MEDIANS
STANFORD ACHIEVEMENT TEST FORM "J" APRIL 21, 1953
BY 38 ORIGINAL PUPILS OF GROUP $5^1$ and GROUP $5^2$

| Social Studies | | Science | | Study Skills | | Arithmetic Reasoning | | Reading Par. Mean. | | Word Meaning | | Reading Ave. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $5^1$ | $5^2$ | $5^1$ | $5^2$ | $5^1$ | $5^2$ | $5^1$ | $5^2$ | $5^1$ | $5^2$ | $5^1$ | $5^2$ | $5^1$ | $5^2$ |
| 8.3 | 9.7 | 8.2 | 9.5 | 8.8 | 9.9 | 7.8 | 7.3 | 11.1 | 9.7 | 7.7 | 8.0 | 9.4 | 8.3 |
| 8.1 | **8.1** | 8.2 | 8.6 | 8.4 | 8.4 | 7.3 | 7.3 | 7.8 | 8.1 | 7.5 | 7.5 | 7.7 | 8.1 |
| 8.1 | **7.8** | 7.8 | 8.2 | 8.0 | 8.0 | 7.0 | 7.0 | 7.5 | 7.8 | 7.5 | 6.8 | 6.8 | 7.0 |
| 7.1 | 7.3 | 6.9 | 8.2 | 7.6 | 7.3 | 6.4 | 6.6 | 6.6 | 6.9 | 7.5 | 6.8 | 6.8 | 6.9 |
| 6.9 | 6.9 | 6.9 | 7.8 | 7.3 | 7.3 | 6.2 | 6.2 | 6.2 | 6.4 | 6.8 | 6.8 | 6.7 | 6.7 |
| 6.6 | 6.9 | 6.6 | 7.2 | 6.5 | 7.0 | 6.2 | 6.2 | 6.0 | 6.2 | 6.3 | 6.8 | 6.4 | 6.5 |
| 6.6 | 6.4 | 6.4 | 7.2 | 6.5 | 6.1 | 6.0 | 6.0 | 5.8 | 6.2 | 6.3 | 5.8 | 5.8 | 6.5 |
| 6.6 | 6.1 | 6.4 | 6.9 | 6.3 | 6.1 | 6.0 | 5.6 | 5.8 | 6.0 | 6.1 | 5.8 | 5.8 | 5.7 |
| 6.6 | 5.8 | 6.3 | 6.6 | 6.1 | 6.1 | 5.8 | 5.5 | 5.3 | 5.6 | 6.1 | 5.5 | 5.6 | 5.6 |
| *6.4 | *5.8 | *6.3 | *6.4 | *6.1 | *5.5 | *5.5 | *5.1 | *5.3 | *5.3 | *6.1 | *5.5 | *5.5 | *5.4 |
| 6.4 | 5.6 | 6.1 | 6.1 | 6.1 | 5.2 | 5.3 | 4.9 | 5.0 | 5.0 | 6.1 | 5.4 | 5.4 | 5.3 |
| 6.4 | 5.4 | 6.1 | 6.1 | 6.1 | 4.9 | 5.3 | 4.7 | 4.7 | 5.0 | 5.8 | 5.2 | 5.3 | 5.1 |
| 6.3 | 5.4 | 6.1 | 5.6 | 5.9 | 4.7 | 5.2 | 4.6 | 4.4 | 5.0 | 5.4 | 5.1 | 5.3 | 4.9 |
| 6.3 | 5.3 | 6.1 | 5.4 | 5.7 | 4.6 | 4.6 | 4.6 | 4.4 | 4.8 | 5.1 | 4.8 | 5.2 | 4.9 |
| 6.3 | 5.1 | 5.2 | 4.5 | 5.0 | 4.4 | 4.5 | 4.5 | 4.2 | 4.7 | 4.9 | 4.8 | 5.1 | 4.8 |
| 5.5 | 5.1 | 4.5 | 4.3 | 5.0 | 4.4 | 4.0 | 4.2 | 4.2 | 4.3 | 4.7 | 4.8 | 4.5 | 4.6 |
| 5.2 | 4.7 | 4.3 | 4.0 | 4.7 | 4.1 | 4.0 | 4.2 | 3.9 | 4.3 | 4.6 | 4.4 | 4.4 | 4.3 |
| 4.8 | 4.6 | 4.0 | 4.0 | 4.7 | 4.1 | 3.9 | 4.0 | 3.5 | 3.9 | 4.1 | 4.4 | 3.8 | 4.2 |
| 4.7 | 4.3 | 3.8 | 3.7 | 4.6 | 3.5 | 3.8 | 4.0 | 3.5 | 3.2 | 4.0 | 4.3 | 3.8 | 4.2 |

