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Silent Reading

Daniel W. Corcoran

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SILENT READING

BY

Daniel W. Corcoran

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SILENT READING

An Essay Submitted to the College of Liberal Arts
of Marquette University in Partial Fulfillment
of the Requirements for the Degree of
Bachelor of Philosophy

Milwaukee, Wisconsin
May 1929

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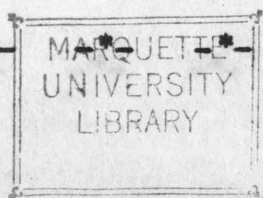


TABLE OF CONTENTS

- * - * - * - * - * - * - * - * - *

| | | PAGE |
|---------|--|---------|
| CHAPTER | I. SILENT AND ORAL READING | 4 - 13 |
| | 1. Changing the Types of Reading | |
| | 2. Objectives of Reading | |
| | 3. Methods in the Past | |
| | 4. Reasons for Change in Method | |
| | 5. Importance of Silent Reading | |
| | 6. Danger of too much Oral Reading | |
| | 7. Summary | |
| CHAPTER | II. SPEED AND METHODS OF INCREASING IT | 14 - 29 |
| | 1. Importance of Speed | |
| | 2. Variations in the Rate of Reading | |
| | 3. Standard Rates in Reading | |
| | 4. Factors Affecting Speed | |
| | 5. Eye Movement | |
| | 6. Vocalization | |
| | 7. Relation between Rate and Content | |
| | 8. Effect on the Rate of Artificial Stimuli | |
| | 9. Relation between Speed and Comprehension | |
| | 10. Summary | |
| | SILENT READING | |
| CHAPTER | III. COMPREHENSION | 30 - 42 |
| | 1. Comprehension | |
| | 2. Importance of Training Comprehension | |
| | 3. Factors in Improving Comprehension | |
| | 4. Training for Comprehension | |
| | 5. Importance of Interest | |
| | 6. Drill | |
| | 7. Reproduction | |
| | 8. Questioning to Test Comprehension | |
| | 9. Relational Questions | |
| | 10. Organization of Material | |
| | 11. Getting the Central Thought and Selecting Titles | |
| | 12. Growth in Periods of Comprehension | |
| | 13. Summary | |
| CHAPTER | IV. WORK TYPE READING | 43 - 58 |
| | 1. Purposes | |
| | 2. Use of Text Books | |
| | 3. Organization of Material | |
| | 4. Questions on the Content | |
| | 5. Summary | |

- * - * - * - * - * - * - * - * - *

PAGE

TABLE OF CONTENTS

- * -

| | | PAGE |
|---------|--|---------|
| CHAPTER | I. SILENT AND ORAL READING | 4 - 13 |
| | 1. Changing the Types of Reading | |
| | 2. Objectives of Reading | |
| | 3. Methods in the Past | |
| | 4. Reasons for Change in Method | |
| | 5. Importance of Silent Reading | |
| | 6. Danger of too much Oral Reading | |
| | 7. Summary | 64 - 75 |
| CHAPTER | II. SPEED AND METHODS OF INCREASING IT | 14 - 29 |
| | 1. Importance of Speed | |
| | 2. Variations in the Rate of Reading | |
| | 3. Standard Rates in Reading | |
| | 4. Factors Affecting Speed | |
| | 5. Eye Movement | |
| | 6. Vocalization | |
| | 7. Relation between Rate and Content | |
| | 8. Effect on the Rate of Artificial Stimuli | |
| | 9. Relation between Speed and Comprehension | |
| | 10. Summary | |
| CHAPTER | III. COMPREHENSION | 30 - 42 |
| | 1. Comprehension | |
| | 2. Importance of Training Comprehension | 80 - 88 |
| | 3. Factors in Improving Comprehension | |
| | 4. Training for Comprehension | |
| | 5. Importance of Interest | |
| | 6. Drill | |
| | 7. Reproduction | |
| | 8. Questioning to Test Comprehension | |
| | 9. Relational Questions | |
| | 10. Organization of Material | |
| | 11. Getting the Central Thought and Selecting Titles | |
| | 12. Growth in Periods of Comprehension | |
| | 13. Summary | |
| CHAPTER | IV. WORK TYPE READING | 43 - 52 |
| | 1. Purposes | |
| | 2. Use of Text Books | |
| | 3. Organization of Material | |
| | 4. Questions on the Content | |
| | 5. Skimming | |
| | 6. Summary | |

CHAPTER V. RECREATIONAL AND CULTURAL.....53 - 63

- 1. Social Value of Reading
- 2. Aims of Cultural Reading
- 3. Reading Courses and Life Requirements
- 4. Appreciation of Literature
- 5. Developing an Appreciation of Literature
- 6. Outside Reading
- 7. Book Reports
- 8. Other Types of Cultural Reading
- 9. Summary

CHAPTER VI. THE SILENT READING LESSON.....64 - 75

- 1. Preparation
- 2. Motivation
- 3. Technique of Teaching Silent Reading
- 4. A Typical Silent Reading Lesson
- 5. Summary

CHAPTER ONE

CHAPTER VII. TESTS AND TESTING IN SILENT READING.....76 - 84

- 1. Scientific Measurement
- 2. Standardized Tests
- 3. Tests of Rate in Silent Reading
- 4. Summary

CHAPTER VIII. SUMMARY.....85 - 89

BIBLIOGRAPHY.....90 - 96

* * * * *

CHANGING TYPE OF READING:

Many of the authorities such as Stone, Wheat, and Germane and Germane, who have written on the subject of reading make the assertion that the oral type of reading which has prevailed in our schools until very recent years is not suited to our present day needs. Wheat (1) expresses this opinion in a comparative way as follows:

| The Former Need for
<u>Expressive Oral Reading</u> | *

*

* | The Present Need for
<u>Rapid Silent Reading</u> |
|---|-----------------------|--|
| 1. Reading material was scarce | CHAPTER ONE | Reading material is abundant |
| 2. Communication was slow | | Communication is very rapid |
| 3. Only a few were able to read | *

* | Only a few are unable to read |
| 4. Spoken language was the chief means of communication | | Written language is the chief means of communication |

SILENT AND ORAL READING

Due to the very frequent repetition of this criticism has been repeated so often and stressed so emphatically and that our teacher training institutions and supervisory staffs have taken cognizance of the changed attitude towards reading instruction, this criticism is no longer warranted in many of our school systems. It is undoubtedly true that long after life situations that brought forth the old fashioned methods of teaching reading had passed, and long after conditions arose which called for an entirely different method, the traditional oral type of reading instruction was continued. Even today in

* * * * *

(1) Wheat, H.B.: The Teaching of Reading -- p. 5

Silent and Oral Reading

Daniel W. Corcoran

CHANGING TYPE OF READING:

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OBJECTIVES:

The Former Need for Expressive Oral Reading

The Present Need for Rapid Silent Reading

- | | |
|---|--|
| 1. Reading material was scarce | Reading material is abundant |
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Due to the very fact that this criticism has been repeated so often and stressed so emphatically and that our teacher training institutions and supervisory staffs have taken cognizance of the changed attitude towards reading instruction, this criticism is no longer warranted in many of our school systems. It is undoubtedly true that long after life situations that brought forth the old fashioned methods of teaching reading had passed, and long after conditions arose which called for an entirely different method, the traditional oral type of reading instruction was continued. Even today in

(2) Twenty Fourth Yearbook: "National Society for the Study of Educational Periodicals"
(3) Ayres L.P. and Mc Kingie A.: "The Public Library and the

(1) Wheat, H.G.: The Teaching of Reading -- p. 6

many classrooms, the teachers are hearing children read, correcting their mispronunciations, and questioning the readers in a haphazard manner as to the content of what they have read.

