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The Results of the Reading Improvement Classes in the Emerson Elementary School, Seattle, Washington, 1957-1958

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THE RESULTS OF THE READING IMPROVEMENT CLASSES
IN THE EMERSON ELEMENTARY SCHOOL,
SEATTLE, WASHINGTON, 1957-1958

A Research Paper
Presented to
the Graduate Faculty
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Hilo H. Hasegawa
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Donald J. Murphy,
FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

Statement of the problem. The purposes of this study were (1) to determine the degree of individual growth in reading ability made by the pupils enrolled in the Reading Improvement classes at the Emerson Elementary School, Seattle, Washington, during the 1957-1958 school year; (2) to keep an accurate record and description of techniques and materials used in securing this individual growth; and (3) to present the findings in a form that might be of assistance to other teachers in developing similar programs.

II. DEFINITIONS OF TERMS USED

Reading Improvement classes. The term Reading Improvement classes means classes in remedial reading. They shall be referred to as R. I. classes in this paper.

The delayed reader. The term delayed reader refers to those pupils who, with greater mental capacity than a

slow learner, are not working up to their ability level. These children show the greatest discrepancy between ability and achievement.

The slow learner. The term slow learner refers to those pupils with an I. Q. below 90 who are doing school work up to their ability level.

Adjustment class. The term adjustment class refers to special classes for pupils established by the Seattle Public Schools in various locations in the city. The adjustment class cares for those pupils with an I. Q. below 80 who are in need of special attention in class work.

III. SEATTLE SCHOOL SYSTEM'S PHILOSOPHY

The Reading Improvement classes were organized in the various schools to supplement, but not to replace, the developmental reading program carried on in the regular classroom.

The children who attend are referred to the classes by the homeroom teacher. The success of the program is

dependent upon the collective efforts of the principal, classroom teachers, reading teacher, and the individual pupils.

Mr. Robert Nelson, Consultant with the Language Arts Department of the Seattle Public Schools, prepared and was kind enough to let the present writer use the following memorandum concerning the R. I. program:

The Language Arts teachers of Seattle believe in a developmental reading program; that is, they believe in a reading program which extends from kindergarten through grade twelve. It starts with reading readiness activities in kindergarten and grade one; with development of interest in pictures, in sentences, phrases, and words, and in books; and with the teaching of beginning reading in the primary grades. From then on, it is concerned with increasing reading ability and with the extension and deepening of reading interests. The purposes of the program are to help children and young persons to read easily and with enjoyment a wide variety of materials and to gain information, understanding, and appreciation from reading. The aim of the teachers of Language Arts is not so much to insure that students will read a certain list of books as it is to guide them to make a life-time habit of reading. They are not so much concerned with producing high-school graduates who have read as they are in producing high-school graduates who read and who will continue to read as adults.

Under ideal conditions, such a developmental program would probably be sufficient to teach all able students to read well. Such ideal conditions would include (1) a static population, (2) very small classes, (3) uniformly interested pupils, (4) uniformly

excellent teachers, and (5) unlimited reading materials.

Since these ideal conditions do not prevail in our community--nor in other communities--some potentially able children reach the intermediate grades or junior and senior high school without being able to read adequately. Frustrated by lack of ability to read the materials with which they are confronted in their Language Arts and other classes, they lose interest in school and become a worry to themselves, their teachers, and their parents.

The Reading Improvement Program was started, three and a half years ago, to meet the needs of this special group: children and young persons of average or above average ability who for various reasons have not gained sufficient skill in reading to be successful in their school subjects. The Reading Improvement Program is designed not to replace but to supplement the developmental reading program. Through relieving the regular teacher from some of the most individual and difficult teaching of reading skill, its aim is to strengthen the regular program.

The name of the program, Reading Improvement, may not be the best name. Those who are concerned with carrying out the program will be appreciative of any suggestions for a better title. Reading Improvement was selected for two reasons: the term suggests a positive, specific approach; also, using it avoids the unpleasing connotations of the word "remedial," which, to many children and teachers and parents, is reminiscent of slow learners and of failure.

That the Reading Improvement Program should be an integral part of the developmental reading program was and is the aim of the Language Arts Department. This aim implies certain considerations in setting up and in carrying on the program. Since the extent of the program is limited by financial considerations, it seems wise to help just those who can profit most.

Therefore, the pupils given just consideration are those who show the widest discrepancy between potential ability and actual achievement; these are the pupils who are in greatest need of help.

A second consideration is that, in the elementary school, help be given first to the older pupils, who will soon have to meet the increased demands for reading ability in the junior high school. A school which has not previously had a program tends to begin with sixth graders. As the program continues and some of the children overcome their reading handicap, pupils from grades five and four are included in the special classes. Reading difficulty of pupils in the primary grades is frequently due to immaturity; if such is the case, the difficulty tends to be outgrown naturally by the time the pupil reaches the intermediate grades.

Third, the purpose is simply to help pupils to read better. Only pupils who will accept such help are enrolled. Occasionally, a child who loses interest is excused from the special reading class.

Fourth, the time spent in the special class is flexible, since the purpose is to help each child overcome his reading difficulties so that he can succeed in regular classwork. In the elementary school, the child is excused from his regular classroom only for 40-50 minutes daily, preferably during a period when a minimum amount of reading is being done. In the junior high school, during the time he is in the Reading Improvement class, the pupil is excused from one of his other classes, again preferably from a class in which a minimum of reading is being done. In the senior high school, the student's schedule is so arranged that he can gain help in reading during one of his study periods.

The fifth consideration is that the work in the reading class be as closely as possible related to the work in his regular elementary classroom or Language

Arts class. This means that the teacher of Reading Improvement keeps in close touch with the regular teacher. Often assignments made in the regular classroom are prepared in the Reading Improvement class. In some schools, the teacher of Reading Improvement not only gives no grades, but sends our reports to parents only through, or with the collaboration of, the regular teacher.

