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DESCRIPTION AND ANALYSIS OF THE READING SERVICES
OF THE SPECIAL EDUCATION DEPARTMENT OF SCHOOL DISTRICT 1,
MISSOULA, MONTANA

by

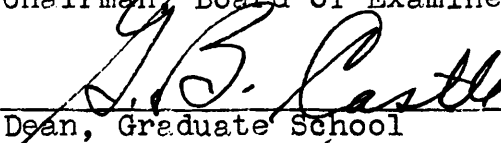
WILHELMINA V. HARTUNG
B.A. NEBRASKA UNIVERSITY, 1950

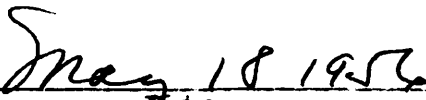
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CHAPTER I

INTRODUCTION

Being able to read for knowledge and enjoyment makes life more interesting. How barren life would seem without books! In books we have a means of accumulating the knowledge of the past. It is regrettable that many school children have never learned to read well enough to use the keys which unlock this wealth of knowledge. Some children may never want to read extensively, but still it is necessary for them to read well in order to interpret at least the signs on the highways and the news items in their local newspapers. In our complex society, a child needs to interpret printed symbols. Today's child is tomorrow's adult, and whether he becomes a leader or a misfit depends, to a significant degree, upon his feeling of security and success during his school career. Without the ability to read, his chance to succeed in school is very, very small.

Arthur Gates¹ has this to say about reading:

Reading is both the most important and the most troublesome subject in the elementary school curriculum. It is most important since it is a tool, mastery of which is essential to the learning of nearly every other school subject.

¹ Arthur I. Gates, The Improvement of Reading (New York: The Macmillan Company, 1928), p. 3

Statement of the Problem

Many schools have problems in reading that need solving. Today there is a nationwide interest in reading. Many books and periodicals about reading are being published. Schools are being criticized by some people for their weak reading programs. Many schools that have inadequate reading programs are doing little or nothing to improve them.

The purpose of this study is to describe, analyze and evaluate the remedial reading and reading improvement services of the Special Education Department of School District 1, (the elementary public school system), Missoula, Montana, as it existed during the 1954-55 school year. Included in this study is information about the organization, daily schedule, personnel, materials and techniques used, physical facilities, handling of the children, and the public relations aspect of the remedial reading program. Included also is a description of the reading workshops for parents, supplementary reading helps, contributions in the field of reading to both general and study group programs of the Parent-Teacher Association, contributions to the pre-school round-up program, and the testing services and provisions for special home reading programs.

Importance of the Study

Gray² and Traxler³ support the thesis that because of a shifting population, emotional disturbances, physical defects, size of many present day classes, absence through sickness, and different methods of teaching reading in the elementary schools, there are many reading problems in our schools today. They state that failure in reading causes real damage to the child's personality. The child who cannot read, or who cannot read as well as the rest of his classmates, is often marked before all as a failure. In a large number of cases, as the years go by, a failing student often goes from bad to worse, unless a teacher or some other adult comes to his rescue with corrective measures. Parents and high school teachers as well look to the elementary school to produce good readers. Study in geography, history and other content subjects is dependent upon effective reading skills.

Gates⁴ writes that failures in primary grades are almost wholly due to deficiencies in reading. He found that pupils of good or even superior intelligence, as well

²William S. Gray, "Summary of Reading Investigations", Journal of Educational Research, 37:401-40, February, 1944.

³Arthur Traxler, "Research in Reading in the United States", Journal of Educational Research, 42:497-9, March, 1949.

⁴Arthur I. Gates, The Improvement of Reading (New York: Macmillan Company, 1928), pp. 4-6.

as the duller ones, do not always attain adequate reading skills despite every advantage and incentive.

Russell writes that intelligent reading is necessary in order to participate effectively in a democratic society and to safeguard its principles.⁵

In this day and age many schools employ the age-grade system, which suggests that each child do a year's work in a year's time. With this pace impossible for approximately twenty-five per cent of the pupils, little wonder exists that so many schools today continually grapple with problems of promotion, grouping in reading, teaching reading to slow-learning children, providing remedial reading for those behind in reading achievement, and providing enrichment in reading for the brighter students--in general, providing adequately for individual differences in reading. Today we find a significant number of children at a grade level where the prescribed reading program is too difficult for them. Of this group those who have the capacity for their grade placement need remedial help. The others of this group, especially the retarded, need to be working at a different level in the developmental program.

The writer feels that if administrators knew how to set up a remedial program in their schools they might

⁵David H. Russell, Children Learn to Read (New York: Ginn and Company, 1949), p. 3.

be encouraged to attempt at least a partial program of remedial help, which might possibly lead to a more comprehensive one.

Delimitation of the Problem

This study is limited to the description of the reading services offered by the Special Education Department of School District Number 1 since its reorganization in 1952.

Since there is no central file of written records available, an understanding of the reading work done by the Department was obtained primarily by observation and informal interview techniques.

Since no centralized system of testing records existed, adequate evaluation of the reading services on the basis of tests could not be made. The writer was unable to find in the related literature any standard procedures for evaluating remedial programs, especially for evaluating the type of program found in School District 1. The remedial reading programs carried on in other Montana schools were not comparable to the one in Missoula, so no basis for an objective evaluation could be derived from them.

Therefore, a list of questions formulated by Margaret McKim in her book, Guiding Growth in Reading⁶, was used

⁶Margaret McKim, Guiding Growth in Reading (New York: Macmillan Company, 1955), p. 520.

by the writer as a basis for evaluating the remedial reading services of the Special Education Department. In regard to the other reading services provided by the department, as well as to the remedial reading services, the evaluation made was mainly subjective in nature.

Setting of the Problem

At the time this study was made, School District 1 consisted of twelve schools. There were 145 classroom teachers and 11 principals. The number of students, increasing at the rate of about two hundred per year, was 3,923. The Missoula staff included ten personnel other than principals who did special work. Included in this group were the five members of the Special Education Department.

The average pupil-teacher ratio had been under thirty for the past eight years, and the Board of Education attempted to hold to this figure.

The board was very much concerned with the improvement of reading instruction. They realized that the ability to read would help the child when he became an adult to participate more effectively in our democratic society.

To help correct its reading problems, the Special

Education Department was reorganized in 1952 by School District 1, and has been in operation since. This department consisted of the director, a speech correctionist, and three remedial reading teachers.

Definitions of Terms

Remedial reading. Remedial instruction, according to Gates, is teaching designed to improve abilities in which diagnosis has revealed weaknesses. It emphasizes administering to individual needs.⁷

Individual differences. Pupils differ in interests, achievement, intelligence, temperament, personality, and work habits.

Reading capacity. The reading potential of a child; in other words, the theoretical level of reading achievement of which the child is capable.

Intelligence quotient. The index of rate of learning found by dividing the mental age by the chronological age.

Phonetic analysis. The association of sounds with appropriate letter symbols and the blending of the series of sounds into a word whole.

Structural analysis. The identification of words composed of root words to which endings such as -ed, -ing,

⁷Gates, op. cit., p. 18.

and various prefixes and suffixes have been added; compound words and contractions, and other words of more than one syllable which need to be divided into pronunciation units, that is, syllables, before sounding them out is possible.

Phrase reading. Reading groups of words at one time as contrasted to reading a single word at a time.

Basic sight words. The Dolch 220 basic sight words, non-nouns, which make up fifty to seventy-five percent of the words found in the primary reading texts. These words are already familiar to the child, as they are chosen from the average child's speaking vocabulary.⁸

Procedures Used to Obtain the Data for This Study

The informal question and answer technique, using prepared questions, was employed in the interview of four members of the personnel in the reading section of the Special Education Department in order to obtain a picture of the services provided by the department.

The observation technique was used to obtain data for the description of the reading services carried on at the time the study was made. The observer was guided by a prepared outline of pertinent points about which to inquire. These helped the writer to obtain a comprehensive description

⁸Edward Dolch, Basic Sight Words (Champaign, Illinois: Garrard Press, 1950).

of the different services rendered by the Department. This technique was used to obtain descriptive data on the remedial reading classes, the Parent-Teacher Association meetings (which included reading projects sponsored by the department), pre-school roundup sessions, special parent workshops for reading, and classroom demonstrations. For example, in observing the remedial reading classes, the outline for collecting the descriptive data included:

1. Plan of organization.
2. Materials and devices used to develop and maintain interest and morale.
3. Remedial techniques, materials and devices used for instruction.
4. Pupil attitude toward program.
5. Physical description of the place used.
6. The reading results obtained by the teachers.
7. Evaluation of the reading results obtained by the teachers.

Notes were taken on these points and later incorporated in this study.

Information describing the various services of the Special Education Department of School District 1, Missoula, Montana, was collected also from Missoula newspapers.

CHAPTER II

A REVIEW OF THE RELATED LITERATURE

This chapter is divided into two parts. One part consists of a review of the pertinent literature in the reading field. The other part describes the remedial reading programs carried on by three small Montana schools.

In Robinson's case studies¹ of individual children who were failing in reading, no one factor was found to account for reading difficulty. Children learn to read in spite of limited mental ability when provision is made for the slow learners in the classroom. When this is not the case, these slow learners often become confused and bewildered by their failure to keep up with the more able members of the class.

In a clinical study of 210 third grade children having reading disabilities, Gray² found that these children did poorly in reading more because of underlying psychological blocking than from lack of intelligence. When these children were placed in remedial classes and given proper individual instruction and a chance to

¹Helen M. Robinson, Why Pupils Fail in Reading (Chicago: University of Chicago Press, 1945), pp. 39-47.

²William S. Gray, "Summary of Reading Investigations", Journal of Educational Research, 46:401-37, February, 1947.

succeed, they made fine headway, even though some were low in intelligence.

Gates feels that mass teaching is responsible for failures in reading. He states that because of the individual differences found in the average classroom, reading is a difficult skill to teach by group methods to large classes. He feels that the home comes in for too much criticism in regard to producing reading problems. Research has linked reading disabilities with certain factors found in American homes. Some of these factors are the cultural level of the home, the language spoken in the home, and the parent-teacher-pupil relationships. Gates also states that remedial teaching should follow the same general principles of learning that are or should be observed in any other type of instruction, with occasional departures to meet particular types of need. He advises teachers to adjust materials to the pupil's ability, that is the level of difficulty at which the pupil has a reasonable chance for success. The materials should not be too easy because the pupil is most fully attracted by a level on which he may be largely successful but which also provides difficulties to be overcome. Pupils need objective evidence of improvement, e.g., in graphic or other form, in order to encourage improvement. Practice should

be distributed so as to avoid fatigue and boredom.³

According to Dolch, children who show lack of reading interest and poor application should not be blamed. These children often show eager interest and application in certain non-verbal areas. Dolch feels that the school has not made reading interesting or worthwhile to these children. Blame for poor reading, then, rests on the past and present home and school environment of the pupil.⁴

In his Manual for Remedial Reading⁵, Dolch writes that when the teacher tries to do something for the retarded individual or the retarded group, the reading progress of the entire class is slowed down. The total loss in time and in educational values attributed to poor readers in our schools is enormous. The loss in happiness, self-confidence and security on the part of the poor readers themselves is beyond calculation.

Kirk⁶ warns that a teacher may believe a child to be retarded in reading; yet the child's reading

³Arthur I. Gates, The Improvement of Reading (New York: Macmillan Company, 1947), pp. 30-36.

⁴Edward W. Dolch, "Success in Remedial Reading", Elementary English, 30: 133-37, March, 1953.

⁵Edward W. Dolch, A Manual for Remedial Reading (Champaign, Illinois: Garrard Press, 1946), pp. 21-55.

⁶Samuel Kirk, Teaching Reading to Slow Learning Children (Cambridge, Mass., Riverside Press, 1940), pp. 25-30.

achievement may be in keeping with his mental development level. The determination of reading achievement and intelligence level by a competent examiner will serve to guide a teacher in estimating whether or not a child is deficient in reading or deficient in intelligence and consequently in reading.

A study was made by Traxler⁷ of the research in reading done in the United States. He writes that studies have shown that ability in phonics is significantly related to ability to read. Phonetic instruction in grade one tends to improve achievement in word recognition, accuracy in reading, and quality of oral reading.

Kottmeyer⁸ thinks that as long as we have age-grade placement we will need remedial reading help, especially in the middle grades.

One important generalization may be made on the basis of nearly all research studies on remedial reading. It is possible to bring about noteworthy improvement in the reading achievement of backward pupils through a special program of diagnosis and instruction. Regardless of whether the instruction has been of the intensive individual type used with extremely deficient readers or

⁷Arthur E. Traxler, "Research in Reading in the U.S.", Journal of Educational Research, 42:497-9, March, 1949.

⁸William Kottmeyer, "Must We Have Remedial Reading?" National Education Association Journal, 39:677-8, Dec., 1950.

of the group corrective type more often employed with pupils whose retardation in reading is moderate, the studies have almost uniformly shown significant growth for nearly all the pupils during the period of training. Moreover, in the relatively small number of instances in which permanence of improvement has been studied, the gains made during remedial teaching have been retained. The total effect of these studies should be encouraging to schools that are considering what may be done to improve the reading ability of their pupils.

Some Montana schools have developed remedial reading programs, though none were found which were comparable to the program carried on in School District 1 of Missoula.

During the 1954-55 school year the principal of Ronan's public elementary school organized a remedial reading program. From a school population of four hundred, one hundred forty students from grades four through six were given the work-type exercises found in practice readers and work books. This program was initiated and supervised by the principal but carried on by the classroom teachers. Twenty children were helped individually. The children showed an improvement of from two months to a year and a half in oral reading. They averaged eight months reading improvement over an eight month period.

Experience charts were stressed in working with these twenty children (taken from grade levels four through six). Many easy library books were bought and used exclusively by these students. This created much interest among these remedial cases and the students often volunteered to give book reports to their own classmates. The children did not miss any oral reading in their own rooms because they were taken out of their home rooms only when they would have been doing their reading seatwork. The program worked well. Both teachers and parents were well satisfied with the results obtained.⁹

Frenchtown, Montana, with an enrollment of one hundred forty-five children, reported a remedial reading program. A teacher devoted half of his teaching time to helping third, fourth, fifth, sixth, seventh and eighth grade children who had reading problems. The remedial teacher's classes, consisting of no more than five pupils in a class, ran approximately one half hour daily. A remedial library which included high interest and low vocabulary level reading books was provided. The library was large enough to provide each child with a book that was not too easy or too hard.¹⁰

⁹Information was obtained from a personal interview with N. Dalke, Principal, Ronan Elementary School, Ronan, Mont.

¹⁰Information was obtained from a personal interview with D. Loman, Remedial Reading Teacher, Frenchtown Public School, Frenchtown, Montana.

At Whitefish, Montana, the principal reported that he devoted three hours daily to helping children in grades three through six who had reading problems. He commenced his classes in October. Teacher observation and informal tests were used to choose the pupils to be helped. Students were given a group intelligence test. Those who scored below eighty were given an individual Stanford Binet Intelligence Test. Students who had an intelligence quotient below eighty were not admitted to the remedial classes. In 1955, forty students were helped by using a tape recorder. Hearing a recording of his own reading enabled a child to understand his particular reading problem. A special two hundred book remedial reading library was used as a source for making oral book reports. Progress charts were used to motivate learning. Sometimes reading scores were published in the school newspaper where the children showed reading improvement.¹¹

The attitude of the public is most important if there is to be an adequate program of special education in a community. Any new supplementary or special program needs to be explained to the public. Occasionally parents of the children resist help and believe that their children have been selected for special punishment on account of school

¹¹Information was obtained from a personal interview with D. Chamberlain, Principal, Whitefish Public School, Whitefish, Montana.

failure. However, the great majority of parents here in Missoula accept the special program in the spirit in which it is intended. The citizen who has no children or none in Special Education classes must be helped to realize the significance of such a program. The personnel of the Department feel that the public who have made the program possible should be informed as often as possible about the program. Here in Missoula, some of this has been done through newspaper articles such as the following:

The job of James J. R. Munro, head of the Special Education Department, is to help children in the "tool" subjects - reading and writing - with emphasis on reading. A classroom teacher who finds a student slow in reading first attempts to correct the situation. Failing in this, or if extra help is needed, the Special Education Department is notified. Arrangements are made so that one of the three remedial reading teachers may work with the child daily, usually for half an hour. These specially trained teachers, Mrs. Laura Bickel, Mrs. Ann Brechbill, and Mrs. Josephine Poitras, usually can correct the difficulty. In some cases, further trouble is encountered, in which case Munro's department gives special tests and the parents are interviewed. Frequently a child's difficulties in school can be traced to an unsatisfactory home life. The tests consist of intelligence examinations to determine if the child is learning up to capacity and tests of eyes and ears to discover if poor sight or hearing might be contributing to the trouble. Munro emphasized that tests of visual and audio difficulty are only to learn if there is a deficiency. If such is found, the child is referred to a physician immediately. The department gives all students in the system intelligence tests in either the first or second and the sixth or seventh grades.¹²

¹²Daily Missoulian, January 16, 1955

CHAPTER III

DESCRIPTION AND ANALYSIS OF THE READING SERVICES

The personnel of the Special Education Department of School District 1, Missoula, Montana, included a director, a speech correctionist, and three remedial reading teachers. A description of the services and responsibilities of the speech correctionist was not included within the scope of this study. The responsibility of this department was to provide various reading services to the elementary schools in District 1, Missoula. These reading services were as follows:

1. To provide and maintain a remedial reading program.
2. To provide reading workshops for parents.
3. To provide the classroom teacher with consultation and supplementary reading helps.
4. To provide contributions in the reading field to both study group and general programs of the Parent-Teacher Associations when requested.
5. To provide contributions to pre-school round-up programs.
6. To provide testing services.
7. To provide for special home reading programs when necessary.

The rest of this chapter will be concerned with a discussion of the above mentioned activities.

The Remedial Reading Program

Organization of the program. Three remedial reading teachers provided services to the pupils and teachers in the thirteen school buildings, including an annex to one

building. Each teacher was responsible for providing a remedial program in four buildings. One teacher in addition served the primary annex unit.

The following is a typical time schedule of one of these remedial reading teachers:

1. 8:30-9:00 Remedial and classroom teacher conference time at Willard School.
2. 9:00-11:00 Four half-hour periods of remedial work at Willard School.
3. 11:15-11:45 Remedial reading class period at Whittier School.
4. 1:00-1:30 Remedial reading class period at Jefferson School.
5. 1:45-3:45 Four half-hour periods of remedial work at Paxton School.
6. 3:45-4:14 Conference time at the Paxton School.

At the end of an eight week period the times allotted to the two morning and two afternoon buildings were reversed. That is, the Willard School got the time allotted the Jefferson School the first eight weeks, and the Whittier School changed time schedules with the Paxton School. At the beginning of the second semester, the entire cycle was repeated. With this arrangement, each building was provided with remedial service.

The remedial program was organized to provide free and easy transition for the remedial cases from the regular classroom to the special classes. In contrast to a complete segregation type of remedial plan, these children were in a normal school-life type of situation for the major part of a school day.

One to four pupils were taught at one time. Helping more than one pupil at one time, of course, was economical. Then too, in small group work the children could stimulate and help each other by playing games together and hearing each other perform orally. In remedial classes where children read orally the listeners had a chance to learn unfamiliar words and how to attack various words. If the children were to develop the attitude that others could benefit by listening to an oral presentation, it would be well to provide them with an audience for their oral reading. Another reason for oral reading in a remedial class was that the child needed to enjoy the experience of reading to others. He could not have this feeling of success in his own room when the material was too difficult for his limited ability. Furthermore, in a small group when children were selected with similar abilities, achievement levels, and grade levels, a healthy type of competition could ensue.

