1936

Refining the Reading Habits of Junior High School Pupils

Katherine S. Youngman

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REFINING THE READING HABITS
OF
JUNIOR HIGH SCHOOL PUPILS

by
Katherine S. Youngman

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree
Master of Science

COLLEGE OF EDUCATION
BUTLER UNIVERSITY
1936
PREFACE

The most pleasant part of this study is the opportunity which it afforded to work out a practical school-room problem unhampered by interference or indifference. For this opportunity and sympathetic cooperation, I am deeply indebted to Miss Cecelia Galvin, principal of Lucretia Mott School.

I am indebted to Miss Grace Horn, librarian of the East Washington Branch Library for her assistance in those parts of the experiment involving library work.

For assistance in the assembling of narrative paragraphs for testing and instructional purposes, I am very grateful to Miss Marian Hill, instructor in Art in the Lucretia Mott School.

Acknowledgment is gratefully extended to the Graduate Committee of the School of Education, Butler University, for encouraging and directing this study.

Acknowledgment is due to those who have conducted previous studies in this field. Katherine S. Youngman

Butler University
Indianapolis, Indiana
February 28, 1936
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REFINING THE READING HABITS
OF
JUNIOR HIGH SCHOOL PUPILS

CHAPTER I.

INTRODUCTION

The Twenty-fourth Yearbook of the National Educational Association refers to all the school years after the sixth as those constituting the period of refinement of specific reading attitudes, habits, and tastes; but in truth, the teachers of Junior High School are constantly reminded by the Senior High School and by the results of scientific research, that pupils are lacking in efficient reading habits as well as in literary taste.

Efficient reading habits are the fundamental factors in efficient study. They extend the experiences of the individual, and are indispensable to a well-rounded existence. But by the time a "poor reader" has reached the Junior High School he has developed defense mechanisms which place his difficulties in the field of personality adjustment. A problem situation is thus complicated by these added obstacles.

The teaching of reading to pupils at the upper grade
levels becomes not only a process of refinement of tastes but one of correction and drill in the mechanics of reading. In attacking this problem the school provides the laboratory for experimentation and the library becomes a cooperative agency.

The Problem Involved.-- The problem involved in this study is to determine which of three types of supplementary instruction - free library reading, directed library work, or remedial class-room instruction - best facilitates efficiency and refinement in reading among junior high school pupils.

Terms Defined. -- "Free" library reading is that type of reading which is recreational and undirected.

"Directed" library work, as herein expressed, includes simple instruction in library methods for the purpose of more efficient and independent use of the library, and the reading of specific books listed in connection with units of school work designated by a course of study.

"Remedial class-room instruction" refers to that corrective work and drill which follows the testing for and diagnosing of reading difficulties of a particular pupil within the class-room.

Sources of Data.-- Data presented in this study were obtained from the following sources:

Lucretia Mott School, Indianapolis, Indiana

All original data were obtained while working with junior high school pupils of the Lucretia Mott School, Indianapolis, Indiana and include:
1. Individual grade records and intelligence quotients
2. Results of standardized tests in reading
3. Results of informal tests in reading
4. Book-report slips
5. Supplementary reading lists
6. Test exercises
7. Remedial drills and self-help slips

II. Authoritative publications on reading
III. Yearbooks and current educational magazines

Techniques Employed.— The techniques employed in the study are: class-room experiment, statistical methods, and the development of original instructional aids.

I. Experiments set up:
   A. Group I participating in "free" library reading done in a period provided for it, on the school program.
   B. Group II participating in "directed" library work as supplementing the regular literature course for the given grade.
   C. Group III receiving "remedial" instruction in the class-room after difficulties have been diagnosed in regular literature class.

II. Statistical methods used:
   A. Analysis and tabulation of data
   B. Compilation of averages and median scores
   C. Graphic presentation of data

III. Instructional aids employed:
Summary.-- It has been the purpose of this chapter to state (1) the conditions leading to this study; (2) the problem involved; (3) the sources from which the data for the study were obtained, and (4) the techniques employed in the investigation.
CHAPTER II

HISTORY AND DEVELOPMENT OF RESEARCH IN READING

Early Investigation.-- The study of reading as a psychological process has long been a subject of interest, both in Europe and in America. Prior to 1900 most of the scientific investigation in the field was done in France and Germany, where it began in the last half of the nineteenth century. It then centered primarily around perception and eye movement as factors of the reading process.

Valentius, working early in 1844, concluded by investigation that adult readers perceived from three to four letters simultaneously. From this conclusion Cattell advanced to the belief that adult perception included words, phrases, and sometimes sentences; but it remained for Erdmann to supply evidence that reading takes place as wholes - letters, words, or sentences - according to the reader's skill in encountering reading materials. These men, along with Kesmer and Zeitler, have made great contributions to the psychological processes involved in reading, to the best arrangement of units of perception, and to desirable methods of teaching primary reading.

C. T. Gray, Huey, and Dearborn, among the early workers
in America, refined the methods of photographing eye movement, investigated children’s interests in reading, prepared vocabulary tests, and scaled the rate of reading done by adults.

Buswell\(^1\) carried out an elaborate investigation of the eye-voice span in reading, since emphasis at this time was placed upon oral reading.

**Contemporary Workers.--** In William Scott Gray’s *Summary\(^2\)* published in 1925, is given this table showing the increasing interest of educational scientists in the field of reading:

<table>
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<th>Period</th>
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<tr>
<td>1884-85</td>
<td>1</td>
</tr>
<tr>
<td>1886-90</td>
<td>1</td>
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<tr>
<td>1891-95</td>
<td>2</td>
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<tr>
<td>1896-1900</td>
<td>10</td>
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<td>1901-05</td>
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<td>1916-20</td>
<td>151</td>
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<tr>
<td>1921-24</td>
<td>201</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>435</strong></td>
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In five contemporary studies, only two workers extended their inquiry beyond Grade VI. Llewlyn,\(^3\) in 1916, studied Grades IV, V, and VI taking steps to shift the emphasis from

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oral to silent reading. In 1926 Neal and Foster⁴ made a campaign to improve silent reading in San Antonio, Texas. Their experiment lay in the area of grades IV and V. In 1925, Springstead⁵ included grades VII and VIII in an experiment to improve comprehension and rate in silent reading among children who came from foreign-speaking homes. By the use of the Thorndike-McCall Scale, striking evidence of the need for improvement was revealed.

A very extensive experiment was carried out by the State Department of Education in Maryland, and reported upon by Simpson and Stern.⁶ In 1922 the State Department ascertained, by means of standardized tests, that more than half of the pupils entering the seventh grade failed to attain fifth-grade norms. After a concentrated, cooperative campaign, beginning in October and terminating the following May, findings proved that grades II, III, IV, and V were above the standard and that grades VI and VII were "not far from the goal".


⁵Clara B. Springstead, "Improving Speed and Comprehension in Reading," Journal of Educational Method, V (October, 1925) pp. 47-52.

Psychological Aspects of Reading.— Dr. E. A. Kilpatrick divides the process of learning and habit formation in reading into three stages: that of learning to recognize symbols so that repetition is possible; that of making processes more definite so that they are more closely linked with each other; and that of habit fixing in which increasing certainty and succession of processes takes place, but in which there is no longer change in the way in which one process follows the other.

He accounts for increase in speed of this learning process by (1) elimination of short pauses between the changes involved, (2) omitting useless movements and finding better methods, (3) imaging less completely, and (4) overlapping of processes as when the eyes are several words ahead of the tongue.

Kilpatrick further explains that when rate and accuracy cease changing the mode of doing varies little; but, that further practice fixes the process thus making it mechanical. "This fixing may take place long before the best methods and highest possible skill have been developed. The closer to the limit of possible improvement, the harder it is to fix the habit at that stage, for as soon as less conscious effort is made, there is a drop in the performance. For practical purposes it is therefore often best not to push speed and accuracy too far at one time."

to the highest limit, while for artistic purposes, the effort to improve should never cease."

Thus cataloging oral reading as the artistic phase of the reading process, Dr. Kilpatrick's explanation clarifies the difference in emphasis necessary in training for silent reading and oral reading. After six years of training in the skill of reading, the pupil is assumed to have reached that stage at which practice tends to make the act automatic, and at which the teaching efforts may be directed toward refining the tastes in the selection of reading materials.

Samuel W. Patterson\(^5\) expresses much the same idea when he says,

"The teacher of reading in the junior and senior high school grades strives to guide the pupils in silent reading, to a more discriminating taste in the selection of reading matter, a firmer grasp of its meaning with attention to finer and more delicate shades of interpretation, improved speed and a more efficient handling of reference work." ........................

"The three pedagogic periods according to which the reading process may be arranged are, the beginning grades when the child learns to use the printed symbols to interpret thought; the middle grades when the child widens his reading experience; and the upper or junior high school grades, when the child refines his reading habits."

The breach between this theory and the actual condition has been shown by results of recent investigations which prove that the emphasis cannot be placed upon refinement of taste.

10.

until the inefficient reading habits are corrected.

Recent Trends in Thought.-- Several pieces of research in the field of reading have been completed within the last few years. Each investigation lies in grades above the sixth grade.

In 1932 Florence Delamater completed a study of progress made in reading by seventh grade pupils instructed by factual methods. She completed the work for her Master's Degree with the University of Buffalo, Buffalo, New York.

In the same year Arthur Edwin Traxler wrote his doctor's thesis on "The Measurement and Improvement of Silent Reading at the Junior High School Level", doing his work at the University of Chicago. He describes an experiment carried on at junior high school level in teaching silent reading to a group of retarded readers, and develops a diagnostic technique for analyzing reading difficulties.

In 1933 Myrna Agerton of the University of Colorado made a study of remedial treatment of reading difficulties in high school as her master's thesis. Her data indicated one thing of importance to this study: that responsibility for independent thinking and choice of material should be imposed upon the pupil.

Reading As a Social Subject.-- A nation wide study of the voluntary reading of boys and girls resulting from the White House Conference on Child Health and Protection revealed
many interesting facts. That reading was recognized as a factor in the mental health and social progress of the child is a matter of importance to both parent and teacher.

The following recommendations, selected from the findings of the sub-committee on reading under the guidance of Carl Milam, are pertinent to this study:

RECOMMENDATIONS

Made at the White House Conference on Child Health and Protection

"It is with a full realization of the importance of voluntary, unrequired recreational reading in the life of the child and of the possibility of encouraging good citizenship through reading, that the following recommendations concerning ways in which and means by which juvenile and adolescent reading may be encouraged, and the quality of that reading improved, are made. The recommendations set neither an immediate nor a future limit for this work. They seek rather to point out the way which, according to the best information and the best thinking of the present day, progress and improvement in children's reading should take

(5) The development in every child of a permanent and desirable habit of reading should be the prime objective of the teaching of reading and English literature in the schools.

(6) Parents should be made aware that theirs is the chief responsibility for stimulating an interest in good reading and for making books available in the home. They should also be made to realize their duty

of reading to and with their children.

(12) All methods that stimulate children's reading and create appropriate habits of reading should be studied and used intelligently and persistently by librarians, teachers, parents, and all adults interested in child welfare and education.

(13) Scientific studies should be made by persons equipped by training and experience, of reading preferences of children, of the influence of reading on character, of the place of books, reading and libraries in the reading process, and of the individual and social factors which affect the wise use of books by children.

The Library as a Cooperative Agency.-- This stress upon attitudes, discriminating taste, selection of reading matter, and the efficient use of reference material made at the White House Conference, brings the library and the librarian into the field of effort for refining the reading habits of school children. In the epilogue of The Epic of America, Henry Truslow Adams\(^\text{10}\) offers the opinion that the institution which best exemplifies "the American dream" is "the greatest library in this land of libraries, the Library of Congress".

This national monument is not accessible to everyone, but any library is a symbol of democracy. It shares with the school the right to be taken as an essential to the great American tradition. The use of the library stimulates intellectual activity and achievement complementary to that of classroom instruction. Both the school and the library

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\(^{10}\) Henry Truslow Adams, The Epic of America. Little, Brown Company, Boston, Massachusetts, 1931. P. 413.
Every pupil should be encouraged to use the library extensively for general cultural reading and for the pursuit of lasting interests which may be a source of constant satisfaction and enjoyment. Reading habits, acquired in the school library, will serve as a solid foundation upon which one may continue to grow educationally . . . . . The book is an ice-breaker and introduction, an informal give and take sort of thing that provides a clue to the inner person. The interchange of experiences and feelings that results, is a creative educational value to all parties concerned with the guiding of the adolescent.

But regardless of our many libraries and the untiring efforts of teachers and librarians to encourage reading, there are children, apparently normal, who do not read efficiently and to whom a book is a distasteful symbol of punishment. This is a challenge to any thoughtful teacher.

Remedial Instruction in Reading.-- It remained for the social educational worker to first realize the necessity for remedial reading among boys and girls. With Healy, Bronner, and Fernald meeting the problem in the field of the social worker, Gray, Horn, Uhl, Anderson and Norton began a series of case studies in the educational field.

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In 1920 Anderson and Merton\textsuperscript{12} published an article on remedial cases in reading which contains the following descriptive titles: "The Fluent Oral Reader Who Comprehends Nothing Read Silently", "A Foreign Child Who Is Handicapped in His Third Grade Reading", "A Sixth Grade Boy Who Cannot Read Primer Material Fluently". These headings tend to show the complexity of the problem, and also the grades in which the experiment in remedial work began. These points are of utmost importance in this study.

It is an economic waste to try to teach literature, history or science to a pupil who cannot read. It is better to stop and teach reading then and there, for without the tool a workman is helpless.

In 1925 Dr. Gray\textsuperscript{13} wrote:

The importance and need of diagnostic and remedial work are widely recognized.\textsuperscript{14} There is need of two additional types of study. The first relates to needed changes in regular classroom instruction in order to reduce the remedial cases to a minimum. The second relates to provision of appropriate materials to make diagnostic and remedial work an integral part of the work of each elementary and high school.

However, a remedial program and a testing program go hand in hand; for only after testing can remedial measures be applied.


In Dr. Gray's latest report on reading he emphasizes the value of testing in the efforts to improve reading. In his research work he met with these difficulties:

(a) Unwillingness of many school officials to cooperate in constructive work either because they were too busy with routine responsibilities or were self-satisfied and frankly not interested.

(b) Lack of training among teachers and school officers in giving, scoring, and using the results of informal and standardized tests.

Dr. Gray made these observations: (1) that the schools which made the greatest improvement in instruction in reading continued their efforts for two years after the experiment terminated; (2) that the best results were secured when simple and clearly defined problems were attacked one at a time.

During the National Council of Teachers of English which met in Indianapolis November 28-30, 1935, much space on the program was given to the discussion of reading deficiencies among junior and senior high school students.

Dr. Ernest Horn stated that reading difficulties prevalent among students are more often due to a lack of rela-

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15 Dr. Ernest Horn, Unpublished address made at N.C.T.E., Indianapolis, Indiana, November 28, 1935.
tionship between word and thought than to a lack of mastery of the fundamental mechanics of reading. If the child has been forced to read before he has reached the point of reading-readiness, the result may be mere verbalism or the reading of words empty of meaning. Since language presents such an inadequate portrayal of concepts, the relationship between the words and the thoughts they stimulate are as apt to be wrong as to be right. Ideas develop within the individual according to his experiences and the order or logic which he practices in formulating his meanings.

Teaching stimulates the pupil to make these meanings. Many student "boners" are no reflection upon the general intelligence of the student but are the fault of educators who have failed to see the place of psychology, philosophy, and logic in the educative process.

Simplified language has not solved the difficulty. The use of graded word-lists such as those compiled by Dr. Horn or Dr. Thorndike can lead to base absurdities. Such sentences as: "Only like numbers can be added", or "A straight line is the shortest distance between two points", may be constructed from words found in the Thorndike list for three-year-olds; yet a three-year-old child would have no interpretation for such statements.

Thinking stimulated by the spoken word, and later by the written word, is dependent upon content, order, and richness
of the background of the individual. Meaning from the printed page is limited by understanding and not by eye-movements, speed, or familiarity with phonetics.

The child must be physically, mentally, and emotionally ready to read before he is urged to approach it. This clinical observation places reading in the realm of socialized individual instruction.

**Summary.**—The purpose of this chapter has been to present the history and development of research in the field of reading as it pertains to the three-phased problem of this study. Reports of research show that,

1. Refining reading tastes remains a primary junior high school goal regardless of the evident need for emphasis on other phases of instruction.