OBJECTIVES:

In order that reading may be successfully and intelligently taught it is necessary to understand its purpose in the curriculum. The Twenty Fourth Year Book (2) gives the objectives of reading in the schools as follows:

"The primary purpose of reading in schools is to extend the experiences of boys and girls, to stimulate their thinking powers and elevate their tastes. The ultimate end of instruction in reading is to enable the readers to participate intelligently in the thought life of the world and appreciate its recreational activities. This objective emphasizes the importance of the content of what is read and attaches new significance to it." So complex has our social life become that most of our information must be obtained through wide and varied reading. Instruction in reading therefore, must not only teach children to read, but it should also aim to broaden their horizons and stimulate their interests and thinking powers.

Leonard P. Ayres (3) has this to say about the desirable types of reading;

"The reading that produces the greatest educational returns

(2) Twenty Fourth Yearbook: "National Society for the Study of Education" Part A, p. 10

(3) Ayres L.P. and Mc Kinnie A.: "The Public Library and the Public Schools", pp. 78 & 80

is the reading of books chosen for their value in revealing the great fields of science, industry, biography, invention, travel, exploration, manners and customs in other lands, etc. When children are brought into contact with enough and good enough books of this sort, lifelong habits of intelligent reading become fixed. Moreover there must be reading from newspapers and magazines for recreation, for social enlightenment and for ideas, suggestions and information with respect to vocations and civic problems." Thus the measure of the value of the reading experiences in school is the extent to which they lead to desirable interests, tastes and habits which carry over into life outside the school. The Twenty-fourth Yearbook (4) says that the importance of stimulating strong motives for reading is emphasized by the fact that thousands who have learned to read in school read very little if at all as adults.

According to Harris, Donovan and Alexander (7), reading

METHODS IN THE PAST:

Now with these objectives in mind let us see whether the reading instruction that has been going on in our schools has been pointing in the right direction. Germane and Germane (5) say: "Very little training in silent reading has been given in the grammar and elementary grades notwithstanding that the subject matter is becoming more and more informational and definitely organized, and that success in its mastery demands

(4) Op. cit. -- p. 11
 (5) Germane E. G. and Germane C. E: "Silent Reading", p. 71

specific training in how to study. Until recently the attention of the teacher has been focused on oral rather than silent reading, on expression rather than getting, organizing, and retaining ideas. O'Brein (6) says in this connection:

"Practically all the reading of the average person is done silently. Consequently the training in oral reading which lasts throughout all the grades of the elementary schools seldom if ever functions in actual life. But for the silent type of reading which the average person is obliged to use almost daily during his school career as well as subsequently, the school has made no attempt to train. And this in spite of the fact that the school is supposed to train for the subsequent activities of actual life and to have its own activities approximate as closely as possible the real conditions of actual life."

According to Harris, Donovan and Alexander (7), reading in the primary grades has always been considered of the utmost importance. But, they say that too often the practice in the intermediate and upper grades has been to continue the methods of the primary periods without a knowledge or thought of the ultimate purpose of reading and of the deadening effect of such procedure.

when we consider some of the specific purposes in modern life. Gray (9) gives the following list of requirements:

-
- (6) O'Brein, J. A.: "Silent Reading", p. 21
 (7) Harris J. M., Donovan H. L. Alexander T. H.: "Supervision and the Teaching of Reading", p. 275

REASONS FOR CHANGE IN METHOD:

It is undoubtedly true, as shown in Table I, page 18 that the oral type of reading has prevailed in many of our schools until very recent times and it is perhaps continuing in many schools even at present. However there has been a movement, perhaps the most significant and important in modern education during the past few years, to change our method of teaching reading. What this change has consisted of may be worth examining. In brief the change has been the shifting of emphasis from the oral to the silent type. The reasons for the change are based on the fact that training in silent reading is necessary to cope with life situations and that oral reading which was at one time of paramount importance, has, because of changed conditions, been reduced to a secondary position. It is not difficult to see how this change has come about. Silent reading has the largest social value. According to Gray (8) in a study of 900 adults representing practically every station in life it was found that fewer than five per cent read aloud on other than very infrequent occasions.

IMPORTANCE OF SILENT READING:

The supreme importance of silent reading is realized when we consider some of the specific purposes in modern life. Gray (9) gives the following list of requirements:

-
- DANGERS OF TOO MUCH ORAL READING:
- (8) Gray, W. S.: "The Importance of Intelligent Silent Reading", Elementary School Journal -- Jan. 1924 -- p. 348
- (9) Gray, W. S.: "Summary of Investigations Relating to Reading", p. 9

"To keep informed on current events; to secure specific information in making plans; to learn more about events or problems of special interest; to secure the opinions of others concerning civic, social and industrial problems; to keep in touch with business or professional developments; to secure suggestions concerning efficient methods of doing work; to determine the important items in correspondence, messages and instructions; to follow directions; to advance in one's field of work; to broaden one's range of information; to keep the mind stimulated with important things to think about; to develop a broad outlook on life; to secure pleasure during leisure hours; to satisfy curiosity." He goes on to say that though practically all the reading of adults is done silently, there are certain important occasions when the use of oral reading is necessary. The three most frequently mentioned are, to inform or entertain others in public or private, to increase one's understanding or appreciation of materials read, and to entertain children and interest them in reading. Without doubt oral reading has an important place in the curriculum. It teaches correct pronunciation, clear articulation and pleasing cadence. It has the added advantage of training the reader to appear before, and to put his ideas across to an audience. According to their proportionate values as means of training for life experiences both oral and silent reading should be taught.