Not all special reading programs in Seattle schools observe all the considerations outlined above. One may ask why a general edict is not sent out from the Language Arts office to demand conformity. With teachers and principals as with students, the Language Arts Department believes in voluntary participation. Also, an effective program sells itself. Also, and perhaps this last reason is of greatest influence: the teachers throughout the city who are engaged in the Reading Improvement Program do not believe that there is only one way nor that they know all the answers. Increasingly, the Reading Improvement Program is proving its worth; and the teachers, superintendents, principals, directors, and consultants concerned feel it wise to move slowly--and as surely as possible.

CHAPTER II

PUPIL ENROLLMENT

Classes, class size, and facilities. Eight classes were scheduled each day with an approximate average enrollment of eight pupils. The length of the class periods varied from thirty to thirty-five minutes. The cloak room of a kindergarten class was renovated to be used as the R. I. room. It was just large enough to hold two tables, size 22" x 92," and a portable blackboard. The seating capacity was limited to ten pupils.

Test data available prior to pupil selection. The available I. Q. scores from either the California Short-Form Test of Mental Maturity, Elementary -'50 S Form, the Stanford-Binet Scale, or the Wechsler Intelligence Scale for Children were used to determine the range of mental ability of the pupils for each class.

The California Short-Form Test of Mental Maturity, Elementary -'50 S Form, is given to all the fourth grade classes in the district by the homeroom teachers under

Seattle's City-Wide Test Schedule each year during November. They are machine-scored by the Research Department.

The Stanford-Binet Scale or the Wechsler Intelligence Scale for Children is administered only on the request of the individual teacher for a Report of Psychological Study. These tests are given by a trained psychologist from the Department of Guidance Service, who comes to the school for the day once in about six weeks.

Table I on pages 10 and 11 shows the enrollment for the third grade classes. No I. Q. tests were administered except to those pupils in need of special psychological study.

In the fourth grade classes, Table II on page 12 shows six delayed readers with an I. Q. range of 98 to 116. The five slow learners had an I. Q. range from 78 to 88. Two pupils did not have any information available.

Table III on pages 13 and 14 shows mental capacity for the fifth grade pupils ranging from a low I. Q. of 74 to a high of 106. There were sixteen delayed readers, with an I. Q. range from 90 to 106, and six slow learners, whose I. Q. scores ranged from 74 to 88.

The range of mental ability for the sixth grade is shown on Table IV on page 15. Three pupils were considered to be slow learners; four were delayed readers. One pupil did not have any information available. The I. Q. scores ranged from a low of 71 to the high of 107.

TABLE I

THIRD GRADE PUPIL ENROLLMENT

<u>Pupil</u>	<u>Date of Birth</u>	<u>I.Q.*</u>	<u>Binet</u>	<u>Wechsler</u>	<u>Comment</u>
M. B.	3-28-48				Poor study habits.
N. C.	7-18-49				Aggressive. Poor worker.
R. C.	11-7-48		108		Emotional problem.
A. D.	9-23-49				Poor study habits.
G. F.	9-2-49				Nervous and easily upset.
P. F.	7-3-49				Easy-going child.
V. H.	3-4-49			91	Nervous.
L. J.	7-12-49				Immature.
J. K.	5-19-48				Repeating grade.
K. L.	12-26-48				Tries hard.
E. L.	7-4-49				Discipline problem.
S. M.	12-17-48				Imagines she is ill for attention.

TABLE I (continued)

<u>Pupil</u>	<u>Date of Birth</u>	<u>I.Q.*</u>	<u>Binet</u>	<u>Wechsler</u>	<u>Comment</u>
J. R.	9-7-49				Parents demand too high of grades.
J. S.	3-23-49				Tries hard.
K. S.	3-7-49				Shy, quiet.
W. S.	2-25-49				Aggressive.
C. U.	10-2-49				Speech problem. Lisps.
C. W.	10-8-49				Hearing loss.
A. Z.	3-3-49				Stutters.

* No I. Q. tests are administered to third grade pupils, except those for a psychological study.

TABLE II

FOURTH GRADE PUPIL ENROLLMENT

<u>Pupil</u>	<u>Date of Birth</u>	<u>I.Q.*</u>	<u>Binet</u>	<u>Wechsler</u>	<u>Comment</u>
J. B.	7-21-48	82			Poor study habits.
L. C.	6-26-48	**			Tries hard.
B. D.	9-8-48	88			Immature.
D. D.	10-31-47	98			Poor study habits.
S. D.	10-20-47			85	Not interested.
B. H.	10-23-48	106			Poor study habits.
R. J.	10-1-47	99			Nervous.
V. J.	10-1-47	78			Shy.
S. O.	6-29-48	**			Very quiet.
B. T.	6-14-48	116			Tries hard.
C. T.	9-27-48	113			Interested.
K. T.	2-16-48	103			Interested.
K. W.	6-26-48	88			Tries hard.

* California Short-Form Test of Mental Maturity, Elementary -'50 S Form

** Not available.

TABLE III
FIFTH GRADE PUPIL ENROLLMENT

<u>Pupil</u>	<u>Date of Birth</u>	<u>I.Q.*</u>	<u>Binet</u>	<u>Wechsler</u>	<u>Comment</u>
B. A.	12-6-46	85			Lacks good concentration.
N. A.	10-17-45			85	Emotional problem.
P. A.	10-17-45			92	Poor student.
J. B.	9-23-47	88			Poor study habits.
V. C.	5-22-47	82			Interested.
B. H.	12-7-46	97			Interested.
D. H.	6-13-47	**			Comes from a recent broken home.
H. J.	12-13-46	74			Tries hard.
J. L.	5-27-47	90			Discipline problem.
M. M.	9-21-46			90	Very mature looking for age.
T. N.	6-30-47	103			Interested.
J. O.	7-16-47	98			Interested.
D. P.	8-25-47		83		Tries hard.
R. P.	8-25-47	94			Tries hard.