2. Experimentation has:
   a. centered around the physical and psychological processes involved in the reading activity
   b. facilitated the shifting of emphasis from oral to silent reading
   c. predominated within the lower grades
   d. advanced quite recently to the junior and senior high school grades

3. The library has come to be recognized as an educative agency which should work cooperatively with the school.

4. The importance of remedial instruction in reading was:
   a. recognized first by social workers
b. promoted in the lower and intermediate grades by educators

c. accepted, finally, as a needed teaching technique within the junior and senior high school grades

5. Guidance in library reading in many junior and senior high schools points toward refinement of taste in the selection of reading materials.

6. Underlying causes for error in reading may be due to:

a. Forced reading.

b. Mental, physical, or emotional immaturity of the pupil.

c. Failure of the teacher to utilize the situation as a teaching opportunity.
The resume of research in reading has shown a need for better instruction in the subject; the importance of desirable reading habits in the life of an individual has been brought to realization, and the place of the library as an asset to the general education and culture of youth has been recognized.

From these generalizations was evolved the problem of this study; i.e., which of three types of supplementary instruction—free library reading, directed library work, or remedial class-room instruction—best facilitate efficiency and refinement in reading among junior high school pupils.

In order to arrive at a practical solution, a class-room experiment in "free" library reading was set up during the first semester of the school year of 1930-31 with a class of fifty-two 7B pupils, designated in the study as Group I.

Preliminary Testing Program.—The Terman Group Test of Mental Ability, Form A, was administered to the class during the first week of school, and the mental age and the intelligence quotient of each pupil were thus ascertained.

Monroe's Standardized Silent Reading Test, Revised,
Form I, was then given. The standard medians for Grade VII in this test are: 12.5 in comprehension and 171 in rate.

A simple ability profile of the group, in which reading is emphasized, is presented in TABLE I. The grade in the last column of the table is a composite of the grades received in reading from the last six teachers marking the class. Such a composite grade is given as an index to grades received from teachers in comparison to median scores obtained from a standardized test.

### TABLE I. SIMPLE ABILITY PROFILE OF GROUP I

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<thead>
<tr>
<th>No.</th>
<th>Avg. chron. age</th>
<th>Avg. mental age</th>
<th>Median I.Q. (Terman) with range</th>
<th>Median Score Monroe Test (Form I)</th>
<th>Comp. grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>11-10</td>
<td>11-9</td>
<td>102.27 (69-149)</td>
<td>Rate - Comp. 162 - 14</td>
<td>B</td>
</tr>
</tbody>
</table>

*Method and Devices.*--After this preliminary testing, a program for following out the "free" library reading was formulated. A period of thirty minutes each week was assigned to the "free" reading. The class, accompanied by the teacher, went to the E. W. Indianapolis branch library at this time. Here the pupils had access to the shelves, and browsing among the books was encouraged by the teacher and the librarian.

After selecting the desired books and having the library cards stamped, the books were taken out in the manner customary after any visit to the library.
When the book was read, the pupil made a report by using a simple book-report slip furnished by the teacher for this purpose. These slips were filed away, and each Friday a committee of three pupils, selected by the class, checked through the slips and recorded the number of books read opposite the name of the reader.

The only motivating device used was that of posting the number of books reported by each individual, on a large chart made by one of the boys of the class. He had painted the picture of a medieval knight in full regalia mounted upon a white horse, on a piece of wall board (36" x 45"). Below the picture he had printed, "Knights of the Reading Table". Each active reader thus became a knight of The Reading Table although no formal organisation of this body ensued. The chart hung from the picture molding and became the center of much interest as the list of "knights" with their accomplishments grew in number.

Form II of Monroe's Standardized Silent Reading Test was given to the pupils of Group I in February as a final check on its progress.

The Findings.—Analysis of the book-reports revealed the ten most popular authors, listed in order of their popularity, to be:

---

*See Appendix, p. 99*
Zane Gray                                  Kate D. Wiggins
Charles W. Altsheler                     Cornelia Meigs
Robert L. Stevenson                      Louisa M. Alcott
Holt-Wheeler                             Frances H. Burnett
Edgar Rice Burroughs                     R. H. Barbour

Total number of books reported - 678
Average per pupil                      - 13

These books were classified into eleven types. TABLE II shows the approximate percents of each type reported upon.
All percents are approximated upon the base of 700.

The girls read all the poetry and the one love story in the list. They also read more of the Boy Scout books than the boys.

The boys read nature stories, books of adventure, and informational books; but the largest number of any one type was the 128 history stories reported by them.

TABLE II. NUMBER OF BOOKS BELONGING TO EACH CLASSIFICATION WITH PERCENTS OF TOTAL NUMBER READ

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love Story</td>
<td>1</td>
<td>.147</td>
</tr>
<tr>
<td>Poetry</td>
<td>3</td>
<td>1.</td>
</tr>
<tr>
<td>Information</td>
<td>12</td>
<td>2.</td>
</tr>
<tr>
<td>Fancy</td>
<td>23</td>
<td>3.</td>
</tr>
<tr>
<td>Humor</td>
<td>29</td>
<td>4.</td>
</tr>
<tr>
<td>Western</td>
<td>40</td>
<td>6.</td>
</tr>
<tr>
<td>Nature</td>
<td>55</td>
<td>8.</td>
</tr>
<tr>
<td>Life and Customs</td>
<td>93</td>
<td>14.</td>
</tr>
<tr>
<td>History</td>
<td>177</td>
<td>24.</td>
</tr>
<tr>
<td>Adventure</td>
<td>210</td>
<td>30.</td>
</tr>
<tr>
<td>correction</td>
<td>22</td>
<td>3.353</td>
</tr>
</tbody>
</table>

Totals                  | 700    | 100     |
Results from Monroe's Standardized Silent Reading Test, Revised, Form II which was given at the close of the semester showed no gain in comprehension but a gain of 25 points in rate.

Edith G. Germane\(^1\) found through her investigation that children retained narrative material much better than factual. They could retain four-fifths of the ideas in a story after the single reading.

The fact that such a large number of history stories had been read by the boys, presented the question of the transfer of ideas through vicarious experience. Analysis has shown that twenty-four of the twenty-six boys in the group had read at least one such book. The boy who had read 19 history stories (Case 21, TABLE III) had received a mark of "A" in history. The two boys who had read no history stories (Cases 19 and 26, TABLE III) had received marks of "C" and "D" respectively.

The ten history stories\(^2\) most frequently reported upon were found to average 292 pages of reading matter. Upon this basis, the data for TABLE III was compiled, showing the stories read by each boy computed in one-thousand-word units


\(^2\)See Appendix, p. 103.
from which percentile points were located. Column 2, is a
compilation in units of one-thousand-words, of pages read.
Column 3 lists the percentile equivalents. From these per-
centile points and the mid-points of teachers' grades in
history as a school subject, a coefficient of correlation was
compiled. It proved to be .509.

TABLE III. TRANSPOSITION OF HISTORY STORIES TO ONE-
THOUSAND-WORD UNITS AND PERCENTILE POINTS

<table>
<thead>
<tr>
<th>Cases</th>
<th>One-thousand-word Units</th>
<th>Percentile Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.752</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>.684</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>.684</td>
<td>50</td>
</tr>
<tr>
<td>4.</td>
<td>.684</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>.684</td>
<td>50</td>
</tr>
<tr>
<td>6.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>7.</td>
<td>.584</td>
<td>50</td>
</tr>
<tr>
<td>8.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>9.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>10.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>11.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>12.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>13.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>14.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>15.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>16.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>17.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>18.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>19.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>20.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>21.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>22.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>23.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>24.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>25.</td>
<td>.292</td>
<td>30</td>
</tr>
<tr>
<td>26.</td>
<td>.292</td>
<td>30</td>
</tr>
</tbody>
</table>

|       | 37.576                  | 14.10             |

Mean 1.437 54.25
TABLE IV shows the transposition of teachers' grades to numerals and the mid-points used in the correlation.

TABLE IV. TRANSPOSITION OF TEACHERS' GRADES TO NUMERALS WITH VALUES AND MID-POINTS

<table>
<thead>
<tr>
<th>Letters</th>
<th>Significance</th>
<th>Values</th>
<th>Mid-point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-90</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>90-80</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>80-70</td>
<td>75</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>70-60</td>
<td>65</td>
</tr>
</tbody>
</table>

Summary:—In summarizing the findings of the experiment in free library reading, the following facts are noted:

1. A total of 678 books was reported upon by the group.
2. An average of 13 books per pupil was read.
3. Every pupil took an active part in the free reading.
4. All poetry and the one love story were reported upon by girls.

The fact that the only report made on a love story came from a girl whose age was 13.7 as compared to 11.10, the average age of the group, might be indicative of the strengthening of the sex emotions at that age, and of the need for guidance in a wholesome expression of such emotions.

5. The two boys reading no history stories received the lowest mark in history.
6. The boy reading the most history stories received the highest mark in history.

Certain significance might be attached to the fact that Case 21 (the boy reading the most history stories) received the highest grade in history as a school subject. By applying a
In a survey of reading in the schools of New Hampshire, the reading-efficiency of Case 21 was found to be 46.95. Efficiency scores of Cases 19 and 26 (the two boys who read no history stories and who received the lowest grades in history) were 14.5 and 15.75 respectively.

A coefficient of correlation between the efficiency scores of the boys of Group I and the grades which they received in history as a school subject was .96. These statistics might indicate that the free reading of history stories influenced the grade in history. However, it would be a question whether efficiency in reading or the reading of a particular kind of story influenced the grade.

7. A correlation coefficient of .509 existed between the free reading done in history by the boys of the group and the marks which they received in history as a school subject.

8. The median score from Form II of Monroe's Standardized Silent Reading Test showed no improvement in comprehension over that made on Form I which was 1.5 above the median for the grade.

9. The median score from Form II of Monroe's Standardized Silent Reading Test showed a gain of 25 in rate over that made on Form I. This score placed the group 20 points above its grade median.

10. Books most widely read were by authors considered among the best writers of juvenile fiction.

\[
\text{Rate \times comprehension} = \text{Reading-efficiency}
\]

CHAPTER IV

AN EXPERIMENT IN DIRECTED LIBRARY WORK

In order to carry out the experiment relative to the step in the problem, a group of sixty-two GAB pupils, designated in this study as Group II, followed a scheme of directed library work during the second semester of the school year of 1930-31.

Preliminary Testing Program.— In February of 1931 The Terman Group Test of Mental Ability, Form A, and the Monroe Standardized Silent Reading Test, Revised-Form I, were given to the pupils of Group II. A composite of grades in reading was computed as before. The standard medians in Monroe’s test for Grade VIII are 13.7 in comprehension and 185 in rate. TABLE V gives a simple ability profile of Group II.

TABLE V. SIMPLE ABILITY PROFILE OF GROUP II

<table>
<thead>
<tr>
<th>No.</th>
<th>Avg. Chron. Age</th>
<th>Avg. Mental Age</th>
<th>Med. I.Q. with range (Terman)</th>
<th>Med. Score Monroe Form I Rate</th>
<th>Compl.</th>
<th>Teachers' Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>12-5</td>
<td>18-6</td>
<td>104</td>
<td>206</td>
<td>17</td>
<td>B</td>
</tr>
</tbody>
</table>

(27)
Methods and Devices.-- The sixty-two pupils were divided into two teams of thirty-one members. A period of thirty minutes a week was set aside as a library period for each team. The team, accompanied by the teacher, spent this at the East Washington Branch Library.

Each team was organized with a captain and a scribe. Through class discussion, it was decided that the duties of these officers should be as follows:

(1) The duties of the team captain:
   (a) To supervise pupil-lines to and from the library building on library-class day
   (b) To discuss misdemeanors with teacher
   (c) To prepare, each week, a list of honor pupils for the scribe
   (d) To encourage slow readers on his team to partake in the activity

(2) The duties of the team scribe:
   (a) To file and record all book-report slips
   (b) To reserve each Friday afternoon after school for marking of display charts
   (c) To keep all honor cards in accordance with the team captain's lists

Display charts were constructed by art committees elected for each team. It was their task to prepare a team record chart which would be of sufficient artistic value to warrant permanent display in the class room.

Library Honor Cards were designed and printed on 3" x 5" cards by the boys in their print shop. These cards bore the
name, and grade of each team member. They provided space for
gold star seals which were used to record commendable library
attitudes and habits during the library period. A gold star
attached to the card each week by the scribe of the team re-
sulted in a perfect Honor Card bearing eighteen stars.

Book lists of twenty-five books pertaining to experi-
mental literature units on Science and Invention, Life and
Customs, Outdoor Life, and Home and School were prepared as
guides in the selection of library work to be done in corre-
lation with the units.

Skill in the use of reference books, in the use of the
card catalogue, in locating various types of available
material independently was developed through instruction given
to the group by the librarian. This instruction was supple-
mented by a mimeographed sheet prepared by the teacher on
the Dewey Decimal Cataloging System used in the libraries of
Indianapolis. Individual habits of behavior on the way to
and from the library, in the reading room, at the filing
cabinets or shelves, and in the class-room became a matter
of group consciousness. Desirable social attitudes toward
each other and toward the adults with whom they came into
contact, developed within the pupils. In the light of these

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\[\textit{See Appendix, p. 102-107}\]

\[\textit{See Appendix, p. 108}\]
changes, reading became a means to the true end of education.

Twenty-nine pupils, about half of Group II, were to enter the 9B Grade in September 1931, so that a detailed analysis of their reading ability was desired. Because of this, a more elaborate final testing program was administered to the pupils of the entire group.

In June the standardized tests given Group II included Form II of Monroe's Silent Reading Test, Revised, Form A of the Chapman-Cook Speed of Reading Test, and Form I of the Gates Silent Reading Test.

The Findings.—Analysis of the book-report slips showed the ten most popular authors, listed in order of popularity, to be:

- Ernest Thompson Seton
- Zane Gray
- Jack London
- Mark Twain
- RoIe-Wheeler
- Augusta Seaman
- Louisa M. Alcott
- Cornelia Meigs
- Frances Burnett
- Margaret Burnham

Total number of books reported 683
Average per pupil 11

The books were classified according to the literature units to which they were assigned. TABLE VI shows the approximate percents of each type of book reported by Group II. All percents are approximated upon the base of 700.

---

1Seven of the sixty-two pupils of Group II made no reports upon the library work.
TABLE VI. NUMBER OF BOOKS BELONGING TO EACH CLASSIFICATION WITH PERCENTS OF TOTAL NUMBER READ BY GROUP II

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Percents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science - Invention</td>
<td>88</td>
<td>12.57</td>
</tr>
<tr>
<td>Life and Customs</td>
<td>163</td>
<td>23.23</td>
</tr>
<tr>
<td>Outdoor Life</td>
<td>202</td>
<td>28.94</td>
</tr>
<tr>
<td>Home and School</td>
<td>230</td>
<td>32.85</td>
</tr>
<tr>
<td>Corrections</td>
<td>17</td>
<td>2.46</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>700</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Results from Form II of Monroe's Standardized Silent Reading Test showed a gain of 2.06 in comprehension and a gain of 24.21 in rate.

A median score of 16.5 in the Chapman-Cook Speed in Reading Test placed the entire class, twenty-three members of which had completed only one semester's work in the grade, slightly above the standard median for the last half of grade eight which is stated as being 16.

The Gates Silent Reading Test consists of four complete tests for each type testing for a particular reading skill. Scores for each type are expressed in terms of reading age and grade age. Results from these tests compared with the average chronological age and the average mental age of Group II are shown in TABLE VII.
TABLE VII. THE READING AGE AND GRADE AGE OF GROUP II AS SHOWN BY MEDIANs FROM GATES SILENT READING TEST IN JUNE 1931

<table>
<thead>
<tr>
<th>Types of Tests</th>
<th>Grade Reading Age</th>
<th>Grade Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reading to Appreciate General Significance</td>
<td>15.5</td>
<td>9.0</td>
</tr>
<tr>
<td>B. Reading to Perdict the Outcome of Given Events</td>
<td>16.0</td>
<td>9.7</td>
</tr>
<tr>
<td>C. Reading to Understand Precise Directions</td>
<td>16.0</td>
<td>9.5</td>
</tr>
<tr>
<td>D. Reading to Note Details</td>
<td>14.9</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Average Chronological Age 13.0
Average Mental Age 13.6
Actual Grade Age (29 Pupils) 8.10 (23) 8.5

Summary:— In summarizing the results of the experiment in directed library work, it was found that:

1. A total of 663 books was reported upon by pupils in Group II.
2. An average of 11 books per pupil was read.
3. Seven (7) pupils of Group II did not report upon any library reading.
4. The Home and School unit received the greatest response in the supplementary reading.
5. Five authors (Zane Gray, Rolt-Wheeler, Louisa Alcott, Cornelia Meigs, Frances Burnett) most popular with Group I in the "free" library reading, appeared among the most popular authors of Group II.