Physical aspects. At each building, space and materials (for example, furniture, blackboards, chalk and to a limited extent, books and papers) are provided. The best possible provisions were sought because the remedial cases need a pleasant place in which to work. Everything possible was done to provide adequate air, light, and freedom from noise.

Qualifications for the teachers. The Special Education Department in hiring teachers for remedial teaching looked for certain qualifications. Remedial teachers were expected to have had several years of successful classroom experience, including the teaching of reading, particularly at the primary level. The department wanted teachers who were trained in special remedial devices and techniques. It was important for the remedial teachers to have a high threshold for "giving up" on problem cases. Qualities considered in the selection of remedial teachers included the abilities to establish rapport with the children, to encourage, to build hope, and to develop enthusiasm for reading. The remedial teachers were expected to be discreet and professional in their dealings with the principals, teachers and public. Professional ethics were often the main topic of the weekly meetings held by the members of the S. E. D.¹

Selection of students. Selection of students for the remedial classes was left to the principal and the teachers in each building and, in some part, to the remedial teacher. When there were more applications than the remedial teacher could handle, screening by her became necessary. In general, students selected were

¹From now on, the abbreviation S. E. D. will be used for the Special Education Department.

those whose reading achievements were below grade placement level and reading capacity level. Most of the children referred were near average or above average in intelligence. In other words, most of the pupils selected were those who had the capacity for work at their grade level. The principals felt that with the limited time allotment allowed for remedial work, it would be more expedient to help the children who had a chance to pull up to their reading grade level.

Relatively few retarded learners (that is, students with intelligence quotients ranging from fifty to seventy-five) were referred for remedial reading. The S. E. D. felt that their remedial reading classes consisting of a half hour daily for an eight week period were not designed to suit the retarded learner's needs. These pupils, when advanced through the grades because of social, personal or physical considerations, find ordinary subject matter too difficult for them. They should be provided with a special curriculum housed in classless primary or upper grade units. Up to the present time, the Missoula system has done little to provide for the retarded learners.

Materials and procedures used. A wide variety of materials and procedures are necessary for remedial classes. The S. E. D. took into consideration the

following principles when using a great variety of materials. First, all school children, regardless of mental ability may be bored with ordinary drill and repetition. Second, the intelligence quotient may be interpreted as the rate of learning and doing school work. Therefore, pupils with different rates of learning differ in the ease with which they learn. All pupils differ in the number of trials needed to learn, and number of experiences and amount of time needed to learn something. Slower children, who need more trials and experiences to learn, had at their disposal a variety of ways of learning their fundamental reading skills.

The seventh grade boy who read at a third grade level needed a book with mature content written at a level at which he could profit by teacher guidance. The materials used in the remedial classes were selected on the basis of interest and motivation value. For this reason, teachers used word games, phrase games, dynamic word lists, word wheels, practice exercises and workbooks. Materials in which a child needed to answer a question or follow directions that required him to think about the meaning of what he had read were often used. For this help special practice readers were used, especially in the upper elementary grades. Besides being used for comprehension and speed practice these practice readers

were also used to develop the ability to list major ideas, summarize paragraphs, list ideas as found in the story, and match topics with paragraphs.

Flash cards were often used to teach basic sight and common phrases. The remedial teacher used these flash cards to provide necessary drill in developing word comprehension and speed in reading.

The remedial teacher used the varied materials described in the Appendix to provide a challenge to a child who had not tried to help himself because of the interference of frustrating experiences. The remedial teacher attempted to provide clear evidence to a pupil that he could read by using these easy practice materials.

The Fernald Kinesthetic technique for teaching reading was tried whenever the visual-oral approach was not adequate. The Fernald system was a variation of the experience approach in which visual, auditory, tactile and kinesthetic modes of learning were emphasized. The child traced words with his finger until he could reproduce them without looking at the copy. Then he used the new words in a written story. These stories were typed by the teacher, so the child could read them in print. He kept rereading labels and stories until they became a part of his reading vocabulary. The child filed the words learned in alphabetical order, using them over and

over in his written stories. The child was given little help in phonetic analysis, but emphasis was on structural analysis, especially syllabication. Tracing was discontinued when the child could do without it. (See Appendix A for a description of the Fernald-Keller method of learning to read.)²

Materials published by the Garrard Press, Champaign, Illinois, the Webster Publishing Company, St. Louis 3, Missouri, and the Associated Students University of Washington Book Store, Seattle 5, Washington were the main sources of remedial materials used by the S. E. D. for remedial teaching. Bibliographies of these materials as well as a booklet containing a description of the Dolch materials for better reading are included in the appendix.³

Remedial methods of teaching need not be mysterious. Many of the remedial materials selected and used by the S. E. D. were also used in the regular classroom. The policy of the S. E. D. was to treat the remedial reading work as an extension of, or supplement to, the classroom reading instruction, with emphasis on testing and remedial help for the weaknesses found in the testing.

After diagnosis, the teacher endeavored to build up

²Grace Maxwell Fernald, Remedial Techniques in Basic School Subjects (New York: McGraw-Hill Book Co., 1943).

³See Appendix D, P. 125.

the morale of the pupil because a child cannot achieve success while laboring under emotional tensions caused by unfortunate situations either at home or at school. Such a troubled child was prone to develop a dislike for and a fear of reading. These negative thoughts and attitudes had to be dispelled.

The S. E. D. placed emphasis on giving the child concrete evidence of his progress. For this purpose charts and graphs were used. This tended to develop feelings of adequacy, satisfaction and pride within the child. Kirk⁴ supported this principle when he wrote that a child will see how rapidly he is progressing when the teacher graphs his errors in reading. The teacher may also graph speed of reading, number of new words learned, or any skill she is trying to develop in the child's reading program. This procedure induces competition with the child's own previous record.

The remedial teachers wanted the child to feel that he was having a part in planning his learning activities. This helped to dispel any antagonism and dislike for reading. The teachers often allowed a pupil to choose some of his own practice activities. For example, a pupil developed his own file of words to help with his

⁴Samuel A. Kirk, Teaching Reading to Slow Learning Children (Cambridge, Mass., Riverside Press, 1940), pp. 167-8.

reading or made a simple tachistoscope. Children enjoyed this device as it was novel and different from materials usually found in the classroom. The tachistoscope was an instrument consisting of a sheet of cardboard with a slot in it near the top, three inches long and three-eighths of an inch wide. This cardboard covered a sheet of stiff paper upon which were typed the phrases to be used for practice. As this sheet was pulled upward, the cardboard with the slot in it exposed one phrase at a time for the pupil to read.

The S. E. D. encouraged consistent practice in whatever reading skill the pupil was trying to master. The S. E. D. provided for daily sessions and continued the special help until the new techniques were thoroughly mastered. This consistent practice with easy, interesting materials followed Dolch's philosophy that a child must advance from the area of confidence by a continual series of success steps. The area of confidence is that area in which there is a feeling of security. If much practice is done in this area consistently the child will develop the feeling that he can read.⁵

The remedial teachers varied their approach in

⁵Edward W. Dolch, A Manual for Remedial Reading (Champaign: The Garrard Press, 1945), p. 30.

remedial work. Sometimes they worked closely with the classroom teacher; sometimes when a child had the capacity for his grade placement work and was not too far behind in achievement, they used the same texts and materials as did the classroom teacher in order to give the child extra help in his regular reading. At other times they worked with texts that were supplementary to those used for regular reading exercises in the classroom.

Reading Workshops with Parents

Members of the S. E. D. organized workshops in each school building for parents of school children doing inadequate reading work. Three workshops were held over a period of approximately a week with a schedule arranged so that each parent could attend at least two different sessions. These workshops were held at different times during the school year. The purpose of these meetings was to orient parents as to the nature of reading difficulties and to provide suggestions and "know-how" for parental help in reading at home.

Attendance at the workshops was encouraged by the use of a specially prepared letter⁶ and also by telephone conversations between the classroom teachers or remedial teacher and the parents in regard to the nature of the

⁶See Appendix E.

program.

The first building meeting was general in nature. Orientation of the parents to present day methods of teaching reading were contrasted to the older methods. Individual differences, intellectual, social, personality, interest and experiential backgrounds were discussed with respect to how these factors affect teaching procedures and educational policies. In discussing the general approach for the parent to use in helping the child to read at home, attention was given to ways and means of establishing rapport and motivation. Problems in the teaching of reading such as poor word analysis, word instead of phrase reading, inadequate sight word recognition and poor comprehension on the part of the pupil were discussed. Causes of reading difficulties were discussed.

Two follow-up meetings to the first general orientation meetings were held. One meeting was held for first and second grade parents, and one for parents whose children were in the fifth, sixth, seventh, and eighth grades. These two meetings were devoted mainly to demonstrations of materials for home use.

By the number and types of questions asked and the length and nature of the after meeting discussions, it was apparent that much interest in parental help for children had developed. Parents were invited to make

further contact with the S. E. D. whenever help was needed.

When the writer interviewed Doctor Munro, the director of the department, he made this statement:

It is apparent that a significant number of public school faculty members look askance at the idea of parents working with their children at home on reading even when their children are failing or doing inadequately in reading at school. Some schools even discourage homework of any kind and prescribe none. Other schools prescribe that the home contribute substantially when a child is doing poorly in any one or several school subjects. Sometimes in such cases little if any "know-how" is prescribed for the parent who is to help, and in some cases the book in which the child is failing at school is sent home to be used by the parents when helping their child. Either of these approaches too often leads to failure. When the parents proceed to help their child without knowing the principles that underlie effective learning, they often aggravate the situation by putting undue pressure on a student to succeed in something he can't do simply because he hasn't acquired the skill to do it. In the cases where the parent is attempting to help by using the books and materials in which the child is failing at school, the parent is placed in the position of trying to teach with materials that the professional teacher at school has failed with. It is no wonder that this approach so often leads to more trouble.

However, by developing the correct approach and attitudes in parents on how to help at home and by providing them with certain materials, it is quite possible to place them in the position of being more of a helper than a teacher. When this is done all concerned benefit. It is a rare parent that doesn't like to or will not attempt to help constructively when his child is in difficulty.

Our objective then in elisting the aid of the parent whose child is experiencing reading difficulty is to send home instructions that are well understood, familiar games for practicing and developing reading skills, and reading books lower in level of difficulty than the more challenging books which

are used for classroom or remedial work. When this is done, and when the parents' approach for helping reflects encouragement, permissiveness, interestedness and a tolerance for mistakes, success on the part of the child who is trying to improve usually obtains.⁷

One of the Missoula elementary principals said that the reading workshop meetings held in his school did more than anything else to enlist the aid of the parents in helping their children to read. He said that when parents understand that they are merely to help, not teach, and are shown how to do this, much success follows.

The attendance at the different school parent workshops ranged from eighteen to ninety people. Approximately 400 to 450 parents attended these meetings. Previous attempts to carry on such a project through the medium of the P. T. A.⁸ study groups were not too successful. It was found that when open meetings were used, in general, the parents who attended were seldom the ones whose children were in need of remedial reading help, but rather members of the P. T. A. who made it a policy to attend many meetings. In other words, the "wrong" parents attended the study group meetings, and the "right" parents stayed away.

⁷Statement by Doctor James Munro, personal interview, July 25, 1955.

⁸P. T. A., and abbreviation of Parent-Teacher Association which will be used in this paper.

Providing the Classroom Teacher with Consultation
and Supplementary Reading Helps.

As consultants, members of the S. E. D. frequently gave advice to the primary, intermediate and upper grade classroom teachers, and provided them with various types of supplementary reading aids. In the first grades there were usually a significant number of pupils who needed an extended program for reading readiness. The S. E. D. provided materials for such a program.⁹ The primary and intermediate grade teachers were sometimes provided with supplementary games and devices for teaching words, phonics, and structural analysis,¹⁰ and with special books for slow readers¹¹.

Personnel of the S. E. D. were available at all times for conferences with parents on reading problems. Many of these conferences were concerned with the problems pertaining to school entrance decisions. Here it was necessary to determine whether or not the child had sufficient maturity to handle the first grade reading program.

In the spring of the year, problems of promotion arise. Frequently, conferences with parents, teachers,

⁹See Appendix A.

¹⁰See Appendix A.

¹¹See Appendix D for a description of these books.

principals and special education personnel were held for the purpose of determining whether or not to promote a certain child.

When asked, the remedial teacher provided demonstrations in the classrooms, for example, demonstrations of techniques for teaching phonics and structural analysis.

If a teacher needed advice on remedial reading for a pupil who was not enrolled in a remedial class, she could count on getting help from the S. E. D. Sometimes the remedial teacher saw a reading problem more comprehensively and objectively because she was especially trained to consider the causes of a reading difficulty as reflected in the child's past history. She could explain the teaching technique to use, for example, the teaching of consecutive levels of phonics. Whatever the child's weakness, the advice of the remedial teacher often enabled the classroom teacher to make her instruction more efficient.

S. E. D. personnel initiated special comprehension and reading speed programs in the middle and upper grade classrooms. Anthony DiRe¹² has written about the reading comprehension program he carried on at the eighth

¹²Anthony G. DiRe, "An Evaluation of a Reading Comprehension Improvement Program at the Eighth Grade Level in Terms of a Standardized Rate of Comprehension Test," (unpublished Master's thesis, Montana State University, Missoula, Montana, 1955).

grade level. This is an illustration of the kind of help available from the S. E. D. at this level.

The Fernald-Keller method of learning to read was explained to the classroom teacher when a child was found who could profit by this method.¹³

Contributions to Parent-Teacher Association Programs

Periodically personnel of the S. E. D. are called upon to contribute something on reading instruction at the general sessions of the P. T. A. For example, the Department personnel in cooperation with the classroom teachers and their pupils put on a demonstration of modern methods of teaching reading. There was a question and answer commentary. Teachers and pupils portrayed a typical first, third and fifth grade, and a remedial class. During this program, stress was placed on the need of recognizing individual differences in scholastic achievement existing among members of any typical group. It was pointed out that with such individual differences in our school populations it was no wonder that problems occurred when the attempt was made to promote all children through the yearly programs of grade work at the same pace. It was emphasized that the faster learning students (approximately twenty-three

¹³See Appendix A.

per cent), and that another twenty-three per cent must proceed more slowly.

The meaning of readiness, the handling of children in groups who differed in reading ability, the presentation of a daily reading lesson and phonics drill work were demonstrated by the teachers and pupils in the classroom scenes. A stage portrayal of a remedial class revealed that the remedial program supplemented the regular classroom program. The audience expressed appreciation for the insight into the reading process that the dramatization gave them.

Contributions to the Pre-school Round-up Meetings

It was customary in the spring of the year for the Missoula P. T. A. Council to schedule a series of twelve pre-school round-up meetings at the various schools. At these, parents heard speakers discuss getting children ready to begin school in the fall. The director of the S. E. D. spoke at these meetings, giving the parents tips on helping their children develop readiness for school.

Individual differences among six year olds in physical, emotional and mental maturity, speech development and reading readiness were pointed out. Parents were told not to expect the same rate of progress in reading from all children, even in their own families. The parents were

advised as to the dangers of comparing one child's reading with that of a sibling or of a neighbor's child.

At these meetings, parents were told that when a child enters school he is making one of the most important transitions in his life, and needs their help in making the necessary adjustments. The parents attending received a bulletin¹⁴ listing specific ways to develop reading readiness but were asked not to force the child to do the things outlined in the bulletin unless he was mature enough to profit by them.

Testing Services

Sometimes in group mental testing situations the test results made by an individual child seem incongruous to his scholastic achievement. The teacher may then request the S. E. D. to provide an individual test for the child. Some instances in which a teacher might request individual testing might be to determine if remedial reading is warranted and to assist in solution of demotion and promotion problems.

Testing service request forms were given to each principal. The teachers knew they could secure these forms from the principals whenever they wanted reading,

¹⁴See Appendix E.

intelligence, reading readiness, auditory or visual testing done. Requests for testing were to be made by principals, teachers, parents or nurses. The director of the department did most of the individual testing. This testing in no way replaced the general testing done in the classroom, but was a supplement.

Various types of reading tests were used. Some of the informal tests such as the Stick Test, Syllable Inventory Tests, and Trouble Shooters Check List Tests are easily administered. (See Appendix B.)

The Stick Test is a diagnostic test designed to aid the teacher in determining the parts of words that represent difficulties in attack for particular students or for the class as a whole.¹⁵

Most children need instruction and practice in analyzing words of more than one syllable. The Syllable Test is designed to diagnose ability to recognize and spell the most important initial, medial and final syllables. The S. E. D. has put out a bulletin which describes the technique used to divide a multisyllable word into syllables.¹⁶

The Trouble Shooters Check List Tests are informal

¹⁵See Appendix B.

¹⁶See Appendix A.

diagnostic reading tests. These tests are taken from the T. S. C. L. Chart¹⁷ published by and obtained free from the Webster Publishing Company.

There are informal diagnostic tests of reading ability available from the S. E. D. In these the Dolch list of 220 basic sight words has been divided into three groups for use in making up three different reading levels of stories, namely, first, second and third. (See Appendix B).

The S. E. D. had put out a number of bulletins for the use of the classroom teachers. They described the above mentioned tests and gave concrete suggestions for remedial work. A quotation from one of the bulletins follows:

These aids reflect a diagnostic and remedial emphasis. These aids should help teachers interested in properly grouping students, selecting suitable books, establishing student reading level, vocabulary enrichment that includes thinking improvement, reading speed improvement, auditory and visual training.

Diagnostic and remedial techniques are essential in analyzing and attending to individual differences that are ever present in the regular school classrooms. They aid teachers in doing a better job toward realizing one of our educational ideals: that every child should be given the opportunity to work with materials that are suitable to his particular educational level in order to have an optimum chance to advance in skill, interest and achievement as rapidly as his abilities permit.

¹⁷T. S. C. L. Chart, "Informal Diagnostic Tests", (St. Louis: Webster Publishing Company).

The standardized tests used by the department included the Durrell-Sullivan Reading Capacity and Achievement Tests¹⁸, and the 1937 Revised Stanford-Binet Test of Intelligence¹⁹. If a teacher requested readiness information, the Monroe Reading Aptitude Test²⁰ was sometimes given.

For pupils having trouble with reading, a hearing and eye-sight check was often essential. For screening for visual abilities the Keystone Telebinocular Test²¹ was used. This instrument provided a check on fusion, acuity, depth perception, and lateral and vertical imbalance of eyesight. The advantage this device has over the Monocular Snellen Chart²² Test is that it is a binocular test; both eyes are used to obtain information. It tests acuity at the far point, that is, at a distance of twenty feet, and at the near point, or reading distance of approximately sixteen inches. The Monocular Snellen

¹⁸Durrell-Sullivan Reading Capacity and Achievement Tests published by the School of Education, Boston Univ.

¹⁹Revised Stanford-Binet Tests of Intelligence, published by the Houghton-Mifflin Co., Boston.

²⁰Monroe Reading Aptitude Tests, published by the Houghton-Mifflin Co., Boston.

²¹Keystone Telebinocular, Keystone View Company, Meadville, Pa.

²²Monocular Snellen Chart, National Society for the Prevention of the Blind, 1790 Broadway, New York.

Chart Test checks only at the far point. In screening at the primary levels for reading deficiencies attributed to lack of visual abilities, it was essential to use the telebinocular to determine if the reading difficulty had a physical basis, or if the trouble was due to an inadequacy in the skill of visual discrimination or both. A child might be deficient in the visual skill needed to differentiate words that were similar, yet physically his eyes might function normally.

The Audiometer Test was given to differentiate those who lacked auditory discrimination from those who had a physical basis of poor hearing in one or both ears. Some poor readers had a combination of both of these hearing difficulties. The Puretone type of audiometer was used to test the different hearing frequency sounds, from 125 cycles to 12,000 cycles. It was usually given as an individual test although it could have been adapted to group use if more earphones were provided.