*Median

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TABLE VII

RESULTS OF KUHLMAN-ANDERSON TEST E
SIXTH EDITION

| Kuhlman-Anderson Test, 6th Edition, Form E | | | | | | | |
|---|---|---|---|---|---|---|---|
| Pupil | C.A. | M.A. | I.Q. | Pupil | C.A. | M.A. | I.Q. |
| $S^1$ | $S^1$ | $S^1$ | $S^1$ | $S^2$ | $S^2$ | $S^2$ | $S^2$ |
| A | 11-2 | 13-3 | 119 | 1 | 10-8 | 12-6 | 117 |
| K | 11-2 | 12-5 | 111 | 3 | 10-8 | 12-0 | 113 |
| S | 10-3 | 11-2 | 109 | 9 | 10-9 | 12-1 | 112 |
| G | 10-6 | 11-4 | 108 | 10 | 10-9 | 11-11 | 111 |
| L | 11-0 | 11-11 | 108 | 22 | 10-5 | 11-5 | 110 |
| J | 10-8 | 11-3 | 105 | 2 | 11-5 | 12-2 | 106 |
| M | 10-9 | 11-3 | 105 | 13 | 11-0 | 11-7 | 105 |
| B | 11-5 | 12-0 | 105 | 6 | 10-11 | 11-4 | 104 |
| R | 10-8 | 10-10 | 102 | 20 | 10-7 | 10-10 | 102 |
| C | 11-1 | 11-3 | 102 | 18 | 11-0 | 11-1 | 101 |
| D | 11-8 | 11-8 | 100 | 15 | 10-6 | 10-6 | 100 |
| Q | 10-11 | 10-10 | 99 | 8 | 11-7 | 11-5 | 99 |
| N | 11-10 | 11-9 | 99 | 21 | 10-6 | 10-4 | 98 |
| E | 12-0 | 11-9 | 98 | 5 | 11-0 | 10-10 | 98 |
| H | 10-9 | 10-5 | 97 | 4 | 12-0 | 11-9 | 98 |
| O | 12-1 | 11-6 | 95 | 19 | 11-11 | 11-7 | 97 |
| U | 11-10 | 11-1 | 94 | 17 | 12-0 | 10-0 | 83 |
| F | 12-2 | 11-3 | 92 | | | | |
| V | 12-2 | 10-4 | 85 | | | | |