6. Median scores from Form II of Monroe's Standardized Silent Reading Test, Revised, showed a gain of 2.08 in comprehension and a gain of 24.21 in rate.

7. A median score of 16.5 from Chapman-Cook Speed of Reading Test placed the group slightly above the median for Grade VIII.

8. Medians of Types A, B, and C of the Gates Silent Reading Test showed a reading age and a grade age above the average chronological age, mental age, and the actual school grade of Group II.

9. Median of Type D of the Gates Test showed a reading age beyond the average chronological age and the mental age, but three months under the actual grade age of one half of Group II.

2Standard median for Grade VII - 16.
CHAPTER V

THE REMEDIAL CYCLE

Before launching an experiment in remedial class-room instruction, the remedial cycle was developed as a teaching technique pertinent to the third and last phase of the problem.

Since most reading difficulties are apparent in the first three years of the school life of the child, the administration of education should be such as to aid in the discovery and elimination of these difficulties among normal children before the junior high school grades are reached. Though grade bounds, limits, and standards are still matters of controversy, every child should be privileged to read at his own level regardless of grade. Each teacher, following this principle, would take the child where she finds him, and emphasize his progress as an individual; rather than his failure as a member of an age or grade group in which he has or may become a social misfit. This procedure requires smaller classes with social purposes, individualized work, and a testing program with a functioning remedial follow-up.

The Remedial Cycle. -- The remedial cycle consists of
four sectors: testing, diagnosing, grouping, instructing, and re-testing. The results of the re-testing or measuring are interpreted in terms of the previous steps, since the activity can then, and then only, become a progressive process.

Testing.—In administering a test to pupils needing remedial work, great care should be taken to keep the atmosphere of the room pleasant, with a spirit of good sportsmanship prevailing. The attention of the class is kept without the feeling of tension or strain. Definiteness and simplicity in all directions, and exactness in starting and stopping the work are essential to best results.

Children are led to feel that the testing is a part of their work, and that discussing results in a free, open manner is only a step in individual growth. Every act is to be an aid in overcoming a feeling of inferiority which is always present in a remedial group, and special emphasis are placed upon self-competition and the satisfaction of achievement.

Diagnosing.—The most common errors in reading may be classified into four divisions. (1) Lack of familiarity with language forms may be due to immature language habits such as faulty consonants and vowels; a habit which is often encouraged by parents who enjoy "baby talk" in the infant, but bewail the inability of the school to correct in the adolescent. Children with limited experiences, from homes where a foreign language
is spoken, or colloquialisms are used, may lack a working familiarity with words.

(2) Inattention is another contributing cause to reading difficulties. When a pupil is continuously inattentive, it is well to seek advice and assistance from the school nurse or physician. There may be some physical disorder which can be corrected. Defective vision may be discovered by noticing the eye-movement, improper phrasing and word calling in oral reading. If the pupil uses excessive articulation or omits parts of the print while including some of his own thoughts, it may be attributed to poor auditory memory or a short memory span. Distractions of radio, frequent attendance at the "movies", or confusion in the home may each contribute to the habit of inattention.

(3) Emotional and nervous instability may be the result of a speech defect, or of general mal-adjustment; but usually cases of this type require the assistance of a psychiatric social worker who can ascertain the home and the school conditions of the child so that of mal-adjustment may be discovered and corrected as far as possible.

(4) Slow rate and comprehension in reading may be due to the native ability of the pupil. But it is startling to note the difference in maturity of many adolescents of the same chronological age. Defective vision, defective speech, or general carelessness as a behavior trait may contribute to this division.
Diagnostic Key and Remedial Treatment

Suggested For Common Errors in Reading

1. Lack of Familiarity with Language Forms

a. Faulty Consonants - reads look for took; then for them
   (1) Use phonic drills
   (2) Stress syllabication
   (3) Analyze context

b. Faulty Vowels - reads dog for dug; bed for bad
   (4) Use phonic drills
   (5) Stress diacritical markings
   (6) Analyze context

c. Reversals - of letters (big for dig) of direction (saw for was; no for on)
   (1) Careful drill for identifying letters - b, d, p, q, u, n, m, w
   (2) Use flash cards bearing similar words:
       puddle, bubble, quite, quiet; middle, middle;
       nettle, though, thought; thorough, thorough
       Flash cards should be exposed in rhythmic motion, as teacher silently counts three or
       five according to the ability of the individual to recognize the word
   (3) Tracing Exercise
       In extreme cases, print troublesome reversals on scratch paper in bold type. By tracing
       over and over the word with finger, the pupil may get the necessary kinaesthetic cue.
       Pit printing and script of the word and repeat tracing.

d. Repetitions
   (1) When repetitions are made because of a previous error, care should be taken that pupil is familiar
       with all words he is to encounter in the selection to be read. This prevents error and reduces repetition.
   (2) When repetition is due to lack of comprehending the meaning, discuss story before it is read, or
       use a simpler version of the same story.
   (3) In cases of free, habitual repetition, have a pupil who is a good reader, read alternately with
       the "patient" to stimulate imitation. Use easy, attractive material for all these cases.
e Limited Experiences
(1) Analyze context
(2) Use dictionary
(3) Emphasize vocabulary
(4) Use a Reference Test

2. Inattention
a Poor Auditory Memory
(1) Give clear and definite direction involving moving about the room in search of certain objects. Gradually increase the number of objects to be found. Do not repeat the direction after being certain that the individual is not deaf.
(2) For omission of parts, use flash cards of phrases.
(3) When own thoughts are included, pay little heed unless the meaning is badly contorted.
(4) For excessive articulation, eliminate temporarily all oral reading. Provide easy, interesting material for silent reading. Insist that speech organs remain inactive.
Direct stubborn cases to push tongue against roof of mouth keep lips together hold tongue between teeth

b Defective Vision
(1) Faulty eye movement - loses place, skips line. Give short, rhythmic flash card drill. See school doctor.
(2) For improper phrasing, stress punctuation marks as an aid to good reading.
(3) If vision is not faulty and pointing to words is habitual, use brief periods of intensive practice beginning with exercises printed in bold print. Gradually increase in difficulty and length of exercise, changing type of print as pupil is strengthened and as he corrects his fault.

3. Emotional and Nervous Instability
a Watch for evidences of
(1) Speech defect
(2) Malnutrition
See school nurse

b General immaturity
(1) Fit all instruction to the need of the individual.
(2) If he is at a third grade level, provide him with...
third grade material. Advance to higher levels as individual improves. Make progress possible in every case. Let every case feel the satisfaction of accomplishment.

c Irregular attendance
(1) Check carefully on attendance.
(2) Pay a call to the home

d Timidity
(1) Provide exercises permitting muscular activity and movement from place to place. Use a variety in these exercises and activities, avoiding the monotony of drill. Try to develop an appreciation for controlled freedom.

4. Rate and Comprehension

a Slow rate
(1) Use short, easy exercises, gradually increasing in length and difficulty.
(2) Use periods of brief, intensive practice. Know exact number of words in selection to be read.
(3) Use devices for checking rate, that interfere with the work of reading as little as possible.
(4) Time the reading of some selection; then graph results, emphasizing only self competition.

Note: Watch pupil who has apparently reached an accepted goal in rate of reading (200 to 250 words per minute). Check at regular intervals with short speed tests, so as to retain speed.

b Faulty comprehension
(1) Adapt material to pupil, in interest and difficulty.
(2) Anticipate difficult words.
(3) See that pupil has correct concept of objects mentioned in selection.

c Give something definite for which to read.
(1) General mood of character or event
(2) Summarize or outline story
(3) Select or compose title to selection
(4) To execute definite directions
Grouping.—For conventional class-room work, most cases may be grouped for instruction as: (1) Slow (weak in rate and comprehension); (2) Slow-accurate (weak in rate); (3) Rapid-inaccurate (weak in comprehension); (4) Balanced (steady progress at his own level) and (5) Rapid-accurate (superior in both rate and comprehension).

In a problem of such complexity, where each individual is often a different remedial case, the instruction is forced to follow the trial and error method. Any such instructional method must be accepted by the teachers with an open mind and a willingness to spend much time and energy in developing and perfecting it. Classes must be small enough to allow the teacher and the pupil to become a cooperative personality.

Dr. Gray¹ says:

"As teachers rise from one level of instruction to another, new types of material are often essential. Training teachers to give and score tests and make practical use of the results is a major importance. The need for objective study of achievements and the deficiencies of the pupils is so urgent that constructive work cannot be done unless the teacher acquires skill in giving tests, in interpreting results, and in making use of the findings."

There has been a tendency of late to delegate responsibility for remedial cases to a special teacher or department. The results of this study show conclusively that poor readers, but with few exceptions, can secure the training needed most effectively and economically from their regular teachers."

¹William Scott Gray, Improving Instruction in Reading, p. 218, ff. 61, Chicago: Chicago University Press, 1933.
Summary.—It has been the object of this chapter to present (1) the remedial cycle and its sectors; (2) the four divisions into which the most common errors in reading may be placed; (3) a diagnostic key with suggested remedial treatment; and (4) a convenient grouping of pupils for remedial instruction in the conventional class-room.\(^2\)

\(^2\)Most of the material in this chapter was prepared by the author for the Course of Study in English (Junior High School Division) for Indianapolis Public Schools.
CHAPTER VI.

PREPARATION OF INSTRUCTIONAL AIDS

Further need for the application of the remedial cycle was presented through the study of scores obtained from the Gates Test which had been given to the junior high school pupils in June 1931. These scores showed that the outstanding weakness lay in reading for details, and in reading for directions. As means for correcting these fallacies in teaching, informal tests and instructional aids were constructed to be used with the third and last experimental group.

Paragraph Tests.——A series of narrative paragraphs based upon interests previously displayed in choices of library books, were assembled. The number of words contained in each paragraph was ascertained, and five questions on the details contained in the paragraph were so formulated as to be answerable by one word. Each paragraph was mimeographed on a slip of paper 5" x 3", on the back of which appeared the questions prepared to accompany it.

These paragraphs were graded according to difficulty of material and according to the number of words contained in them. Keeping ever in mind the necessity for developing and
retaining to the point of habit formation, an accepted rate of reading, the shorter paragraphs were used as introductory drill materials, gradually leading to lengthened paragraphs with stated time for the reading computed upon the basis of two hundred words per minute.

In presenting the paragraph test, individual copies were to be distributed, the signals for beginning and stopping were to be accurately given. At the signal to stop, the test sheets were to be turned over, the questions on the back of the slip read, and the one-word answers written on the slip of paper provided for that purpose. Each pupil was to construct a column graph of his progress as the practice proceeded week after week during the semester.

The construction of instructional aids for the purpose of developing greater efficiency in reading for directions presented a more difficult project. However, realizing that an activity program lent itself perfectly to this type of reading, a sheet of suggestions for functional individual activities to be used in connection with literature study was prepared.

Spelling Correlation. -- It then became evident that the other fields of subject-matter better conformed to practice in reading for directions than did the reading of prescribed literature selections. The existing teaching situation necessitated that the instructional aids be constructed in
one of the phases of the English field. Spelling was selected as closely allied to the problem, and all spelling words assigned to Grades VII and VIII for the Spring Semester were arranged into vocabulary lessons including most of the activities involved in efficient reading.

Sample Exercises. — The following sample exercises will give an idea of the type of material planned for use with the next experimental group:

**TO NOTE DETAILS**

Rate and Comprehension

(Front of slip)

The Greeks built a huge wooden horse which was an offering to their patron goddess. They left it on the shore and sailed away in their ships as though they had become discouraged and were planning to give up in despair and return home. As soon as the Trojans saw this they thought the was was over. In great joy they threw open the gates of the city, and rushed to examine the figure. Believing that it was of immortal power, the Trojans decided to drag the wooden image inside the city walls. In the night the Greeks who had been hidden within the image, came out and set fire to the great city of Troy. In this way the Greeks managed to win the war.

(Back of slip)

127 words 1 minute

1. What two peoples were at war?
2. Which people were tricked?
3. By what were they tricked?
4. How was this ancient city protected?
5. By what was the city destroyed?

1 The paragraphs labeled To Note Details show the gradual increase in speed as expressed by the number of words to be read in the given time.
TO NOTE DETAILS
(Front of slip)

It was after the Fourth of July. So it was time for goldfinches to build their nests. We knew that the lady bird liked a soft lining for her nest. When we heard the black-capped male bird singing his very sweetest we concluded that he must be looking for milkweed down or thistle. We made up our minds to help him a bit. So we pinned to our clothesline some surgeons cotton. Sure enough! In a day or two Mrs. Goldfinch espied it and brought Mr. Goldfinch along. She pulled and tugged at the bunch of cotton while he sang his best love song but did not offer to help. She finally got a little tuft in her bill and the two birds flew away to their nest. Both returned again and again. Mrs. Goldfinch did all the pulling and carrying while resplendent Mr. Goldfinch did the singing. The next year from three different directions three pairs of goldfinches came for cotton.

(Back of slip)

162 words 1¾ minutes

1. In what month do goldfinches nest?
2. Which bird does the work?
3. With what did they line their nest?
4. What did Mr. Finch do at nesting time?
5. What shows that finches tell each other things?
People who live in the desert move several times each year. The goats and camels soon eat all the grass that is to be found in one spot. The little spring that bubbles forth among the palms is usually very small. The hot rays of the sun and the daily drinking from it are likely to dry up the small supply of water. Then the Arabs pack their household goods upon the camels' backs and move on to fresh grass and water. Camels cannot carry large pieces of furniture, such as we have in American homes, so the Arabs have no beds, bureaus, pianos, or chairs. Their household goods consist of a few dishes, leather bags, mats to sit on, and rugs to cover the floor or pile in a corner for a bed. Their houses are tents which can easily be taken down and rolled up with the rugs. People who have no permanent home, but wander from place to place in search of food and water, are called nomads. Do you wish you were a nomad?

1. Of what nationality have you read?
2. What kind of harda do they own?
3. What necessities may become scarce?
4. Why do these people use little furniture?
5. Are the people ruffians, beggars, nomads, tramps?
While lying in a duck blind out on the river last November I saw a meadow lark caught by a pair of marsh hawks. The larks had been chopping their way over the northeast end of the slough. A couple of hawks were sitting silently on a high branch of one of the tallest trees. One of the larks attempted to pass over the tree in which these two hawks were keeping vigil. It had nearly scaled the barrier when one of the hawks sprang up into the air straight at him. To avoid this fierce onrush the lark swerved out over the river. The hawk followed directly above him. When they had reached the middle of the river the hawk swept down in front of the lark heading it off and turning it back toward the tree. The other hawk that had remained sedately on its perch in the tree darted out like a bronze shooting star straight for the lark. The poor little yellow breast was tired and palpitating with fright. It failed to turn and the hawk smashed into it and caught it in its talons in the air. Then the two hawks softly dropped down to the open pasture land and together devoured their prey.

---

212 words 1 minute

1. Was the season Spring, Summer, Autumn or Winter?
2. Did the lark show fight, cunning or timidity?
3. Was the hawk's work alone or in team work?
4. Do hawks use their bills, wings or feet to fight with?
5. What did they do with the lark?
TO NOTE DETAILS

(Front of slip)

During the Centennial Exposition at Philadelphia in 1876, Alexander Bell was showing his newly invented telephone. Weeks went by and no one noticed him or his little telephone. One day the judges were making their rounds examining the different inventions and awarding medals. They didn't reach Bell's table until evening. They were tired and hungry and anxious to hurry on. Bell explained the telephone but the judges were not interested. Just then the Emperor of Brazil, who had been visiting, entered the room. Several years before the Emperor had watched Bell teach a class of deaf and dumb children. He had been greatly pleased at the young man's skill in teaching these children. Now he rushed up to Bell and greeted him effusively. Then he picked up the telephone receiver. Bell went to the far end of the room and spoke into the transmitter. "It talks!", cried the Emperor. One after the other the men listened to the voice that came from the iron plate. They forgot their hunger and played with the talking wire for several hours. They declared it was the most wonderful thing there. Would they have realized its wonder if the Emperor had not recognized Bell and greeted him so cordially?