During the week before school officially opened for students, personnel of the S. E. D. were responsible for testing pre-school children whose birthdays fell after October thirty-first and before January first. The provision made by the School District 1 Board of Education required that these children must pass a school readiness evaluation before being admitted on a trial

basis to the first grade. This pre-school testing program included an orientation session for all parents of children to be tested. This was held the evening before the day testing was to take place. At this meeting the purpose of the testing program was explained. Data was presented to reveal the possible difficulties that younger children could encounter in school work activity if permitted to enter school too soon. The testing program was designed to select for the first grade only those found to be good risks for doing at least average work.

During the ensuing days each child was given the VanWagenen Individual Reading Readiness Test²³. Each child was observed carefully in a small group situation for sociability, speech development, attention span, and listening ability. With respect to border line cases the Stanford-Binet Intelligence Test²⁴ was given. The director of the S. E. D. made the statement that in 1954 approximately seventy-five parents were contacted for the orientation meeting. From these, approximately one-half sent children to be tested and of these approximately one-half were admitted to school that September.

²³VanWagenen Individual Reading Readiness Test, Educational Test Bureau, Educational Publishers, Inc., Minneapolis, Minnesota.

²⁴Revised Stanford-Binet Tests of Intelligence, Ibid.

Providing for Special Home Reading Programs

The policy of the S. E. D. was to supervise certain parents in helping their children at home with corrective reading. The Department personnel furnished special materials for home use for these cases. With respect to corrective reading, the S. E. D. felt that the parents could contribute to the progress of the child by using specially selected materials. The Department's philosophy dictated that the professional teachers should do the teaching of reading while the parents could provide the help in reading. If this was done cooperatively for a child who was having reading difficulty the situation became better for all persons concerned. The parents sometimes used some of the same reading materials used by the remedial teachers. Some of these materials are designed to be used by parents in the home as well as by teachers and remedial teachers (see Appendix A for a description of the Dolch materials). Dolch also publishes a booklet containing helpful suggestions for helping children at home.²⁵

Parents were urged not to scold but to make a child's home reading a happy reading situation. McKim²⁶

²⁵Edward Dolch, Helping Your Child with Reading (Champaign, Illinois: Garrard Press, 1951), pp. 1-16.

²⁶McKim, op. cit., p. 505

writes that one of the most effective ways to help at home is to give plenty of praise when a child brings home a story he has practiced, and reads it aloud. It is good practice for parents to allow the child time for recreational reading, to take him to the library, and to buy him books occasionally. Cooperation between home and school can help convince the child that all the people he loves are backing him.

The remedial teachers often selected easy, interesting books for the child to read at home. The hundred word test was used to advantage here. This is an informal oral reading test used to select for a child books at his reading level. To select a book for individual reading at home a child was asked to read orally a hundred word section in the book to be checked. If there were not more than one or two words that a child could not pronounce, the book was considered good for home recreational reading. If two to five words per hundred were missed, the book was considered too challenging for home use by the average child. Missing more than five words per hundred placed the book in the "frustration level". To read such a book invited disappointment for the child, his teacher, and his parents. This hundred word test may also be used by the parents to select proper books for home use.

The S. E. D. had a bulletin on file to give parents who wanted to help their children at home in reading (See Appendix E).

CHAPTER IV

THE EVALUATION OF THE REMEDIAL READING PROGRAM

Evaluation of the remedial reading program provided by the Special Education Department was difficult. While data for individual cases were part of the confidential files of each remedial teacher, there was not time for keeping a centralized file of standardized test results. The time and energy of the remedial staff were primarily devoted to actual remedial work and teaching. That meant a statistical analysis of standardized test data was not practical.

Very few lists of criteria, check lists, or any other kind of evaluative procedures were found in the literature. Remedial reading service departments that offer reading services of various kinds to schools were found to differ widely from system to system. The Missoula system was one of the very few found in the Northwest that offered the particular combination of services described in this paper.

The writer used Margaret McKim's list of questions¹ as a basis for evaluating the remedial reading section of

¹Margaret McKim, Guiding Growth in Reading (New York: The Macmillan Company), p. 520.

School District 1, Special Education Department. Such an evaluation was primarily subjective in nature.

Following are Professor McKim's questions:

1. Is a careful study made of all possible factors that might be affecting a child's progress in reading?
2. Is the classroom program flexible enough to allow individuals time for special remedial help?
3. Is the atmosphere in which the child works one of enthusiasm and confidence?
4. Are there sufficient easy recreational and informational materials to provide the successful and enjoyable reading experiences needed by the retarded reader?
5. Is every effort being made to interest the child in reading?
6. Are practice activities planned in terms of the child's special needs?
7. Are ample interesting work-type materials provided for special practice?
8. Is the child given a share in planning his own program and in appraising his own progress?

Is a careful study made of all possible factors that might be affecting a child's progress in reading?

It was the policy of the S. E. D. remedial teachers to make a careful study of factors that might be affecting a child's progress in reading. A physical survey was made which included an auditory check on the audiometer and a visual check on the telebinocular. Sometimes, through the cooperation of a nurse, a physical health

check was made. Scholastic records, family background information, classroom achievement, and teacher observations were considered for possible explanations of poor reading. Appropriate survey, diagnostic and aptitude reading tests were administered by the remedial teachers and by the Director of the S. E. D. The periods previously mentioned (8:30 to 9:00 A.M. and 3:45 to 4:15 P.M.) were used by the classroom teacher, principal and remedial teacher to discuss pupils and exchange information about remedial cases.

In one case the teacher studied a child's records to find out at what point the child had stopped making average progress. She noted that it was at that time during the year when he had missed school because of prolonged sickness. Knowing this, the teacher found it possible to straighten out his problem. She made a diagnosis of his skill weakness and then appropriate follow-up work was given. The remedial teacher and the classroom teacher pooled information on possible emotional disturbances. When a child presented a puzzling problem, the home was often visited or the parents were invited to a conference held at a school.

Is the classroom program flexible enough to allow individuals time for special remedial help? In working out the best possible schedule with the classroom teacher,

an attempt was made to send the child to the remedial class at a time when he would miss the least from the daily curriculum. When possible, a child was not removed at the time of the class's reading period. Four half-hour remedial periods were scheduled for each building. The classroom teachers had some latitude in choosing which of these periods her pupils would attend.

Is the atmosphere in which the child works one of enthusiasm and confidence? Much effort was made to bring about the best possible working atmosphere for the child. The best possible physical arrangements for the remedial reading classes were provided. Remedial reading was carried on in separate rooms, smaller than the regular classroom, well lighted, well ventilated and equipped with blackboards and regular desks and chairs.

The S. E. D. had developed a philosophy for helping the child who was having trouble. Observation revealed that the remedial teachers endeavored to use the following guide in preparing the way for remedial reading instruction:

1. Since nearly all children having trouble in reading are more or less disturbed emotionally, look for: (1) feelings of discouragement, (2) a giving-up attitude, (3) lack of interest in reading and other school subjects, (4) an inferiority complex, (5) compensatory reactions in class, (6) a strong sense of failure, and

- (7) a feeling of being unacceptable or rejected.
2. Become acquainted with the remedial problem through the teacher, parents and various types of data. Then establish rapport with the child.
3. Diagnose the special nature of the reading difficulty and related troubles.
4. Provide an effective atmosphere and enthusiastic learning situation for the ensuing remedial measures.
5. Take great pains in setting the stage for remedial work -- this means the building up of hope, the fixing of the stage so that a child will feel it is possible to succeed in the reading work given him to do.

It was apparent in watching remedial classes in operation that the remedial teachers followed the above guide closely. More than average praise and encouragement were given the remedial cases, many of whom had been starved for encouragement. Observations were made on one particular remedial class consisting of two seventh grade boys who were reading at the fourth grade level and had lost a lot of self-respect because of their reading difficulties. Their remedial reading teacher purposely commented about their good looks and interesting personalities in a loud whisper within earshot of the boys' regular classmates. Such devices were used to help the children compensate for their poor reading ability. Based upon observation of the performance of the three remedial reading teachers now employed by

School District Number 1, the conclusion is drawn that much is being done to provide an enthusiastic and confident atmosphere for remedial charges.

Are there sufficient easy recreational and informational materials to provide the successful and enjoyable reading experiences needed by the retarded reader? The S. E. D. provided a library of easy recreational and some informational or content field reading materials. Additions to this library were constantly being made. These materials included alternate basal series reading texts, social science reading and classics written with high level interest and low level vocabulary rating. In general, the particular books selected were those not required for classroom use. The above materials were sometimes available to classroom teachers as well as to the remedial teachers. Names of these books may be found in Appendix D.

Is every effort being made to interest the child in reading? It was an accepted goal by the Department that interest in reading must be established and developed among children who need help in reading. It was important to provide motivation for all school children but especially for the remedial cases. This was sometimes a most challenging task to the remedial teacher. Some children have a six or seven year history of not liking books.

One of the approaches to this was to find an independent level or recreational level reading book that was in line with the interests of the particular child. For instance, one remedial teacher established growing interest in reading for a boy whose reading level was at fourth grade level by giving him the story of Davy Crockett to read -- a book written at the fourth grade level.

The instructional materials used for teaching the reading skills such as phonics, syllabication, and vocabulary were carefully selected for interest value. For example, "The Dolch Reading Aids"³ permitted the child to play games to develop word attack skills. These devices were usually found very effective in creating interest in reading because both skill and luck played an important part in winning these games.

One remedial teacher in Missoula used the following technique to develop interest in reading. She formed reading clubs with her pupils. Each group talked over possible names for their club. One group of third graders -- sad, socially maladjusted, and poor readers -- decided to be called "The Happy Reading Club". Four boys chose the name, "The Lucky Clovers" with the hope that the name would bring them good luck. The

³Edward Dolch, "Dolch Reading Aids", (Champaign, Illinois: Garrard Press, 1950), pp. 1 - 16.

"Jeffersonians" was a club composed of pupils attending the Jefferson School; and the "Four W's" was a Willard School reading club. The children enjoyed the feeling that they were attending a club and consequently the stage was set for interest in developing correct reading habits. A sense of being special was enjoyed by some of these remedial reading children in their own classrooms because of the clubs. Often their classmates expressed a desire to belong to such a club.

Are ample interesting work-type materials provided for special practice? As in the case of providing ample materials for practice activities, the S. E. D. strove to provide useful, interesting material for special practice. Some examples of the work-type materials used by the remedial teachers may be found in Appendix A. A source for reading devices used by the remedial teacher is the Russel and Karp book containing three hundred developmental reading aids.⁴

Are practice activities planned in terms of the child's needs? The S. E. D. adhered to the principle that a variety of interesting materials should be used to teach the particular skill needed by the child. It is the practice of each remedial teacher to have

⁴D. H. Russel and E. E. Karp, Reading Aids Through the Grades (New York: Bureau of Publications, Teachers' College, 1951), pp. 1-120.

available several different methods and materials for teaching any skill. For example, in observing one remedial teacher working with a vocabulary problem, it was noted that the Dolch Basic Sight Word Cards, the Dolch Flash Cards, a Dolch Group Word Teaching Game, the Dolch Basic Sight Word Vocabulary Context Material⁵, and a tachistoscope device were used at various times to teach the Dolch 220 basic sight words. The Department tried to provide practice devices that were simple to understand and flexible enough for the children to get many hours of use from them. Some games⁶ for remedial reading may be found in Appendix C.

Is the child given a share in planning his own program and in appraising his progress? The child is given as much freedom in planning his own program as is possible in a well organized remedial reading class. Because classes were held within a time limit, certain skills had to be learned as rapidly as possible. The remedial reading teacher needed an efficient plan of work to help the child with his difficulty. Therefore, she could not give the child too much freedom in planning his program. The remedial teachers did allow the child to choose independent level reading books that would interest him.

⁵See Appendix B.

⁶Suggested Games for Remedial Programs, Educational Clinic, Boston University. Appendix C.

It was the philosophy of the S. E. D. that in general the child compete mostly with himself, and sometimes with those in his remedial group. The Department wanted each child to see any improvement in his own reading. When a particular child entered the remedial class, the teacher often had him tell her how he was having trouble with reading. After writing down the information given her, the teacher outlined definite goals for the child to strive for. The child could appraise his progress. As he progressed in his reading skills, he could say, "I've learned this, now I have that to learn." When a pupil was sufficiently mature, the teacher sometimes let the child know his reading level at the beginning of his remedial work. Then, when the pupil reached a higher level he knew he had made progress. This success tended to provide motivation to go on and reach still another level of reading ability.

Other ways were used to help the child appraise his strengths and weaknesses and develop standards for work. The children often kept records of their work in reading --lists of library books and lists of basal readers with which they have worked were sometimes kept. They often kept graphs of their progress in reading rate, the percentage correct in a series of work-type exercises, and graphs or charts of the number of special work-type practice sheets completed. Sometimes they kept notebooks

of difficult words, check lists of oral-reading skills, or check sheets indicating the results of periodic tests of silent-reading skills. The children liked to save some of their products to show their parents and to use them for comparison with earlier work to see how much they had improved. The main purpose in providing each child with individual progress charts, graphs and records was to show the pupil, to prove to him that he was improving when he was, and to take his mind away from unfair comparisons made between his work and the work of the other members of his regular class in his home room. The experience of achieving and of having such achievement recognized is emphasized tremendously for each individual in the remedial classes.

CHAPTER V
SUMMARY AND CONCLUSIONS

The purpose of this paper was to describe and evaluate the reading services provided by the Special Education Department of School District Number 1, Missoula, Montana, in such a manner that ideas for setting up similar programs might be provided.

This study was limited to the description of the various reading services offered by the S. E. D. since its reorganization in 1952. An understanding of the reading work done by the Department was obtained primarily by observation and by interview techniques. A list of questions suggested to students for appraising remedial work, formulated by Margaret McKim¹, was used by the writer as a basis for evaluating the remedial reading services of the S. E. D.

A review of the related literature was included to provide sufficient background material to enable the reader to appreciate the need of reading services such as are provided by the S. E. D.

The services provided by the S. E. D. were described. They included the remedial reading program, periodical reading workshops with parents, supplementary reading

¹Margaret McKim, Guiding Growth in Reading (New York: The Macmillan Company, 1955), p. 516.

helps for the classroom teacher, conferences with parents and teachers on reading and promotion problems, special consultation services in reading, talks to the Parent-Teacher Associations' general and study group sessions, and contributions to the pre-school round-up programs.

In analyzing the program, the writer felt that the program as set up in Missoula, Montana, was a very practical, usable one, and that much thought went into its planning. A remedial reading program was developed that would provide the most help for as many students as possible within the limitations of the time and personnel available. The program was designed in accordance with principles advocated by the Educational Policies Commission. This Commission stated that all children and youth should devote a substantial portion of school time to studies designed to serve the common needs of all -- studies that will promote proficiency in the use of language and numbers, civic and economic confidence, family relations, aesthetic appreciation, health education and understanding of the importance of social science. Beyond this basic program for all, each child should have additional educative experience appropriate for his special needs.²

²Educational Policies Commission, The Gifted Child (Washington 6, D.C.: National Education Association of the United States and the American Association of School Administrators, 1950), p. iv, Forward.

In accordance with this philosophy, the S. E. D. did not completely segregate the remedial reading cases. They were taken from the classroom for only a fractional part of the day for their remedial reading help. No evidence was found to indicate that there was any stigma attached to remedial reading help.

The S. E. D. policy of providing remedial reading instruction for small classes of two to four children at one particular time had three advantages over individual instruction. They are: (1) the children in these classes had an opportunity to learn from each other, (2) the children were placed in an adequate but not too competitive situation because they were learning with other children who had similar needs, and (3) the plan was an economical one, i.e., more remedial cases were helped during each building's allotted time.

Another good feature of the program in Missoula was the fact that the parents were brought into the picture by getting them to assist constructively when children were having reading trouble. The reading program in the school was enhanced when the parents became informed about modern methods of teaching, causes of reading difficulty, and individual differences.

The provision made for conference time between the classroom teacher and the remedial teacher from 8:30 to

9:00 A.M. and from 3:30 to 3:45 P.M. was a worthwhile feature of the remedial program. The contacts made during these periods had a lot to do with the development of the consultation services by the remedial personnel, now assumed as a responsibility of the Department. These consultations often proved valuable in straightening out various reading problems.

The good contacts made with related services such as the State Mental Hygiene Organization, the local Public Health Department and local service clubs often proved beneficial in finding specialized help for remedial reading cases.

The work of the S. E. D. was not carried out in isolation. Members of the Department did not work independently with respect to the classroom teacher. The Department was after betterment of the whole reading program through working with the parents and by helping classroom teachers. In view of the nature of the curriculum set-up, it was fine to have upper grade teachers get help in improving their reading instruction. Many teachers in the upper grades did not know the fundamentals of teaching primary reading, especially phonics and structural analysis. At the upper elementary grade level, reading ability is "supposed" to be well enough developed as a tool to be used as a means

of accumulating knowledge in the content field. This assumption is not always true because children are sometimes promoted in spite of inferior reading achievement on account of physical maturity or social reasons. The upper grade teachers, when faced with this situation, could ask for and receive advice and instruction from the S. E. D. in teaching basic primary reading skills.

As is often the case when special services are organized in a school system, there was room for improvement. Missoula's S. E. D. was no exception. As stated in the background research, some small towns in Montana, for example, Frenchtown, Whitefish and Ronan, have a daily remedial reading program during the entire school year. In contrast, the Missoula program offers each building two and a half hours of remedial reading service per day for two periods of eight weeks during the school year. This does not provide as adequate a remedial reading program as the Department would provide if ample funds and personnel were available.

Many of the slow and retarded learners in School District Number 1 were not being helped properly, especially those who have been promoted because of social and physical needs, regardless of academic achievement. Some of these pupils have not the capacity to achieve reading success at these upper levels and should have a special

developmental reading program, rather than remedial reading. Many large school systems have set up such a special program for retarded learners. The writer believes that the Missoula school system would profit if the Special Education Department could provide for these slow learners in an adequate manner.

The gifted children need enrichment in their reading curriculum if they are to work up to their reading capacity. At the present time the S. E. D. devotes little or no time to the special reading needs of these children. The Department is interested in helping the gifted to develop skills in line with their capacity but funds have not been adequate to enlarge the reading service program to provide for these gifted individuals.

Although there were records of the progress of remedial cases kept by the remedial teachers to supplement school records kept by the principal, there was no central file of records. Such a central file would provide a more efficient transfer of information from department to department and from person to person. However, it was the opinion of the department personnel that the S. E. D. budget did not permit establishment of a central file in view of the need of all available funds to maintain current services.

There was sufficient testing provided in the system to engage one person full time for this type of work. If a person experienced in testing were added to the present S. E. D. staff, the director, who now spends considerable time in giving individual tests, would have more time for planning, initiating and directing more reading projects and consultation work.

A summer reading program would give valuable reading practice to pupils retarded in their reading skills.

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APPENDICES

APPENDIX A

BULLETINS DESCRIBING SPECIAL READING TECHNIQUES

DEVELOP READING READINESS IN SLOW-LEARNING CHILDREN*

Teachers are often at a loss as to what to do with slow-learning children in the regular classroom. All too frequently, such boys and girls are allowed just to sit and listen, to attempt tasks which are far too difficult for them, or they are kept busy with handwork that is without purpose.

With proper guidance and patience, these children can be taught to read. This takes much planning, but all of the activities should be directed toward giving the child experience in those elements which help him get ready for school work.

We know that before a child can profit from formal instruction in reading, arithmetic or social studies, he must have language development sufficient to deal with the materials which he will encounter.