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GRAPHS

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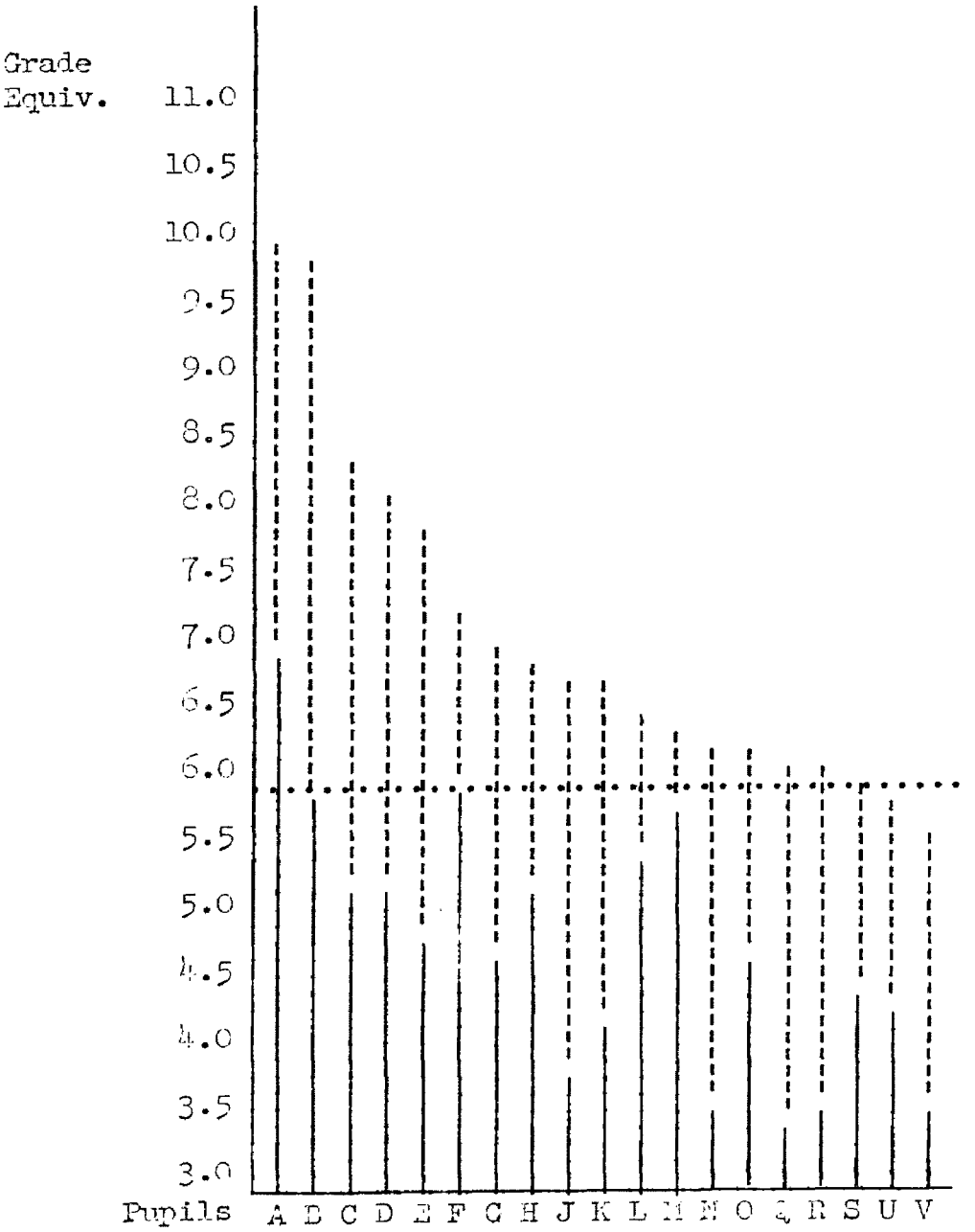
GRAPH 1

IOWA SILENT READING TEST FORM REVISED "Am"
GRADE EQUIVALENTS, SEPTEMBER 11, 1952 AND APRIL 23, 1953

ORIGINAL $5^1$ GROUP




Solid line equals grade equivalent on Sept. 11
Dashes equal gain made by April 21
Dotted line equals grade norm of 5.8 at time of testing in April.