(Back of slip)

219 words 1 minute

1. This story tells about what invention?
2. In what city did the scene occur?
3. Who was the inventor?
4. What two parts of the instrument are mentioned?
5. What foreigner helped the inventor?
VOCABULARY DRILL

(Sample Exercise)

Directions:

I Read the following paragraph carefully.

The Saros are a brave, hardy people, whose history has been one long and continuous struggle for existence against alien peoples that have so repeatedly assailed their shores. This bitter experience has served to accentuate and develop their native qualities, and the Sardinian soldiers who fought in the World War well demonstrated their courage and the ability of their race to endure hardships and privations.

II Two or more words that have like meanings are called synonyms. Use your dictionary to find at least one synonym for each of these words:

1. continuous
2. existence
3. alien
4. assailed
5. accentuated

6. native (adj.)
7. demonstrated
8. ability
9. endure
10. privation

REFERENCE TEST

(Sample Exercise)

Directions:

After studying the illustration for a moment, write as many meanings or uses as you can of each word in the following list:

Illustration:

Case: a box, medical, legal, an instance
Trunk: tree, baggage, elephant, railroad, body

1. Spring
2. Hand
3. Bill
4. Brace

5. Bond
6. Stage
7. Point
8. Check

9. Jack
10. Train

Exercises on pages 49-54 inclusive show the variety and breadth of the field of subject-matter covered.
TRUE-FALSE COMPREHENSION EXERCISE
(Sample Exercise)

Directions:

Read the paragraph, and on your own paper write Yes or No about the statements at the end:

"To gain knowledge, the memory must be as wax to receive and marble to retain."

Carefully Mo Yuin repeated the saying to himself. His heart glowed with warmth. How he loved his new life! His mind went back to those days when he studied the printed scraps on Hankin's thoroughfares. As yet, he could read only a little, but some day, if he worked hard, he would know a great deal. Perhaps, he might even become a teacher whom all men would respect. Even now, he had taught his father how to write his name.

1 To gain knowledge the mind must be as easily impressed as wax

2 Mo Yuin was an American boy

3 Mo Yuin studied the scraps of paper which he found in the street

4 Marble is a soft, pliable stone

5 Mo Yuin was an ambitious boy

IMPERFECT MATCHING EXERCISE
(Sample Exercise)

Directions:

Match each of the following characters with the book or story from which they were taken:

<table>
<thead>
<tr>
<th>Characters</th>
<th>Books or Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ichabod Crane</td>
<td>Treasure Island</td>
</tr>
<tr>
<td>2 Mr. Gathergold</td>
<td>Legend of Sleepy Hollow</td>
</tr>
<tr>
<td>3 Jim Hawkins</td>
<td>Water Babies</td>
</tr>
<tr>
<td>4 Sir Bedivere</td>
<td>Mill on the Floss</td>
</tr>
<tr>
<td>5 Maggie Telliver</td>
<td>King Arthur and His Knights</td>
</tr>
<tr>
<td></td>
<td>The Great Stone Face</td>
</tr>
<tr>
<td></td>
<td>The Christmas Carol</td>
</tr>
</tbody>
</table>
SELECTION OF CENTRAL IDEA
(Sample Exercise)

Directions:

Read this paragraph carefully; then select from the list of phrases at the end, the one which you think most nearly tells what the paragraph is about:

When a man is hurt on the highway or farm, or in the factory or yard, it is not good sense to fold him up and stick him in a car, no matter how soft its cushions, until you find out what is wrong. Maybe he is bleeding severely, and that must be stopped before he is moved. Perhaps he has a broken bone, rib, arm or leg, and in that case folding him up to go through a car door means a compound fracture and perhaps a cut artery with severe bleeding. The big arteries carrying the blood under pressure from the heart lie parallel to the long bones of the body and can be easily cut by jagged ends of broken bone. Again, we must handle our patient lying down, splint the break with padded boards or even pastebord, and handle with care. A truck with a flat body makes a better emergency ambulance for such cases than a sedan or touring car.

1 Automobile Accident
2 A Compound Fracture
3 Handle With Care
4 First Aid Notes

EXECUTION OF DIRECTIONS
(Sample Exercise)

Directions:

Read this paragraph carefully. Take a piece of drawing paper and draw a diagram of the grounds upon which to play "Smugglers in the Square". On the other side of the paper write, in your own words, directions for playing the game, with a class of Forty-two, on the school yard.

The "Smugglers in the Square" is played by having the camp divided into two groups. One-half of the camp are guards and the other half are smugglers. Ordinary lanterns are placed at four corners of a large square, and a red lantern is placed in the center. The guards are placed between the white lanterns, making the four sides of the square. Near the red lantern are placed a number of boxes having a miscellaneous assortment of small articles, with only a small number in each box, and several other boxes containing stones. The smugglers try to get through the square, get a box of articles, and get out of the square without being tagged.
DRILL IN OUTLINING  
(Sample Exercise)

Directions: This is an exercise in outlining.

Read the paragraph carefully.
On your own paper write:

1. The words you select from the paragraph which fill in the topics of the outline as given in Step I, below

2. Select words to fill out the details as given in Step II

3. Combine topics and details in correct outline form, as given in Step III

Limestone is one of the most important resources of Indiana. The Indiana dolomite limestone has been used for building in nearly every state in the Union. It has been used in the erection of five State Capitol buildings. Niagara limestone is used for flagging, curbing and foundations. Mitchell limestone, which is found in great quantities, is used in the manufacture of macadam and cement, both of which are valuable in road construction. Salem limestone is used in the manufacture of lime, a material necessary in the manufacture of paper, glass and in tanning leather.

Step I  Kinds of Indiana Limestone

A
B
C
D

Step II  Uses of Indiana Limestone

1
2
3

4
5
6

7
8
9

Step III  Indiana Limestone and Its Uses

A
B
C
D

1
2
3
INDIVIDUAL READING ACTIVITIES

(To be used as Supplementary to Literature Study)

To the Pupil:

After you have finished reading your book or selection, use your originality in thinking of an interesting way in which to make the report or record of your reading. Here are some suggestions. If you can think of others, add them to this list.

1. Draw a map showing the important places mentioned in the story.
2. Draw a picture that will be a good illustration of some part of the story.
3. Make a graph showing the good and bad qualities of a certain character. Be able to explain it.
4. Build or construct something suggested by the story.
5. Make and exhibit any kind of collection suggested by the story.
6. If the story is suitable for dramatization, divide it into scenes.
7. Tell or write briefly the funniest episode.
8. Pretend that you are a salesman, and "sell" the book to your class.
9. Make a list of the most expressive words and phrases.
10. Pretend that you are one of the characters and tell (or write) one of your experiences.
11. Write in your own words, the speeches of characters taking part in the most exciting episode.
12. Compare this book with another that you like, and show how it is more interesting, or less interesting.
13. Summarize the story in a very few sentences.
14. List the important characters and write a few words describing each.
15. With the aid of someone else who has read the book, present a short dialogue or scene from it.

16. Tell what you consider the climax, or high point, in the story.

17. Select and prepare to read aloud, a short passage which you think will interest your class. Be prepared with an introduction and with a closing explanation.

18. Make a set of true-false questions to ask the group which has read the book, or to save until the book has been read by others.

19. Draw a picture of your favorite character as you think he would look.

20. Choose, from the stories and books familiar to most of your class, some characters for description and see if your class can guess from what books they are taken.
VOCABULARY WORK 13
First Cycle -- Spring -- Grade VII

Exercise I Alphabetical Arrangement

Directions: Arrange the following words in alphabetical order:

1. drowned 4. muslin 7. character
2. automobile 5. napkin 8. chapter
3. margin 6. carpenter 9. theater
10. apply

Exercise II Synonyms

Directions: Select the word which means the same or nearly the same as the word at the left.

1. Automobile: machine, buggy, horsedless carriage, vehicle.
2. Margin: blank space, hole, border, fence, circle.
4. Chapter: section, page, group, article.
5. Apply: send for, write a letter, appeal, rely upon oneself.

Exercise III Word Meanings

Directions: The words marked with a star in the above list have more than one meaning. Fill the following blanks with the proper one from that group.

Tom wanted to _______ for work on the stock farm. It was on the _______ of a beautiful lake and made him think of a _______ from what he considered his favorite book.

The _______ of its pages bore the marks of his fingers because he had turned them so often.

Tom had won a life-saving medal from the Red Cross in his town and longed for a chance to _______ some of the things he had learned about swimming.

The Vocabulary Work for both Grades VII and VIII includes much of the required formal English, without the tiresome drill so often prevalent.
VOCABULARY WORK II
First Cycle - Spring - Grade VII

Exercise I  Synonyms

Directions: Select the synonym (the word meaning the same) of the word at the left.

1. Arouse: stir up, intimidate, anger, pacify, quiet down.
2. Attempt: begin, expect, try, dismiss, give up.
4. Relieve: believe, assist, increase, nurse, doctor.
5. Citizen: landlord, voter, resident, man.
7. Ordinary: probable, different, usual, daily, immediate.
10. Fortunate: miserable, healthy, fortunate, rich, blessed.

Exercise II  Offices and Uses of Words

Directions: The words in Exercise I are one of three parts of speech: noun, adjective, or verb. How many of each can you find?

1. Use the nouns in one sentence.
2. Fill the blanks in the following sentences with the verbs.

He made an _____ to _____ the injured man, and in this way _____ his pain; but the poor fellow had ceased to _____.

3. Make an original sentence containing the four adjectives.
4. Write the rule for a noun.
5. Write the rule for an adjective.
6. Write the rule for a verb.
Exercise I  Alphabatical Arrangement and Word Meaning

Directions: Arrange the following words in alphabetical order.

1. Contents  4. Liberty  7. Mayor
10. Scheme

Questions:

1. What part of speech are most of these words?
2. What part of speech is conquer?
3. By adding two letters to it, change it to the same part of speech as the other words.
4. When would the words mayor or senator be capitalized?

Exercise II  Word Usage

Directions: Fill the following blanks with the proper word from the list in Exercise I. Be sure it makes a good story.

The ______ of Tunerville was planning a ______ for the return of ______ Pinksniff from Washington. He wanted a ______ of talent on the program, but his ______ was not as successful as he had hoped because of the ______ of talent at hand. He had arranged for a speech on ______ by Rev. Snodgrass and another on ______ by chief Gatcherman but what the ______ of either would be, he was afraid to guess. All he could do was to hope that luck would ______ the situation.
Exercise I: Synonyms

Directions: Select the synonyms of the words at the left.

1. Occur: do, walk, happen, work, delay.
2. Nobility: frivolity, generosity, brutality, honor.
3. Charity: selfishness, kindliness, money, alms.
4. Traitor: murderer, missionary, betrayer, patriot.
5. Odor: smoke, vapor, atmosphere, scent.
6. Ancestor: brother, associate, posterity, forefather.
8. Defeat: sign, endurance, loss, vision, victory.
9. Retreat: attack, adjudge, anticipate, advance, withdraw.

Exercise II: Antonyms

Directions: The starred lists in Exercise I contain a word meaning the opposite of the word at the left. Find the opposites, or Antonym, for this group.

VOCABULARY WORK V

First Cycle - Spring

Exercise I: Summary

Directions: Write a paragraph giving your opinion on the interest you have felt in vocabulary work, and the value you received from it.
VOCABULARY WORK I
Second Cycle - Spring - Grade VII

Exercise I Synonyms and Antonyms

Directions: Find synonyms of words at the left hand columns:

1. Attendance: neglect, greatness, presence, duty, absence.
2. Insurance: safeguard, money forgetfulness, bank, neglect.
4. Liquid: chemical, mineral, flowing, dirt, solid.
5. Interrupt: ignore, work, help, hinder.

Directions: Find both synonym and antonym of these words:

9. Management: chaos, disorder, direction, control, advice.

Exercise II Word Usage.

Directions: Fill the blanks in the following paragraph with the proper word selected from below:

relieve breathe arouse meter citizen contrary occupy parents museum

The boys had been promised a visit to the ______; so their ______ called a taxi to take them. Carl, the younger cried to ______ the seat with the chauffeur; but Henry was attracted by the ______ which moved rapidly as they sped along.

Exercise III Homonyms

Rule: Homonyms are words having the same pronunciation but different spelling and meaning.

Directions: Memorize rule. Fill blanks with proper homonyms:

no: know. The savage Indians did not ______ how to raise animals. Do you ______ how to answer ______ when you are asked to do wrong. ______ other state is as small as Rhode Island.
Exercise I Synonyms

Directions: Select the synonym of the word at the left from those at the right:

1. CONSIDER: ignore, put off, anticipate, think over, work with
2. CHAMPION: competitor, loser, prize, token, defender
3. MILLION: nothing, great deal, some, several, couple
4. OPINION: opera, idea, ideal, conservation, argument
5. REGION: location, vacuum, thought, desert
6. ABSENCE: lack, presence, steal, attention, abstraction
7. PRESENCE: insignificance, personage, sincerity, face to face
8. SCORCH: freeze, ruin, burn slightly, consume, damage.
9. LIGHTENING: escape, thunder, noise, discharge
10. ADVENTURE: plan, monotony, exciting event, occurrence

Exercise II Uses and Forms of Words

Directions: Rule your paper into three columns. Write the above words in the first column. Tell the part of speech in the second column. Write the plural form of each of the nouns in the third column.

Exercise I Synonyms

Directions: From the synonyms at the right, select any two. Write sentences containing these words selected, showing the slight difference in their meanings:

1. ACCOMPANY: go with, attend, escort, play accompaniment
2. MUSCULAR: strong, hardy, robust, sinewy, stalwart, stout
3. STUPID: sluggish, dull, senseless, slow
4. PARTNER: associate, ally, chum, colleague, companion, comrade, friend, helpmate
5. PERSUADE: entreat, win, coax, convince, entice, induce, influence, prevail, urge
6. SERIES: arrangement, succession, group, set, sequence
VOCAABULARY WORK I
Third Cycle - Spring - Grade VII

Exercise I Synonyms and Sentences

Directions: Select synonyms of the words in the left hand column.

1. Camera: dark room, machine, plate, device, kodak
2. Opera: symphony, composition, musical drama, play, orchestra
3. Register: sound, imprint, express, enroll, employ
4. Towel: cloth, rag, dress, cotton, silk
5. Slipper: glove, moccasin, stocking, boot, low shoe

Directions: Use the following underlined synonyms in sentences:

10. Steamer: vessel

VOCAABULARY WORK II
Third Cycle - Spring

Exercise I Word Uses

Directions: From the list below, select the correct word to fill the blanks in the sentences. Do not copy sentences. Merely number according to the blanks, and write the correct word opposite number:

Cabinet Define Reception
Canyon Democrat Subscription
Circulation Deposit Explanation
Constitution Democratic Import

The political party to which President Franklin Roosevelt belongs is called the --1-- party. A member of that party is called a --2--. When not talking about politics a man is a --3-- who believes that all men should have equal rights.

A piece of furniture in which to keep things is called a --4--. The president's --5-- is composed of the heads of the various governmental departments.

When you decide to take a magazine you send in your --6--.

When you want to tell all about anything you make an --7--, but when you tell briefly the meaning of a word you --8-- it.
VOCABULARY WORK III

Third Cycle - Spring - Grade VII

Exercise I Matching Meanings

Directions: Number from 1 to 15. Opposite each number write the word corresponding to that number. Opposite each word write the letter representing the synonymous word group.

1. envelop  a. medicine glass  h. travel
2. fiery   b. unfold  i. insane
3. graduate c. able to buy  j. angry
4. afford  d. surround  k. knowledge
5. audience e. hot  l. assembly
6. furious f. complete  m. busy
7. industrious  g. angry

8. victorious a. diverse  i. evacuates
9. religious b. pious  j. arid land
10. cashier c. different  k. sky line
11. cereal d. good  l. often
12. dessert e. conquering  m. grain
13. empties f. concerned  n. last course
14. frequent g. teller
15. horizon h. oatmeal

Exercise II Homonyms

Directions: Fill the following blanks with the proper homonym:

(weather, whether) The children did not know ---1--- they would have fair or rainy ---2--- for their picnic.

(hours, ours) The ---3--- between sunrise and sunset are ---4--- to use wisely.

(wait, weight) If you want to sell a hog at its greatest ---5--- you must ---6--- until it is full grown.

(peace, piece) Mother gave both boys a ---7--- of pie in order to preserve ---8--- in the family.