He must be able to talk in sentences, and he must understand what is said and read to him. He must be able to differentiate between objects which look very much alike, but are not the same; between words which sound almost alike, but have slight differences. He must develop good motor control.

Language Development

1. Help the child to talk about his everyday experiences. Ask questions; encourage the child to tell you "all about it." At first, he may give one word responses. The teacher then repeats the response in a whole sentence, and encourages the child to repeat it, or to "tell more about it." Just telling the child to speak in sentences is not enough, he must be shown over and over, how to do it, and be praised when he succeeds. There should be no nagging, just a friendly interest in helping him.
2. Show pictures to the child. Help him to describe them, using several words, including action words, not just naming objects. For example, instead of "cat," "tree," etc., help him to say "I see a cat. The cat is in the tree." This type of language helps prepare him for primer reading.
3. Place objects around the room while he is watching you. Help the child tell where they are. This teaches him to observe and report. For example, "The plants are on the window-sill." "The rabbit is in a box on the floor."
4. Hide a toy in the room. Have the child hunt for it, and then tell where he found it, in a sentence.
5. Give the child some simple instructions, and then have him tell all about it, as "I went to the cupboard. I found two crayons and gave them to John and Harry."
6. Make displays of simple objects, to teach prepositions, as "The book is under the paper on the teacher's desk," and so on.
7. Dramatize children's songs and stories. Let the slow-learner have a prominent part.
8. Use a toy telephone or microphone to play games involving speaking parts. Help the retarded child to be the announcer.
9. Finger plays, rhymes and riddles are all word games. Other games which help develop the speaking vocabulary are guessing games such as "I'm thinking of something in this room and it's—(Describe one thing about it, as the color, shape or use of the object.)" Such games bring spontaneous responses which no amount of drill will elicit.
10. Excursions and trips. These need not be to distant places. Retarded children are unaware of many things in their own environment. A walk up the street to count the number of houses, to notice what they are made of (brick, wood, concrete, etc.) can be an observational experience. A trip to the woods, to bring

back leaves which can be identified later by pictures, is another worthwhile experience. (Some country children who have language difficulties know more about trees than the teacher!)

Classifications

The ability to classify objects helps to develop thinking of synonyms, and contributes toward facility in guess from context. Some activities in this area are:

1. Have the child cut out pictures of animals, vegetables, flowers, furniture, etc., from magazines. These can be pasted in a book called "My Animal Book," "Flowers We Know," or something of the kind. This also develops motor skills, and neatness, in addition to showing how books are made. Classifications can be made increasingly difficult as the vocabulary increases, into special categories, such as wild animals, farm animals, pets, etc.
2. Have the child name all the animals, things to eat, tools, colors, etc., that he can recall. Make a list of these on the board, let him add more as he thinks of them.
3. Have him count all the different kinds of stores in his town. Let him use a box to make a toy store, and cut out pictures of things that would be sold in each kind of a store. The pictures might be mounted on cardboard, and placed in the "stores" after they are named.
4. Construct a simple doll house from a box. Have the child cut out pictures of things which go in the living room, kitchen, etc. Or let him draw pictures, or make simple furniture from cardboard. He should be able to name every object.
5. Have him cut out or draw products of the farm; of the factory, of the home, etc.,

Visual Discrimination

1. Mark the different colors by name in their own colors on small boxes. Have the child sort pegs, beads, or bits of colored paper. Print the name of the color in ink, and see if he can still sort them.
2. Give the pupil colored paper pieces, and have him sort them into four piles, one color only in each pile.
3. Give him colored papers in various designs, as circles, squares, triangles, etc. Have him sort them by shape.
4. Use a series of mimeographed pictures, in which one object is different from the others. Have him circle the odd ones.
5. Make up cards like Bingo cards, using figures, such as circles, triangles, etc. On a duplicate set let the child match them.
6. Place objects on a table. Discuss them with the child. Ask him to turn around, and then remove one of the objects. Have him tell you which one is not there.

Auditory Discrimination

Before a child can see the differences in words, he must be able to hear such differences. Many children with speech difficulties are unable to discriminate between sounds, or between words which sound almost alike.

1. Read a rhyme to the child, and stop short of the rhyming word, and ask him to supply it.
2. Use a ruler, to tap out simple signals. Have the child repeat. Increase in difficulty, as the child learns to use his ears.
3. Display a series of articles on a desk. Have the child point out the one that begins with a special sound. (As sh in shoe.)

4. The child is given a magazine. He is asked to find six pictures the names of which begin with a specific sound, and one picture the name of which ends with that sound.

5. The child is given a series of pictures, and is asked to pull out all the pictures beginning with a certain sound, and put them in a special envelope. The teacher later goes through the pictures, the child says the words, and they check his accuracy.

6. Show a series of objects all beginning with the same sound, and have the pupil find each object. For example, a book, a ball, a bell. Point out to him that they all begin with the same sound.

7. Finding rhyming words aids in the development of auditory discrimination. "Can you think of a word to rhyme with 'pib'?"

8. Repeating sentences told by the teacher helps to develop sentence length and auditory memory. "Let's see what a good echo you can be," is one successful approach to this task.

9. Tell a story, and ask the child to retell it in his own words. This helps to increase auditory memory span.

10. Another help is to tell a story, and ask questions, as "Mary went to school and took her book, pencil and paper. She brought home her book and pencil. What did she leave in school?"

Motivation

Here are some devices for developing reading interest:

1. Read a story. Stop at an interesting place, and say, "I'll finish this tomorrow. Wouldn't it be fun to finish it yourself?"

2. When the child asks a question, show him that such answers can be found in books by saying something like "That's a good question. Let's see if we can find the answer in this book."

3. Label objects brought into the room, especially those brought in by this child. Have him make a collection of leaves, etc., and label the different varieties. If he has a hobby, help him to display it by labelling the things which he brings in to show.

4. When he draws a picture, ask him what he'd like to call it, and print the name of the picture below it.

5. Have the child draw an airplane, a car, and the like. Ask him about the different parts, and label them for him.

6. Provide magazines and catalogues. Have him cut out some of the things he'd like to own, and show him how he can find out all about them by reading the catalogue description.

7. Have him make picture dictionaries or booklets of pictures such as of various kinds of cars. Ask him how he can tell the different kinds of cars. Show him where to look for the name of the car. Print the names of the objects at the top of each page.

8. Using a toy telephone, show him how to dial. This demonstrates the need for learning letters. Show him how we look up a telephone number, which demonstrates the need to read.

9. Bring in several cans of food, or boxes of flour. Ask the child to tell you how they are different. Show him that in order to get the best values, he needs to know how to read labels.

10. Make a series of signs, such as "Danger," "Keep out," "Poison," etc. These might also be cut out from magazines. Show him the need for reading for his own protection.

* The Grade Teacher, November 1953, pp. 38, 112, 114.

School District # 1
Missoula, Montana

Bulletin No. 7

Special Education Department

Syllabication Technique

Most children need instruction and practice in analyzing words of more than one syllable. The ability to divide a multisyllable word into syllables is called syllabication. This bulletin is concerned with a technique for analyzing big words. Below are instructions on the use of the two Webster Word Analysis Charts. (1) "Prefixes Help Unlock Words," and (2) "Reading Big Words."

This should be remembered: Syllabication techniques or methods of big word analysis (and phonics, or methods of 1 syllable word attack) are neither perfect nor purported to be perfect. No such technique yields a set of easy and clear cut rules that, where applied will always yield an accurate pronunciation of a multi-syllable or single syllable word. But good techniques of word analysis will ordinarily result in an approximation of the word close enough to enable one to guess what the word is.

Below are listed groups of words which may be used in syllabication practice.

I. Compound Words

The easiest multi-syllable words are compound words, or big words made up entirely of smaller whole words. It is good to start practicing with such as these:

SYLLABICATION

COMPOUNDS:

airport	everyone	schoolroom	understood
oatmeal	moonlight	afternoon	broomstick
handsome	fishhook	pocketbook	footstep
bluebird	woodcutter	bedroom	sunbonnet
cornfield	fireman	grapevine	horseback
grandmother	snowball	evergreen	fisherman
deerskin	rosebud	newspaper	doorstep
classmate	fireside	butterfly	railroad
sunshine	sidewalk	peanut	pancake
sometimes	playhouse	underbrush	underline
overcrowded	seacoast	household	seaplane
headlight	ashtray	bracelet	mailman
sheepskin	nightgown	bookcase	bonfire
ashpit	playground	snowshoe	hardship
gravestone	shoestring	workshop	blueprint
brakeman	kneecap	redskin	wallboard
household	timberland	platform	careless
roadbed	eyebrows	necklace	watchman
sawmill	bookkeeper	shirttail	battlefield
overboard	blockbuster	lamplight	broadcast
tablecloth	steamroller	manpower	hitchhike
matchstick	streetcar	permanship	headless
jackknife	shortstop	dugout	sailboat
pathfinder	pinwheel	bearskin	fullback

2. After practice on compound words, practice in separating prefixes and suffixes follow. Here the students are taught that if a big word can't be broken up into smaller whole words, he is to look for prefixes and suffixes. Sometimes after this is done a whole root word is left. The following is a list of words with prefixes and suffixes to be used for such practice:
(use Chart IV here)

WITH PREFIXES, SUFFIXES:

refreshment	intending	expression	commonly
resentful	ungrateful	excitement	commander
unlikely	disgraceful	delightful	convention
confusing	producing	invention	exception
repainted	expanded	enriched	protesting
commission	intention	discharged	proposing
extracting	reduction	confession	relation
describes	discusses	unlikely	conductor
dismounted	detention	invasion	depression
profession	restoring	unmindful	completion
exactly	increasing	treatment	detained
preferred	consider	repairing	retirement
inspection	protesting	envious	remaining
rewarded	providing	construction	enforcement
contentment	compared	promotion	enlistment
pensions	expired	payment	containing
remember	constantly	unfriendly	excluding
protection	exception	disproving	illnesses
ailments	program	exertion	conversed
expected	repayment	relaying	confessing
recovery	enjoyment	refinement	prevention
distrustful	religious	enchantment	disdainful
remotely	extension	enlargement	reflection
conviction	convulsion	displacement	enslaving
precaution	provoking	provision	unhappy
unhealthful	unmindful	repentant	retention

If a word can't be solved by the above two steps, the students should be taught how to separate the words into parts. The directions for using Chart 5 are as follows:

Big words can be unlocked if the child is taught the following steps:

1. Examine a long word for compounds or "put together" words such as "shoestring."
2. If this does not work, look for prefixes and suffixes. In many words after a prefix, a suffix, or both have been identified, the root word is generally a sight word or one that responds to simple analysis procedures such as those taught by means of Chart 1, 2, 3, or 4.
3. If the word does not respond, do this:
 - a. Count the vowel sounds. There are as many syllables as there are vowel sounds. Reference to Charts 2 and 3 shows that double vowels and some vowel combinations have only one sound or vowel value. Final "e" is not counted.
 - b. After the number of syllables is identified, divide the word according to these two patterns. The vc/cv stands for the vowel-consonant-consonant-vowel pattern. When encountering this pattern, cut between the consonants. The v/cv stands for the vowel-consonant-vowel pattern. Here cut before the consonant. After the pattern is identified, sound each syllable. Each syllable is sounded according to the rules developed for one-syllable words as found on Chart 2. That is, if the syllable ends in a consonant, the vowel is usually short. If the syllable ends in a vowel, the vowel is usually long.

3. The following is a list of words to be used for practice in breaking big words up into syllables (or pronunciation units).

OPEN AND CLOSED SYLLABLES:

sober	wriggle	dispute	fountain
retort	assert	rascal	funny
absorb	burlap	seldom	lazy
cozy	muffle	drizzle	discuss
flannel	garment	pardon	debate
sensation	spectators	advantage	direction
accurate	abdomen	absolute	inaction
maintain	pennant	photograph	responsive
disappear	disembark	flavoring	misconduct
indifferent	oration	ignite	battery
inventor	performers	advertise	competent
opponent	observation	ignoramus	affectionate
exclamation	collection	uncomfortable	balloon
stanza	hundred	lapful	ribbon
button	coffee	dusty	hammock
lesson	suddenly	picnic	rabbit
robber	bonnet	welcome	humming
nodded	plenty	umbrella	innocent
discover	important	remember	dispute
acrobat	carnation	committee	adjustment
formula	scandal	inflammation	superhuman
scaffold	attachment	ransack	privately
inhuman	informal	harvester	fraction
disregard	reporter	remaining	conducted
solution	infected	progress	passenger
conversation	independence	message	repeating
information	surrounded	destroyer	bombardment
vacation	entertain	lantern	compartments
escape	efforts	connection	projector
diplomat	musket	porcupine	tobacco
security	occupation	opportunity	consider
establish	historic	hobgoblin	holy
horizon	horrid	humane	humorous
innovation	insolent	ivy	jelly
kodak :	lilac	minus	vacation
location	motto	music	oasis
objection	observation	occasion	occupant
occupation	ostrich	percentage	perfection
persecute	polo	plantation	planteous
plumage	profession	promotion	vapor
dragon	proposal	puny	putty
reliable	ruby	relationship	saber
selection	sensation	simultaneous	society
solution	spiral	spectator	spontaneous
starvation	veto	victory	stony
student	stupendous	subscription	tidy
survivor	temptation	tobacco	toboggan
torpedo	transportation	tremendous	tuberculosis
turpentine	undecided	abbot	abhor
abrupt	absolute	absorb	abstract
accessory	accommodate	accusation	actress
album	alcohol	ancestor	artistic
bacon	bannock	basin	bonus
brazen	bronchitis	brutal	calculate
candid	caper	carnation	cement
census	cereal	commotion	compensation
harmony	here	fury	frantic

4. Open and closed syllables (continued)

fatal
echo
eccentric
consonant
compromise
ballad

evil
engraver
diver
consolation
comprehend
compensation

evade
embroider
dandelion
contrary
completion

enormous
emotion
cucumber
congregate
accost

Department of Special Education

FERNALD-KELLER METHOD OF
LEARNING TO READ*

One of the most substantial contributions to clinical procedures is the Fernald-Keller approach. For more than twenty-five years, this approach has been used successfully by an increasing number of clinical psychologists and teachers. A brief description of this procedure is given here with the understanding that it will not be used for all pupils. Furthermore, the teacher should take steps to obtain sufficient professional preparation for understanding the principles basic to the procedure. This may be done by reading Dr. Grace M. Fernald's Remedial Techniques in Basic School Subjects, published by McGraw-Hill Book Company, inc., 1943. In addition, the teacher should enroll in a laboratory course to insure correct use of the technique.

Fundamentally, the Fernald-Keller approach is a variation of the experience or interest, approach in which visual, auditory, tactile, and kinesthetic modes of learning are emphasized. Regardless of the labels used to describe the technique, it works with children of normal and superior intelligence who have a short memory span for verbal material and who have difficulty in associative learning of the visual type.

The Procedure: The following is an outline of the procedure described by Dr. Fernald in her recent book. Dr. Fernald varies the procedure as the child progresses with his reading activities. Progress is described in stages.

Stage I: Tracing

- A. The child is motivated in two ways: First, he is told that he may try a new method of learning words that work. Second, he is encouraged to learn "any words he wished to use but does not know how to write."
- B. The teacher writes the word with a chalk or a crayon on a large card or piece of paper (approximately three inches by ten inches) while the child observes the process. Either manuscript or cursive writing is used, but manuscript is preferred because it more nearly approximates the printed word in a book.
- C. The child traces the word with his finger until he can reproduce it correctly without looking at the copy.
 1. The child traces with his first and second fingers. Tracing with chalk, crayon, pencil, or stylus does not produce desired results. As he traces, he says the word by parts.
 2. The child says the word by syllables in a natural tone as he writes each part. This writing is first done on scrap paper before putting it in a story or record.

* State Department of Education. Rex Putnam, Superintendent, Salem, Oregon.

FERNALD-KELLER METHOD OF LEARNING TO READ (continued)

3. The word is written without looking at the copy. If an error is made, the whole word is traced again and again until it can be written without looking at the copy. Attention is directed to the correct form, not to errors.
 4. The whole word is written without looking at the copy. The word is always written as a unit.
- D. The word is always used in context. During the first few periods, the word may not be used in a story. The purpose of the initial activities is to convince the child that he can remember them. However, the word must have meaning to the child; it must be one which he is interested in learning. After the first period or so, the child learns words by this method which he wishes to use in a story or some experience record. He may ask for words to label diagrams, to label pictures in booklets or for stories.
 - E. After the child completes a story or record, the teacher types it immediately so that it can be read in print.
 - F. After the labeling of the story is completed, the child files the words learned in alphabetical order.
 - G. Frequent checks on retention are made. Rereading labels and stories and flash-card checks are used as a means of appraising retention.
 - H. During State I, the child makes use of several aids to learning. First, the word has meaning to the child; he is motivated by a desire to use the word for communication. Second, the child sees the word written by the teacher, he sees it as he traces, he sees it as he writes, and he sees it in final type form. Third, by using direct finger contact in tracing, the child feels the word as he says and sees it. Fourth, by arm movement in tracing and in writing the word, the child feels the word as he says and sees it. Fifth, by pronouncing the word as he traces and writes it, the child feels the word with his speech apparatus. Sixth, by hearing the word pronounced, the child is given an additional aid for retention. When all these methods of learning are used, the child should learn!
 - I. How long a child remains in Stage I depends upon the degree of his handicap. Some complete this stage in a few days; some in two or three months; and others, in a year.
 - J. The child is given no systematic help in phonetic analysis. The emphasis is on structural analysis, especially syllabication.

Stage II. Writing from Script

- A. Stage I has been achieved when words can be learned without tracing. The need for tracing is reduced gradually; that is, the number of retracings required to learn a word is reduced until tracing is no longer necessary. In short, tracing is discontinued when the child can learn without it.
- B. The child learns a word by looking at the word in script, by saying it, and by writing it without copy as he says each part.
1. The child identifies the word he cannot write.
 2. The teacher writes it in small script, pronouncing each part. The word is written as a whole. A small card (perhaps three by five inches) is used in this stage.
 3. If some tracing is necessary at the beginning of this stage, the child says each part of the word as he traces it. It is important that the word is spoken as in conversation; no distortion of the sounds of letters or syllables is permitted.
 4. The child says each part of the word as he writes it, without the copy.
 5. The word is always written as a whole by the child. When an error is made, the child either retraces or looks at it (saying it to himself) until he can write it without copy.
- C. The child's composition is typed immediately by the teacher.
- D. The child reads the typed copy without delay. Silent reading is used to prepare for fluent oral re-reading.
- E. When tracing is not necessary, small cards (three by five inches) are used and filed in a small box.
- F. No attempt is made to simplify the vocabulary, sentence structure, or concepts in the child's composition. The learning and retention of larger words is, in general, better than that of shorter words.
- G. Immediate and delayed recall is checked with the flash cards from the small file box.
- H. The only mode of learning eliminated in this stage is that of tracing.

Stage III: Writing from Print (Initial book reading)

- A. This stage has been reached when the child can write the word after looking at the printed form of it. It is no longer necessary for the teacher to write the word for him; instead she pronounces it for the child.

1. The child looks at the printed word and says it to himself.
 2. The child writes the word from memory, that is, without looking at the copy.
 3. If the child is unable to make the transfer from print to script, the teacher writes the word for the child. The child then writes the word and identifies it in print.
- B. At this stage, the child begins to read from books.
1. Silent reading is always done first.
 2. During the silent reading, unknown words are identified and the child is told what they are.
 3. After the silent reading is completed, the "new" words are learned by first looking at the printed word and then writing it without looking at it.
- C. Immediate and delayed recall of the words is appraised by flash cards or some other means.