DANGERS OF TOO MUCH ORAL READING:

(10)
 (11) Dearborn, E. H.: "The Psychology of Reading". Columbia
 In discussing the relative values of oral and silent reading, instruction and the detrimental effects of stressing

the former, it might be worth while considering the claim that made by some authorities that too much training in oral instruction reading hampers the child's ability to read silently. Of this danger Gray (10) says:

"Speed in reading necessitates wide perception units, that is, seeing groups of words instead of single words. Much oral reading for beginners tends to make the child word conscious and consequently develops motor habits of narrow eye span." If, then, the primary purpose to be aimed at is the development of rapid silent reading, there is grave danger that the over-emphasis of oral reading, even in the primary grades may defeat this purpose. The habits formed in oral reading may be a positive hindrance to the acquisition of speed and comprehension in silent reading. As stated by Dearborn (11):

"The effect of articulating is to decrease the span of attention".

SUMMARY:

To summarize them, the opinions expressed on the relative values of silent and oral reading, as to the question whether or not both types should be taught the answer is unquestionably, yes. But in so doing we must keep in mind the uses to which reading is put in life situations. If most adults find that

(10) Gray, Wm. S: Op. Cit p. 9

(11) Dearborn, W. H: "The Psychology of Reading". Columbia University Contributions to Philosophy and Psychology, Vol. I Nov. 1906 -- p. 23

less than five percent of their reading is oral it follows that by far the greater attention and time given to reading instruction in our schools should be of the silent type. Both the work type of reading which is for the purpose of gaining useful information for specific purposes, and the recreational type for desirable use of leisure time can best be taught by the silent method. The place of oral reading is secondary but important nevertheless. It should however, after the mechanics are mastered, be confined to the situations in which it is useful under present life conditions. Finally, care should be taken that oral reading instruction does not develop habits which will be detrimental to the development of rapid and effective silent reading.

SPEED AND METHODS OF INCREASING IT

* * * * *

In reading... of the most important... skills... in later... with good... German... in... and... being... and greater... made... every... upon... in this... connected.

CHAPTER TWO

SPEED AND METHODS OF INCREASING IT

... to say that... his pro-... with which... increase... effect an... of education... the pupil and the... human want.

(1) German... p. 27
(2) ... p. 33

* * * * *

IMPORTANCE OF SPEED:

In teaching silent reading one of the most important skills to strive for is speed. Both in school and in later life the highest possible speed commensurate with good comprehension and retention is desirable. According to Germane and Germane (1) "The slow reader both in school and out is handicapped. Courses of study are continually being made richer and broader; and this demands more reading and greater discrimination. In life outside the school the demands made on the average citizen and social being are increasing every year. In fact success and happiness in life may depend upon the kind and scope of one's reading. O'Brein (2) says in this connection:

"Since the literature in practically every field is now so voluminous that none but the fastest can hope to cover any considerable portion of its extent it may be safe to say that other things being equal, a person's proficiency in his profession will be largely proportional to the rapidity with which he can gather the thought from the printed page. An increase of speed in silent reading will, therefore, not only effect an appreciable economy of time and effort in the work of education, but it will increase the efficiency of both the pupil and the adult. It will, moreover, satisfy a keenly felt human want.

(1) Germane and Germane: "Silent Reading" p. 27
 (2) O'Brein, J. A.: "Silent Reading" p. 32

(4) Horton, W. S.: "The Value of Standardized Reading Tests" *Journal of Educational Research*, Vol. 1, Feb. 1930 p. 31

For there are probably few persons who at some time or other have not felt themselves aglow with an insatiable longing to penetrate deeper into their chosen field of labor to make themselves masters in their field by assimilating the written thought and knowledge of the masters who have gone before. A considerable increase in the speed of reading is the one effective instrument which will aid them in the realization of their desires."

VARIATIONS IN RATE OF READING:

That there may be variations in the rate of reading for different persons is perhaps obvious to anyone who has thought about the matter, but the extent of such variation is seldom appreciated except upon investigation. Any teacher in any grade who will ask her children to read a given selection for a period of three to five minutes can obtain sufficient data to demonstrate the wide variation in their reading rates. When measured for speed alone pupils tend to fall into three groups -- slow, medium and rapid readers. The following figures which designate the number of words read per minute by a group of sixth grade pupils, strikingly illustrates the sort of condition one finds in making such an investigation, 374-374-362-238-197-188-181-174-170-152-145-135-121-113-98 (3) Monroe (4) says that the average reading rate of eighth grade pupils is approximately 240 words per minute for continuous material,

-
- (5) Stone: Op. Cit. p. 50
 (3) Germane and Germane: Op. Cit. p. 29
 (4) Monroe, W. S.: "The Value of Standardized Reading Tests" Journal of Educational Research. Vol. I. Feb. 1920 p. 21

and that scientific investigation is revealing that this rate may be increased 25 to 50 per cent by the application of appropriate methods, thus enabling pupils to accomplish one fourth to one half more work in high school and college.

STANDARD RATES:

"A number of investigators have reported standards in the rate of silent reading for the different grades in terms of the number of words read in a minute. These rates are based on reading material that for the most part is narrative in type and adapted in content and vocabulary to the grades in which the tests are given. They represent the median rate of a very large number of pupils in each grade." (5) Table I shows these standards as determined by three leading investigators.

How well these investigations agree is seen when these standards are shown graphically.

(5) Courtis Silent Reading Test. Class Record Sheet.
Stone: Op. Cit. p. 20

TABLE I (7)

-*-
!

STANDARD RATE OF SILENT READING (6)

| GRADE | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| STARCH | 108 | 136 | 144 | 168 | 192 | 216 | 240 |
| GRAY | 90 | 138 | 180 | 204 | 216 | 228 | 240 |
| COURTIS | 84 | 113 | 145 | 168 | 191 | | |

How well these investigations agree is seen when these standards are shown graphically.