(waste, waist) If I do not ---9--- my material I will have a strip long enough to put around my ---10---.
8th GRADE SPELLING (Spring)
(Vocabulary Work)

Ia. Select from the words at the right, the word (or words) which means the same or nearly the same as the capitalized word at the left:

1. PHYSICIAN (Noun) exercise, mathematics, surface, doctor
2. ASSEMBLE (verb) construct, dance, similar, daisy
3. OPPOSE (verb) grow, build, resist, denounced
4. PROPOSE (verb) regret, suggest, favor, help
5. DETERMINE (verb) decide, wound, dig, hinder
6. MASCULINE (adj.) muscular, great, smooth, male
7. LIEUTENANT (noun) superior, badge, war, officer
8. RESTAURANT (noun) France, hotel, food, eating place
9. UNPLEASANT (adj.) gay, active, irritating, harsh
10. STATIONERY (noun) still, fast, paper, script
11. ORCHESTRA (noun) music, horn, instrumental performers, trial
12. KINDERGARTEN (noun) German, playground, school, game
13. INSTITUTE (verb) sure, aid, improve, begin
14. PHENOMENA (noun) air, inflation, rubber, a disease
15. HALLOWEEN (noun) holy, superstition, holiday, witch
16. COMMISSION (noun) church, missionary, appointment, drill
17. ACADEMY (noun) hospital, soldier, horse, school
18. ANALYZE (verb) lie, dissect, diagram, write
19. Awkward (adj.) clumsy, graceful, different, friendly
20. ARTIFICIAL (adj.) natural, skillful, unreal, artistic

Ib. 1. Arrange the words in the above list in alphabetical order.

2. Show, by use in original sentences, that you understand the difference in meaning between the following words:
   - oppose
   - kindergarten
   - propose
   - academy
   - awkward
   - artificial

3. Use the "big" (Webster's International, Unabridged) dictionary for this information:
   a. Read the paragraph in the preface concerning etymology.
   b. What is etymology?
   c. For what do the following abbreviations stand?
      A.S. F. L. Gr.
      M.E. O.F. O.D. Heb.
b. Find the etymology of these words taken from the above list:

- physician
- masculine
- lieutenant
- kindergarten
- pneumonia
- academy

4. What does this study tell you of the English language?
IIa.

Rule: A word meaning the opposite of any given word is called an antonym.

Select, from the words at the right, the antonym of the capitalized word at the left:

1. OFFICIAL: (noun) servant, building, order, permit
2. COMEDY: (noun) picture, comical, tragedy, weeping
3. REMEDIES: (verb) irritate, cure, stop, correct
4. NOURISH: (verb) feed, grow, destroy, burn
5. ACCOMPLISH: (verb) organize, fail, struggle, sweat
6. INCONVENIENCE: (verb) stimulate, ride, accommodate, improve
7. APPEAL: (verb) beg, command, beat, plead
8. DISAPPOINT: (verb) include, ask, please, propose
9. PICTURESQUE: (adj.) colorful, natural, bright, unattractive
10. NONSENSE: (noun) joke, sense, trifles, laughter
11. MERIT: (noun) fault, credit, badge, mark
12. EXCESS: (noun) amount, boil, bind, scarcity
13. LIMIT: (verb) shout, free, exercise, stop
14. PUBLISH: (verb) stop, flaunt, suppress, print
15. ESTABLISH: (verb) build, set up, divert, dissolve

IIb.

Use your dictionary to find the meanings of the following words if you do not already know them:

1. calendar 2. rheumatism 3. essay
4. license 5. premium

Fill the following blanks with the appropriate words from the above list:

The medical students were to write an ____ (1) ____ on the causes of ____ (2) ____ before they could obtain a ____ (3) ____ to practice in the State of New York.

According to the ____ (4) ____ of the Medical School, a ____ (5) ____ in money was to be given to the student whose work was most satisfactory.
IIIa.

**Rule:** A word meaning the same, or nearly the same, as a given word is called a **synonym**.

Select, from the words at the right, the *synonym* of the capitalized word at the left:

1. CONGRESS: (noun) government, rights, law makers, president
2. BORN: (verb) produced, seen, permitted, carried
3. INVALID: (noun) church, cross, cover, helpless person
4. MINIMUM: (adj.) least, much, large, some
5. PLANNED: (verb) drawn, helped, cut, organized
6. SUBURB: (noun) farm, outlying districts, center, lots
7. THISTLE: (noun) fruit, tree, prickly plant, savings
8. APPENDICITIS: (noun) inflammation, operation, death, science
9. DYING: (verb) rest, asleep, coloring, moribund
10. APPEAR: (verb) exists, seem, fruit, shout
11. DISAPPEAR: (verb) blind, stumble, magic, vanish
12. AVAILABLE: (verb) benefit, sit, face, mourn
13. DESCRIPTION: (verb) picture, write, sell, paint
14. MAJORITY: (noun) number, officer, more than half, vote

---

IIIb.

Most words ending in *ity* are nouns. The following words are nouns formed by adding the noun ending *ity* to some root word which is an adjective.

On your own paper, list the following five nouns. Opposite them, write the adjectives from which you think the nouns were made.

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>curiosity</td>
<td></td>
</tr>
<tr>
<td>necessity</td>
<td></td>
</tr>
<tr>
<td>opportunity</td>
<td></td>
</tr>
<tr>
<td>possibility</td>
<td></td>
</tr>
<tr>
<td>probability</td>
<td></td>
</tr>
</tbody>
</table>
8th GRADE SPELLING (Spring)
Vocabulary Work

IVa.
Use dictionary for the meaning of any words you do not know:
1. postscript 3. undoubtedly 5. serve 7. arrive
2. receipt 4. uphold 6. service 8. arrival
9. deliver
10. delivery

Fill blanks with appropriate words from the above list:
Upon ____(1)____ of the letter which came on an early ____(2)____, Mr. Bedford was pleased when a ____(3)____ for the ____(4)____ he had rendered the company, fell out of the envelope. ____(5)____ he had been glad to ____(6)____ them, but the ____(7)____ added to the letter asked him to ____(8)____ the principles of the company, ____(9)____ all goods promptly, and to see that they ____(10)____ ed in first-class condition.

IVb.
Use dictionary for meanings and parts of speech:
1. athletic 4. syllable 7. altogether
2. domestic 5. transfer 8. customer
3. enthusiastic 6. triumph 9. customer
10. bachelor

Use your imagination in writing a paragraph about an "athletic bachelor". Use all of the words in the above list and underline them as they appear.

Vb.
Use dictionary to find what parts of speech each of the following words are:
1. professor 4. prophecy 7. commencement
2. conductor 5. warrant 8. principal
3. solicit 6. thorough 9. patron
10. present
Use the following words in sentences as indicated below:

1. conductor
   a. pertaining to a train
   b. pertaining to a musical organization

2. warrant
   c. as a guarantee
   d. as a legal paper

3. principal
   e. as an executive
   f. pertaining to money

4. patron
   g. pertaining to business
   h. as a master

5. present
   i. as a gift
   j. as an ast
VIa. The following words are grouped according to parts of speech.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. leisure</td>
<td>4. manufacture</td>
<td>6. literature 8. temperature</td>
</tr>
<tr>
<td>2. sufficient</td>
<td>5. omit</td>
<td>7. signature 9. whiskers</td>
</tr>
<tr>
<td>3. attached</td>
<td></td>
<td>10. mechanic</td>
</tr>
</tbody>
</table>

Supply an appropriate noun after each adjective and verb.  
Ex. hasty meal  
Ex. produce automobiles

Supply appropriate adjective before each noun.  
Ex. excellent meal

VIb. Use dictionary for meanings and parts of speech:

| 1. vicinity | 4. occasion | 7. include |
| 2. misery | 5. specimen | 8. conclude |
| 3. profession | 6. intrude | 9. satisfy |
| | | 10. discover |

Supply two appropriate adjectives before each noun  
Ex. large, fluffy plumes

Write sentences which show that you understand the difference in meanings of:  
1. intrude  2. include  3. conclude

VIIa. Use dictionary to find part of speech of:

1. occasionally  2. positively  3. hastily  4. especially  5. consequently

You found that they all belong to the same class. An adverb may tell how, when, where, how much or cause and effect.

What do the above words tell? Ex. swiftly tells how
VIIIb.

Use dictionary to find parts of speech:

1. junior 4. reliable 7. expedition
2. inferior 5. corporation 8. exposition
3. liable 6. expectation 9. indigestion
10. communication

Arrange in lists according to parts of speech.

Supply appropriate noun after each adjective. Ex.
ripe melon

Supply appropriate adjective before each noun. Ex.
good shoes
VIIIa.
Select from the list at the right, the word or group of words meaning the same or nearly the same as the word at the left:

**ASSIGN** (noun) sign, bill-board, officer, prescribe
**ATTORNEY** (noun) tear, lawyer, bar, thorny
**OUTLINE** (verb) railroad, rope, sketch, angle
**MILLINERY** (noun) army, militia, grind, head-gear
**ENDEAVOR** (verb) meeting, envelop, stop, try
**EXECUTE** (verb) escape, enforce, state, leader
**MAINTAIN** (verb) water-pipe, raise, keep, main
**ENTERTAIN** (verb) act as host, enjoy, play, invite
**POETRY** (noun) farms, verse, chickens, poor
**INDUSTRY** (noun) factory, dirt, slave, work
**ANNIVERSARY** (noun) college, annual celebration, fight
**EXTRAORDINARY** (adj.) unusual, large, splendid, heavy
**SALARY** (noun) satisfy, wages, vegetable, crisp
**UNNECESSARY** (adj.) helpless, true, selfish, useless
**NOTWITHSTANDING** (adv.) upright, however, standing, now
**EXCURSION** (noun) curse, tour, operation, cut
**COMPLEXION** (noun) difficult, intricate, coloring, dew
**CERTIFICATE** (noun) written statement, badge, certain
**SENATE** (noun) native, old, stately, assembly
**ATTITUDE** (noun) line, manner, style, height

---

VIIIb.
Mark the accented syllable in the following words:

1. attorney
2. entertain
3. anniversary
4. excursion
5. complexion

A suffix, or added syllable, sometimes changes the accent in the word. Add suffixes to the following words to show that this is true:

1. assign
2. execute
3. maintain
4. industry
5. attitude

Use dictionary whenever necessary.

VIIIc.
Write original sentences containing the new words you have made in following the directions given in VIIIb.
8th GRADE SPELLING (Spring)

Vocabulary Work

Do you know:
1. How many letters the alphabet contains?
2. The middle letter of the alphabet?
3. The letters that are called "vowels"?

IX-a Arrange the following words in an alphabetical list:

essential  league  crystal  rascal
rehearsal  chocolate  unfortunately  circumstances
minor  grateful  squirrel  colony
ceremony  testimony  presentation  proposition
transportation  condemn  appropriate  attractive

IX-b Use your dictionary to find a synonym for each of the following words:

1. He studied the essential parts of the lesson.
2. The baseball league started the series of games there.
3. Would you condemn a child for doing an act of that kind?
4. The lake shone like crystal.
5. The girl wore a dress appropriate for the occasion.

IX-c Write original sentences containing the following words:

1. rehearsal  8. rascal
2. ceremony  9. presentation
3. transportation  10. proposition
4. grateful  11. minor
5. testimony  12. chocolate
6. unfortunately  13. circumstances
7. squirrel  14. colony
  15. attractive
8th GRADE SPELLING (Spring)
Vocabulary Work

X-a Write two sentences for each of the following words to show that you understand two distinctly different meanings each may have. (Use your dictionary if necessary)

1. treat 3. poll
2. patent 4. reverend
5. unit

X-b Use the following five words in one well worded sentence:

1. employment 3. advantage
2. average 4. capable
5. respectable

X-c Show through sentences, that you understand the meanings of the following words: (Use dictionary whenever necessary)

1. slaughter 6. bacteria
2. ascend 7. descend
3. sentiment 8. incidental
4. parliament 9. tenant
5. fugitive 10. refer

X-d The following words end in the suffix ive.

Divide your paper into four columns.
In first column write the word; in column two tell the part of speech; in column three write the word from which you think it was derived; in column four write the part of speech of this word:

1. exclusive 3. derivative
2. expressive 4. relative
5. representative
Informal tests.— While endeavoring to develop the ability to read at a rate of approximately two-hundred words per minute, with practice in comprehension through reading for details, and with exercises in spelling, usage, dictionary drill, etymology, and word building as a means of reading for directions, the need for a systematic check on the general reading efficiency was apparent.

Six informal reading tests, modeled after the Monroe Silent Reading Tests, were then constructed. The paragraphs included in these tests were selected according to the preferences shown in the free library reading, plus a group of paragraphs containing bits of biography and others calling for decisions relative to life lessons.

Each test contained fifteen paragraphs of approximately 950 words. Four minutes time was to be allowed for each test. To supplement these reading tests, vocabulary tests, and tests in sentence meaning were developed.

The following samples show the nature of the informal testing material.
SAMPLE

OF

INFORMAL TESTS
**VOCABULARY TEST**

Select the word from those at the right, which means the same, or nearly the same as the word at the left:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>whirring</td>
</tr>
<tr>
<td>2.</td>
<td>declared</td>
</tr>
<tr>
<td>3.</td>
<td>representing</td>
</tr>
<tr>
<td>4.</td>
<td>prepare</td>
</tr>
<tr>
<td>5.</td>
<td>dusk</td>
</tr>
<tr>
<td>6.</td>
<td>process</td>
</tr>
<tr>
<td>7.</td>
<td>amidst</td>
</tr>
<tr>
<td>8.</td>
<td>search</td>
</tr>
<tr>
<td>9.</td>
<td>jingled</td>
</tr>
<tr>
<td>10.</td>
<td>songster</td>
</tr>
<tr>
<td>11.</td>
<td>resident</td>
</tr>
<tr>
<td>12.</td>
<td>dapper</td>
</tr>
<tr>
<td>13.</td>
<td>cottonwood</td>
</tr>
<tr>
<td>14.</td>
<td>progressed</td>
</tr>
<tr>
<td>15.</td>
<td>gorgeous</td>
</tr>
<tr>
<td>16.</td>
<td>concluded</td>
</tr>
<tr>
<td>17.</td>
<td>surgeon</td>
</tr>
<tr>
<td>18.</td>
<td>turf</td>
</tr>
<tr>
<td>19.</td>
<td>reaplent</td>
</tr>
</tbody>
</table>
SENTENCE MEANING
(Sample Exercise)

Directions: Number at the left of your paper from 1 to 20. Study the illustrations. Read each question carefully, and answer it by writing Yes or No as you think right, on your own paper.
Do not guess.

Illustrations: Are all boys athletes? Yes--No
Are patriotic songs often sung? Yes--No

1. Do boys cooperate to win a game? Yes--No
2. Are all pupils diligent in their class work? Yes--No
3. Do careless boys sometimes have charge of traffic duties? Yes--No
4. Can we judge correctly by the appearance of a situation? Yes--No
5. Do all plants require light and sunshine? Yes--No
6. Is a daring boy always the bravest? Yes--No
7. Does the behavior of a pupil ever affect his reputation? Yes--No
8. Should an athlete possess agility and endurance? Yes--No
9. Is a valuable painting an asset to a school building? Yes--No
10. Have the pupils of our school adjusted themselves to their new environment? Yes--No
11. Does the knowledge of the rules of a game tend to decrease defeat? Yes--No
12. Is an outstanding error easily discerned? Yes--No
13. Do boys and girls fail to live up to their parents' expectations? Yes--No
14. Is a gluttonous person intemperate? Yes--No
15. Should a prejudice warp our thinking? Yes--No
16. Does a blatant sound cause auditory discomfort? Yes--No
17. Does perfect articulation improve public speaking? Yes--No
18. Is gesticulation necessary to oratory? Yes--No
19. Is a candidate involved in a gubernatorial race? Yes--No
20. Is guerrilla warfare a jungle combat? Yes--No

Name ___________________________ Grade ___________________________

Date ___________________________

Number Right ___________________________
The climate of the country is very unhealthful. In the rainy season everything is cold and damp and moldy inside the houses, and because of these conditions and decaying vegetation the people die by the thousands with malarial fevers.

Underline the word which best describes this country: unhealthy, healthy, ambitious, indifferent, fortunate.

Everywhere lay dead, weaponless youth, victims of the massacre. Not a groan came from all that field, for none had been knowingly left alive. The slaughter was complete.

Underline word which best describes this field: alive, green, beautiful, dead, thirsty.

Life is made up of constant days and deeds.

What thou shalt make of each, no man can say.

Look to this hour, and shape it to thy will.

Even in simple ways—be great, today!

The time to be great is: past, future, present, tomorrow?

There was apparently a leak, he said. The hold was filling with water, and he had been bailing with a bucket all night. The cargo had shifted, too, and the ship had tipped clear over until the water was on a level with my windows on the top deck.