TABLE III (continued)

<u>Pupil</u>	<u>Date of Birth</u>	<u>I.Q.*</u>	<u>Binet</u>	<u>Wechsler</u>	<u>Comment</u>
J. S.	8-8-47	83			Comes from broken home.
R. S.	6-21-47			115	Nervous.
S. S.	10-13-46			91	Emotional problem.
D. T.	10-1-46	100			Emotional problem.
J. T.	4-11-46	78			Uninterested.
R. T.	11-9-46		97		Tries hard.
D. W.	10-18-47	101			Poor study habits.
M. W.	9-7-47	106			Poor study habits.

* California Short-Form Test of Mental Maturity, Elementary
-'50 S Form

** Not available.

TABLE IV
SIXTH GRADE PUPIL ENROLLMENT

<u>Pupil</u>	<u>Date of Birth</u>	<u>I.Q.*</u>	<u>Binet</u>	<u>Wechsler</u>	<u>Comment</u>
L. C.	6-17-46	96			Does poor work.
M. C.	11-30-44			71	In special adjustment class 3 years.
C. D.	8-16-46	96			Immature.
S. D.	6-25-46			77	Stutters when upset.
V. D.	1-3-46	88			Lacks good comprehension.
D. F.	2-9-46	102			Interested.
R. H.	5-18-45	**			Does poor work.
J. M.	9-25-46	107			Interested.

* California Short-Form Test of Mental Maturity, Elementary -'50 S Form
 ** Not available.

CHAPTER III

TESTING AND ORGANIZATION

Pupil selection. The R. I. teacher secured from the homeroom teachers the names of possible pupils for the R. I. classes, the homeroom teachers selecting the pupils who might benefit most from special instruction. These pupils, of average or above average ability, for various reasons had not gained sufficient skill in reading to be successful in their school subjects. Usually they were a year behind their grade placement in reading ability.

Purpose and instrument used. After being selected for the classes by their homeroom teachers, all the pupils (except third grades) were given the California Reading Test, Elementary Form CC, in order to facilitate better effective grouping. The California Reading Test, Elementary Form CC and Form DD, have been reserved by the Seattle Public Schools for use by the R. I. classes only. These were given and corrected by the reading teacher.

Grouping. The R. I. class schedule, arranged after a conference with each homeroom teacher, was carefully planned so that no child would miss any important regular class work. Sometimes the class schedule was revised at the end of the first semester so that certain groups would have a chance to participate in a class which they had had to miss by having R. I. classes scheduled during that particular time.

In many instances certain pupils did not fit into the needs of the group from their own rooms. These pupils were shifted to another R. I. class. Individual problems involved in each instance were carefully considered. The pupil, led to understand the need for help at a different level, was willing to receive this help.

Example. D. T., age 11, was a fifth grade pupil reading on an easy third grade level. He wanted to remain with the pupils in his own room, but after several weeks of work he was getting irritated, frustrated, and discouraged from trying to keep up with them. A conference was arranged after school to explain that if he were to start at an

easier level he would be able to grow in his reading ability and could later transfer back to his own group. He agreed to change his class period and enrolled in a fourth grade class. He found that he could actively participate in this group, which was reading on his level.

The R. I. classes are organized primarily to offer special help to the older children. Most schools do not offer classes on the third grade level. As Emerson proved to have more fifth grade pupils during the year under consideration, three classes were scheduled.

The placement of the slow learner in the classes is decided by determining on an individual basis whether each would benefit from the class.

Since the third grade pupils are not given a reading test, no scores on their abilities are available.

Thirteen pupils were enrolled on the fourth grade level. Table V on page 20 shows that the range of reading scores made on the California Reading Test, Elementary Form CC, given on November 25, 1957, was a low of 2.8 and a high score of 3.8. Eleven pupils were reading third grade level, and two scored below third grade.

Twenty-one pupils were enrolled on the fifth grade level. Table VI on pages 21 and 22 presents the range of reading scores made on the California Reading Test, Elementary Form CC, given on November 25, 1957. Fifteen pupils read on fourth grade level, and six pupils read third grade or below.

The sixth grade class had eight pupils. Table VII on page 23 presents the reading scores obtained from the California Reading Test, Elementary Form CC, given on November 25, 1957. The lowest score made was 4.1 in total reading, and the highest score was 5.5. Five of the pupils were reading fourth grade level, and three read fifth grade level.

TABLE V

CALIFORNIA READING TEST, ELEMENTARY FORM CC,
FOURTH GRADE, NOVEMBER 25, 1957

<u>Name</u>	<u>Reading</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Comprehension</u>	<u>Total</u>	<u>Reading</u>
J. B.		3.0		3.8		3.2
L. C.		3.9		3.5		3.8
B. D.		2.7		3.2		2.8
D. D.		3.3		4.0		3.6
S. D.		3.3		3.8		3.5
B. H.		3.8		3.5		3.7
R. J.		2.7		3.4		2.9
V. J.		3.4		4.0		3.7
S. O.		3.2		4.4		3.7
B. T.		3.6		3.8		3.7
Y. T.		3.8		3.8		3.8
K. T.		3.6		3.9		3.8
K. W.		3.8		3.8		3.8

TABLE VI

CALIFORNIA READING TEST, ELEMENTARY FORM CC,
FIFTH GRADE, NOVEMBER 25, 1957

<u>Name</u>	<u>Reading Vocabulary</u>	<u>Reading Comprehension</u>	<u>Total Reading</u>
B. A.	3.1	4.9	3.8
N. A.	3.6	5.1	4.3
P. A.	3.8	4.7	4.2
J. B.	4.1	5.5	4.7
V. C.	4.1	4.2	4.2
B. H.	4.0	5.1	4.5
D. H.	3.9	5.1	4.4
H. J.	2.9	4.0	3.3
J. L.	3.5	4.4	3.9
M. M.	3.3	5.0	4.0
T. N.	4.1	5.4	4.7
D. P.	2.3	3.9	2.7
R. P.	4.4	5.0	4.7
J. S.	4.1	4.2	4.1
R. S.	4.1	4.3	4.2