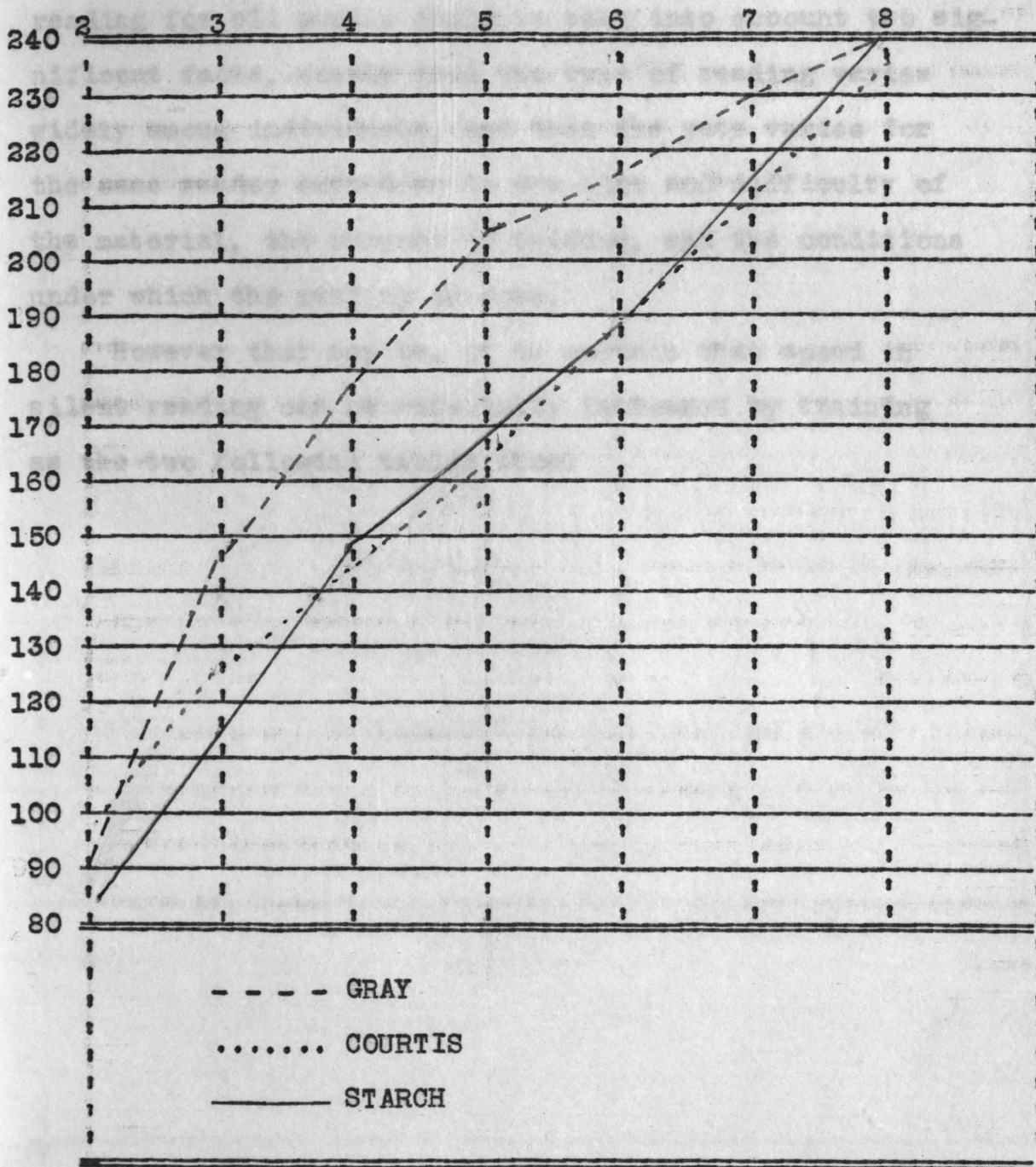
--- GRAY
 COURTIS
 _____ STARCH

(6) Courtis Silent Reading Test. Class Record Sheet.

(7) Standards Op. Cit. p. 21

GRAPH NO. I (7)

GRADES



(8) Gray, S. S. Op. Cit. p. 124

(7) Stone: Op. Cit. p. 21

TABLE II

It may be well here to interpose a warning given by Gray (8) that any effort to establish a standard rate of reading for all pupils fails to take into account two significant facts, namely that the rate of reading varies widely among individuals, and that the rate varies for the same reader according to the kind and difficulty of the material, the purpose of reading, and the conditions under which the reading is done.

However that may be, it is certain that speed in silent reading can be materially increased by training as the two following tables show.

| | | |
|------|------------|------------|
| IV | 100 to 140 | 140 to 236 |
| V | 130 to 160 | 166 to 272 |
| VI | 140 to 180 | 185 to 293 |
| VII | 160 to 200 | 198 to 322 |
| VIII | 180 to 220 | 204 to 333 |

(8) Gray, W. S.: Op. Cit. p. 124

FACTORS AFFECTING

TABLE II

-*-
|

Given the variation in the rate of reading and the importance of the speed of reading, it is not surprising that the speed of reading can be materially improved by systematic training.

EFFECT OF SPEED TRAINING

| GRADE | WORDS PER MINUTE (9)
(NO TRAINING) | WORDS PER MINUTE (10)
(WITH TRAINING) |
|-------|---------------------------------------|--|
| III | 80 to 120 | |
| IV | 100 to 140 | 140 to 236 |
| V | 120 to 160 | 166 to 278 |
| VI | 140 to 180 | 185 to 293 |
| VII | 160 to 200 | 198 to 323 |
| VIII | 180 to 220 | 204 to 393 |

(9) Donovan, H. L: "Silent Reading" Journal of Educational Method. Feb. 1925

(10) Twentieth Yearbook. National Society for the Study of Education. Part II. p. 73

(11) O'Drain, J. B: Sp. Ch. pp. 7 - 10

FACTORS AFFECTING SPEED:

Given the variations in rate in silent reading and the importance of increasing it, likewise the proof that speed can be materially increased, let us determine how we are to proceed to bring about the desired result. To do this it is well first to know something of the factors upon which speed depends. These have been very carefully determined and set forth in a study by O'Brein (11). They are:

1. Practice in rapid silent reading
2. Decrease of vocalization
3. Training in perception
4. The character of the subject matter
5. The purpose for which the reading is done
6. Habits of eye movements
7. Concentration of attention
8. Ability to grasp the meaning of the contents
9. Recognition of the value of silent reading
10. The will to read rapidly
11. The pressure of time control
12. The individual graph
13. The class chart
14. The reaction time
15. The visual type of imagery
16. The length of the reading period
17. Word preparation
18. Thought preparation

(11) O'Brein, J. D: Op. Cit. pp. 37 - 80

In examining the above factors we will find that they may be roughly grouped under four main headings:

1. Factors having to do with the mechanics of reading
2. Those having to do with the content
3. Those having to do with the purpose for which the reading is done
4. Factors which have to do with artificial stimuli to rapid silent reading.

EYE MOVEMENT:

Foremost in connection with mechanics in reading comes eye movements. It is hardly possible for a teacher in the average classroom to study the eye movements of her pupils as this is a laboratory matter. Such a study has been done in a very elaborate and successful way by Doctor C. T. Gray at the University of Chicago, and he has written extensively on the subject (12).