These people were in danger of: fire, flood, wreck, storm.

He jerked her away just in time to save her—but received the bite of the snake on his own hand. Only by heroic measures was his life saved, but the poisonous infection left him paralyzed.

This snake bite is: harmless, deadly, dangerous, amusing.
6. Morning dawned, clear and sparkling. Randolph sighed regretfully. This was the last day of his visit. Tomorrow he would pack his bags and go back to motor cars, the noise, the crowds, the dirt, and all the excitement of hectic city life.

Randolph enjoyed the city, confusion, dirt, peace.

7. We remember an Egyptian princess came upon a strange thing. She was bathing in the Nile when she saw a little basket made of rushes anchored among the reeds by the water's edge. She sent one of her maids to fetch it. And when she had opened it, there was a baby boy, lying all snug and safe in the little rush cradle. This little boy, who was given the name of Moses, grew up to deliver the Hebrew people from their bondage in Egypt.

Did Moses help, amuse, harm the Jewish people?

8. Mr. Riis began by writing about the conditions in those tenements, hoping that the people who read the papers would be as shocked as he was about it and would help him in his fight. But people seemed to think that things could not possibly be as bad as Mr. Riis said they were, and, calling him a crank, paid no attention to what he wrote.

What did the people do about the stories Riis wrote?

Worried, ignored, believed.

9. Lincoln was carrying his hat in his right hand a roll of manuscript in his left. Looking about for some place to put his hat he turned this way and that. When Stephen A. Douglas saw this, he reached out his hand, took the embarrassing hat and held it during the address.

Douglas was; jealous, embarrassed, courteous, bashful.

10. The people of Formosa suffered terribly with toothache, due to the constant chewing of betel nuts and general uncleanly habits. They tried to get the teeth out, but not knowing how, often suffered more afterward than before, and sometimes died from the effects of having a tooth pried out with a rusty tool.

These people were; happy, ignorant, joyful, enterprising.
On very cold days in winter the Eskimos sleep all night and all day. In fact, it is quite difficult for them to tell when it is time for them to awaken, for in the northern part of Alaska the sun does not shine for seventy days each year, and the only light there, is the light of the stars, a glow in the sky, and the light from the lamp or stove that is kept burning inside each house.

The Eskimo is like the bear, rabbit, colt, dog.

You know in blizzards objects near enough to be seen at all always loom up ten times larger than they are. The telephone pole turned out to be a piece of pipe -- but it marked the trail! It was pure luck that we'd come just there. It made us feel so good that we flung ourselves forward in the teeth of that gale and made Topkox Hill in record time.

This paragraph tells about a sunset, a quiet day, a storm.

"Stagger back as though you were wounded," he ordered. "Mayhap you can reach the edge and escape. They'll think you a Roman --" "I have his sword," replied Balbinus. "Bo.

This boy was told to: fight, work, pretend, act naturally.

I waited until she was out of my sight, and then selecting the largest stone I could lift, I sent it crashing down upon the fragile bottom of the boat. A highly satisfactory splintering resulted. I listened but heard no sign of approach. Therefore, to make the destruction thorough I sent three other large stones crashing through the thin planking.

This man did which of the following to the boat? swamp, demolish, construct, acquire, build?

The Moors had surrendered Granada at last, and there was joy at the court of Ferdinand and Isabella. Granadas of Spain swaggered to and fro in gold and blue and scarlet. Dark Spanish ladies in shawls and mantillas bowed and smiled and cast approving glances over the tops of their fans at soldiers in glittering armor; and sprightly, laughing flower girls, with roses in their hair, moved gaily about carrying their wicker baskets on their hips. This is about the; French, English, Spanish, Indian, Chinese.
With much material of this type in mimeographed form at the beginning of the second semester of 1932-33, the experiment in the value of remedial reading was set up.

Summary.-- It has been the aim of this chapter to give the reasons for the preparation of instructional aids and informal tests, and to present samples of the various types of materials ready for use with the next experimental group.
CHAPTER VII

AN EXPERIMENT IN REMEDIAL INSTRUCTION

With everything in readiness, the experiment in remedial class-room instruction, the third phase of the problem of this study, began in January 1933. The experimental group consisting of thirty-seven 7B's, is designated as Group III.

Preliminary Testing Program. -- Upon entrance into the Junior High School at the beginning of the second semester, the Termen Group Test of Intelligence was administered. This was followed by Monroe's Standardized Silent Reading Test, Revised-Form I, the scores of which were to be used for the purpose of comparison with Groups I and II.

In order to analyze more minutely the reading efficiency of Group III, it was deemed necessary to find a standardized test which tested as many phases of reading as possible. This seemed best attempted by the Sangren-Woody Reading Test which divides the reading process into seven parts: word meaning, rate, fact material, total meaning, central thought, following directions, and organization.

The Sangren-Woody Reading Test, Form A, was given to Group III the first of February. TABLE VIII gives a simple ability profile (emphasizing reading).
TABLE VIII. SIMPLE ABILITY PROFILE OF GROUP III

<table>
<thead>
<tr>
<th>No.</th>
<th>Avg. Chron. Age</th>
<th>Avg. Mental Age</th>
<th>Median I.Q. (Terman) with range</th>
<th>Monroe Test Comp.-Rate</th>
<th>Sangren-Woody Test Med. Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>12-4</td>
<td>13-5</td>
<td>109.85 (70-136)</td>
<td>13 196</td>
<td>82.25</td>
</tr>
</tbody>
</table>

Application of the Remedial Program.—With the preliminary testing completed, it was evident that Group III was somewhat above the average in general ability, but in need of an organized teaching procedure to bring about a stabilization of that ability. Analysis of scores made on the Monroe test showed an approximate normal in comprehension with a deficiency in rate.

In the Sangren-Woody test, scores made in Total Meaning and in Central Thought, the two phases which seemed most comparable to the comprehension scores of Monroe, were slightly above the grade median; but the rate of reading was slightly below the median set for Grade VII.

In the same test, medians in Word Meaning, Factual Material, Following Directions, and Organization were all below the median set for the grade. This information provided a basis for grouping.

Grouping.—Test results showed the following groups:
Judging a pupil as a balanced reader signifies that the rate at which he reads is correspondingly parallel with the accuracy with which he interprets what he reads.

One of the difficulties encountered when teaching diversified groups is that of time allotment. A daily class period of fifty-five minutes was divided so that all groups came together for at least one activity. This might be spelling for all, an audience situation for some, or a period for the general discussion of some phase of the unit being studied. During the remainder of the period, the rapid-accurate readers worked independently. Each of the four remaining groups had its own time of approximately ten minutes for practice exercises, questions, and discussion. All groups took part in all tests.

The entire fifty-five minutes on Friday were devoted to a summarizing of the work of the week. During this activity, social in aspect, opportunity was presented to members of each group to contribute to the program. Oral composition, memory work, explanation of some project, oral reading, dramatization, or reading of original written work were included in these summarizing periods.

Diagnoses and Instruction.— Following the plan of group-
ing for class instruction, the twelve rapid-accurate readers were assigned much and varied material for reading. This consisted of designated literature work and the supplementary books from the lists for library reading.\(^8\)

The list called *Individual Reading Activities*\(^\ast\) was in the hands of each pupil of the rapid-accurate group. Such supplementary material became the basis of both oral and written English. By following suggestions found in *Individual Reading Activities*, reports, dramatization, conversation, discussion, and explanation were the outcomes of this stimulation. Thus the pupils who were already good readers, supplemented this accomplishment by the various activities necessary to cultivate poise, confidence, and the development of personality.

The vocabulary lessons were required work for this group and many individual projects in word study, acrostics, and word-puzzles for the school newspaper, developed from the pursuit.

The five rapid-inaccurate readers were trained in reading for detail by being held responsible for specific questions assigned in connection with each reading lesson. Paragraph

\(^8\) See Appendix, pp. 104-107

\(^\ast\) See page 55.
tests were given each week. Many pictures, stereoptican slides, and various exhibits were used in the hopes of increasing the powers of visualization, and thus awakening a latent imagination. Outlining was emphasized for organization and sequence of ideas.

The ten median balanced readers were given much motivation in order to arouse interest and expectation, and thus develop initiative enough to drive them on to read more books and to accomplish at least one of the activities mentioned in Individual Reading Activities with each literature unit. Practice exercises to increase rate and comprehension were given each week.

The six slow-accurate readers were given short exercises each day for the increasing of rate in reading. This was correlated with the teaching of the comma and semi-colon in the punctuation of the printed page as a means toward better phrasing. Efforts to increase eye span included the use of flash-cards bearing a single word. These were followed by flash-strips containing phrases and clauses. Since such material had to be prepared for the particular selection being studied in order to make the exercise functional, such practice was given but once a week during the ten minute period allotted to this group.

Scores from the Monroe test indicated a third grade ability for the four slow-inaccurate readers; but the scores on
the various phases or parts of the Sangren-Woody test showed abilities ranging from second grade level in one phase to seventh grade level in another. FIGURE I presents this instability in reading ability, as indicated by these scores, on a facsimile of the Sangren-Woody Reading Profile Chart.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pt. 1</th>
<th>Pt. 2</th>
<th>Pt. 3</th>
<th>Pt. 4</th>
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</tbody>
</table>

FIGURE I. Showing individual line graph of the various grade levels attained by the slow inaccurate readers of Group III on the Sangren-Woody Test: Form A.
- Pupil W
- Pupil Y
- Pupil X
- Pupil Z

These pupils were given simple reading in third, fourth, and fifth grade readers from which stories, pertaining to the literature units being studied, had been selected. During the time allotted to preparation of these lessons, the actions and habits of the individual pupil were closely observed and listed. Each pupil presented an individual case requiring a particular treatment, which can be presented most satisfacto-
rily by means of short case studies. The four slow-inaccurate
readers shall be referred to as pupils W, X, Y, and Z.

Pupil W, a fifteen year old boy with an intelligence
quotient of 75, lacked concentration to the extent that inde­
pendent study was next to impossible. He frequently found the
presence of others so distracting that he would ask to take
his testing exercises after school. When he worked with the
teacher or some earnest pupil, he worked well and frequently
contributed something worthwhile to the lesson.

His timidity was more or less overcome by encouraging
other pupils to work with him, appointing him as a member of
committees, and in every way possible endeavoring to break
down his consciousness of "self".

He had little ability to recognize, from the printed
page, the words which he understood and used in speech. This
lack of familiarity was also evident in his spelling.

Drill in phonetic combinations, study of words similar
in form, and opportunity to test recognition of words, were
provided as frequently as possible. He often returned papers
to other pupils which activity necessitated the reading of the
names.

Before the end of the semester he had developed a certain
benevolence toward some of the more scholastically capable
boys who begged to peddle bills for him in return for compli-
mentary tickets to a motion picture theater at which he worked
doing odd jobs. This he did very fairly, showing no favoritism but demanding serious effort in return.

Although Pupil W improved little in his ability to read, he gained something in the ability to live as a member of a social group.

Pupil X was a girl well past fourteen who had entered Junior High School from an Opportunity Room. She was such a social mis-fit that the least provocation brought forth a deluge of tears the stopping of which required real tact. She was often silent and reticent, taking no part in class discussion, but memorizing her spelling words with great pride.

It was soon evident that her interests lay in smaller children, pets, and things about the home. With these interests in mind, stories involving babies, home duties, animals, and the joy of service were selected from books of third grade level.

In these stories she encountered no troublesome vocabulary, enjoyed her reading and would have been satisfied to continue with the same type material until the end of the semester. But as her interest heightened she was assigned stories of fourth grade level. When she had prepared a story especially well she was invited to read it to the children of the LAB grade, the teacher of whom understood the situation and was anxious to provide a suitable audience for her.
In this manner she was lead to feel the satisfaction of accomplishment. By the end of the semester she had reached a fifth grade level; she had overcome some of her shyness; she had conquered her tears. She performed many helpful duties about the class-room, one of which was that of accounting for the reading books before the class left the room. This she did with sleuth-like tenacity.

She never found a chum among her class mates, but she continued to enjoy the companionship of small children. However, the library habit was established even though the books chosen were extremely childish. Her intelligence quotient was 76.

*Pupil Y* was the youngest of the slow-inaccurate readers, being a thirteen year old boy with a large, well developed body. He was liked by the other boys and girls of his class, and managed to hide his deficiency by acting the clown whenever he was unable to respond to some question which he might be asked. This conduct appeared comical to his classmates, and gave him some of the attention which he desired.

His interests centered around adventures, sports, and animals. Reading assignments and practice exercises were chosen from the literature books which included these subjects.

When discussing his readings, he answered inquiries in very simple language, avoided the voluntary use of new words, and could form no conclusion from assembled facts unless such
facts were brought to his attention one by one.

These last observations formed a basis for the remedial work appropriate to his case. He was given much word drill in connection with each assignment. He was given as much aid in accent and diacritical marking as he seemed capable of assimilating.

Places mentioned or described in the stories which he read, were located on maps. Routes, plans, or travels of characters were plotted and time scales were made in order to bring about a consciousness of the logical sequence of events and thoughts.

His clownish behavior was a defense mechanism which became less frequently evident as his feeling of security increased. He had a strong sense of fairness and was very truthful. His intelligence quotient was 87.¹

Pupil Z, a boy fourteen years and eight months of age, had an intelligence quotient of 70. He had been in an Opportunity Room since the third grade. His promotion into Junior High School was a gesture of encouragement rather than recognition of his ability to do seventh grade work. In fact his accomplishment in all subjects was so low that only primary work could be assigned to him.

¹Pupil Y attained a seventh grade ability in reading by the time he left the eighth grade. During that year he served quite efficiently as a traffic guard.
In disposition he was cheerful, helpful and dependable. In execution he was most unstable. His interests were equally fickle. He was given a primer from which to read and exhibited great satisfaction at having completed forty pages the first class period.

Close observation of his reading, part of which was oral, revealed the fact that there was a total confusion of the letters b, c, and e in his mind. He was also confused on m and n. In a little story about a dog called "Tad", he substituted the following names: Tab, Ted, Tap, Tabby, and Taddy. The misuses of m and n were corrected by going back over the reading as long as the context was such that he could understand it. These facts explained some of his spelling difficulties.

As a step toward remedying his difficulty, flash cards bearing words containing the letters which caused his trouble were used with him for a few minutes each day. This was frequently done before school or at any time when other children were not in the room. He was given tracing exercises involving the troublesome letters in order to develop a muscular discrimination of forms, if such a thing is possible.

He finally completed the reading of the primer, the first, and the second grade readers and was reading in the third book by the end of the semester. His written work had improved very little. Only once during the semester did he have a perfect spelling paper.
Testing.-- The period of eighteen weeks which constituted a semester, was divided into three cycles of six weeks each at the end of which report cards were sent to the homes. The informal testing program was regulated to serve as check-up exercises and in this way lend objectivity to the grade for the report card.

Every three weeks a paragraph test was given to all pupils in Group III. After each test, greater emphasis was placed upon the correction of errors made by the pupils. The results of this concentrated effort to improve the ability to note details and in rate of reading is shown in TABLE IX.

**TABLE IX. DISTRIBUTION OF SCORES MADE BY GROUP III ON PARAGRAPH TESTS**

<table>
<thead>
<tr>
<th>Test-a</th>
<th>Test-b</th>
<th>Test-c</th>
<th>Test-d</th>
<th>Test-e</th>
<th>Test-f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally</td>
<td>Tally</td>
<td>Tally</td>
<td>Tally</td>
<td>Tally</td>
<td>Tally</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>19</td>
<td>10</td>
<td>24</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>25</td>
<td>9</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Every six weeks a Reading Test was given which tested

*See Appendix, pp. 109-114*
rate and comprehension. TABLE X shows the median scores made on Test A given in March, Test B given in April, and Test C given in May.

**TABLE X. MEDIAN SCORES MADE BY GROUP III ON READING TESTS**

*GIVEN AT INTERVALS OF SIX WEEKS*

<table>
<thead>
<tr>
<th>Test A (March)</th>
<th>Test B (April)</th>
<th>Test C (May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp. - Rate</td>
<td>Comp. - Rate</td>
<td>Comp. - Rate</td>
</tr>
<tr>
<td>9.6</td>
<td>11.5</td>
<td>12</td>
</tr>
<tr>
<td>179</td>
<td>182</td>
<td>205.5</td>
</tr>
</tbody>
</table>

During the last two weeks of the semester, the following standardized tests were given to Group III: Monroe's Standardized Silent Reading Test, Form II, Gates Silent Reading Test, and Sangren-Woody Reading Test; Form B. TABLES XI and XII give details of scores made by this group on the Sangren-Woody and the Gates Tests:

**TABLE XI. MEDIAN SCORES MADE BY GROUP III ON FORM B OF SANGREN-WOODY READING TEST**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>22</td>
<td>9.74</td>
<td>9.00</td>
<td>7.40</td>
<td>6.84</td>
<td>9.48</td>
<td>90.46</td>
<td></td>
</tr>
</tbody>
</table>

Median scores on Form II of the Monroe Standardized Silent Reading Test were 16 in comprehension and 203 in rate, a gain of 3 in comprehension and a gain of 7 in rate.