Stage IV: Recognition of Words Without Writing (Book Reading and Use of Visual Analysis Techniques)

- A. This stage has been reached when it is no longer necessary for the child to write a word in order to remember it. "As he looks at the word, the simultaneous association by similarity with words he already knows, together with the meanings inferred from the context, gives him an instant perception of the word."
- B. Phrasing is improved by developing the habit of silent reading to "clear up the meaning of the few new words."
- C. During this fourth stage progress is rapid.
- D. With this procedure, children always do their own reading; no one ever reads to them.
- E. Word recognition is developed by a syllabication approach. Writing the word without copy is used when necessary.

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Department of Special Education
School District No. 1
Missoula, Montana

Bulletin No. 4

DYNAMIC VOCABULARY DEVELOPMENT

The approach to vocabulary development as described below is a relatively new one in that it incorporates fundamental components of thinking. Dynamic vocabulary exercises differ from other vocabulary exercises in that they teach words in relation to other words. The unit of study is a group of words, not the usual single word. Some current vocabulary teaching tends to use sufficient reference to related work.

The dynamic vocabulary exercises teach the following relations between words; subject-verb, verb-object, adjective-noun, synonyms-antonyms, genus-species, part-whole, implicate and other functional relationships. Groups of words are presented to the pupil in which there is one word that does not belong in the relationship featured in that group. The pupil is asked to identify the relationship and the misplaced word, and tell why the word does not belong in the group.

Such exercises have proved to be immensely interesting to children. They offer a strong motivation for the learning of new words. There is evidence to indicate that low intelligence quotients are due in some part to children's inadequate grasp of word meaning and to inability to express concepts (meanings) in words. Reports on the use of Dynamic Exercises indicate that higher achievement test scores have resulted from their use. The following is quoted from the University of Washington News Letter, Vol. II, No. 2, p. 3, 1940: "A very encouraging report comes also from Mrs. C. J. Sheldon of Douglas, Arizona. Last year Mrs. Sheldon used the Dynamic Vocabulary technique with a very slow class. This year on a test given by a state supervisor the same children as a whole led the entire city in reading ability on their grade level."

Procedure

The exercises on the first grade level have proved very helpful with children who are too immature to learn to read. Children below the fourth grade can hardly be expected to write down their reason for the cross-out, even when they know what the reason is. Oral work here is used for the kindergarten, and grades one, two and three. In the first two levels three words are used. The following procedures are suggested for kindergarten or first grade.

Consider the pattern "dog, cat, flower." The teacher can draw or show pictures of the three items. Ask the children to cross or blot out the picture that does not belong and tell why. Or the teacher may put the three words on the board. Talk about each as first done. Then the children are asked to cross out the one that does not belong.

Here is a sample of a first grade response to man, miss, girl. Some interpreted miss as a verb and directed that it be taken out. Their several reasons follow: "A man takes a girl out for a ride and all sorts of things." "A man is a little girl's daddy." "A man and a girl stay together." "It should say 'mother,' not 'miss.'" "Miss ain't in the family." "The other two are people." "A man can take a girl." and "Man and girl can walk; miss can't."

Some would take out girl because, "A man and a Miss might live together." Three said, "A Miss and a man are married." "Man and Miss are both grown up." "A girl is not a lady or a man." Two would take out man because "Miss is a girl when she goes away." and "A man isn't a Miss or a girl." Two would take out Miss because, "You don't call your mother Miss" and "You miss something."

The reaction of children to these patterns is always interesting. They often see unexpected relationships. This pattern was made with the expectation that man would be crossed out because Miss indicates a girl. But only one pupil looked at it that way. In such situations, we count every answer right that the pupil can defend logically. Nearly always some misinformation shows up, as, for example, the interpretation of Miss as a verb here. Often a child cannot hold all three words in his memory span as in, "You don't call your mother Miss." Sometimes a pattern is sensed only very dimly, as in, "Miss is no man or girl." Five crossed out Miss but could give no reason.

None of these pupils could give a complete answer such as, "Cross out man because Miss is a name for a girl and not for a man." In this entire class only one pupil could use a compound sentence answer, and this was given in response to the pattern, laundry, soap, glass: "Cross out glass because you wash clothes with soap, but you cannot wash them with glass."

Above the first grade the patterns contain five words. In some there are four words that are alike. For example -- fiddle, play, spread, buy, touch. This is the noun-adjective type. Spread is to be crossed out because you can play a fiddle, buy a fiddle, and touch a fiddle, but you can't spread a fiddle. Other patterns are made of two pairs of words with an extra which does not belong, as in over, top, under, bottom, along. Along is to be crossed out because over is the opposite of under and top is the opposite of bottom. The purpose of repeating a relationship in a single pattern is to stimulate transfer. Transfer takes place when the learner is conscious of identical elements.

Here is a report of five word patterns from a class of thirty-one pupils (fourth grade). The total number of erroneous responses for the whole class was ten. Since there were thirty-one pupils and five chances for each pupil to make an error, the total of possible errors for the entire class was 5×31 or 155 errors. The class actually made only ten errors, yielding only a six per cent error which is very good in anyone's class. The following responses were considered as more or less incorrect: Horse, bug, spider. "Cross out horse because a bug is a spider." Experts in a nature study would probably call this incorrect information: "A horse is not a spider and a horse cannot crawl on its legs but a spider can crawl on its legs." Somehow the bug got lost. It looks like a short memory span. Over, top, bottom, under, along: "Cross out along because you can look over the top of a wagon and you can look under the bottom of a wagon but you cannot look over an along." This is not bad, but it could be better. Fiddle, play, spread, buy, touch: "You can play spread, buy and touch a post. Fiddle does not belong." This is muddled thinking. Where did the post come from?

The following sheet contains sample exercises taken from the booklet, Dynamic Exercises in Vocabulary, Grades I, II, and III, by W. J. Osburn, Professor of Education, University of Washington. These exercises (and those for grades four through fifteen) may be purchased at the University Book Store, University Way, Seattle 5, Washington.

DYNAMIC VOCABULARY EXERCISES MANUAL

The following sample exercises show how these exercises are to be used. The reasons which the children give have proved to be more important than the mere crossing out of one word. Any logical reason is to be counted as correct.

Sample Exercises

1. Opposites

	large	good	high	small	low
--	-------	-----------------	------	-------	-----

Good is crossed out because large is an antonym (opposite) of small, and high is an antonym of low.
2. Synonyms

	odd	insane	queer	crazy	erect
--	-----	--------	-------	-------	------------------

Queer is a synonym of odd, and insane is a synonym of crazy; hence erect does not belong here.
3. Classification

	sugar	lion	tiger	deer	bear
--	------------------	------	-------	------	------

Sugar does not belong here because all the other words are names of animals.
4. Function

	bluing	shirt	anchor	ship	freed
--	--------	-------	--------	------	------------------

Freed does not belong here because bluing is used on shirts and anchors are used on ships.
5. Genus-species

	flask	amber	vessel	resin	companion
--	-------	-------	--------	-------	----------------------

Flask is kind of vessel and amber is a kind of resin; so companion does not belong here.
6. Part-whole

	battery	troop	cell	soldier	drygoods
--	---------	-------	------	---------	---------------------

Drygoods is crossed out because a cell is part of a battery, and a soldier is part of a troop.
7. Implicate

	voters	votes	votes	appetite	health
--	--------	------------------	-------	----------	--------

Votes implies voters and appetite implies health; so connection does not belong here.
8. Mixed sentence

	water	kind	of	lots	drink
--	-------	-----------------	----	------	-------

Kind does not belong here because drink lots of water makes a sentence Kind is not needed.
9. Subject-verb

	pigs	ships	distress	squeal	land
--	------	-------	---------------------	--------	------

Figs squeal and ships land; so distress does not belong here.
10. Verb-object

	display	assassination	emblem	feature	actor
--	---------	--------------------------	--------	---------	-------

We may display an emblem and feature an actor; assassination is not needed here.
11. Adjective-noun

	ring	inch	bell		
--	------	-----------------	------	--	--

You can ring a bell but you can't inch one.

	costume	leather	silk	custom	black
--	---------	---------	------	-------------------	-------

We may have a black leather and a silk costume; so custom does not belong here.
12. Materials

	carrot	yellow	crazy		
--	--------	--------	------------------	--	--

A carrot can be yellow but it can't be crazy.

	bag	paper	weed		
--	-----	-------	-----------------	--	--

A bag may be made out of paper but not out of weed.

How to Grade a Pupil's Paper

Give full credit for all logical reasons, regardless of misspellings. A list of the misspellings may be kept for later study as a spelling exercise.

Levels of Performance

- Level 1 --- Correct thinking
Crossing out the correct word but unable to give the reason orally.
Credit as perfect on Level 1.
- Level 2 --- Incomplete oral answers of the type:
baboon badger ~~baboon~~ bobolink falcon
Bocoon is not an animal.
Credit such answers as correct on Level 2.
- Level 3 --- Complete oral answers.
Cocoon is not an animal and the rest are.
Credit as correct on Level 3.
- Level 4 --- Answers as in Level 2, but written in incomplete form. Credit as correct on Level 4.
- Level 5 --- Answers as in Level 3, but written in incorrect form. Credit as correct on Level 5.
- Level 6 --- Complete written exercises in correct form (spelling, punctuation, capitalization). Give no credit on any level for answers like "Because cocoon is not a bobolink," which omit part of the words.

There is a wide gap of difficulty between oral and written answers. If a child fails to give an intelligible answer, give him a chance to give it orally. You will usually get a surprise.

DYNAMIC VOCABULARY EXERCISES BOOK VII

In each line cross out the word that does not belong. Tell why the rest belong together.

I

1. hoard	collection	hamlet	village	childhood
2. parallel	church	gang	denomination	crew
3. jury	household	nations	panel	league
4. auction	craft	duplicate	sale	guild
5. import	highland	export	management	lowland
6. myth	occupation	fairy tale	business	horizon
7. lookout	mercury	limestone	opal	mineral
8. fellowship	bunting	expression	friendliness	ornament
9. nails	hair	manicure	explanation	marcel
10. error	gossip	film	mistake	picture

II

1. issue	lease	journal	house	influence
2. lecture	license	menace	permission	threat
3. play	letter	climax	oracle	paragraph
4. joy	exhibition	rapture	exposition	copyright
5. labor	snowflake	spirit	patience	patriotism
6. revenge	triumph	pardon	defeat	responsibility
7. reverence	ticking	tenderness	disrespect	harshness
8. sympathy	peril	severity	safety	wealth
9. wrath	verse	meridian	anger	stanza
10. per-cent	product	physiology	rate	science

III

1. primer	education	textbook	schooling	fever
2. reverse	alto	hair	warfare	permanent
3. protection	slaughter	remainder	safety	massacre
4. pen	sedan	battle	stockade	struggle
5. leave	picture	ray	permission	portrait
6. rainfall	proposition	proverb	proposal	axiom
7. remark	tidings	statement	rent	news
8. sacrifice	treaty	rim	religion	government
9. chapter	rudder	book	boat	slang
10. petroleum	platinum	runaway	sulphur	emerald

IV

1. pinnacle	planet	hill	star	rut
2. saver	ravine	tempest	gully	storm
3. seaport	surf	shoal	bard	harbor
4. section	torrent	sewing	640 acres	deluge
5. region	vale	territory	valley	sharpen
6. post card	tornado	wilderness	whirlwind	desert
7. pneumonia	tuberculosis	rheumatism	mumps	telegram
8. chapter	percentage	plaything	lodge	base
9. remedy	repose	cure	resort	rest
10. land	wage	real estate	salary	phonograph

V

1. shortage	emblem	sermon	deficit	token
2. county	railway	yacht	pike	vehicle
3. ship	revolution	schedule	transport	time table
4. robbery	layer	allegiance	burglary	loyalty
5. majesty	reign	sovereign	bluing	nobility
6. execution	commonwealth	hanging	state	alto
7. device	bedspread	cushion	comforter	pad
8. clock	canal	feather	dial	quill
9. trifle	fetter	dagger	trinket	hand cuff
10. washer	staple	bolt	wire	right fielder

VI

1. burial	funeral	millinery	instant	moment
2. communion	corpse	church	graveyard	vine yards
3. grazing	prayer	vice	religion	temptation
4. dram	fathom	drygoods	league	volt
5. goblin	fisheries	imp	phantom	nymph
6. pence	half-dollar	pound	sixpence	embroidery
7. noonday	water	boards	irrigation	lumberyard
8. eyesight	springtime	dram	vision	drink
9. liquid	sesquicentennial	orangeade	hearing	occasion
10. shawl	event	amid	worn	yearly

Vocabulary Techniques

1. Vocabulary through pictures. "Pictures are a valuable aid in teaching words and their meanings. I think that sometimes we who teach in the intermediate grades expect children to be familiar with words with which they have had no experience. We should have more picture-word studies as they do in the primary grades." Pictures of such things as spinning wheels, oil derricks, alligators, kangaroos, rubber trees, crocodiles, air liners with labeled parts, octopuses, kayaks, anteaters, light ships, lighthouses, igloos, and the like were used.
2. Flash cards. "Flash cards are an aid in learning to syllabicate words. The child is given a set of flash cards. On one side of each card an unsyllabicated word is written; on the other side of the card the same word is written in syllabicated form. The pupil looks at the unsyllabicated word, writes the word in syllables, then turns the card over and checks to see if he has done his work correctly. Syllabicate words teaches a child how to approach a new word that he meets when reading. It makes him word-conscious and helps him not only to improve his reading vocabulary but also aids him in learning to spell the word. Many times a child has a word in his speaking vocabulary that is not in his reading vocabulary. If he can learn to pronounce words by syllables, it will be of much value to him. It should be pointed out that each syllable contains a vowel." Miss Ebert presented such words as adequate, bauxite, antimony, canvass, acetylene, tornado, banquet, amputate, commodity, treachery, fortification, belligerent, plebiscite, and perpetual.
3. Multiple choice forms. "Each word at the left has several meanings. Read each word on the left-hand side of the page with its different meanings. The sentence just below uses one of these meanings. Put the number of the meaning in the blank.

Barge (1) A roomy, flat-bottomed boat for river and canal use.
 (2) A large power boat used by the flag officer of a flag-ship.
 (3) To lurch or lumber along; to thrust oneself clumsily or crudely.

They sent the ore down the lake on barges." (1)

The words bleak, trough, ascent, deport, forage, rotate, allot, consume, and descent were presented in similar form.

4. Word selection. "Brooks, pleasant, snowy, night, gloom, bruise, illness, happiness, train, grief, pine trees, burn, fracture, vexed, joyful, merry, blizzard, lakes, afraid, mountains, timid, fearful, fog, smiling, bus, nervous, amiable, mournful, injury, sociable, hillside, displeased, airplane, gentle, kind, rage, travel, rainy, and valley. Select the word or words from the list above which suggests: (1) Something sad, (2) Something delightful, (3) Something painful, (4) Fear, (5) Anger, (6) A journey, (7) Darkness,

(8) Stormy weather, (9) An agreeable person, (10) Things out-of-doors."

5. Using words in sentences. "Write sentences using the following words: Thrifty, cowardly, impatient, horrified, embarrassed, energetic, shy, envious, independent, brave, lazy, polite, friendly, sad, untidy, and excited."
6. Antonyms and synonyms. "The words in some of the pairs below have almost the same meaning. The words in other pairs have almost the opposite meaning. Write "s" to show that the meaning is the same. Write "o" if the meaning is opposite: Soldier-warrior, liberal-generous, skillful-awkward, lurk-skulk, champion-victor, menace-threaten, abandon-leave, parch-roast, famine-plenty, port-harbor, reveal-conceal, shrink-diminish, cautious-careful, keen-sharp, blunt-sharp, gallop-canter, banned-allowed, cheerful-gloomy, boisterous-quiet, bustle-fuss, elaborate-simple, appear-disappear, hoard-save brigand-marauder, crafty-cunning, forbid-prohibit, dapper-trim, quake-tremble, dastardly-cowardly, desolate-forlorn, detect-discover, meander-ramble, erode-wear away, region-locality."
7. Opposites. "Write beside each word in the list a word which has the opposite meaning: Dad, cruel, careless, useless, thin, dim, loyal, unable, bad, light, big, encourage, dry, silent, high, narrow, cheerless, beautiful, evil, heavy, healthy, difficult, stout, selfish, black, sunny, lazy, soft, busy, fast, success, absent, clean, backward, friendly, tight, harmful, covered, graceful, hard."
8. Synonyms. "Think of words that have almost the same meanings as those in the list below. Write the words beside the corresponding one in the list: Chilly, big, pleasant, protect, command, pleased, calm, plentiful, gloomy, search, slender, begin, hot, annoy, woods, aged, chum, sick, attach, frighten, tiny, grasp, shout, help, finished, kind, gay, trip, pretty, twig, exhausted, brave."
9. Vocabulary baseball. "Each time your team or you make a perfect score on a group of words, we shall call it a 'home run' and credit one point to your team. To make a perfect score it will be necessary for you or your team: (1) To pronounce the words correctly, (2) To use them in sentences, and (3) To tell what they mean. You may use the dictionary to look up the meanings of the words before the game." Nine lists of words, one for each inning, are given.
10. Vocabulary books. "The children each make a vocabulary notebook in which to keep: (1) Words which they need to know in connection with their hobbies, such as airplanes..., (2) All new words they read, (3) Words with endings and other parts as required by the teacher...."
11. Sign vocabularies. Meanings of road and map signs.
12. Suffixes and prefixes. "In each of the words below underline the word to which one or more of the following syllables have been added: un-, im-, a-, re-, dis-, -ish, -est, -ful, -ment, -ness, -ward, -ing, -ly, -less." Then follows a list of 56 words.
13. Alphabetic order. "Put the following letters in alphabetic order." Then follows a list of letters in mixed order. "Locate the following words in the dictionary and put down the guide words at the top of the page. Do not look up the meanings. Time yourself." Then follows a list of 20 words.

14. Dictionary order. "Write the five words in each list in dictionary order. The first five have been filled in for you as an example." Then follows five lists of five words each in mixed order.
15. Pronunciation. "To show you how to pronounce words the dictionary respells them, using just the letters needed to show how the word sounds. Think how you would respell each of the words below to show exactly how it sounds. Write your respelling on the line under each word:

Tread, tréd; alien, āl'y ěn." Then 20 words are given
16. Pronunciation by matching. "Here are fifteen words from the dictionary with their respellings. Tell which word belongs with each respelling."
17. Pronunciation by parts of words. "Number the words in each list to match the sounds at the top. Example: (1) s as in say, (2) s as in has, (3) c as in coat, (4) c as in cent." Five lists of ten words each are given.
18. Vowels. "Underline every vowel in the following words." 38 words given
19. Vowel sounds. "At the top of each list below there are three different sounds for a vowel. Read each word and put the number of the vowel sound in the box: (1) a as in hat, (2) a as in age, (3) a as in far. Also (1) o as in hot, (2) o as in open, (3) o as in order." 20 words in each list.
20. "See how many little words you can find in each of the large words. Put the small words in boxes." 26 words given.
21. Accent. "In words of two or more syllables one is usually sounded louder than the others. The dictionary uses an 'accent' mark or pointed to show which syllable is louder. We say that the 'accent mark' shows us which syllable to 'accent,' that is, which is the accented syllable. Using the dictionary, place accents on the underlined words in the following sentences." 12 sentences given.

APPENDIX B

INFORMAL DIAGNOSTIC TESTS

00

S155 Remedial Reading
DOLCH BASIC SIGHT VOCABULARY
Context Tests

The Dolch list of 220 basic sight words has been divided into three groups for use in the DeBusk Clinic. Group I consists of the 50 Dolch words in the Curtis list of the 72 most common pre-primer words. Group II contains the 67 words on the Stone-Dolch list, while Group III is composed of the remaining 103 words.