It is well, however, for a teacher to know in a general way the manner in which the eye works in reading. According to Stone (13) the eye makes a series of quick movements with very brief intervening pauses. The actual reading takes place only during the eye pause or act of fixation. The number of eye pauses per line varies with the maturity and experience of the reader. "A good reader in the upper grades will make

(12) Gray, C. T.: "Types of Reading Ability as Exhibited Through Tests and Laboratory Experiments". Supplementary Educational Monograph #5 Vol. 1, p. 31

(13) Stone, C. R.: "Silent and Oral Reading" p. 9

something like four pauses per line, while a poor reader may make as many as fifteen. The better readers not only make fewer pauses, but the eye movements are of a more rhythmical character. The development of proper eye movements is one important problem in reading instruction. Buswell (14) says that important habits of eye movement are accurate recognition, a wide span of recognition, regular progress of perception along the line, and accurate return sweeps from the end of one line to the beginning of the next. The Twenty-fourth Yearbook (15) says that a slow reader recognizes a relatively small unit of a line at each fixation and proceeds slowly and often irregularly from left to right. A rapid reader on the other hand, recognizes a large unit at each fixation and progresses rapidly and regularly from left to right along the line.

VOCALIZATION:

A second factor which affects the speed of silent reading is vocalization. By this is meant the conscious or unconscious use of the organs of speech while reading silently. It is sometimes referred to as "inner speech". Many investigators from Quantz (16) to Huey (17), C. T. Gray (18) and others

-
- (14) Buswell, G. T: "Fundamental Reading Habits". Supplementary Educational Monograph No. 21 Chap. II
- (15) Twenty-fourth Yearbook of the National Society for the Study of Education. p. 13
- (16) Quantz, J. O: "Problems in the Psychology of Reading". Psychological Review. Dec. 1927 p. 21
- (17) Huey, E. B: "The Psychology and Pedagogy of Reading" p. 136
- (18) Gray, C. T: "Types of Reading Ability as Exhibited Through Tests and Laboratory Experiments" Supplementary Educational Monographs Vol. I No. 5
- (21) "A Preliminary Investigation of Skimming in Reading" Journal of Educational Psychology VIII June 1917 - 333 - 49.
- (23) Gray, C. T: Op. Cit. XIV 198.

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- (18) Gray, C. T.: "Types of Reading Ability as Exhibited Through Tests and Laboratory Experiments" Supplementary Educational Monographs Vol. I No. 5

(31) "A Preliminary Investigation of Skimming in Reading" Journal of Educational Psychology VIII June 1917 - 333 - 49.

(33) Gray, C. T.: Op. Cit. XIV 196.

agree that vocalization slows up silent reading and is altogether undesirable and should be eliminated.

RELATION BETWEEN RATE AND CONTENT

Rate of reading varies with the subject matter and the reader's familiarity with it. Gray has secured evidence that easy passages are read more rapidly than are difficult ones. Pressey and Pressey as quoted by Gray (19) make this statement:

"It appears that ability in silent reading depends very largely on the nature of the passage read; a good reader in one type of subject matter may very likely be a poor reader with other types of material". Judd and Buswell (20) in an excellent monograph on this subject state that different kinds of passages such as fiction, geography, rhetoric, easy verse, French grammar, blank verse, and algebra induced distinctly different rates of reading on the part of various individuals.

The purpose for which reading is being done has an effect on the rate. When a pupil reads with the knowledge that he must reproduce or answer questions on the content the reading rate is slower than it would be were he not required to do these things. The reading of a problem in arithmetic is done more slowly than is the reading of a novel. These factors affecting the rate are obvious, but they are supported by investigations made by Whipple and Curtis, (21) C. T. Gray, (22)

-
- (19) Gray, W. S.: "Summary of Investigations Relating to Reading" p. 136
- (20) Judd, C. H. and Buswell, G. T.: "Silent Reading" Supplementary Educational Monographs No. 23 1922. p. 160
- (21) Whipple, G. M. and Curtis J.: "Preliminary Investigation of Skimming in Reading" Journal of Educational Psychology VIII June 1917 - 333 - 49.
- (22) Gray, C. T.: Op. Cit. XIV 196.

Hulten, (23) and others.

EFFECT ON RATE OF ARTIFICIAL STIMULI

Finally, artificial stimuli on the part of the teacher and the pupil, such as graphs showing individual progress in rate and class graphs to stimulate competition may be used as a means of increasing speed in reading. The desire of the pupil to increase his speed, and the recognition of the value of silent reading also tend to increase speed. This has been established in the investigation by O'Brein previously referred to.

In addition, these devices to increase speed are cited by Gray (24) -- speed drills, short exposure exercises, training in rapid reading, increasing the amount of reading, and training to decrease vocalization.

RELATION BETWEEN SPEED AND COMPREHENSION

There is a close relation between speed and comprehension. Stone (25) says:

"An extreme view as to the correlation between speed and comprehension is that the greater the speed the greater the comprehension. Another extreme view is that the slower the speed the better is the comprehension. Rapid speed and good comprehension are found together more than twice as often as rapid speed and poor quality." For Stone's (26) graphic illustration of the relation between speed and quality see Table.

- (23) Hulten, C. E: "A Study of the Speed of Upper Grade Reading"
Journal of Educational Research X, Sept. 1924 p. 141 - 148
- (24) Gray, W. S: Op. Cit. 139 - 147
- (25) Stone, C.R: Op. Cit. 16
- (26) Stone, C. R: Op. Cit. 17

RELATION BETWEEN SPEED AND COMPREHENSION

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TABLE III

| | | |
|-------------------------------|--------------------------------|------------------------------|
| 10 | 11 | 4 |
| RAPID SPEED
GOOD QUALITY | MEDIUM SPEED
GOOD QUALITY | SLOW SPEED
GOOD QUALITY |
| 13 | 26 | 12 |
| RAPID SPEED
MEDIUM QUALITY | MEDIUM SPEED
MEDIUM QUALITY | SLOW SPEED
MEDIUM QUALITY |
| 4 | 12 | 9 |
| RAPID SPEED
POOR QUALITY | MEDIUM SPEED
POOR QUALITY | SLOW SPEED
POOR QUALITY |

(27) Judd, G.H.: Op. Cit.

(28) O'Brien, J.A.: "The Development of Speed in Silent Reading." Twentieth Yearbook of the National Society for the Study of Education, p. 48

Dr. Judd (27) says:

"Good readers are usually not slow and poor readers are usually not fast." Perhaps the best and most conservative study of speed and its relation to comprehension was made by Dr. John A. O'Brein (28) in which he lists the following conclusions:

The present average rates in reading in grades three to eight are needlessly slow and inefficient.

These rates can be greatly increased by systematic training over a period of two months.

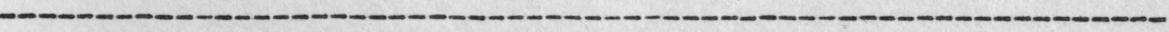
The improvement effected in the first month is considerably greater than in the second month of training.

Marked improvement in speed can be effected without any impairment in concentration.

The setting up of habits of rapid reading do not, per se, increase the accuracy of comprehension.