*See Appendix, pp. 115-23 for revised forms of reading Tests A, B, and C.*
TABLE XII. THE READING AGE AND GRADE AGE OF GROUP XIII AS SHOWN BY MEDIANs FROM GATES SILENT READING TEST IN JUNE 1933

<table>
<thead>
<tr>
<th>Types of Tests</th>
<th>Reading Age</th>
<th>Grade Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reading to Appreciate General Significance</td>
<td>15.5</td>
<td>9</td>
</tr>
<tr>
<td>B. Reading to Predict the Outcome of Given Events</td>
<td>14.2</td>
<td>8.0</td>
</tr>
<tr>
<td>C. Reading to Understand Precise Directions</td>
<td>14.8</td>
<td>8.5</td>
</tr>
<tr>
<td>D. Reading to Note Details</td>
<td>15.8</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Average Chronological Age 13.0

Average Mental Age 15.3

Actual Grade Age 7.5
Summary.-- In summarising the application of the remedial cycle to pupils of Group III, in a conventional school-room situation, the following facts were revealed:

1. Group III entered Junior High School at an average chronological age exceeding, by six months, that of either Groups I or II at the same grade level.

2. The median intelligence quotient for Group III was found to be 109.85, five points higher than that of either Groups I or II.

3. The number of perfect scores made on paragraph tests advanced from nineteen in January to thirty-three in May.

4. Median scores in comprehension and rate made on informal Reading Tests advanced from 9.8 - 179 in January to 12.205.5 in May.

5. Final test scores from standardized tests administered to Group III in June show a median reading-grade age ranging from 8 to 9.

6. The actual grade-age of Group III was 7.5 in June.
CHAPTER VIII

COMPARATIVE CONCLUSIONS AND RECOMMENDATIONS

Restatement of Problem. — The problem involved in this study is to determine which of three types of supplementary instruction-free library reading, directed library work, or remedial classroom instruction — best facilitates efficiency and refinement in reading among junior high school pupils.

Facts presented in TABLE XIII, a composite table showing the fundamental data for judging the ability of the experimental groups, place these groups on a comparable basis.

TABLE XIII. A COMPOSITE TABLE SHOWING FUNDAMENTAL DATA ON EXPERIMENTAL GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Chron. Age</th>
<th>Mental Age</th>
<th>Median I.Q. (Terman)</th>
<th>Grade</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>52</td>
<td>11-10</td>
<td>11-9</td>
<td>102.27 (69-149)</td>
<td>7B</td>
<td>1930</td>
</tr>
<tr>
<td>II</td>
<td>62</td>
<td>12-8</td>
<td>13-6</td>
<td>104 (75-156)</td>
<td>8AB</td>
<td>1931</td>
</tr>
<tr>
<td>III</td>
<td>37</td>
<td>12-4</td>
<td>15-5</td>
<td>109.85 (70-156)</td>
<td>7B</td>
<td>1933</td>
</tr>
</tbody>
</table>

The difference in age, both chronological and mental
between Group I and the other groups, gives evidence of the changing educational philosophy from acceleration for elimi-
nation to acceleration for enrichment. The similarity in both chronological and mental ages of Groups II and III tends to support the same change.

**Conclusions**—Findings from the three-fold experiment support the following conclusions:

A. A "Free" library reading program best effects quantitative reading.

Group I read a total of 678 books during a period of eighteen weeks. This was an average of 13 books per pupil with every pupil taking an active part.

Group II read a total of 663 books during a similar period. This was an average of 11 books per pupil with 7 pupils taking no part in the reading.

B. A "directed" library reading program best effects efficiency in reading and stimulates appropriate social habits.

All scores made on standardized tests by Group II were relatively higher than those made by other groups, as shown in **TABLE XIV**.

**TABLE XIV. TABLE SHOWING SCORES ON STANDARDIZED TESTS MADE BY ALL GROUPS**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Monroe F.I</th>
<th>Tests F.II</th>
<th>Sangren-Woody F.A.</th>
<th>Gates Tests</th>
<th>Chapmahn-Cook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C R</td>
<td></td>
<td></td>
<td>A B C D</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>14-162</td>
<td>14-187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>17-203</td>
<td>19-233</td>
<td></td>
<td>9 9.7 9.5 3.7</td>
<td>16.5</td>
</tr>
<tr>
<td>III</td>
<td>15-196</td>
<td>16-203</td>
<td>84</td>
<td>9 8.0 8.5 3.7</td>
<td></td>
</tr>
</tbody>
</table>
Evidences of desirable social attitudes toward adults and toward each other support the belief that good citizenship and the establishment of ideals is possible through directed reading.

G. A remedial program in reading best effects efficiency in the mechanics of reading as revealed by results of standardized tests; i.e., assuming that maximum efficiency has not been reached.

D. Progress in achievement made by all groups is probably due to the increased use of scientific methods in coping with educational problems.

Recommendations.-- In the light of a desire for the best instruction to the greatest number of pupils, the following recommendations are made:

A. A combination of a remedial program and "free" library reading would best meet the needs of 7B-7A pupils in Junior High School, since these methods tend to improve mechanics and to instil the library habit.

B. With pupils of 8B-8A grades, a combination of the remedial program and "directed" library work is recommended to further perfect the mechanics of reading and to afford guidance in refinement in taste and social attitudes at a time when the pupil is best adapted to such training.

C. Having received the combined training during Grades 7 and 8, it may be assumed that 9B and 9A pupils are ready for further guidance in refinement of taste.

D. After the administration of an accepted standardized test in reading, all Junior and Senior High Schools should provide suitable remedial instruction for those pupils found to need it as revealed by scores of the test.

E. Teacher-training institutions should provide efficient courses in mental hygiene, practical psychology of the child at various school levels, and in the application of these theories to practical classroom problems.
APPENDIX
COPIES OF READING SLIPS USED

Check-Slip for All Outside Reading Work
(Used prior to Sept. 1930)

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
</table>

The book is interesting: \{ \}
The book is not interesting: \}
The most interesting character is:
The scene of the story is located in:
The story is about the nationality:
i learned from this story.

---

MY READING RECORD
(Used since Sept. 1930)

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
</table>

My favorite character is:
This is my favorite character because:
1
2
3

The most important thing I learned from this book is:
## OUTSIDE READING LIST

for

**7B and 7A GRADES**

Boys and Girls:

Your Outside Reading for this semester has been divided into five groups. If you will follow the suggestions given you in this booklet, you will enjoy the work and profit by the effort you make.

### I. HISTORY and BIOGRAPHY

(Not More than Ten)

<table>
<thead>
<tr>
<th>Titles</th>
<th>Authors</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magician of Science</td>
<td>Hammond</td>
<td></td>
</tr>
<tr>
<td>The Story of The United States</td>
<td>Hardman</td>
<td></td>
</tr>
<tr>
<td>Careers of Danger and Daring</td>
<td>Moffett</td>
<td></td>
</tr>
<tr>
<td>Daniel Boone-Wilderness Scout</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>History of The United States - Vol. I &amp; II.</td>
<td>Andrews</td>
<td></td>
</tr>
<tr>
<td>In The Days of Alfred the Great</td>
<td>Tappan</td>
<td></td>
</tr>
<tr>
<td>The Roosevelt Book</td>
<td>Roosevelt</td>
<td></td>
</tr>
<tr>
<td>Girls Who Became Famous</td>
<td>Bolton</td>
<td></td>
</tr>
<tr>
<td>Thinkers and Doers</td>
<td>Darrow</td>
<td></td>
</tr>
<tr>
<td>With Man Who Do Things</td>
<td>Bond</td>
<td></td>
</tr>
<tr>
<td>King Arthur Stories</td>
<td>Pyle</td>
<td></td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td>Moorses</td>
<td></td>
</tr>
<tr>
<td>Two Noble Lives</td>
<td>Richards</td>
<td></td>
</tr>
<tr>
<td>Uncle Tom's Cabin</td>
<td>Stowe</td>
<td></td>
</tr>
<tr>
<td>Younger Days of Famous Writers</td>
<td>Cather</td>
<td></td>
</tr>
<tr>
<td>Boys' Life of the Wright Brothers</td>
<td>Charnley</td>
<td></td>
</tr>
<tr>
<td>Heroes of the Air</td>
<td>Fraser</td>
<td></td>
</tr>
<tr>
<td>Dick Byrd</td>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>Historic Airships</td>
<td>Holland</td>
<td></td>
</tr>
<tr>
<td>Pictures Every Child Should Know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opera Every Child Should Know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Life in Colonial Days</td>
<td>Barle</td>
<td></td>
</tr>
</tbody>
</table>

### II. MYTHS

<table>
<thead>
<tr>
<th>Titles</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Story of Siegfried</td>
<td>Baldwin</td>
</tr>
<tr>
<td>Wonder Book</td>
<td>Hawthorne</td>
</tr>
<tr>
<td>Tanglewood Tales</td>
<td>Hawthorne</td>
</tr>
<tr>
<td>Horse Stories</td>
<td>Mable</td>
</tr>
<tr>
<td>Adventures of Robin Hood</td>
<td>Pyle</td>
</tr>
<tr>
<td>The Story of Rolf and the Viking Bow</td>
<td>French</td>
</tr>
<tr>
<td>The Story of Rustem and other Persian</td>
<td>Firdansi</td>
</tr>
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</table>
### III. NATURE

<table>
<thead>
<tr>
<th>Titles</th>
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<th>Check</th>
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</thead>
<tbody>
<tr>
<td>Children's Life of the Bee</td>
<td>Masterlinck</td>
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<tr>
<td>Young Folks' Book of the Sea</td>
<td>Bridges</td>
<td></td>
</tr>
<tr>
<td>Rivers and their Mysteries</td>
<td>Verrill</td>
<td></td>
</tr>
<tr>
<td>Everyday Doings of Insects</td>
<td>Cheeseman</td>
<td></td>
</tr>
<tr>
<td>Second Jungle Book</td>
<td>Kipling</td>
<td></td>
</tr>
<tr>
<td>Young Folks' Book of the Heavens</td>
<td>Proctor</td>
<td></td>
</tr>
<tr>
<td>Gay Neck</td>
<td>Mukerji</td>
<td></td>
</tr>
<tr>
<td>Head of the Hard</td>
<td>Mukerji</td>
<td></td>
</tr>
<tr>
<td>Jungle Joe</td>
<td>Hawkes</td>
<td></td>
</tr>
<tr>
<td>Lions 'n' Tigers 'n' Everything</td>
<td>Coopers</td>
<td></td>
</tr>
<tr>
<td>Legs of Many Lands</td>
<td>Ives</td>
<td></td>
</tr>
</tbody>
</table>

### IV. LIFE and CUSTOMS

<table>
<thead>
<tr>
<th>Titles</th>
<th>Author</th>
<th>Check</th>
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</thead>
<tbody>
<tr>
<td>Where it All Came True in Italy and Switzerland</td>
<td>Laughlin</td>
<td></td>
</tr>
<tr>
<td>Where it All Came True in Scandinavia</td>
<td>Laughlin</td>
<td></td>
</tr>
<tr>
<td>Timothy Travels from the Mediterranean to North</td>
<td>Neuman</td>
<td></td>
</tr>
<tr>
<td>Home and Feather</td>
<td>Lisle</td>
<td></td>
</tr>
<tr>
<td>My Aping Kingdom</td>
<td>D. Chaillu</td>
<td></td>
</tr>
<tr>
<td>Young Folks' Book of Many Lands</td>
<td>Stuart</td>
<td></td>
</tr>
<tr>
<td>Home Life in all Lands</td>
<td>Morris</td>
<td></td>
</tr>
<tr>
<td>When I Was a Boy in India</td>
<td>Satyananda</td>
<td></td>
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<tr>
<td>Halsey in the Indies</td>
<td>Fuller</td>
<td></td>
</tr>
<tr>
<td>David Goes to Greenland</td>
<td>Putnam</td>
<td></td>
</tr>
<tr>
<td>David Goes to Baffin Land</td>
<td>Putnam</td>
<td></td>
</tr>
<tr>
<td>Treasure Flower</td>
<td>Gaines</td>
<td></td>
</tr>
</tbody>
</table>

### V. ADVENTURE

(Use these lists only as substitutes for the others.)

Any books from Library Lists called:
- Adventure Stories for 7th Grade.
- Mystery Stories for Boys and Girls.

This is your property. Check off the books as you read them. The following pages contain blanks for you to fill in, as reports upon the books you read. These slips will take the place of the Check Slip which we used before.

Are You A KNIGHT OF THE READING TABLE?
SELF HELP RECORD FOR THE REDUCTION
OF ERRORS IN ORAL READING

Name ................................................ Grade .........................

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>DO I</td>
<td></td>
</tr>
<tr>
<td>1. Repeat words?</td>
<td></td>
</tr>
<tr>
<td>2. Put in extra words?</td>
<td></td>
</tr>
<tr>
<td>3. Leave out words?</td>
<td></td>
</tr>
<tr>
<td>4. Substitute words?</td>
<td></td>
</tr>
<tr>
<td>5. Change the order of the words?</td>
<td></td>
</tr>
<tr>
<td>6. Mispronounce words?</td>
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<td>7. Enunciate well?</td>
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<td>8. Read too fast?</td>
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<td>9. Read too slowly?</td>
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<td>10. Remember my audience?</td>
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<td>Uncle Tom's Cabin</td>
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<td>Daniel Boone, Wilderness Scout</td>
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## SUPPLEMENTARY READING LIST

### FOR

**SCIENCE AND INVENTION**

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### SUPPLEMENTARY READING LIST

#### FOR

**OUTDOOR LIFE**

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<th>Author</th>
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<td>Cheeseman</td>
<td>Demon Kenton, the Scout</td>
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<td>Corby</td>
<td>Wild Animal Pets</td>
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<td>Finley</td>
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<td>Miller</td>
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<td>Mukerji</td>
<td>Hari, the Jungle Lad</td>
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<td><em>When Sarah Went to School</em>, <em>Beckoning Road</em></td>
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LIBRARY INSTRUCTION SHEET

Boys and Girls:

The books which you use are divided into two large classes: fiction and non-fiction. Fiction books are those which are read for enjoyment of a story; non-fiction are those which are read for information.

Fiction.-- All fiction in the Juvenile section is marked (J). The (J) books are arranged alphabetically, according to the last name of the author, upon the two lower shelves of each case. You can see from this how important it is to know the author of the book you are seeking.

One means of helping you find your book is the card catalogue. Be sure that you learn to use the card catalogue upon your first visit to the library.

Non-fiction.-- The books of information, general and specific, are arranged, by numbers, on the upper shelves of the cases in the Juvenile room. Learn the numbers of the books you use most frequently.

General Reference 000
Opening Exercises 170
Bible Stories 200
Constitution Government 300
Customs 590
Vocabulary - Word study 400
Science (Natural) 500
Astronomy 520
Chemistry 550
Rocks 550
Plants and Trees 580
Animals 590

Science (Applied) 600
Hygiene 610
Gardening 620
Communication 650
Manufacturing 670
Building 690
Fine Arts 700
Painting 720
Music 750
Amusements and Plays 790
Literature 800
History 900
Travel 910
Ancient 910
North American 970
United States 973
Paragraph Test (a)
(Front of Slip)

Our class party this year was one of the best ever given. One of the games was a spelling match. There were two sides. Each person was given a large pasteboard letter. The leader would pronounce a word to spell and the person representing letters in the word would form the word. The side that spelled the word the soonest was declared the winner for that word. Each member of the winning team received a stick of candy as a prize.

(Back of Slip)

31 words 1 minute

1. What game was most enjoyable?
2. Could the game best be played with four, eight, or twenty-six players?
3. What besides accurate spelling should the winner use?
4. With what did they spell?
5. What was the prize?
One autumn afternoon some girls and I were out on a hike. Gladys suggested that we build a fire. We soon found a place, gathered some dry wood, and lighted it. Gladys thoughtlessly threw the match into the grass. Before we knew it, the grass was on fire and we did not know what to do. We ran after water. When we got back a large space was burning. We put it out after ten or fifteen minutes of hard work. Right then each of us promised never again to throw a lighted match away carelessly.