TABLE VI (continued)

<u>Name</u>	<u>Reading</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Comprehension</u>	<u>Total</u>	<u>Reading</u>
S. S.		3.5		4.1		3.8
D. T.		3.0		3.0		3.0
J. T.		4.0		5.5		4.6
R. T.		3.9		5.1		4.4
D. W.		4.0		5.0		4.4
M. W.		3.6		4.7		4.1

TABLE VII

CALIFORNIA READING TEST, ELEMENTARY FORM CC,
SIXTH GRADE, NOVEMBER 25, 1957

<u>Name</u>	<u>Reading</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Comprehension</u>	<u>Total</u>	<u>Reading</u>
L. C.		4.1		4.6		4.3
M. C.		3.6		4.6		4.1
C. D.		4.5		4.7		4.6
S. D.		4.6		4.5		4.6
V. D.		5.0		6.0		5.4
D. F.		5.5		5.5		5.5
R. H.		3.8		4.9		4.3
J. M.		5.5		5.5		5.5

CHAPTER IV

INSTRUCTIONAL PROCEDURES BY GRADES

No matter how hard teachers, principals, or supervisors try, they can never bring all pupils up to a single standard of reading achievement. They can only go ahead to provide for pupil variations in ability as adequately as possible. Remedial work is not getting all pupils "up to grade" but providing adequate instruction for pupils who, for some reason or other, cannot benefit by the regular methods and materials used by most of the class. Remedial work is simply providing for individual pupils, each according to his need. During such special instruction the child may gain enough in reading power so he can once again benefit by the regular teaching and materials used in one of the reading groups in his class (4:330).

There are no new techniques for remedial instruction. Good teaching in the R. I. classes is just good classroom teaching applied to small groups.

This chapter was written to present some of the materials and methods used in the R. I. classes during the year. These have been separated into the different grade levels in which the materials and methods had been most frequently used. This does not mean, however, that they were not used interchangeably among the different grade levels. The materials and methods used have been written up only once to avoid repetition.

Several methods have been used more successfully than others. What is effective under one combination of conditions may fail in another like situation. Each class has its own distinct climate, and efforts are made to make the class feel comfortable and interested. The hardest problems in remedial work are those concerned with arousing interest and maintaining effort.

One of the most difficult tasks was to find reading material that a class had not previously had. Occasionally this created a definite problem. The Seattle Public Schools have set aside two basic reading texts for use in the R. I. classes. They are the DEVELOPMENTAL READING PROGRAM series by Guy Bond, et al, Lyons and Carnahan, and the READING FOR MEANING series by Paul McKee, Houghton Mifflin Company. Often some children have had even these at one time or another from the public library, other schools, or personal purchase.

I. THE THIRD GRADE

The R. I. classes started their reading by using the Witty series, D. C. Heath and Company, Boston. They used

Rain and Shine, Something Different, and Lost and Found during the year. The last reader selected was Down Our Way by Guy L. Bond.

Sight vocabulary. A common need of most of the pupils in the R. I. classes was to acquire a functional sight vocabulary. At the beginning several of the pupils were able to read only a primer. The basic 220 Dolch list of sight words was printed on large cards for use in a rapid drill each day. These words are designed for quick exposure to allow the pupils to develop a rapid recognition of some of the common words found in their reading materials.

Pupils are given a box of sight word cards and asked to divide them into groups of known and unknown word cards. The teacher shows a card for a brief moment and gives the card to the pupil who calls the word correctly. Or, two pupils may do this together, while the teacher helps the ones in need of special attention.

The word cards may be arranged in groups of six piles with just the top card showing. Each pupil has a turn

taking all the cards that he knows by saying the word correctly. Then the next person has a turn until all the cards have been called.

Word perception. The most common and by far the most crippling deficiency of handicapped readers is their inability to recognize words independently (3:75). Much effort has to be spent on syllabication and sound blending. The pupil learns to associate sounds with various consonant and vowel symbols early in his reading experiences. For developing this, the pupils must have training in auditory-visual perception.

A large chart of all the consonant and vowel sounds used in our language was printed on butcher paper. The pupils were taught to notice letter sounds by developing better listening habits and by associating certain sounds to letter forms. The Cordts phonetic system approach of saying the sounds was introduced. This method of word attack was selected because it is a pronouncing method, in contrast to the method of individual sounds. It teaches the child to blend his vowels with his consonants, as in

"ba," "ra," etc. As the sounds are not isolated, the pupils see words from the start. The pupil is taught to pronounce a word and listen to hear the different sounds in his own voice. When he can tell the sounds in a word, he is ready to learn more letter sounds in order to put them together smoothly to form words. Pupils are taught letter sounds as rapidly as they can learn them.

Too much intensive phonetic drill, however, often produces the habit of reading painstakingly and slowly. The pupil will try to sound out each word as he reads and will use his lips for mouth movements. This poor habit will slow down the reading rate. Fluent reading is sight reading. One only sounds out slowly the new and different words. Once a word becomes a part of a reading vocabulary, it should be possible to read it rapidly with comprehension.

Phrases. Most children unconsciously use good phrasing when speaking, but some of them read word for word in hesitating speech. They do not seem aware that one should read groups of words together. Teaching these pupils to phrase is sometimes difficult. Good phrasing

comes with practice in observing punctuation marks, being able to identify proper phrasing, practicing in phrase reading, and answering questions in phrases during recitation periods.

The classes have a presentation of all the difficult words and phrases from the blackboard. There are individual rates for learning, and some pupils need the repetition for remembering. Many phonetic rules are pointed out to the class in this manner. A short assignment, made for silent reading, is either read orally or discussed.

The Dolch phrases were printed on large flashcards. The teacher would show a phrase quickly and then ask someone to tell what he had seen. Phrases can be written on the board for study, and then one is erased. The erased phrase is repeated by one person or by the entire group. The teacher continues this until all the phrases have been erased and reviewed.