To secure marked improvement in accuracy of comprehension, special stress must be placed on training designed specifically to produce that effect.

The marked gain in the number of questions correctly answered demonstrates the persistence of the improvement of the reading rate in a changed situation involving a different mental attitude; i.e. in careful reading and in reading to answer questions."



(27) Judd, C.H: Op. Cit.

(28) O'Brein, J.A: "The Development of Speed in Silent Reading." Twentieth Yearbook of the National Society for the Study of Education. p. 48

SUMMARY:

It is eminently desirable that each child develop his greatest possible rate of reading because of the constantly broadening field of study required in school, and the increasing amount of material which should be read by an adult who wishes to be well informed in the fields of literature, current events, citizenship and matters pertaining to his vocation.

Investigation has shown a wide variety of abilities in rates of reading in different persons, and furthermore that these rates of speed in the reading of children can be increased by training from 25 to 50 percent.

CHAPTER THREE

The factors which influence speed have been definitely established, and based on these factors, devices have been produced to increase the speed of readers.

There is a close relationship between speed and comprehension, and as a rule rapid readers comprehend better than do slow ones, though training in comprehension should be given to increase that faculty, apart from the training to increase speed.

* * * * *

COMPREHENSION EXPLAINED

Comprehension, when applied to reading is a very complicated process. It is of course by far the most important objective, other so called objectives being but contributing factors to it. We work to master the mechanics and we strive for speed merely that we may understand what the printed page contains and that we may comprehend the greatest possible amount of material in the shortest possible time.

-*-

Thorndike (1) states that reading is a very elaborate process involving the weighing of each of many elements in the sentence, their organic relation to one another, the selection of certain of their connotations and the rejection of others, and cooperation of many forces to determine the final response. Yeakoa (2) says: "The process of reading is more than the arbitrary system of signs for words. It is fundamentally a process of interpreting the written ideas of another." The same writer goes on to say

CHAPTER THREE

COMPREHENSION

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that the process of interpreting the symbols and interpreting the ideas of the writer is no simple matter. The reader must perceive the symbols; he must associate with these symbols the appropriate meanings; he must recall past experiences which give meaning to these symbols; he must evaluate them; accepting those meanings which are appropriate, and rejecting those which are inappropriate; he must reorganize the ideas

(1) Thorndike, E. L.: "Reading as Reasoning" Journal of Educational Psychology, Vol. 17, p. 38

(2) Yeakoa, G. A.: "Reading and Study" p. 14

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- (1) Thorndike, E. L.: "Reading as Reasoning" Journal of Educational Psychology. VIII June 1917. p. 323
- (2) Yoakam, G. A.: "Reading and Study" p. 14

into new patterns to be used for particular purposes; and he must retain them for future use."

Gray (3) states that comprehension involves accurate recognition, anticipation of meaning, analysis, association and judgment.

According to Hilliard (4) the most important factors affecting comprehension favorably are in the order named, high intelligence, good vocabulary, power to organize, effective rate, and power to reproduce ideas gained. To these factors Yoakam (5) adds training, sex, race, nationality and the kind of school the person has attended. Of these factors some, namely, intelligence, sex, race and nationality are entirely beyond control and merit no attention here. The other factors have to do with environment and admit of modification.

IMPORTANCE OF COMPREHENSION TRAINING:

From the above authoritative statements of the importance and complexity of comprehension in reading it naturally follows that the improvement of comprehension is the most important element in the teaching of reading. "Training in quick apprehension and in comprehension is the important task, because it is the basis of a pupil's possible progress in all

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- (3) Gray, W. S: "Investigations Relating to Reading" pp. 89-91
 (4) Hilliard, G. H: "Probable Types of Difficulty Affecting Comprehension in Reading" University of Iowa Studies in Education. Vol. II. pp. 57-59
 (5) Yoakam, G. A: Op. Cit. p. 40

subjects. Whether the subject matter is geography, history, grammar or hygiene, the pupil's success depends largely on his ability to get the meaning from the printed page. This ability is almost entirely a product of training, and the logical and ideal time to give specific drill in developing it is during the silent reading period." (6)

That comprehension can be improved by the use of proper methods of teaching has been proven by experimentation. Germane and Germane (7) give an account of two studies which were made on classes which were given special training in comprehension. The gain in one was 61 per cent and in the other 84 per cent. As a result of such training, say these authors, the rate and comprehension of silent reading can be greatly increased in a short time. In a study reported by Hawley (8) the quality of reading in three sixth grade classes was increased 43 per cent in twenty two weeks. In fact authorities are so convinced that comprehension can be improved by training that they devote a great deal of attention to methods of improving it.

FACTORS IN THE IMPROVEMENT OF COMPREHENSION:

There are many factors to be considered in the work of improving comprehension in reading. Among those mentioned

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- (6) Germane and Germane: Op. Cit. p. 45
 (7) Germane and Germane: Op. Cit. p. 61
 (8) Hawley, W. E.: "The Effect of Clear Objectives on the Teaching of Reading." Journal of Educational Research Apr. 1921 p. 254

are drill, reproduction, questions on the content, organization, motivation, interest, vocabulary training, summarizing, getting the central thought, and selecting titles.

TRAINING FOR COMPREHENSION:

A very careful and comprehensive study made by Alderman (9) on 1933 pupils in grades IV to VIII inclusive demonstrates the effect of training in comprehension. Definite training in organization, retention and vocabulary building were given throughout a semester. The results were checked by the Thorndike McCall reading scale. The great majority of the pupils so trained gained in reading ability. The following graph represents the number of questions answered correctly by each pupil in another group studied by O'Brein (10), before and after training in comprehension. The Courtis Silent Reading Test was used in grades IV to VIII.