(Back of Slip)

98 words

1. What kind of excursion were the girls enjoying?
2. What did they decide to do?
3. What season of the year was it?
4. Why did they run after water?
5. Was Gladys comical, sorry, careless, or bashful?
Paragraph Test (c)
(Front of Slip)

The farmer's boy, driving his cows home through the dusk, sometimes sees the sheep preparing to lie down for the night. It is an interesting process. The father of the flock trots around them and drives them closer and closer together.

When they are almost a solid mass, he forces his way amidst them and lies down. It will be noticed that those on the outside have their heads pointing outward presenting a circle of watchfulness.

(Back of Slip)

76 words 1 minute

1. What is the farmer boy doing?
2. What animal does he see on his way?
3. Which animal drives the flock?
4. Where does he lie?
5. Why do the animals on the outside have their heads pointing outward?
Among our summer resident song birds is dapper Mr. Oriole, from Baltimore. Mr. Oriole starts about four o'clock in the morning. Yes, I actually heard his clear warble at that particular hour on a spring morning. From that time on it seemed that he never weakened. He started from the top of a large cotton-wood and progressed up and down the nearby streets patronizing each of the smaller trees for a while. This orange and black songster, a striking sight, is not only one of the most beautiful and musical of the local summer residents, but also is among the most useful, through his activities in destroying worms and insects. I admire Mr. Oriole from Baltimore and hope that you do too.

(Back of Slip)

121 words 1 minute

1. About what bird does this paragraph tell?
2. What time did the song begin?
3. Write two words which describe the notes of the warble.
4. Is his appearance somber, attractive, dull or gray?
5. Is he merely ornamental or useful as well?
When I was at my uncle's farm last summer I had a great surprise. One day I was out playing. All of a sudden I heard a squealing and grunting. I ran to the back yard, I saw a mother pig with thirteen little pigs which had been born a few nights before. I tried to pick one up, but the mother pig grunted and came right for me. I climbed the fence in a hurry. There I sat on top of the post watching the old pig as she nosed around the yard with the little ones wabbling after her. Twice I got down, but each time she started towards me and I hastily climbed up again. Finally she led her family to the corn-crib and I ran to the house. My cousins laughed very heartily and teased me about being treed by a pig.
Paragraph Test (f)
(Front of Slip)

It was the Fourth of July. So it was time for the goldfinches to build their nests. We knew that the lady bird liked a soft lining for her nest. When we heard the black-capped male bird singing his very sweetest, we concluded that he must be looking for milkweed down or thistle. We made up our minds to help him a bit. So we pinned some surgeon's cotton to our clothes line. Sure enough, in a day or two Mrs. Goldfinch saw it and brought Mr. Goldfinch along. She pulled and tugged at the bunches of cotton while he sang his best love song but did not offer to help. She finally got a little tuft in her bill and the two birds flew away to their nest. Both returned again and again. Mrs. Goldfinch did all the pulling and carrying while resplendent Mr. Goldfinch did the singing. The next year from three different directions three pairs of goldfinches came for cotton.

(Back of Slip)

162 words 1\frac{1}{2} minutes

1. In what month did the goldfinches nest?
2. Which bird does the work?
3. With what did they line their nest?
4. What did Mr. Goldfinch do at nesting time?
5. What shows that finches tell each other things?
READING TEST A (ODD)

Name: __________________________ Grade: __________ Rate: __________ No. Right: __________

1. Suddenly, with a few running steps, she jumped on the end of the board with both feet, rose into the air, and entered the water without a splash -- a perfect running dive.
   How did this girl dive? Skillfully, fearfully, wearily, __________

2. Fast and thick the snowflakes fall
   Blinding, smothering, white o'er all;
   Covering common things from sight --
   Building palaces of white.
   Draw a line under time of year described: summer, winter, spring, autumn.

3. "They're spice, set to follow and see where we're going. Did you notice the man who was driving that car, Paul? I seem to remember he was old -- with a gray beard and a big nose -- sort of like a hawk's beak."

4. Some of the Indians that are left in North America live near towns and villages. Others live in lonely places far from other people, from schools and churches. It is about these Indians that I want to tell you. Some of them have learned to live in houses that are a little like ours, but most of them live in tepees.

   This story is about: early Greeks, early Romans, early Egyptians, early Americans.

5. Roger Williams loved his spiritual freedom more than he did his life and he fled alone into the wilderness, leaving his goods and his family behind him in Salem.
   He did not fear the Indians. One of the great purposes of his life was to teach and to befriend them. He had lived among them, learned their speech and their ways of living, and they looked upon him as their friend. He went at once to Massasoit, one of the great Indian chief's whose friendship he had won.

   Roger Williams's feeling toward the Indians was: anger, superiority, indifference, friendliness.
6. "I always liked the boy, only I thought he was, well—careless let his mother do everything for him and took it all as a matter of course."

Underline word which best describes this boy: thoughtful, worried, thoughtless, ambitious.

7. They had won the game; there was good reason for jubilation and they were all singing as they struck the top of the big hill. Even the car seemed joyful, doing its forty miles an hour.

382 The people felt: happy, tired, downcast, pessimistic.

8. Turn to Japan. Here things are quite different, modern, smart. There are over a million and a half native farmers raising silkworms here, too, but they are closely supervised. And there are large companies that do the thing on a grand scale, with science guiding the steps in the process. As we breed sheep, they breed silk moths for quantity and quality of fiber.

Silkworm raising in Japan is; scientific, haphazard, crude, backward.

9. On an icy night in December Richard Carroll faced death the first time in his twenty-two years — with the knowledge that upon his own resourcefulness and courage rested a slim chance not only for his own safety, but for that of brave men under his command.

Richard's safety depended on; medicine, books, natural ability, machinery

10. Williams at this time was over seventy years of age. Without a weapon, carrying only his walking stick, he went out for the third time to hold a parley on behalf of the white men. He tried as of old, to appease the anger of the Indians. Finally he counseled them to cease hostilities by telling them of the power of England which stood behind the colonies. "If you kill these men," he said, "the king of England will send ten thousand more men."

What was Williams trying to do to the Indians?

612 Antagonize, cooperate with, pacify, shun.
11. The hunting chase is the greatest happiness of the Indian. Now the wild buffalo is gone from the plains forever the deer, elk, moose, and bear hide away in the Northern forests; the Indian's hope for a long future for his nation is lost. They are no longer braves, but squaws, for they must plant corn and watch it. Village life is very tame compared with the wandering life when the tribes moved to some new place almost every new moon. How does the Indian life of today compare with that of the past; more thrilling, more dangerous, more ordinary, more varied.

12. "Boys," he said, with a grim look on his face, "there's one chance left, and I'm going to take it. The life raft is useless, but I'm a good swimmer. I'll bring aid." This boy had decided to make a rescue, arrest, fight, surprise.

13. He was on a level stretch of ground, apparently an island, and there were no signs of life in any direction; only the glaring whiteness of untraveled snow. Underline word best describing his situation; attractive, healthful, prosperous, lonely.

14. It was not necessary for her to have an expensive equipment for any work that she had to do. Her ability to use whatever materials were available, and to evolve simple and practical plants for the accomplishment of great tasks amounted to genius. Underline word which best describes this individual; lazy, careless, resourceful, domineering.

15. The art of arranging flowers is another branch of a girl's home education. Everything in a Japanese room is arranged so that it shall be in harmony with its surroundings. The arrangement of a branch of flowers in a fine porcelain jar is a matter of much thought and care. Children are trained how to arrange blossoms and boughs so that the most beautiful effect may be gained. This feeling for taste and beauty is common to all Japanese, even to the poorest. Which word shows how the Japanese feel toward the beautiful? endure, neglect, appreciate, despise.
READING TEST B (ODD)

Name..................................Grade...Rate...No. Right......

1. The storm grew thicker and darkness which always came too soon those winter afternoons, crept over the earth even earlier than usual.

What time of day is this? dawn, dusk, noon, morning.

2. The life of this bee is very interesting. In the early spring the queen awakens from her sleep, in some thick moss or under the bark of a tree, looks about for a nesting place and in a little honey mixed with pollen she deposits seven to fourteen eggs.

What is this about? bird, reptile, insect, plant.

3. Winter magic all about, we see it everywhere: On the ground and on the trees and in the very air. Jack Frost is the magician; He hops and skips around Transforming every branch and twig, and covering all the ground.

Does this poem make you feel cold, sad, mournful, warm?

4. They have an old, old, prophecy among many Indian tribes, that the Great Manitou will some day send away the white race; the whole earth shall be given to the Indians. This prophecy is repeated in the religious dances, and the medicine men comfort their people with it when the tribes feel the injustice of the whites.

5. Many of the animals belonging to the farmers were drowned, and those that were not must starve if the flood continued any length of time. Miss Barton loaded her boat again, this time with corn, oats, hay, meal, and salt for the cattle, as well as clothing and cooking utensils for the people, and rice, sugar, tea, and medicine for the sick.

What threatened the remaining animals? drought, accidents, disease, starvation.
6. The house could not be seen from the gateway, but the whole aspect of the grounds betrayed such obvious lack of care over a long period of time, that it was not difficult for the meanest imagination to paint the house in a similar state of ruin.

This place looked, neglected, well cared for, pretty,

7. The sophomores were ahead, 13 to 10, but we still felt that we had a chance; and when the second period started we went back on the floor resolved to do or die.

Underline - word which best describes this team: slow, determined, weary, fumbling

8. Back in the locker room, the men dressed slowly. It had been a hard game, the hardest of the season, and their efforts had wearied them. But the thrill of victory was upon them; they had gone through the season without defeat; in the end, they had battled against odds and had won the victory.

How did these men feel? indifference, disaster, triumph, indignation

9. Florence Nightingale, and English girl of a wealthy family, early showed a love for helping the sick and those in trouble. After a nursing experience in her home, she set out to master nursing as a profession.

What did Florence Nightingale do for the sick? serve, shun, hurt, ignore

10. Whoever sees, 'neath fields of winter snow,

The silent harvest of the future grow,

God's power must know.

The growing of plants should make us see the power in -

Science, knowledge, God, war, peace.

11. Tears gathered in the man's eyes as he looked from her face to the jewel quivering in her outstretched hand. For an instant he seemed about to refuse the gift; then suddenly his manner changed, and, taking the ring between his sunbrowned fingers, he drew himself proudly erect.

What did the man do about the gift? refuse, spurn, ridicule, accept
12. These things shall be! A loftier race
    Than e'er the world has known shall rise
    With flame of freedom in their souls,
    And light of knowledge in their eyes.
    Does this foretell that future people shall be richer,
    better, poorer, less progressive

13. He determined to give Dr. Finlay's theory a trial.
    First, Finlay's mosquitoes, which he coddled as house-
    hold pets, were to be allowed to bite men sick unto
    death with fever, and then they were to be trans-
    ferred to the arms of strong healthy men.
    Is this test amusing, mathematical, funny, dangerous,
    tiring

14. Hers are riches, might, and fame;
    All the earth resounds her name.
    In her roads teads navies ride,
    Hath she need of aught beside?
    This poem describes, praises, complains, narrates.

15. Few people are so handicapped that they cannot be
    used in one way or another, and the Goodwill Industries
    have been instrumental in finding jobs for persons, no
    matter what the physical defect. A man who was deaf as
    a result of an accident was put to haling paper in a
    basement. Hearing was not a requisite for this job, and
    so this man is earning his way. Another, suffering
    merely from old age is sitting on a stool all day var-
    nishing furniture. Women, gray-haired and too decrepit
    to do much heavy work, ply their needles, making over
    old clothes, while others rip cloth and sort out the
    various kinds. Each has a task and is busy at it.
    These people are being helped by donations, sympathy,
    hospital care.
1. During all her experiences Miss Barton cared for wounded prisoners as tenderly as for her own men. It made no difference whether a soldier wore the blue or the gray uniform. It was human need that appealed to her.

Miss Barton was helpful to the blue, the gray, all needy, the rich

2. Elizabeth basked happily in the warmth of her swimming teacher's praise. However, her pride in it was not a foolish one. She knew that in learning to swim, in overcoming her fear of the water, she had been building something into her character, something strong. It had been hard work, but it had been immensely worth while.

Did their praise make Elizabeth bashful, happy, miserable, afraid?

3. It's a warm wind, the west wind, full of bird's cries;
I never hear the west wind but tears are in my eyes.
For it comes from the west lands, the old brown hills,
And April's in the west land, and daffodils.

4. After two hours of flying he could not see the earth, could not see anything, in fact, but the instruments on the dimly lighted board above his knees. He dropped a bit lower, but he could distinguish nothing through the swirling snowflakes and the darkness.

In what was this man riding? passenger train, automobile, street car, aeroplane

5. Imagine feeding the growing appetites of a host of polar bears and seals that think nothing of consuming a pound of fresh fish at one gulp!

Which word best describes the appetites of these animals? dainty, greedy, unreliable, falling.
6. Ring and swing, bells of joy! On morning's wing 
Send the song of praise abroad 
With a sound of broken chains 
Tell the nations, that he reigns, 
Who alone is Lord and God! 

Does this poem tell of gladness, cooperation, sorrow, 
weariness?

7. Of course, all of the old-time cowboys were not 
adventuresome. Some stuck strictly to business, home-
steaded their acreages, and now have substantial ranches. 
However, a great many of them specialized in cattle and 
nothing else. 

Some cowboys were: idle, rebellious, ceremonious, 
industrious.

8. How many Americans ever stop to consider that rubber 
which is indispensable to the automobile industry comes 
to us from abroad. We produce very little rubber in the 
United States. We are still dependent upon other nations 
for one of the raw materials of our greatest industry. 
The withholding of rubber from us would work an economic 
disaster seldom equaled in our industrial history. 
How much rubber do we produce? much, little, none, 
all we need.

9. The advances in medicine have been just as marvelous 
as those in industry. However, because medical ethics has 
caused a lack of advertising of the scientific achieve-
ments of the healing art, the average person is too like-
ly to assume that medicine has not progressed to any 
notable extent. 
Are the advances in medicine well advertised, few in 
number, impractical, poorly advertised?

10. The main roads of the Old World, once the trade routes 
of the civilized world, have deteriorated as a result of 
war and lack of proper maintenance. The old stone roads 
that in many cases date back to the Romans, are durable, 
but very rough, narrow, highly crowned, and surfaced 
with cobblestones and slabs. Other roads are of dirt 
rutted and rough, with only most necessary repairs made 
by the peasants who live along them. 
Are the roads of the Old World, neglected, destroyed, 
Improved, superior?
11. In the old days, people seldom thought of patriotism in connection with the work of a girl or a woman. Nowadays, since the Great War, when thousands of Red Cross nurses served in the hospitals, and other girls and women performed the duties of wartime, we no longer treat patriotism as if only a soldier or a statesman could possess it. Indeed, when we come to think about it, patriotism is something that anyone can possess and use in any walk of life. Patriotism may be found in soldiers, sailors, anyone.

662 kings.

12. The cluck of a sleepy hen sounds from within the shack, and, with a single bound, the leopard is upon the roof. He searches and finds a weak spot in the thatch, where he tears a large hole. Reaching in a paw armed with murderous claws, he extracts a fat hen, her death squawk causing the dogs to bay frantically.

729 The leopard is cowardly, cruel, slovenly, friendly.

13. The interests which sent Columbus across the Atlantic formed only one of many mighty efforts of men's minds at that time. The broadening influence of the long series of crusades had borne its fruit. The study of Greek literature, already well under way had been stimulated by the scattering throughout Europe of many Greek scholars after the fall of Constantinople, captured by the Turks in 1453. The invention of printing, at about the same time, marvelously stimulated all literary effort.

This describes a period of decadence, of shiftlessness, of indifference, of progress.

381

14. Walking through the National Zoo, with a sprig of catnip in his pocket, he noticed that a mountain lion woke up when he passed by, and that a tiger next door, reputed to be dangerous, seemed to be courting his friendship.

What effect did catnip have on the wild animals? pleasing, enraging, injurious, dangerous

975

15. Many years ago a young sculptor began to carve a statue from a beautiful piece of Carrara marble. After hacking and cutting away for some time he was dissatisfied with his work and threw the marble away. He decided that the marble was spoiled and that he could do nothing worth while with it.

What does this man lack? morality, training, perseverance, finance
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