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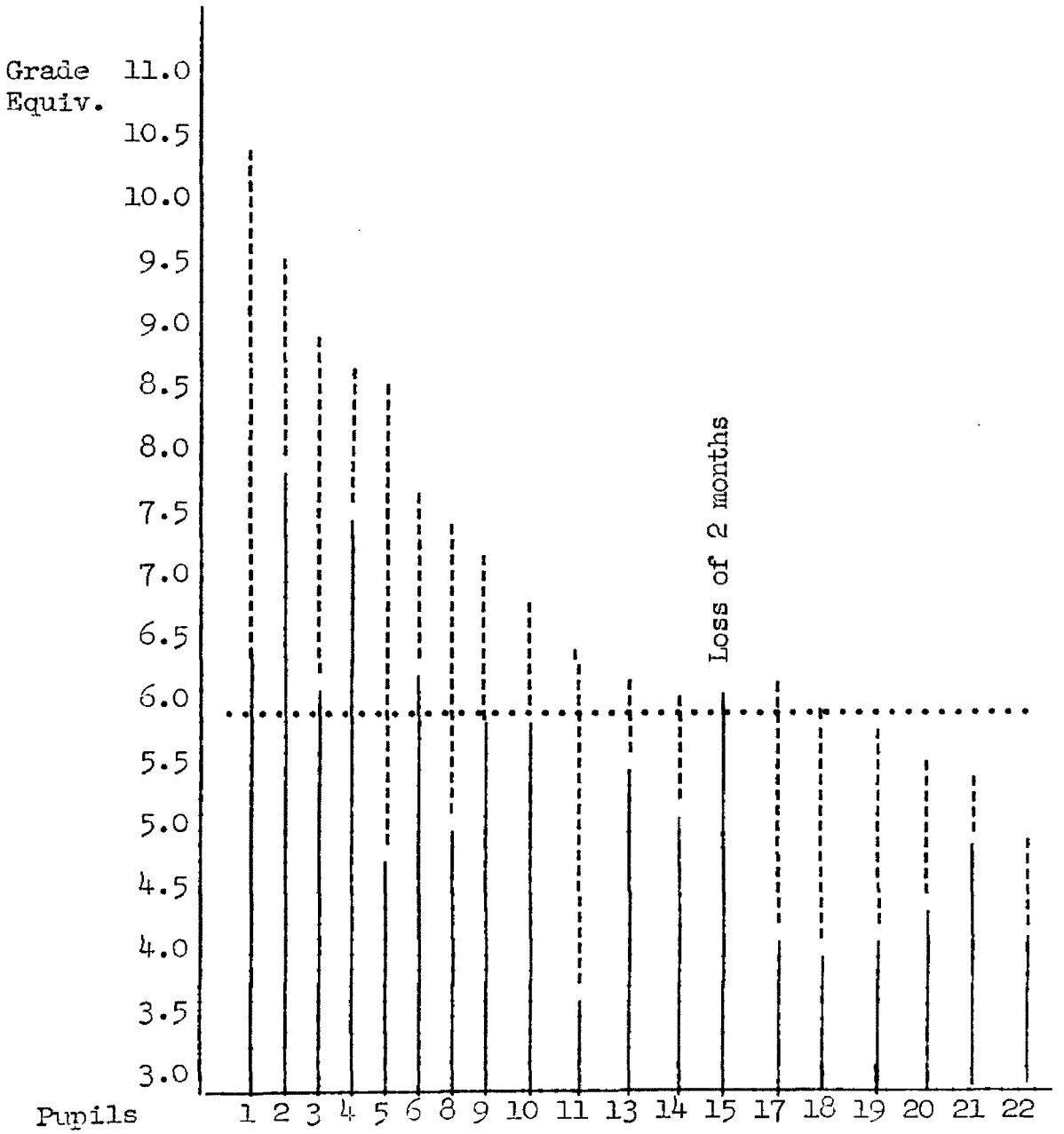
GRAPH 2

IOWA SILENT READING TEST FORM REVISED "Am"
GRADE EQUIVALENTS, SEPTEMBER 11, 1952 AND APRIL 23, 1953

ORIGINAL $5^2$ GROUP




Solid line equals grade equivalent on Sept. 11.
Dashes equal gain made by April 21.
Dotted line equals grade norm of 5.8 at time of testing, April 21.

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