The three stories in this set are designed to test the words in context according to this grouping. The child who is not expected to know many of the words should be asked to read "The See-Saw," the test for Group I. "Camping Out," the test for Group II, is not cumulative. It contains all the Group II words but does not repeat all the words from Group I. A child who is expected to know most of the words may be asked to read only "The Best Thing in the World." This test is cumulative and contains the entire 220 words, including both pronunciations of the word "read."

The child should read orally, errors being recorded as for the Gates Oral. It may be helpful to transfer the record of errors to the record sheets for the Dolch list, to compare with the performance on words presented in isolation. These 220 words make up 75% Primers, 67% 1st and 2nd Readers, 50% all other school books.

DOLCH I: 50 Primer Words

THE SEE-SAW

Jane was going to the store. She went down the street. She saw a boy and a little dog.

The boy said, "Come and play with me. You may play with my dog."

Jane said, "I will play with you. What can the dog do? He is not very big."

"He is a good dog," said the boy. "He can run and jump. And he can ride a see-saw."

"Oh, I want to see him ride," said Jane. "Where is it?"

"I have it in here," the boy said.

He said to the dog, "Go find the see-saw. We will have a ride."

The dog ran to the see-saw.

"Do you like to ride?" said the boy. "Say 'yes.'"

The dog said, "Bow-wow!"

"Look at this," said the boy. "I am up and he is down. He is up and I am down."

"What is funny ride for a dog!" said Jane.

Did you ever see a dog ride a see-saw?

DOLCH II: 67-2nd Grade

CAMPING OUT

Some boys went camping. They were going to sleep in a brown tent. They put it up by a tree. Two of the boys went into the tent to make the beds. They had put up the tent too fast, and it soon came down on them. The boys were under it. They could not get out. The other three boys began to laugh. The boys began to call, "Help, help! Stop laughing and give us some help! This is no fun!"

After the tent was up, they made the beds. Then they all went for a walk. There were so many pretty flowers they picked some to take home. The flowers were red and blue and white. They saw some green and black berries, but they were not good to eat. They saw an old woman. One of the boys gave his flowers to her. She was very pleased at that. She said to him, "Thank you for your flowers."

After supper, one boy said, "Who has to do the dishes while we are away from home?"

"We will all do dishes now," said another boy.

"Yes, and then we will read and sing until bedtime."

DOLCH 220 Contains all 220

THE BEST THING IN THE WORLD

Once upon a time there were four brothers who lived in a far away land. Their father was an old king. One day he said, "I will not live long now. Today you must start out into the world. In a year, bring back the best thing you have found.

The one who can pick the best thing shall be the new king."

The first brother said, "I will look in every city or town. I will buy the best thing I can find for my father."

The next two brothers said, "We will both go on fast ships over the sea. We will find something better."

The last brother said, "I am going to ask the people here in our own land to tell me the best thing." The other three began to laugh.

"Then you will never be king!" they said.

The last brother started off. When he had gone about six miles, he met a man.

What do you carry in those big bags?" he asked.

"The best thing in the world," said the man. "These are full of the good nuts which fall from my five nut trees."

"I don't think that would work," said the brother to himself.

"I must try again."

The brother went on another seven miles. He found a small brown bird. It had been hurt so he put it in his coat where it could keep warm. As he went on, he saw a little girl crying. He ran to meet her.

"Why are you crying?" he asked.

DOLCH 220

Best thing in the world- continued.

"I want to get some water from the well," she said. "We use so much. We drink cold water. We wash the clothes clean with hot water. But I do not know how to pull it up. Please show me."

The brother said, "Hold this bird and I will help you. It does not fly around any more because it got its wing cut."

"Thank you. What a pretty bird!" she said. "I wish you would give it to me. If you will let me keep it I will always be very kind to it. I will take care of it myself. I will make it grow well again."

"Yes, you may have it," said the brother. So he gave her the bird and went on.

At night, he went to sleep under a round yellow hay stack. When it was light again he walked on. Every day he would walk eight or ten miles. He asked the people about the best thing in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse.

He always stopped to help people who needed it. Soon he made many friends. All the people began to like him. They would say, "See, there goes the king's son. He would be just the right kind of a king for us."

Every door was open to him. The people would call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children. After he read, he showed them how to draw and write.

DOLCH 220

Best thing in the world- continued.

Months went by. He still had no beautiful thing to take to his father. Just before the year was done he went home again. The time came when the king called his sons together.

"What did you bring?" he asked.

The other brothers had many beautiful things.

"And what do you bring?" said the king to the last brother.

"This is too funny!" said the other brothers. "He has nothing!"

"I bring only the friendship of your people," said the last brother.

"And that is the best thing!" cried his father. "You shall be the new king."

656 words.

SPECIAL EDUCATION DEPARTMENT
Missoula Elementary School System

Bulletin No. 1

DIAGNOSING PHONICS ABILITY

We have excellent techniques for teaching sight words to beginners. These carry the beginning reader up to about the latter part of the second or the beginning of the third grade. From this point on new words pour in so rapidly that sight word techniques are no longer adequate. Many new words can be recognized from context, but often key words cannot. Here is where the teaching of phonics enters the picture.

Phonics constitute one part of word analysis. Strictly speaking, it is not a method of teaching reading. It is a tool used in the teaching of reading. It is not an end in itself. It cannot be "taught" in a single grade, but must be built up over a period of years, each grade adding to that which was learned before.

The beginning in phonics training is auditory perception. This usually is learned in the kindergarten. First grade teachers must be certain that children have learned to distinguish the sounds of the phonetic elements before trying to get them to apply phonics in word analysis. Too often too many students get up past the fourth grade with word attack skills that are inadequate to unlock new words. 53% of the children who attended the University of Pittsburgh remedial reading clinic and 71% of the children who entered the recent summer clinic at the University of Washington were deficient in phonics ability. In other words, these students were deficient in auditory discrimination needed for reading (and spelling).

Many pupils learn to associate symbols and sounds with little trouble, but there are several who do not. The ones who do not become poor readers.

An important step in the right direction would be for the teacher as early as possible in the school term to locate those deficient in phonics and who will fail to make progress until they have had the proper auditory and perceptual discrimination training, (the former coming first).

The rest of this report will be a description of a diagnostic procedure by which a teacher can determine the words or parts of words that involve special difficulty and also identify pupils who are in most need of help. Included will be directions for making a class analysis which the teachers can use in guiding subsequent class remedial instruction. Also, suggestions for remedial follow-up will be outlined.

Page 2
Bulletin No. 1, Diagnosing Phonics Ability

Below are two alternative lists of 16 words each, one called the "Stick Test", the other the "Wick Test". These words were selected from the Kindergarten Union Word List. The words in each test contain some 49 phonetics which occur most frequently in the KU word list. With the children who fail to hear more than one-third of these sounds, independent word recognition is quite impossible. This means that they are blocked, to a considerable extent, in reading above the second grade level.

The "Stick Test" is used as the initial test, and the "Wick Test" as the final one, given after follow-up remedial measures have been employed.

STICK TEST	WICK TEST
1. st-i-ck	w-i-ck
2. s-o-ng	st-a-k-es
3. b-a-t	t-ar
4. t-e-nt	w-e-nt
5. c-a-ns	p-a-ns
6. p-o-t	h-u-sh-ed
7. b-ar	b-a-d
8. c-a-k-es	c-ar-s
9. m-a-d	p-ea-ch
10. l-e-nd	h-o-t
11. r-u-sh-ed	m-e-nd
12. h-i-ll	n-e-t
13. r-ea-ch	s-a-t
14. n-u-ts	r-u-ts
15. w-e-t	b-i-ll
16. st-ar-s	l-o-ng

There are 36 different sounds included. Duplicates were included for practical reasons and for increase of reliability.

Procedure for Administering the Stick Test (and Wick Test)

Each student should have a Form A test sheet.

1. Pronounce each word distinctly, correctly, and naturally. Be careful not to overemphasize pronunciation. This often results in the student's hearing a false sound, like a at the end of the word "stick!"
2. For each word give a context sentence. For example, say "stick, I used a stick to hit the snake."
3. Pronounce the word again.

Directions for Analysis of Results

Compare the spelling of words on Form A with the words on the stick test which have been divided into phonetic elements. Circle each error.

These errors will include sound errors due to lack of auditory discrimination, known as word deafness. In these, wrong letters are given for a given sound. Examples of this are: "sarns" for "stars", "vashed" for "rushed", "weht" for "reach".

There are also spelling errors, where the sound is apparently heard. Examples are: "stik" for "stick", "bil" for "bill", and "reech" for "reach".

An example of Form A has been worked out. It will be noted that Joe Doe did not hear seven different phonetic elements and misspelled three that he apparently heard. Totals include duplicate errors.

$$\text{The \% error (sound and spelling errors)} = \frac{\text{total all errors}}{49} = \frac{11}{49}$$

$$\text{The \% error (sound only)} = \frac{\text{total sound errors}}{49} = \frac{8}{49}$$

Form B is used to make a class analysis of test results. Three per centages of errors can be obtained for the entire class.

$$(1) \text{ Misspelled words. \% error} = \frac{\text{total of all errors made by class}}{\text{No. of students} \times 16}$$

$$(2) \text{ Counting as an error a misspelled phonetic element,} \\ \% \text{ error} = \frac{\text{total no. of element errors}}{\text{no. students} \times 49}$$

(3) Counting as an error a phonetic element for which the wrong letters are used, i.e., when the sound was not heard correctly,

$$\% \text{ error} = \frac{\text{total of sound errors made by class}}{\text{no. students} \times 49}$$

Handwritten notes at the top left of the page.

Grade 5 Language Arts

(for students)

(for teacher)

		spelling errors	spelling errors
steak	x	h	
song			
hot	x	a	
tend	x	d	
can			
pot			
fox	x	or	
ba	x		
mad			
lend			
night	x	u	
reach			
was	x	u	
hit	x		
wet			
base	x		

Handwritten notes on the right side of the page, possibly related to the spelling errors.

Additional handwritten notes at the bottom of the page, including some calculations or further observations.

Joe Dol
of Lincoln

Age: years 12
(Grade 5 Teacher Miss)

for student)

(for teacher)

		sound errors	spelling errors
stuck	x	u	
song			
bot	x	a	
tend	x	d	
cars			
pot			
berg	x	ar	k for g, k for j
gabe	x		
mad			
lend			
washt	x	u ed	
reach			
ret's	x	u	h f ll
hill	x		
wet			
bars	x	st	

No. Misspelled words
: different sounds to be
learned

Total number
sound errors

Total number
spelling errors

2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Total sound and spelling errors

his knows = total different sounds - total different sounds to be learned

$$36 - 7 = 29$$

$$\text{sl \% error} = \frac{11}{49} \times 100 = 22\%$$

$$\text{ml \% error} = \frac{8}{49} \times 100 = 16\%$$

SPECIAL EDUCATION DEPARTMENT
Missoula Elementary School System

Page 7

Sound Diagnosing

Short Vowels

- | | |
|--------------------------------|--------------------------|
| 46. (i) P_n It can stick you. | 49. (u) s_n It shines. |
| 47. (e) p_n You write with it. | 50. (a) h_t You wear it. |
| 48. (o) p_t You cook with it. | |

Final Phonograms

- | | |
|---|--|
| 51. (ng) A bee can sti__ you. | 83. (rn) Little Boy Blue had a ho__. |
| 52. (er) Give me a drink of wat__. | 84. (sh) Bru__ your hair. |
| 53. (es) Gather is picking appl__. | 85. (ps) A boy drank two cu__ of milk. |
| 54. (ll) Can you hit the ba__? | 86. (ake) I saw a sn__ in the grass. |
| 55. (rs) I read about three bea__. | 87. (tch) Can you ca__ a ball? |
| 56. (ck) A horse can ki__. | 88. (on) the m__key carried a cup. |
| 57. (ed) Mother call__ me to lunch. | 89. (th) I have a bro__er. |
| 58. (ns) We put chai__ on the car. | 90. (st) Grandma s__ in her chair. |
| 59. (ts) I like to eat nu__. | 91. (ld) Let's bui__ a house. |
| 60. (en) Do you like chick__? | 92. (nk) I want a dri__ of water. |
| 61. (an) An old wom__ who lived in a
shoe. | 93. (un) A g__ can shoot. |
| 62. (ed) She ask__ me to come. | 94. (lls) We heard be__ ringing. |
| 63. (et) Let's go to the mark__. | 95. (ly) I got up ear__ this morning. |
| 64. (st) Two eggs are in the ne__. | 96. (or) My father is a sail__. |
| 65. (nt) I like to hu__ eggs. | 97. (ow) A c__ gives us milk. |
| 66. (nd) Joe plays in the sa__. | 98. (th) She bites with her tee__. |
| 67. (y) Are you read__ to go? | 99. (ty) Have you a pret__ dress? |
| 68. (in) We can w__ the prize. | 100. (ows) Two cr__ sat in a tree. |
| 69. (ss) She tore her dre__. | 101. (ble) Put the book on the ta__. |
| 70. (ay) The baby wants to pl__. | 102. (ls) A car has four whee__. |
| 71. (ds) I saw some bir__. | 103. (op) St__ when you come to a street. |
| 72. (ks) The girl had pink chee__. | 104. (ys) I want new to__. |
| 73. (ed) I put my doll to b__. | 105. (ig) Jim is not a b__ boy. |
| 74. (ar) Three cookies are in a j__. | 106. (ail) Bad men sometimes have to go
to j__. |
| 75. (ies) I had three penn__. | 107. (ap) He wore a c__ on his head. |
| 76. (ow) The wind can bl__. | 108. (een) We want her to be a qu__. |
| 77. (ry) Tell me a sto__. | 109. (it) I found a little rabb__. |
| 78. (ch) On Sunday I go to chur__. | 110. (um) I want to beat the dr__. |
| 79. (el) The girl rode on a cam__. | 111. (up) John drinks from a c__. |
| 80. (ght) Cats can fi__. | 112. (ut) Sh__ the door. |
| 81. (es) Mother baked some cak__. | 113. (wn) Let's go do__n stairs. |
| 82. (gs) The do__ were barking. | |

Phonetic Error Tally Sheet

Correct each individual paper and tally errors below to the right of the sounds to get a class analysis. These results can be used as a guide to the teacher for remedial work.

INITIAL

1. st
2. sh
3. ch
4. ca
5. br
6. cr
7. t
8. a
9. th (thank)
10. tr
11. be (began)
12. th
13. bu
14. cl
15. gr
16. ha
17. ba
18. sl
19. wh
20. bl
21. dr
22. wi
23. fr
24. do
25. th (this)
26. sc
27. be (bell)
28. pl
29. Sa
30. se

MEDIAL

31. ee
32. ea (beat)
33. ai (nail)
34. oo (boots)
35. oa
36. oo (crooked)
37. ea

38. ow (crown)
39. ow (throw)
40. ou
41. ie
42. aw
43. au
44. ai (airplane)
45. ea (tears)

SHORT VOWELS

46. i
47. e
48. o
49. u
50. a

FINAL

51. :ng
52. er
53. es
54. ll
55. rs
56. ck
57. ed
58. ns
59. ts
60. en
61. an
62. ed
63. et
64. st
65. nt
66. nd
67. y
68. in
69. in
70. ay
71. ds
72. ks
73. ed

74. ar
75. ies
76. ow
77. ry
78. ch
79. el
80. ght
81. es
82. gs
83. rn
84. sh
85. ps
86. ake
87. tch
88. on
89. th
90. at
91. ld
92. nk
93. un
94. lls
95. ly
96. or
97. ow
98. th
99. ty
100. ows
101. ble
102. ls
103. op
104. ys
105. ig
106. ail
107. cap
108. een
109. it
110. um
111. up
112. ut
113. wn

MOST FREQUENT INITIAL SOUNDS MISSED:

MOST FREQUENT MEDIAL SOUNDS MISSED:

MOST FREQUENT VOWEL SOUNDS MISSED:

MOST FREQUENT FINAL SOUNDS MISSED:

est (1) Does he know the names of the letters?

Directions: Show the alphabet in random order as shown below. Teacher: "Read these letters." Draw a circle around those not known, write in the incorrect letters called in error.

A B S C D F E P T M

R Z J U H G W X Q K

Y N O

o h l m y t v k p x

a j u s h b c g w d

x g e

est (2) Does he try to use context clues?

Directions: Tell the pupil. "This story has some words missing. Try to read the story by guessing the missing words."

'Dick," xxxx Mother, "will you go to the store for me?"

'Surely, Xxxxxx," said Xxxx. "What shall I get?"

'I need a xxxxx of butter, a loaf of xxxxx, and a xxxxx eggs," said Xxxxxx. 'Hurry."

Xxxx ran to the xxxxx and was soon back.

'That's a good xxx," said Xxxxxx. "Thank xxx very much."

'You're welcome, Mother," said Xxxx and ran off to xxxxx ball with his xxxxxxxx.

est (3) Does he know consonant sounds?

Directions: "All letters have sounds. Can you make the sounds of these letters?"

List A

n l m v z s f

Directions: "Show me how you would hold your mouth to say a word which started with each of these letters."

List B

t k p i h b c g w d

Directions: "When these letters are together what sounds do they make?"

List C

h ch th wh

Draw a circle around missed sounds and write in sounds made in error.

Test (4) Can he substitute beginning consonant sounds to unlock words like his sight vocabulary words except for the first consonant?

Directions: Ask the child to read the sight words first. Tell him the words if he does not know them. Cover the sight words and ask him to read the test words with help. (This is a crude test of a mechanical skill. The pupil is not expected to know the meaning of the test words.)

Sight Words;

man	sent	star	night
at	hen	blue	kite
hair	nest		

Test Words:

ban	pent	mar	bright
gat	fen	clue	rite
lair	zest		

Test (6) Can he tell when vowel sounds are long in words?

Directions: Read these instructions to the pupil, "Try to read these words as well as you can even if you never saw them before." (Pupils are not expected to be familiar with the meaning of these words. This is a measure of word perception skill only.)

Test Words:

teal	vie	shoal	breach
creel	main	trite	gate
theme	have	dune	lave

Test (5) Can he hear the short vowel sound in words?

Directions: Read these instructions to the pupil, "I am going to say some words Listen and tell me which vowel sound you hear in each word."

Test Words:

bread	(short e)	bunk	(short u)
saddle	(short a)	shrink	(short i)
block	(short o)		

Test (7) Does he know the common vowel diagraphs?

Directions: Read these directions to the pupil, "Here are some words you probably don't know. Try to read them as well as you can." (The pupil is not expected to know the meanings of the words. This is a measure of his ability to recognize these vowel combinations in unfamiliar words.)

Test Words:

nook	awl	coy
maul	foil	flout
jewel		

Test (8) Can he blend letters to form words?

Directions: Read these instructions to the pupil, "Here are some nonsense words they really are not words at all, but I'd like to see if you can read them anyway."

Test Words:

fis	lote	gud	keat	hin
sut	tope	lort	tam	sive
muts	bame	nibs	pad	nebe
vin	wab	beed	bute	kim
sult	faim	hife	doke	jav
grue	nel	doam		

Test (9) Does he see the common prefixes as units?

Directions: Read these instructions to the pupil: "Here are some more nonsense words. Read them as well as you can."

Test Words:

repan	conjump	inwell
delike	dispay	combent
ungate	excry	proread
prehead	enstand	

Test (10) Does he see the common suffixes as units?

Directions: Read these directions to your pupil: "Read these nonsense words as well as you can."

Test Words:

balling	booker	floorest
daytion	skinance	meatness
chairly	waterful	burnant
truckous	cornment	cupable
sleepive	sickless	

Test (11) Does he see the compound words as units?

Directions: Read these instructions to the pupil: "Read these nonsense words as well as you can."