A reading assignment can be typed with diagonal marks placed between phrases. Each pupil practices learning to see the words in the phrases at a single glance. Later the class is referred back to the original lesson to be read without any marks.

Reading in unison is another method to use. The teacher demonstrates how to read in good phrases and guides the class in reading together the material that has been covered that period. Material may also be typed, with the phrases separated by ample spaces between the words, and read for practice.

A simple hand tachistoscope may be made by cutting a small shutter-type opening in a piece of folded tagboard stapled together at the sides. Phrase lists may be made and inserted between the tagboard and pulled by hand by the teacher or the pupil at various speeds.

The teacher can ask a question about a reading lesson and have the pupil give the correct answer using a phrase.

Comprehension. One must keep in constant mind that the background and experiences of each pupil influence his comprehension of what is read. A lack of adequate comprehension might be due also to a lack of understanding of words and concepts as used in context, to ignoring all the new and difficult words, and to lack of concentration.

Before any assignment is made, it is necessary to present the new vocabulary words and meanings.

Listening comprehension runs ahead of reading comprehension in the early grades. As the mechanics of reading mature, reading comprehension tends to catch up with and soon equals listening comprehension. With still further progress in reading, reading comprehension becomes superior. The aim in reading instruction is to reach this level as soon as possible (1:259).

The pupils have an opportunity to discuss the story for interpretation and understanding. Questions are written on the blackboard before the story is read silently, so that the class has certain important points to consider while reading the material.

The teacher can give the page number and ask for answers to questions concerning a story just read. The pupil then gives the paragraph number and reads just the part which answers the particular question. Questions may be typed on small slips and given to a pupil who has finished reading the assignment, so that he might look up the correct answer. The pupils might work in pairs and ask each other the questions obtained from the teacher.

The pictures in the story offer an excellent opportunity for a discussion of a selection. The teacher

may ask questions about certain things about the picture and have pupils give their ideas or opinions.

After an interesting story has been read, the class is given a large sheet of newsprint on which the pupils are asked to draw two pictures with an appropriate sentence to tell about the picture. They enjoy making suitable illustrations to show to the others. It also shows the teacher what part or parts of a particular story appealed to each pupil.

The teacher may write some of the important events in the story on the blackboard and have the class rearrange them in the correct sequence.

To check the class' memory of the sequence in a story, the pupils fold their newsprint into four sections. They are asked to draw what happened first in the top left section; the next event in the top right section; in the bottom left another scene that might follow; and in the bottom right, the ending of the story. All pupils enjoy drawing pictures.

The pupils may tell answers to the teacher's questions by using their own words or sentences. Sometimes

they are asked to make original questions and are given an opportunity to ask anyone in the group for answers.

Original stories. By using the many varied magazine pictures and covers available, a single picture may be presented to the class and discussed for the different ideas it might depict to each pupil. The pupils write individual interpretations of the picture, to be read to the class. Or, each pupil is given an individual picture from which to write a story to read it to the class. Sometimes the original story is read to the class, and the pupils try to match the story with one of the pictures arranged in a row on the chalkboard.

Writing a weekend story gives them another opportunity to be original and may also be used for creative art. The teacher gives individual attention for the many difficult words that might be needed. A book can be made by each individual pupil, with the teacher typing the stories once a week, using illustrations made by the pupils.

Common nouns, adjectives, adverbs, and verbs may be printed on small pieces of tagboard and placed in an

envelope pasted on the back of a mounted magazine picture. The pupil tries to place each printed word on the correct object in the picture. Or, the words may be placed on the desk, and short meaningful sentences formed to be read to the class.

Library books. Different library books are introduced to the class by the teacher. They are selected to fit the particular needs of the class. Short excerpts are read or discussed. After all the books have been reviewed, each child can choose a book to check out to read. The next week the class time is devoted to short book reports. The Seattle Public Library has a mobile unit which comes to the school each second and fourth Friday of the month. Beginning with the second grade every class has the opportunity to use the mobile once a month. There is also a centrally-located library in the school for use by the teachers and the upper-grade students.

II. THE FOURTH GRADE

It is necessary to establish from the very beginning a feeling of successful accomplishment. Reading materials

should be used which are well within the child's abilities. It is often advisable to begin with materials that are one or two grades below the child's apparent reading level, to make sure that he will experience success from the start (2:173).

The book Just for Fun, Classmate Edition of the Developmental Reading series by Guy L. Bond, was selected. They also read Stories from Everywhere and Once Upon a Storytime by the same author. The Classmate Edition is written with an easier vocabulary than the regular edition of the same title.

Three times a week the classes have definite assignments using the text. The reading vocabulary words and phrases are presented and discussed prior to having the class read silently. It is very important to teach them the meanings of the unfamiliar words. If the words are not known to the children, it then becomes the teacher's responsibility to present the various meanings at this time. A pupil does not really read a word unless he understands what it means in the sentence in which it is used.

The Junior American Red Cross News magazine always has interesting stories on all elementary school levels. The stories suitable to the fourth grade were selected and

put into booklet form. The classes illustrated the stories by drawing story jackets for each one. The stories are read during a free-reading period. If the pupil can read a short selection well, arrangements are made for the pupil to read the story to his regular room.

Oral reading. By having a pupil read orally, the teacher is able to analyze his reading skills which cannot be evaluated by having him read silently. Oral reading will show up the most common errors such as word calling, omissions, substitutions, reversals, lack of good pronunciation, pointing, speech defects, lack of sounding, poor sight vocabulary, etc.

The pupils enjoy reading aloud and volunteer readily. The material to be read orally should have been read silently at least once. Sight oral reading is usually difficult, because the pupil meets unfamiliar words and phrases which confuse him. As he learns to read smoothly and with confidence, he will read more difficult material.

There are many opportunities for reading orally, and pupils should develop good oral reading habits. The

reading of reports, choral reading, reading poetry, reading to prove a point, reading announcements or news items, or reading of information for discussion are some of the reasons for oral reading.