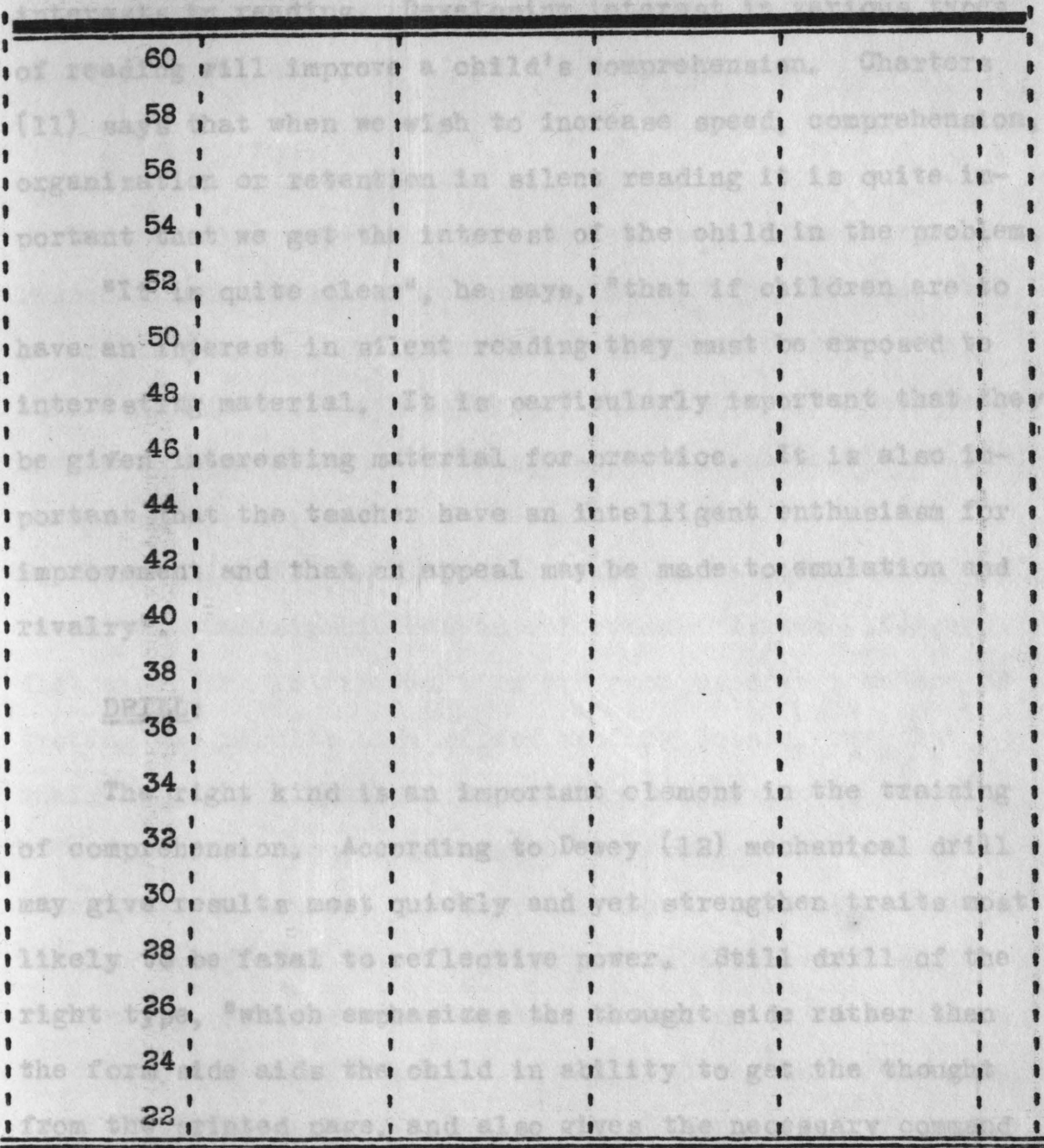
In the case of the Alderman study referred to above the results showed that this particular type of training was of little value and in some cases undesirable for pupils who ranked high in reading at the beginning of the training period.

IMPORTANCE OF INTEREST:

Foremost among the requirements in teaching for the improvement of comprehension we may mention interest. Aside

- (9) Alderman, G. H.: "Improving Comprehension Ability in Silent Reading". Bulletin of Extension Division University of Indiana. Vol. XI. No. 3 - 1925. p. 34
- (10) O'Brein, J. A.: Op. Cit. p. 212

GRAPH NO. 2



| GRADE | IV | V | VI | VII | VIII |
|--------|----|----|----|-----|------|
| PUPILS | 97 | 47 | 52 | 50 | 46 |

from the object of improving comprehension it is expected of a good teacher that she will develop in her pupils permanent interests in reading. Developing interest in various types of reading will improve a child's comprehension. Charters (11) says that when we wish to increase speed, comprehension, organization or retention in silent reading it is quite important that we get the interest of the child in the problem.

"It is quite clear", he says, "that if children are to have an interest in silent reading they must be exposed to interesting material. It is particularly important that they be given interesting material for practice. It is also important that the teacher have an intelligent enthusiasm for improvement and that an appeal may be made to emulation and rivalry".

DRILL:

The right kind is an important element in the training of comprehension. According to Dewey (12) mechanical drill may give results most quickly and yet strengthen traits most likely to be fatal to reflective power. Still drill of the right type, "which emphasizes the thought side rather than the form side aids the child in ability to get the thought from the printed page, and also gives the necessary command over the mechanics of reading", according to Pennell and

(11) Charters, W. W.: "Teaching the Common Branches" p. 145
 (12) Dewey, John: "How to Think" p. 32

(13) _____ p. 48
 (18) _____ p. 171

Cusack (13). The same authors go on to say that drill on new and difficult words should be had in their context, and that judgment and organization questions furnish much drill on the thought side.

REPRODUCTION:

Stone (14) says that the simplest type of silent reading lesson for teaching comprehension is the reproduction, oral or written, of a story which has been read silently. In such a lesson the organization of thought rather than memory should be stressed and the reproduction given in the child's words and not the words of the author. Also the silent reading habits of the children should be watched during the lesson and undesirable habits corrected. Yoakam (15) says that exercises in reproduction are much used as a method of testing the results of a silent reading lesson, but that their value as a complete test of comprehension is doubted. He says that action, following directions, completion of incomplete sentences, drawings and other forms of exercises are now being used to a large extent to test comprehension in reading, and that reproduction is coming to be regarded as only one type of possible response to the ideas expressed on the printed page. In Germane and Germane (16) we read, "Formerly this method was very popular as a means of

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- (13) Pennell, M. E. and Cusack, A. M.: "How to Teach Reading" p.48
 (14) Stone, C. R.: Op. Cit. p. 171
 (15) Yoakam, G. A.: Op. Cit. p. 48
 (16) Germane and Germane: Op. Cit. p. 171

measuring comprehension and retention. Recently it has become less so. The scoring of the reproduction is based on the number of ideas reproduced. In correcting, it is very difficult at times to tell whether the idea has been reproduced by the pupil or not. In many other instances it is perfectly clear that instead of reproducing the paragraph which he has just read, the pupil brings into the reproduction many ideas based on his own experience".

Gist (17) says of this test: "Many pupils can give from memory what they have read without being able to answer questions based on the thought. Questions directed so as to bring out the thought seem to bring better results than asking pupils to tell what they read". In spite of all this, reproduction is still widely used as a test for comprehension."

QUESTIONS ON THE CONTENT:

Therefore questions on the content seem to be a better method of improving and checking comprehension than reproduction. Such questions may be either of the factual or of the problem type.