Test Words:

nightbank	dinnerp-layer
basketmeet	broomf-eather
paperjumper	eatmobile
spaderoom	carthouse

Test (12) Can he divide long words into parts?

Directions: Read these instructions to the pupil: "Divide these words into parts by marking the parts. Read the words after you have marked the parts."

Test Words:

bombardment
refreshment
revolver
calculate

combination
establishment
entertain
cucumber

Test (13) Can he understand simple expository reading units?

Directions: Allow the pupil to read the paragraph first. Give him as much time as he needs. Then, remove the paragraph copy and ask him to answer the six test questions. Check his answers.

TRIAL PARAGRAPH

The honeybee family is very interesting. It is a very big family. Thousand of bees live in one house called a hive.

Each bee family has one queen bee. She is larger than any of the others. She is the mother of the hive and has her own work to do. The queen lays hundred of eggs from which the baby bees are hatched in the hive.

There are drones who are the father bees. But they are queer fathers, for they do no work. When the babies are hatched in the spring and food needs to be saved, the drones are killed by the other bees.

The workers make up the bigger part of the bee family. They guard the queen care for the babies, and gather food for the whole family. They not only gather the honey from flowers, but also make the comb in which honey is stored for the winter.

Test Questions for Test (13)

1. The largest bee in the hive is the _____.
2. How many eggs does the queen bee lay?
3. Which of the bees has an easy time?
 - (a) all of them
 - (b) the drones
 - (c) the queen
 - (d) the smaller ones
4. Which is the best title for this story?
 - (a) The Busy Bee
 - (b) A Big Interesting Family
 - (c) Where Our Honey Comes From
 - (d) Why the Drones Are Killed
5. Every one in the hive must work.
 - (a) yes
 - (b) no
 - (c) does not say
6. The bees gather honey and store it for food for the winter.
 - (a) yes
 - (b) no
 - (c) does not say

Test (14) At what level can the pupil read independently with ease and comfort?

Directions: The first selection is four-high difficulty. Have the pupil read it aloud. Note each word that is missed. If the pupil has trouble with more than five words, have him read the second selection. It is three-high difficulty. Note again each word that he misses.

FIRST SELECTION: (From Cases of Sherlock Holmes)

"About four months ago I bought that bust of Napoleon. I picked it up cheap from Harding Brothers' store. I bought it for this very room. I work in here at night, doing a lot of writing. I went to bed late last night. My bedroom is upstairs. I thought I heard a noise down here. I listened, but heard nothing more. Then about five minutes later I heard a yell. I'll never forget it. I grabbed a poker. I came down the stairs. That window there was wide open. I saw that the bust was gone."

SECOND SELECTION (From King Arthur and His Knights)

"I do not know you," said Arthur, "But you are a strong knight. Get down and we will fight on foot with swords."

"Not yet," said the Black Knight. "Let us try again. Here are new spears."

Two boys rode from the castle. Each carried a strong new spear. The Black Knight took one, King Arthur took the other. Again they rode away from each other and turned. Again they charged.

King Arthur's spear struck the Black Knight's shield hard and square. Again it flew to pieces. But this time the Black Knight's spear did not break. Straight through Arthur's shield it went.

REQUEST AND REPORT OF SPECIAL EDUCATION SERVICES

Date _____
Very Urgent _____
Urgent _____
Not Urgent _____
Birthdate _____
Mo. Day Year

The Special Education
It is requested that _____

Grade _____ be tested or screened in the areas of:
(Name of student) _____
hearing _____
vision _____
intelligence _____
reading _____
speech _____

Service is requested by _____
Comments: _____

School _____

Teacher _____

Principal _____

Results of testing and comments from the Special Education Department:

APPENDIX C

REMEDIAL READING BULLETINS

SUGGESTED REMEDIAL METHODS FOR CHILDREN WHO
SCORE LOW ON MONROE READING APTITUDE TESTS

I. For Children Who Make Low Scores in the Visual Tests

These children have poor memory for objects or forms which they have seen. They "forget" and cannot hold in mind simple designs, long enough to reproduce them. They fail to give attention to tasks requiring accurate eye-control. Later, in reading, they are often the children who need much repetition to fix a simple reading vocabulary, who make many reversals, and frequently lose their place in reading. They may or may not have actual eye-defects. If eye-defects are present, these should receive attention from an eye specialist.

1. Advise an examination of vision by an eye-specialist to determine whether there is any defect which may be corrected by glasses.

2. Modify sight methods of teaching reading by other approaches.

a. Utilize a phonetic method in which the child learns the sounds of the letters and then blends the sounds in wordbuilding. This method substitutes small visual units (letters) for large, complex units (words) and in this way relieves the child who has poor visual memory.

b. Utilize a kinesthetic method in which the child traces or copies each word a number of times until he masters the "feeling" of the word. This method reinforces the poor visual memory by kinesthetic cues to make the word.

3. Aid the child in establishing the left to right direction of reading by sliding a pointer along the text while reading until reversals and regressive eye-movements disappear.

4. Use books of larger-than-usual type with wide spaces between the lines in order to make the visual impressions of words as distinct and vivid as possible. If there is a serious visual defect, use sight-saving materials.

5. Use as much simple, repetitive material as possible, making up stories and sentences which give practice with the same primer vocabulary over and over in new contexts, until thoroughly mastered before proceeding to more difficult books.

6. Read aloud with the child. This need not be a continuous process. Drop out gradually when the child is reading fluently and join in again for a sentence or two when the child begins to hesitate and stumble. This process encourages the child and prevents his looking back, since the reading proceeds on and on, always to the right.

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SUGGESTED REMEDIAL METHODS FOR CHILDREN WHO
SCORE LOW ON MONROE READING APTITUDE TESTS

For Children Who Make Low Scores in the Auditory Tests

These children have difficulty in remembering things they have heard. They fail to retain stories read to them. They confuse words which sound something alike. They "forget" when sent on errands. Directions usually must be repeated to them several times. They are often the children who later have difficulty in recalling words in reading because of "forgetting" the word told them by the teacher or confusing it with a word of similar sound. They usually have difficulty in acquiring phonetics as an aid to working out unknown words. They may or may not have actual ear-defects. If the child is partially deaf, obtain the advice of an ear specialist. These children should be given positions in front of the room near the teacher.

1. Discover whether the child is partially deaf.
2. Arrange for him to sit near the teacher in activities of story-telling and reading.
3. Speak to him distinctly, having him repeat directions to make sure that he has heard correctly.
4. Give a more systematic type of phonetic training than is usual, with ample preliminary ear-training games.
 - a. Listen for a certain sound in a rhyme or jingle, for example--
Listen for s: "I saw a ship a-sailing
A-sailing on the sea."

Listen for p: "Peas porridge hot
Peas porridge cold
Peas porridge in the pot
Nine days old."
 - b. Listen for words beginning with a certain sound. Make up games such as the following m game: Children go to the blackboard. Teacher dictates words which do or do not begin with m, children write m if the teacher says a word beginning with m; but, if not, children merely draw a line.
 - c. Make a sound-dictionary, illustrating each letter with pictures of words beginning with the sound.
 - d. Make sounds vivid by showing how the sound is formed. For example, child looks in mirror to see his tongue protrude while saying, th in this, that, them, with, etc. Child feels his throat while saying d-t-d-t to feel the vocal vibration of d as contrasted with the breath sound t.
 - e. Give practice in sound-blending.
 - f. Follow ear-training games, with simple phonetic word lists.
 - g. Read aloud with the child, sounding the difficult words for him until he begins to imitate the sounding for himself.

SUGGESTED REMEDIAL METHODS IN READING FOR
CHILDREN WHO MAKE LOW SCORES ON
MONROE READING APTITUDE TESTS

For Children Who Make Low Scores in the Motor Tests:

These children are usually clumsy and lack co-ordination in their movements. They may be very slow in rate of response, or hyperactive, impulsive, and too quick or inaccurate. In reading they may have difficulty in following a line and in developing the co-ordinated rhythmical eye-movements of reading. In some cases physical defects may account for the poor co-ordination. If so, the advice of a physician should be obtained.

1. Discover whether there are physical conditions which cause the child's poor motor control.
2. Use as much actual motor movement as possible in learning words.
 - a. Trace and copy words until child masters the "feeling" of the word.
3. Analyze the child's hand preference. Permit him to be left-handed if he shows a tendency in that direction. Children who are natively left-handed but are forced to use the right hand often have poor motor control, as a consequence of the enforced change.
4. Slide a pointer along the text while reading, to stress the proper direction of reading. In workbooks or mimeographed material, have the child actually draw lines underlining the text while reading.
5. Select books with large type and wide spacing between lines.
6. Develop general motor control by handwork, activities, rhythmical exercises, etc.
7. Do not stress speed, but give praise for accuracy and quality of work. Stimulate the child to a high quality of work even though he performs it slowly and does not complete as much as the rest of the group in the same time.

SUGGESTED REMEDIAL METHODS FOR CHILDREN WHO MAKE LOW SCORES
ON THE MONROE READING APTITUDE TESTS

For Children Who Make Low Scores in the Articulation Test:

Speech defects should be corrected, if possible, before the child is exposed to reading. Infantile speech, substitutions of sounds, lisping, and stammering may later interfere with reading. A larger proportion of speech defects are found among poor readers than among good readers.

1. Refer the child to a speech-correction teacher, if possible. If no expert speech corrective work is available, make a list of the sounds, which the child cannot articulate. Assist him in forming these sounds.

2. Speak slowly and distinctly to the child, repeating the word or sound several times so that he can get a clear impression before he attempts to imitate. Practice before a mirror in order that he may observe lip and tongue placements.

3. Stress phonetics, using the methods suggested under auditory difficulties.

4. Give ample opportunity for oral reading, praising distinct speech.

5. Say a word as slowly as possible, then as quickly as possible. The slow performance will prepare the child later for blending sounds in phonetics. The slow and then fast performance will aid in flexibility and control.

6. Choral speaking often gives confidence to the stammering child.

UNIVERSITY OF WASHINGTON
College of Education

SUGGESTED GAMES FOR REMEDIAL PROGRAMS*
(Basic Science Series)
Row Peterson

Pick A Slip Game

Purpose:

- Increase vocabulary
- a. Single words
 - b. Phrases

Materials:

Print single words or phrases on slips of paper. Write a numerical value from one to three in the upper right-hand corner of each slip.

Procedure:

Two or more people may play. The slips are placed face down on the table. The players take turns selecting a slip and reading it. If the player can read the slip correctly, he keeps the slip. If he does not read it correctly, he replaces the slip face down on the table and the next player takes his turn. The winner is the person who, after all the slips have been picked up, has the highest score by adding the numbers on all the slips.

Nine Pins

Purpose:

- To improve visual discrimination
Increase vocabulary.

Materials:

Begin with a 9" x 12" sheet of paper on which are fastened colored circles about an inch or an inch and a half in diameter. The colored circles should be fastened with a brass fastener or a staple so that a slip of paper may be placed underneath it. A word should be printed on each colored circle and a numerical value from one to ten written under each circle. The words used may be those a child is having difficulty in reading or words which closely resemble each other and cause confusion. A set of small cards is made on which are printed the same words which appear on the colored circles.

Procedure:

Two or more people may play. All the small cards are placed face down on the table. The players take turns selecting a card and placing it under the colored circle it matches. Score is kept by keeping track of the numbers under the circles. A player must say the word to get credit for it. The winner is the person with the highest score.

Moviescope

Purpose:

- Improvement of phrasing

Material:

Paste pieces of paper about 5 inches wide in a long strip. Type a story,

either original or taken from a book, on the strip of paper. Divide the story into phrases and type only one phrase on a line. Leave double spaces between the lines:

Once upon a time
a big bear
lived in the woods.

He lived
with his father
and his mother.

Next, fold a piece of cardboard (just a little wider than the strip of paper) and seal the sides with scotch tape, leaving the top and bottom open. Cut a narrow slit about an inch and a half from the top of the cardboard on one side. Slide the strip of paper through the cardboard and attach a round stick at each end of the long strip of paper.

Procedure:

The pupil rolls the paper from the bottom stick to the top stick and reads the story as each phrase passes through the narrow opening.

Alphabet Game

Purpose:

- Improve initial sounds
- Improve initial blends
- Improve spelling

Material:

A number of small square cards on which are printed all the letters of the alphabet, one letter per card. Three or four of each of the vowels should be included. All the initial blends like "gl," "tr," etc. may be included.

Procedure:

Two or more people may play. The cards are placed face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If they cannot name a word in a reasonably short time, they put the card back. When all the cards are picked up, each player tries to spell as many words as he can with the cards he has collected. The winner is the person who has the greatest number of cards and words combined. A score can be figured by counting one for each card collected, and ten for each word spelled. Each card should be used only once in spelling a word.

Wordo—an adaptation of Bingo

Purpose:

- Quick recognition of words

Materials:

Several large cards of approximately 6" x 7½". Small cards, each containing one word. Small wooden counters or small circles of colored paper. To make the large cards, draw a line across the length of the card about one inch from the edge. The remainder of the card is divided into 25 equal sections by drawing horizontal and vertical lines across the card. Type the words in the sections of the cards, using the same words on each card but change the order. The center space is marked "Free Center." The words on the large cards are typed on the small cards.

Procedure:

The teacher and one child may play; however, it is a better game for a group of children. The teacher has the small cards on which words have been typed and each child has a large "Wordo" card. As the teacher pronounces the word, the players find the word on their card and cover it with a counter. The child who first covers five words in a straight line, horizontally, vertically, or diagonally, wins the game. The player calls out "Wordo" and then has to repeat his words as a check.

Authors

Purpose:

Word discrimination

Materials:

Cards of approximately the size of regular playing cards made from tag board or heavy construction paper. There are four cards in each book and there are as many books as desired. A book consists of the four forms of a verb; such as, play, plays, played, playing. The order of the words on the cards is rotated. The first word on the card is underlined and serves as the name of the card.

Procedure:

Three or more may play the game, depending on the number of books in the set. Each player is dealt four cards, and the remainder of the pack is placed in the center of the table face down. Each player in turn asks another player for a particular card to be used in completing his book. If he receives the card, he may call again. He continues to call for cards as long as he receives the card asked for. When he fails to receive the card, he draws from the top of the deck on the table. If the player draws the card for which he has asked, he may continue his turn by asking for other cards as before. When four cards of a book have been completed, the book is placed on the table in front of the player. When the books have all been assembled, the player having the most books is the winner. Each player is required to repeat all the words in each book.

Slap Jack

Purpose:

Word analysis
Word recognition

Materials:

Word Cards:

**	_____	_____	_____	_____	_____
	- - -	- - -	- - -	- - -	- - -
	-those-	-through-	-these-	-through-	-thing-
	_____	_____	_____	_____	_____

Procedure:

The deck of cards is made up of words which cause difficulty; such as, "thought," "through," though," etc. All the cards are different with the exception of four words which are alike on four cards and are called the slap cards. The cards are dealt to the players and are kept face down. Each player lays down a card in turn and pronounces the word on the card. When the card bearing the slap word is turned up each player tries to be the first one to put his hands over the cards in the pool and says, "Slap Through." The cards in the pool are then added to his pack. When a player's supply of cards becomes exhausted he is automatically out of the game. The person who has all the cards is the winner.

Fish

Purpose:

Word recognition

Materials:

Duplicate cards in pairs with one word on each card made on oak tag.

can can head head cat cat

Procedure:

The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the center of the table face down. The object of the game is to get as many pairs of cards as is possible, and the winner is the one with the largest number of paired cards on the table in front of him at the end of the game when all the cards are matched. The player on the dealer's left starts by asking any child he wishes for a card that matches one of the cards which he holds in his hand. For example: he may hold the word "which" and he asks someone for the word "which." If the child asked has the word he gives it to the first player. This player continues to ask for another card until he is unsuccessful. When the one asked does not have the card he says "Fish," and the child takes the top card from the pack. The game continues in like manner to the next player etc. This game may be played with two or more children.

Crazy Eights

Purpose:

For practice on initial and final consonants, blends, and finding small words in larger words.

Materials:

A deck of 40 cards, (2" x 3"). Words containing parts to be emphasized printed clearly near the top of the cards. For example: if "ing", "er," "ew," and "ight" are to be studied, print ten cards with words containing "ing," ten with "er," etc. Make six extra cards upon which the figure 8 has been printed.

Procedure:

Two or more players. Object of the game is to get rid of the cards. Deal four cards to each player. Place the remainder of the pack in the center of the table. Player at left of dealer begins by placing any one of his cards face up on the table, reading it aloud. The next player must play a card from his hand containing the same word grouping (for example: if the first person plays "night," the second person must play a card containing "ight"). If the player does not have a card with the same word grouping and has an 8 card in his hand, he may play the 8 card and call for another group to be played. Naturally, he will call for the group of which he has the most cards. If, on the other hand, he has no 8 card and cannot play a card from his hand he may draw three times from the pack. If he fails to draw an 8 card or a word card he can play, he must lose his turn, and the next player may continue. If a player does not read the card he plays, he must take the card back and lose his turn. If he reads it incorrectly he must take it back also.

Word Golf

Purpose:

Word recognition

Materials:

Nine packs of ten cards each (2" x 3") to represent the nine holes of a golf course. Words from the Primary Remedial Reading Vocabulary List may be printed on these cards.

Procedure:

One player and one scorekeeper. The player takes pack I and holds the cards face down after shuffling them. He then takes a card from the top of the pack, plays it face up and reads it. If he cannot read it correctly, the scorekeeper marks a "1" on his scoring sheet. The player continues to turn the cards face up and to read them. The number he has read incorrectly is his score for the first hole of the golf game. He continues in this manner through the nine packs, trying to get as small a score as possible. The pupil may keep a chart of his golf game, and in this way he can compare his scores and watch his progress.

Change Over

Purpose:

Word analysis
Drill on initial consonants and blends
Endings

Materials:

Cards of oak tags 2" x 3" with words printed on them:
hat shell will all sing sand look
cat will spill tall wing band book
rat fell fill wall swing land brook
sat tell bill ball bring hand shook

Also, four cards having these words: "change over."

Procedure:

Deal out five cards. The child to the left of the dealer plays any card, naming it. Next player either plays a card that rhymes or begins with the same letter. For example: if "bill" has been played, "fill" rhyming with "bill" or "band" beginning with the same letter could be played. If a child cannot play, he draws from the extra cards until he can play or has drawn three cards. If he has the card "change over" he may play that card and name a word that can be played upon. The first person out of cards wins the game.

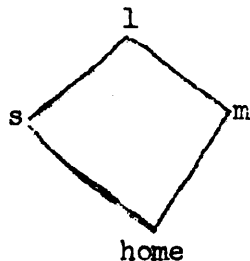
Baseball

Purpose:

For practice on initial consonants, initial blends, or rhyming words.

Material:

Ball field made on oak tag or firm paper.



Procedure:

Each child tries to make a home run by thinking of a word beginning with each of the three letters, as: "man," "like," "see," "home." If teaching rhyming words, place words around the bases. The child thinks of words rhyming with the words on the bases.

Old Maid

Purpose:

Improve visual discrimination
Build sight vocabulary

Materials:

Deck of about 20 cards, with one additional card for the Old Maid. At the top of each card print one word; on another card print the word again—making a pair. Prepare all the cards in this way; all cards having pairs, except the Old Maid. One word alone may be used for the Old Maid card and can be changed frequently, thus eliminating the chance for memorization.

Procedure:

Deal out all cards. Beginning with the person at the dealer's left, take turns drawing cards, each person drawing from the person at his right. As pairs are formed the words are pronounced and the book placed on the table. Continue until all cards are matched and one person is left with the Old Maid.