Audience reading. The pupil who is to read on a scheduled day must study his portion prior to its presentation. This motivates reading, as most of the pupils want to read aloud to the group. Time is spent discussing some of the good habits in voice, enunciation, expression, holding the book away from the face, and standing in a comfortable position. Pupils are encouraged to develop a feeling of pride in reading aloud. After the reading, comments made give constructive criticism to help the pupil evaluate his reading. It is important to develop with the class some needed points of an appreciative audience.

School newspaper. A school newspaper provides opportunity for writing. The pupils contribute articles for the newspaper. The Emerson Eagle is published six times a year by the teacher. Although this paper is a

project for the entire school, a number of articles written by the R. I. classes are printed each time. The papers are assembled and circulated by different volunteers from the R. I. classes, and the entire paper is used for a reading assignment the day it is circulated. It is read silently during a class period. Later each pupil reads an article of his choice to the class. Many of them are greatly pleased to see their articles in print for the first time.

Comprehension. Reading for meaning is a basic requirement for adequate interpretation and understanding. No matter how well a pupil may know each word orally or silently, unless he understands the meaning of the word in the sentence context he has failed to read satisfactorily. The pupil should then be able to apply his understanding to the paragraph and to the entire story for its fullest interpretation and use in widening his own knowledge.

There are those in the R. I. classes who will rapidly read an assignment and then quickly shut the book to bother others or to daydream. These pupils are the hardest

to convince that they must learn to read for deeper understanding. They need help in adjusting their reading for various purposes, such as to get the central thought, read for detail, find reasons for events in a story, organize the thoughts and events of a story, compare their own experiences with the story, enjoy humor, or draw conclusions. The rate of reading and the skills needed differ depending upon the various purposes for which the material is being read.

The pupils need purposeful reading from the beginning, with questions to guide their thinking as they read for the first time. After the story has been read, the questions may be checked orally or by giving a short written checkup.

Also, a short true and false checkup might be given to the pupils. The teacher can make a statement and have the pupil tell whether it is true or false, defending his answer by reading that part of the story supporting it.

About five or six sentences may be written on the blackboard in a scrambled fashion. Each sentence has to be rearranged in order to make good sense. The pupils who have read the assignment carefully enjoy doing this.

A list of phrases can be written on the blackboard for study by the group. After a story has been read the teacher will read a statement, leaving out an important phrase to be filled in by a pupil. The entire class is given a chance to recite several times. Any errors are quickly checked and discussed before continuing.

Each pupil is asked to write a short summary of a story just read. The summary is then presented to the entire class for discussion.

Word perception. The Webster Word Wheels, Webster Publishing Company, St. Louis, Missouri, give an excellent means for teaching consonant blends, common prefixes, common suffixes, and word blending. The easier combinations are selected for use by the fourth grade groups. The teacher gives each student a wheel to use. Those with special needs are taken aside and helped by the teacher.

The majority of vowel and consonant errors may be corrected by discrimination exercises devised for each confusion. A list of words showing the difference between "sh" and "ch" can be printed and studied by the class. Another list is made together with the group.

The classes study structural analysis to help them identify some of the words composed of basic roots to which endings such as "s," "ed," and "ing" have been added; compound words and contractions; and words with more than one syllable.

Words similar in form often tend to cause some difficulty during silent and oral reading. Drills are given to draw attention to such similar forms as track, trick; what, that; quiet, quite, etc.

Speed and accuracy. A pupil may read too fast as well as too slowly. He may be reading too rapidly to satisfactorily understand what he reads. It is wise to encourage such pupils to read for meaning and give them questions to think about as they read. Speed will take care of itself when the pupil is interested and has materials on his reading level.

Use of bibliotherapy. One way a teacher can give some guidance in helping pupils meet personal problems is through identification with a character in a book who faces the same or similar problem. Early in the year the

teacher read for five minutes a day from The Hundred Dresses by Eleanor Estes. Each day's reading was discussed and compared with problems of boys and girls in the R. I. classes. They were interested in the main character and her problem, many of them wanting to read the book for themselves at home.

Library books. Each intermediate class has a period weekly in the school's central library. At this time the pupils are encouraged to find suitable books to show the class during a free-reading period.

III. THE FIFTH GRADE

Three classes of fifth grade pupils met daily. In this group were several slow learners, working at their ability level in the regular classroom but profiting from this class.

One day of the week was set aside for giving the McCall-Crabbs Standard Test Lessons in Reading, Book A, given to help pupils develop a rate of speed and comprehension within a given time limit of three minutes.

The lessons are short and cover a variety of subjects. Questions following each lesson are corrected by the class. The pupils' proper grade classifications in reading are given for each lesson. Some of the skills learned are skimming, regulating speed for a certain purpose, reading for facts, for implied meanings, for main points, to follow sequence, or to reorganize the material in order to answer the questions. Each pupil tries to pick out the number of correct answers for which he will try. This number is recorded on the paper. After the test has been corrected, the class discusses the number of correct answers for each pupil. This cuts down on the number of guessing errors, as each pupil is encouraged to try for the number he can do accurately.

The Reader's Digest Reading Skill Builder, Part 2, Grade 3, is used as one of the reading texts. Each article selected was rewritten to adapt the readability to the level for which it was prepared. These have high interest value for the pupils, since the topics are so varied and appealing. Each story has exercises following it which

include different ways to test comprehension, interpretation, and word mastery. The story is read silently and later orally. Nearly all of the questions are discussed and answered during the class period.

Use of the dictionary. Many pupils in the intermediate grades do not know just what use the dictionary has for them in the class. The first thing to review with the pupils, therefore, is that the dictionary is arranged in alphabetical order. The teacher puts a list of six or seven words on the board, asking the class to see on what page the word is found. The Webster's Elementary Dictionary, published by the American Book Company, is used by the R. I. classes. Short drills are given to familiarize the pupils with alphabetizing words that begin with the same first letter, then the same first two letters.

Guide words and their use are taught as the next skill. The pupils find guide words by exercises telling them to look for certain words. They copy a list of words and after each one write the two guide words located at the top of the page on which the word is found. The pupils

enjoy seeing how fast they can find a given word by using the dictionary guide words.

Exercises in the syllables, accent marks, and diacritical marks are used. The classes learn how to pronounce the word by studying the word as it is written and marked within the parenthesis marks following the word on the page of the dictionary. Each child is given an opportunity to pronounce the word after having studied it. Then the word is written on the board and studied for its correct pronunciation and meanings.

The fifth grade classes used Fun and Frolic and Do and Dare by Paul Witty, D. C. Heath and Company, Boston, and started reading High Roads by Paul McKee, Houghton Mifflin Company.

The index. The index shows topics and sub-topics listed alphabetically to help pupils in locating information. The teacher places a list of topics for each pupil to look up in the index only. The pupils write down the topic, page number or numbers, and other related topics under which a certain topic might be listed. Old discarded social studies books are used for practice material.

IV. THE SIXTH GRADE

The sixth grade R. I. class read Magic Carpet and Enchanted Isles, both edited by Eleanor M. Johnson, Charles E. Merrill Publishing Company. Each Friday the class read three or four assignments from the McCall-Crabbs Standard Test Lessons in Reading, Book B. Each selection was corrected during the class period. They also used the Reader's Digest Reading Skill Builder, Parts 1 and 2 of Grade 4. These books appeal to the older elementary pupil because of the variety of topics found in the stories.

The study of the dictionary is reviewed. Twice a month the class has a free reading period. The pupils bring a book or magazine from home or the library. The teacher has an opportunity to ask each one individual questions about the story. During the next class period each pupil gives an oral report on his selection to the entire group.

CHAPTER V

FINAL TESTING AND CASE STUDIES

I. FINAL TESTING

The R. I. classes were given the California Reading Test, Elementary Form DD, May 8, 1958, to find the degree of growth of each individual pupil in the fourth, fifth, and sixth grade. The scores were compared with the original test, the California Reading Test, Elementary Form CC, given on November 25, 1957.

The third grade classes were not tested during the year.

The fourth grade classes showed a range of scores from + .2 to + 1.2. The grade four mean gain was +.6. Table VIII on page 49 presents the average gain made.

There was a range of - .2 to + 1.6 for the fifth grade classes. The grade five mean gain was + 1.1. Table IX on pages 50 and 51 presents the average gains made by the three fifth grade classes.

The range of scores for the sixth grade was a gain of + .6 to a + 1.1. Four of the pupils showed a gain of

+ 1.1. The grade six mean gain was + .9. Table X on page 52 presents the average gains made.

TABLE VIII
 FINAL TESTING, CALIFORNIA READING TEST,
 FOURTH GRADE, MAY 8, 1958

<u>Name</u>	<u>Test CC</u>	<u>Test DD</u>	<u>Gain/Loss</u>
J. B.	3.2	4.1	+ .9
L. C.	3.8	4.5	+ .7
B. D.	2.8	3.0	+ .2
D. D.	3.6	4.2	+ .6
S. D.	3.5	4.3	+ .8
B. H.	3.7	4.9	+ 1.2
R. J.	2.9	3.4	+ .5
V. J.	3.7	4.1	+ .4
S. O.	3.7	3.8	+ .1
B. T.	3.7	4.0	+ .3
Y. T.	3.8	4.5	+ .7
K. T.	3.8	4.8	+ 1.0
K. W.	3.8	4.9	+ 1.1

Grade 4 mean gain + .6.

TABLE IX

FINAL TESTING, CALIFORNIA READING TEST,
FIFTH GRADE, MAY 8, 1958

<u>Name</u>	<u>Test CC</u>	<u>Test DD</u>	<u>Gain/Loss</u>
B. A.	3.8	5.2	+ 1.4
N. A.	4.3	4.1	- .2
P. A.	4.2	5.0	+ .8
J. B.	4.7	6.0	+ 1.3
V. C.	4.2	5.7	+ 1.5
B. H.	4.5	6.1	+ 1.6
D. H.	4.4	6.0	+ 1.6
H. J.	3.3	4.9	+ 1.6
J. L.	3.9	5.1	+ 1.2
D. P.	2.7	3.6	+ .9
R. P.	4.7	5.3	+ .6
J. S.	4.1	5.4	+ 1.3
R. S.	4.2	5.7	+ 1.5
S. S.	3.8	5.2	+ 1.4
D. T.	3.0	3.5	+ .5
J. T.	4.6	5.0	+ .4

TABLE IX (continued)

<u>Name</u>	<u>Test CC</u>	<u>Test DD</u>	<u>Gain/Loss</u>
R. T.	4.4	5.5	+ 1.1
D. W.	4.4	6.0	+ 1.6
M. W.	4.1	5.4	+ 1.3

Grade 5 mean gain + 1.1.

TABLE X
FINAL TESTING, CALIFORNIA READING TEST,
SIXTH GRADE, MAY 8, 1958

<u>Name</u>	<u>Test CC</u>	<u>Test DD</u>	<u>Gain/Loss</u>
L. C.	4.3	5.4	+ 1.1
M. C.	4.1	5.0	+ .9
C. D.	4.6	5.7	+ 1.1
S. D.	4.6	5.4	+ .8
V. D.	5.4	6.0	+ .6
D. F.	5.5	6.5	+ 1.0
R. H.	4.3	5.4	+ 1.1
J. M.	5.5	6.6	+ 1.1

Grade 6 mean gain + .9.

II. CASE STUDIES

Five case studies are presented to illustrate the types of pupils enrolled in the R. I. classes. Several of the studies do not show a great growth in reading ability at the end of the school year. The case studies do bring out the variety of problems confronting individual pupils during the year. Many of the pupils show a variation in intelligence, age, health, specific handicaps, and family background. Some of the pupils have the problem of overcoming personality difficulties as well as reading problems.