Parchesi or Monopoly

Purpose:

To build sight vocabulary

Materials:

Make a two-inch margin around a rectangular piece of paper. Divide the margin into spaces in which words needing drill are written. Corner spaces may be used as penalties or rewards; as, move back four spaces; go to jail; take another turn, etc. Make a disk of numbers with a spinning arrow to indicate the number of spaces to be moved.

Procedure:

A child spins the arrow and moves the number of spaces indicated. The words are read as he moves. If he does not know a word, he must remain on that space until his next turn. The child first completing the way around the board wins. This game could be adapted to giving practice in blends and initial sounds by placing letters and blends on the spaces instead of words. The child makes his way around the board by thinking and pronouncing words beginning with the letters or blends.

Rhyming

Purpose:

To develop auditory and visual acuity

Materials:

Print single words on slips of paper 1½" x 3/4". Have 12 sets of six cards, each set having a particular ending; such as

- | | | |
|-----|--------|--------|
| pan | wing | harm |
| man | sing | farm |
| can | thing | charm |
| ran | ring | alarm |
| fan | sling | arm |
| tan | string | disarm |

cedure:

Two or more people may play. Cards are faced down in the center of the table. players take turns selecting a slip and reading the word. If any other player the set that goes with the word he selected from the center pile, he is allowed take the set for his own. The set may not be complete, so another player has the ace to get the set also. The procedure goes on until all the cards are taken n the center. The winner is the one who has the greatest number of rhyming sets.

asure Hunt

pose:

Matching pictures to words, words to pictures

erials:

Box filled with objects or pictures. Word cards corresponding to pictures and acts.

cedure:

Place the box filled with pictures or objects before the children. Have the nted word cards arranged around the blackboard ledge. Each child closes his eyes draws an object or picture from the box. The child must then find the word cor- ponding to his object or picture. The winner is the child with the greatest ber of correct words.

ight Train

pose:

Quick perception drill

erials:

Several large cardboard trains. Each car of the train should have two or more ts for the insertion of words. Word cards.

cedure:

Each player has a train. The teacher shows a word, and if the player can read word he may place the card in his train. The player whose train is first com- pletely filled with cards (freight) wins.

ase Puzzles

pose:

To increase speed in recognition of phrases

erial:

Make several phrases on oak tag large enough to be cut. Have several sets in elopes, and have each set cut differently. Be sure not to cut words in two.

cedure:

Give each child a set of phrases. Have a stop watch and time the children while y are completing the phrases. The child who first completes his phrases and eats them correctly wins the race.

e;

with all these games, the alert teacher will be able to apply them to phrase k, sentence work, and also paragraph work. This will enrich the program for the ldren and will help in giving a foundation for reading.

APPENDIX D

REMEDIAL READING BIBLIOGRAPHIES

BIBLIOGRAPHY OF READING IMPROVEMENT
AND
REMEDIAL READING AIDS

- I. From the Garrard Press, Champaign, Ill.
Catalogue, "Dolch Materials For Better Teaching of Reading." Free
Contains descriptions of 5 kits, "Aids to Reading Sets",
for:
- | | |
|-------------------------------|---------|
| 1. Pre-school or 1st grade | \$4.15 |
| 2. 2nd grade | 3.95 |
| 3. 3rd grade | 6.30 |
| 4. 4th grade and up | 6.45 |
| 5. the complete set of 4 kits | \$12.45 |
- Catalogue also describes a basic reading series and a supplementary reading series.
- II. From the University of Washington Bookstore, 4326 Univ. Way, Seattle 5, Washington.
- A. "The Improvement of Reading and Study Habits." a booklet of theory and practical suggestions, 35¢.
- B. The Phonetic Inventory
Contains an informal test ("stick-wick") for diagnosing sounding and spelling errors of phonetic elements in one syllable words, and lists of appropriate words to use for follow-up practice, 75¢.
- C. The Syllable Inventory
Three separate ones, 1. initial syllables,
2. medial syllables,
3. final syllables.
Each contains informal tests for diagnosing spelling and syllable recognition in polysyllable words. An inventory of lists of words containing the most important initial, medial, and final syllables for follow-up practice. All three inventories, \$2.00, each, 75¢.
- D. Dynamic Vocabulary Exercises
The Thorndyke list of 10,000 words grouped in grade level booklets (1-14); used to teach new words and concepts; stimulates thinking and the seeing of relationships between words. Booklets for grades 1-8, \$2.00; grade 1, 40¢; grades 1 and 2, 75¢; any three grades, \$1.00; grades 9-14, \$1.50.
- E. "The Most Important Words in English Spelling".
Approximately 1000 of the most frequently used words listed according to frequency of use, 50¢.
- III. From the Webster Publishing Co., 1808 Washington Ave., St. Louis, 3, Missouri.
- A. "Reading Trouble Shooters Check List"
Set of informal diagnostic reading tests for teacher use covering the skills of sight words, phonics, syllabication, compound words, structural analysis, and comprehension, also, follow-up suggestions. Free.
- B. Word Analysis Charts
Charts (5) for facilitating the teaching of one syllable and multisyllable word attack, \$5.00.

III. (continued)

C. Word Wheels

A set of 63 wheels, aids in teaching 25 beginning blends, 20 prefixes, and 18 suffixes.

D. "Spelling Magic" ("Dr. Spello")

Workbooks designed to be used as a supplement to the regular spelling course of instruction. Book I is used for teaching 4th-7th graders spelling, phonics, and syllabication.

Book II is for 7th grade and up, 27¢ each.

E. "Practice Readers", grades 4-8.

For study type comprehension practice, used with answer books, pupil's record books, and score sheets.

Books I, II, III, and IV, 42¢ each.

IV. From the McCormic-Mathers Publishing Co., Wichita, Kansas.

"Phonics Key Cards"

For teaching sounds of each consonant, consonant team, vowel, vowel team, and vowel and consonant team.

V. From Van-Wagenen Psycho-Educational Research Laboratories, Publication Center, 4549 Bloomington Ave., Minneapolis 7, Minn.

A. Reading Improvement Exercises

A series of booklets of reading improvement exercises for three levels: below 6th grade, from 6th to 8th grade, and above 8th grade levels. A study type of non-timed reading exercise requiring answers to challenging questions, 42¢ per booklet.

B. Reading Tests

Any of three different ones can be used as a basis for selecting the proper Reading Improvement Exercises booklet mentioned in A.

Send for free description of materials and price list.

VI. From the Teacher's Manual for "HIGH ROADS", the 4th grade basic reader of the Reading for Meaning Series, (McKee, Harrison, McCowen, Lehr) Houghton Mifflin Co., 1953. pp.198-213, (also in the Teacher's edition of the "HIGH ROADS" reader.)

Suggestions for testing (informally) of primary word attack skills taught in the first three grades. Also follow-up suggestions for review-teaching them.

Teacher's manuals of all book series, eg., the Scott Foresman, the Ginn, the MacMillan, etc., contain supplementary reading aid suggestions.

VII. From the Northern School Supply Co., Great Falls, Montana.

Catalogue that lists several reading aids such as:

Phonic Word Builder, 25¢; Phonic Drill Cards, 60¢;
Sentence Cards, 25¢; Phonetic Word Drill Cards \$2.10;
Help For The Slow Readers (kit), \$3.20;
End-in-E-Game, 60¢; Quiet Pal Game 60¢;
Picture Phonic Seat Work, 75¢.

USEFUL REMEDIAL MATERIAL

by
W. J. Osburn

Developed in Clinic and Laboratory Classes

Inventory of Thought Elements in Oral Communication ----- .60¢ each

Reading

The Improvement of Reading and Study Habits ----- .35¢ per copy

The Phonetic Inventory ----- .75¢ per copy

The Syllable Inventory, complete ----- \$2.00 per set

 Initial Syllables ----- .75¢ per copy

 Medial Syllables ----- .75¢ per copy

 Final Syllables ----- .75¢ per copy

Dynamic Vocabulary, Grades 1 to 8 ----- \$2.00 per set

 Grade 1 ----- .40¢ per copy

 Grades 1 and 2 ----- .75¢ per set

 Any three grades ----- \$1.00 per set

 Grades 9 - 14 complete ----- 1.50 per set

 Order for your grade and for the
 two grades just below yours.

Inventory of Latin and Greek Word Roots ----- .50¢ per copy

Spelling

The Most Important Words in English Spelling ----- .35¢ per copy

Arithmetic

Number Readiness ----- .75¢ per copy

Addition, Number Games and Combinations ----- .75¢ per copy

Problem Solving ----- .50¢ per copy

Number Relations ----- .25¢ per copy

Long Division ----- .25¢ per copy

Fractions and Percentage ----- .75¢ per copy

Algebra

Readiness for Algebra ----- .75¢ per copy

All available at the University Book Store
4326 University Way, Seattle 5, Washington

DOLCH MATERIALS

For Better Teaching of Reading



THE GARRARD PRESS
CHAMPAIGN, ILLINOIS

SCHOOL AND TEACHER CATALOG

APPENDIX E

HOME HELP MATERIALS

School District Number I
Missoula, Montana

Department of Special Education

HOW PARENTS CAN COOPERATE WITH THE SCHOOL
IN TEACHING CHILDREN TO READ

Today the teaching of reading (or any other subject or activity) is done quite differently than it was when some of you fathers and mothers were in school attending to the three R's. Your schools are continuously trying to do a better job in educating your youngster. As the years pass, change and progress in teaching procedure become evident, thanks to the constant efforts of educational psychologists and teaching experience. We believe we have arrived at methods of guiding young children through the educational world that are far superior to those used in the past.

In the past, relatively speaking, we had regimentation. All children were disciplined to conform to the same procedures. Teachers selected books that they thought would be good for the children. They reflected an adult interest and even an adult vocabulary.

Today we regard the individual differences in children and act in accordance. If you look back at the development of your own children, you will remember that some walked before others, some got their teeth sooner, some talked before others, etc. Didn't they also develop differently in their habits of eating, dressing, and so on?

In learning to read, children are also found to be different. As one author puts it, "Some will pick up words before going to school and will be forever looking at books. Other children ignore books altogether, even though we buy them lovely picture books. Somehow the interest of some children goes to words, and the interest of others goes to things and people. There is no accounting for it. We cannot do much to change it, but we must recognize that these great differences in children exist."

When your child enters school, differences show themselves at all times and in many ways. Some children are almost too much interested in reading and tend to neglect healthful outdoor play. Other children are apparently not interested in reading at all. Some children have a knack for learning words easily, and remember them. Others learn but seem naturally to forget. These differences appear even in children from the same home.

For these reasons, and others, it is most important not to expect the same progress in reading from all children, even the children from the same family. Even when we try to raise all our children alike, to treat them impartially, to buy them the same things, they do not take to it in the same way. Children become more and more different as they grow up.

Parents at times cause considerable trouble with a child's reading by comparing him to a brother or sister who has better success in school. The child who is so compared and who is called the "dumb-bell" resents this deeply. He is not stimulated to do better, as the parents often suppose. Instead, he is, or becomes "set against" learning to read.

One cardinal rule for parents, then, is "Do not compare one child with another in his school achievement in reading" and

do not call him a dumb-bell. It does not help to do so. It is not fair to do so. It may do much harm to do so.

It is natural for all parents to want their children to do their best and fare well. We want our young ones to grow up to be the best person he is capable of becoming. We want him to be this best for his own sake as well as our own sake. Pride in our children is natural. We hope that personal pride is not our main interest, that instead we want our child to do well so that he will be happy and useful in his own eyes.

But regardless of why we want our child to do well, for whichever reason, one bad effect can result. It often causes us to bring undue pressure and coercion to bear upon the child.

There are several ways that we bring pressures on children. Don't we approve of some things and disapprove of others? We reward some acts and punish others. Another way is to demand that the child spend his time, along with certain children, on some kind of work, such as lessons for school.

One problem is always present, one that we should always consider, up to a certain point. Our pressures and coercions may help the child to become what we want him to be -- but beyond a certain point, our pressures will cease to be of help. They may begin to make him into something we do not want. Here again children differ tremendously. Some can "take" a lot of pressure. Others, especially the shy, nervous, overinhibited child will resist pressure at every turn. Some seem to outwardly accept pressure, but inwardly rebel.

Here is a basic guiding principle in child psychology that we as parents should always remember. "The child never does anything very well unless he is interested in doing it." To the adequate teacher today, this is like saying that two and two make four. The child does not do well a thing that he is forced to do. This though, does not mean that the child should "do as he darned pleases." It means that somehow we must cause the child to want to do what we think he should do for his own good. Real progress, then, means the child must want to go to school, want to learn, and want to read.

It is well for parents (and teachers, too) to be cautious indeed with our use of pressure. We cannot force a child to want to do anything. We can only force him to act as if he wanted to. Inside, the not wanting is still there, contributing toward not learning.

In the schools of yesterday, teachers were prone to force children to sit at attention, to be silent, to sit and look at a book. But it was the children who had the last word. Many refused to learn. After learning from sad experience and from research studies, schools are wiser today. Teachers do everything possible to enlist the interest of children. We endeavor to make school as pleasant as possible, to make books attractive, selecting those

that reflect the interest and vocabulary of children.

So the moral is, "Make learning to read attractive to a child, and never a hard or unpleasant or unhappy task."

Enough for the negative side of this problem. Let's look at the positive side. What can we as parents do actively to help the child at home? At the same time, we will help the teacher of our child at school in reading.

The child who learns best at school is the child that feels secure, the child who feels loved, accepted and respected as a human being. Some adults give love and affection only when their children conform to adult standards of conduct. Our children need love, affection and acceptance at all times.

Let your child act his age. Expect of him behavior that corresponds to his age level.

It is important for parents to agree and proceed accordingly as to how the child should be treated and guided at home. It is well to agree on times for meals, for bed-time, getting up, keeping out of streets, tidying up, etc. If there is inconsistency here among parents, the child is apt to become confused, and at a loss as to how to act. This leads to insecurity, which in turn can affect the child's learning at school.

When your child enters school, he is making one of the most important transitions in his life. For five or so hours a day, the child looks to another adult for rules and directions. The teacher has a plan which reflects the rules of the school and the conditions of a room full of other children. The question here is, will the teacher and parent agree as to how the child should be treated? Will the child be confused and not know what to do? A rather difficult thing for some parents to remember, at this point, that the school cannot be run for our one precious child. It must be run for the whole crowd of as many as 25 to 30 children. Here it is the duty of the teacher to say how that will be managed. She is given charge of the room, and she is responsible to all parents, the principal, the superintendent, and the school board.

It is very important that the parents back up the school, work with the teacher as much as possible. The parents must help the teacher in every way. They must keep the child with but one set of rules, if possible, and not with two sets that disagree. This does not mean that parents must agree with everything the teacher does or says. That would be unheard of. Nevertheless, parents can help the child fit in with what the teacher does or says. Sometimes help can be given by agreeing

with the teacher. Sometimes help can best be given by saying nothing about the teacher's plans, because we do not understand what is back of them. Sometimes, we can help by explaining to the child why the teacher has to make her plans because of the many children in the room. The child is one of the crowd and must help with the work of the whole class.

This idea of helping with the work of the whole class may be new to the child. At home, he may be able to do as he pleases, but at school, things will be different. The child who happily fits in with the different situation will learn. The child who does not, usually has difficulty. We must help him to fit in, usually by supporting the school in its endeavor to educate your child.

TEN LESSONS FOR CHILDREN TO LEARN
BEFORE ENTERING SCHOOL.*

PREPARED BY THE
STAFF OF PSYCHOLOGICAL CLINIC
DETROIT SCHOOLS

There are a few children who are not mature enough to enter school at the usual age. We are listing a few points which these children should learn at home before entering school. If children cannot do most of them, they will be unhappy, and will not get along with the rest of the class.

1. Putting on clothes-Able to put on outer garments. Can button, use zippers, or other fasteners. Uses handkerchiefs himself, and does not drool. Is able to wash face and hands. Knows his own clothing. Can get a drink alone.

2. Toilet Habits- Cares for self at toilet. Is able to fasten and unfasten clothes. Does not wet or soil clothes--particularly day clothes.

3. Habits about play- Is able to roll a ball in play on floor back and forth to another person. Understands simple ideas about space and motion. Walks up and down stairs unassisted.

4. Speech and talking- Is able to talk in short, easy sentences. Speech is better than baby talk that only parents understand. Puts three or more words together in a sentence. Parents should encourage him to talk so as to express his needs and wants, instead of pointing or crying for them.

5. Paying attention - Is able to give fairly constant attention to a play project, to listen quietly to a short story, and to sit reasonably quiet for periods of ten minutes or longer. His mind should not wander quickly.

6. Adjusting away from parents - Does not cry easily when parents are not present. After a little chance to become acquainted, can be left with a maid, with other children, or

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with a teacher for two or three hours without crying, and gets along happily with them. Goes about home, yard, and immediate neighborhood successfully alone.

7. Playing with children - Plays reasonably well with other children of same age. Adjusts himself to new playmates, in addition to familiar ones and to his own brothers and sisters. Does not injure them. Is not afraid, and other children do not constantly tease him.

8. Using crayon or blackboard - Likes to draw or chalk. Draws with some purpose for several minutes at a time. Fills in outline figures. Uses sheets of paper, slate, or small blackboard. Puts materials away without constant urging.

9. Coloring and cutting - Able to match simple colors quickly and name some correctly. Notices color of clothes and flowers. Can cut with blunt scissors and use other simple tools successfully.

10. Number and form - Knows the difference between big and little, and between one and two things. Is able to bring 2 spoons, 3 apples, etc. Is able to fit blocks and toys together. Learns that a cup is round, a table has corners, a tree is tall, and similar ideas.

If a child is not mature enough, school work is a mental strain and he becomes nervous. He becomes unhappy and dislikes school, which is very unfortunate.

Trying to force children with these tasks before they are mature enough is as useless as to expect a baby to walk or talk too early. When children are mature enough, they will begin mastering many of these tasks. Only then are they ready for school.

INCREASING CHILDREN'S READINESS TO READ*

Those children who are not yet ready to begin reading can be helped to become mature in less time than nature alone would produce the same result..... The time intervening between a pupil's entrance to school and the beginning of his normal work in reading should be used as constructively as possible. The projects which he engages should be such as to help him become emotionally and socially as well as intellectually mature. Some of the activities that are commonly suggested appear in the following list:

Looking

1. Examining and talking about objects
2. Describing objects seen for only a few seconds
3. Naming objects in a picture
4. Discriminating between two objects or patterns nearly alike
5. Estimating and comparing sizes, distances or weights
6. Drawing simple designs from memory
7. Counting objects
8. Matching and sorting colors, designs, or objects

Talking

9. Retelling a story already heard
10. Describing a picture
11. Describing an absent object for other children to guess what it is.
12. Choral speaking
13. Answering questions about a story
14. Bringing something to school and talking about it
15. Going on excursions and discussing what was seen

Hearing

16. Carrying out oral directions
17. Imitating sounds
18. Discriminating between sounds or tones
19. Discriminating between letter sounds or syllables

Training the muscles

20. Imitating tapping or other simple movement
21. Practicing simple rhythmic games
22. Coloring pictures
23. Making scrapbooks
24. Tracing forms, letters, figures or words
25. Cutting out and pasting
26. Copying one's own name
27. Sorting cards or other objects into compartments

Getting ready to read

28. Arranging letter blocks so as to copy model words
29. Differentiating between pairs of letters often confused
30. Copying words already on blackboard
31. Looking at alphabet books in which each letter is illustrated by one word and a picture (a is for ant, b is for barn, etc.)
32. Looking at attractive picture books
33. Naming the letters

Thinking

34. Solving simple puzzles
 35. Arranging form boards
 36. Making designs with peg boards
 37. Memorizing jingles, songs, or poems
 38. Deciding upon a story to tell the class
- Luella, The Elementary School Subjects (1946) pp. 145-6