Case Study 1

Name: Stanley
Age: 11
Grade: 5
Wechsler Score: 91

Family history. Stanley, from an average-income family, was the oldest of three boys. His mother reported that he was not given as much attention as his younger

brothers at the same age. A school home visitor visited the home last year to help him get some recognition for his contributions in the home. Both parents were unaware that Stanley felt rejected.

Stanley, a child of small stature for his age (both of his parents are small), felt that his size was a handicap in sports. Basketball was his favorite sport.

School history. Stanley was very moody and aggressive in the second, third, and fourth grades. He repeated the second grade. He had a strong determination to succeed in his work if he was interested.

Results of R. I. class. Stanley attended classes last year and this year was his second. At first he refused to read materials below his grade level. He had the tendency to guess frequently and rejected any help. Stanley was given assurance about his efforts and encouraged to advance rapidly from easy materials to harder ones. He became interested in his work and tried. He didn't become irritated when errors were pointed out to him. He realized he would need to read this material to achieve his goal.

He turned out for the school basketball team and was a regular team member.

On November 25, 1957, Stanley showed a reading level of 3.8. At the end of the year when he was tested again he showed a reading level of 5.2, a gain of 1.4 during the school year.

Case Study 2

Name: David

Age: 11

Grade: 5

I. Q. based on California Short-Form Test of Mental Maturity, Elementary -'50 S Form: Score 100

Family history. David is an only child. His father, a traveling salesman, is away from home for long periods at a time. David loved to tell about his father's adventures, even though they were not real. A conference was held early in the year to discuss his problem. His parents planned family activities during the weekends.

School history. David repeated the third grade. With his reading he tried to bluff his way by reading

rapidly and making numerous errors. He didn't like to be corrected. His mother tried to help him with his school work.

Results of R. I. class. David was placed with a fourth grade class which was reading an easy third grade book. As he gained confidence in his reading he took criticism without too much fuss. His interest in reading at home was slowly developing. He had taken several easy books home to read during the evening.

On November 25, 1957, David tested 3.0. At the end of the year he tested 3.5, a gain of .5.

Case Study 3

Name: Roy
Age: 10
Grade: 5
Wechsler Score: 115

Family history. Roy, a small child, had many nervous mannerisms. He worried about many things, especially about the fact that his mother expected him to do better school work. His sister, one year older, did

average or better work. She teased Roy about his reading problem. His mother was greatly interested in trying to help him in any possible way.

School history. Roy read slowly, but his comprehension was excellent. He did almost average work in nearly all subjects. In a few subjects he was able to contribute much to class discussions, because of what he had learned through listening and observation. He was assigned to the job as a stockroom helper to help him develop a sense of being able to do a responsible job for the school.

Results of R. I. class. After a conference with his mother, he began to relax. His sister was asked not to comment on Roy's efforts on his school work. He was able to allow his finger nails to grow normally without being chewed. His reading rate developed enough so that he was placed in the middle reading group in his class.

Roy tested 4.2 on November 25, 1957. At the end of the school year he tested 5.7, a gain of 1.5.

Case Study 4

Name: Richard

Age: 10

Grade: 4

I. Q. based on California Short-Form Test of Mental Maturity, Elementary -'50 S Form: Score 99

Family history. Richard was a twin. He had had difficulty with his thyroid gland and had taken treatment during previous years. He had facial twitches occasionally, which irritated some of the pupils near him, but with proper medical treatment they partially disappeared.

School history. During the third grade, Richard could barely read a first grade book. He could not remember the simplest basic sight-vocabulary words. His regular class work was almost zero in accomplishment.

Result of R. I. class. This year he was in better physical health. He was in a reading class which had started out in an easy second grade book. He had made good gains in his reading and was now in an easy third grade reader.

Richard tested 2.9 on November 25, 1957. At the end of the school year he tested 3.4.

Case Study 5

Name: Randy
Age: 9
Grade: 3
Binet Score: 108

Family history. Randy felt rejected and did not appreciate having any help at school from anyone. He had a sister in the first grade who read third grade books.

School history. During Randy's first two years at school he had not taken part in any activity with success. He was almost a non-reader at the beginning of the third grade.

Results of R. I. class. Randy's mother was called in for a conference. It was pointed out that he felt rejected and resented having a younger sister who could read better than he. With added attention from home on his school work, his interest began to grow. He continued to make good progress and had finished an easy second grade reader. He also allowed his sister to help him read at home.

There were no tests given to the third grade classes.

CHAPTER VI

FINDINGS AND SUMMARY

I. FINDINGS

This study has (1) determined the degree of individual growth in reading ability made by the pupils enrolled in the Reading Improvement classes at the Emerson Elementary School, Seattle, Washington, during the 1957-1958 school year; (2) presented an accurate record and description of techniques and materials used in securing this individual growth; and (3) presented the findings in a form that might be of assistance to other teachers in developing similar programs.

The expected growth in achievement for an average child for the period encompassing this study would have been approximately .6 months.

The third grade classes were not tested during the year. The grade four mean gain was + .6. The grade five mean gain was + 1.1. The grade six mean gain was + .9. Thirty-nine pupils out of the forty tested showed a gain.

II. SUMMARY

The growth of the individual pupils in this study cannot be attributed entirely to the R. I. classes. A cause and effect relationship cannot be established, since the pupils spent much time in their own self-contained classroom. It was interesting to note, however, that pupils having many varied emotional, physical, and mental problems could attain a growth close to what is expected of normal children.

It is of some importance to note that the materials of instruction and the techniques used with these youngsters were similar to those used in regular classrooms.

While this point is not a direct finding of the study, it does lend some credence to the R. I. program in the Seattle system. In May of 1959 a Seattle School special levy was defeated at the polls. Despite serious cutbacks in instructional materials, supplies, maintenance, pupil-personnel services, and the loss of the kindergarten, the Seattle School District decided to retain the R. I. program.

It is the opinion of the present writer that the R. I. program as described in this paper is a strong aspect of the elementary education program in the Seattle schools.

The aim of this program, to return discouraged pupils to their own classroom, is an admirable one. It is an aim other school districts might also try to attain.

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