Stone (18) says that as a general rule, factual questions are in disfavor and properly so, but that an occasional spirited exercise in factual comprehension is helpful as a check on ability to get details and is an effective means of stimulating

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- (17) Gist, A. S: "Silent Reading" Elementary School Journal Vol. 18. Sept. 1917. p. 316
- (18) Stone, C. R: Op. Cit. p. 172

competition in getting the facts of a selection. He says further;

"It trains one type of comprehension but should not be permitted to displace exercises in more rational and critical silent reading." Germane and Germane (19), while they declare that the popularity of the problem form of question shows a wholesome educational tendency, raise the question as to whether we have not overworked the case against memorizing and memory work.

Buckingham (20) states, on the basis of an experiment which he made, that a test of memory ability in school children in history affords a reasonably accurate index of not only memory ability itself but also of ability to think.

RELATIONAL QUESTIONS:

Germane and Germane (21) state that the relational or problem questions stimulate inference, deduction and judgment. Stone (22) says a real problem question requires some relational thinking and it should not be possible to answer in the exact language of the reading matter unless the question asks for the selection of a group of words in the text in application to a group of words not given in the text.

Yoakam (23) advocates what he calls "asking questions of the material read"; that is, asking the pupil to formulate questions as he reads, in order to indicate to the teacher

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- (19) Germane and Germane: Op. Cit. p. 175
 (20) Buckingham, R. B; "School and Society." Vol. 5. Apr. 1917
 (21) Germane and Germane: Op. Cit. p. 176
 (22) Stone, C. R; "Oral and Silent Reading" p. 175
 (23) Yoakam, G. A: Op. Cit. p. 379

the manner and quality of the comprehension, and to be used after the reading is done in a socialized class exercise.

ORGANIZATION OF MATERIAL:

This subject is treated by some authors as one of the factors of comprehension and by others as a separate but closely related faculty. Germane and Germane (24) and Yoakam (25) take the latter view, while Pennell and Cusack (26) and Stone (27) are inclined to take the former. There is no question, however, that exercises in outlining, summarizing and analyzing, which are elements of organization, are excellent aids to comprehension. Yoakam (28) says that organization consists of selecting from the impressions gained from the printed page those which are important, disregarding the unimportant, arranging the ideas so chosen according to some pattern and holding them for future use. This can easily be regarded as a phase of comprehension. Alderman (29) has succeeded in improving reading ability by training children to select and organize the main points of the material read. Organization will be further considered in connection with work type reading.

| | | |
|-----|----|----|
| III | -- | 78 |
| IV | -- | 89 |
| V | -- | 93 |
| VI | -- | 95 |

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- "It is evident", Gray says, "that accuracy of interpretation
- (24) Germane and Germane: Op. Cit. p. 68
- (25) Yoakam, G. A: Op. Cit. p. 44
- (26) Pennell M. E. and Cusack, A. M: Op. Cit. p. 44
- (27) Stone, C. R: Op. Cit. p. 183
- (28) Yoakam, G. A: Op. Cit. p. 399
- (29) Alderman, G. H: "Improving Comprehension in Reading"
Journal of Educational Research Jan. 1926. p. 214

GETTING THE CENTRAL THOUGHT AND SELECTING TITLES:

Such exercises as those involving getting the central thought of a paragraph and selecting titles for selections are valuable aids in training for comprehension.

Stone (30) calls attention to the method in which chapters, subdivisions of chapters, and paragraphs in such texts as histories and geographies are given titles or sentences indicating the chief idea. Children, he states, can be shown this system and encouraged to emulate it in their own work or practice it in connection with new material. He also mentions the selection of topic sentences in paragraphs as a similar aid in teaching comprehension.

GROWTH IN PERIODS OF COMPREHENSION:

Gray (31) states that, with current instruction in reading, comprehension increases at varying rates in different grades. The Curtis Silent Reading Test is to a large extent a measure of the accuracy of interpretation of simple passages. The standard scores for this test are:

| | | | |
|-------|-----|----|----|
| GRADE | II | -- | 59 |
| | III | -- | 78 |
| | IV | -- | 89 |
| | V | -- | 93 |
| | VI | -- | 95 |

"It is evident", Gray says, "that accuracy of interpretation as measured by this test increases rapidly during the second,

{30} Stone, C. R. Op. Cit. p. 190
 {31} Gray, W. S. Op. Cit. p. 94

third and fourth grades, and remains at a very high level in the upper grades."

SUMMARY:

Comprehension is a very complex process and it involves many elements of thinking. Studies have revealed that there are many definite factors affecting comprehension. The authorities seem to agree that training in quick accurate comprehension is the most important element in the teaching of reading. It has been proven that comprehension can be improved by skilful training. Some of the lines along which training should be given are drill, reproduction, questioning, organization, stimulation of interest, and selecting central ideas and titles. There are certain definite periods of rapid growth in comprehension under present instructional methods, particularly in the lower grades.

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If we consider the three purposes of reading we might say that one is to gain information and the other is to give entertainment. The latter is often designated as recreational reading, while the former is variously called study reading, informational reading, or work type reading.

One of the chief criticisms of reading as it has been taught is that teachers have not had clear aims in mind when planning and teaching a lesson. Yonka (1) whose book, "Reading and Study" is a valuable work on study reading says:

CHAPTER FOUR

"Failure to analyze reading and determine its uses has resulted in practices which are inefficient and wasteful."

A further criticism has been that when there has been an objective in teaching, it has been to teach reading only for recreation and for the development of a taste in literature.

WORK TYPE READING

The same author (2) found that reading in the elementary school, which presumably is to train the child to read either for purposes of pleasure and appreciation, or for the purposes of information and knowledge, is predominantly of a recreatory character, and that no clear purposes are evident except the single one of mechanical efficiency.

Theisen (3) sets forth the importance of study reading as follows:

"Developing the individual study powers is perhaps the most important aim in teaching reading. The student who is to

(1) Yonka, C. A: "Reading and Study". P. 4
(2) Yonka, C. A: Opus Mt. 5
(3) Theisen, V. W: Professional Readings No. 1, Milwaukee Public Schools.

PURPOSES OF READING:

If we consider the chief purposes of reading we might say that one is to gain information and the other is to give entertainment. The latter is often designated as recreational reading, while the former is variously called study reading, informational reading, or work type reading.

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The same author (2) further states that reading in the elementary school, which presumably is to train the child to read either for purposes of pleasure and appreciation, or for the purposes of information and knowledge, is predominantly of a recreatory character, and that no clear purposes are evident except the single one of mechanical efficiency.

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- (1) Yoakam, G. A: "Reading and Study". p. 4
 (2) Yoakam, G. A: Opus Cit. p. 5
 (3) Theisen, W. W: Professional Pamphlet No. 1, Milwaukee Public Schools.

(4) Twenty-Fourth Yearbook, National Society for the Study of Education. Part II. p. 14

get along well must be able to unlock thought. The pupil confronted with a page of unfamiliar material must be able to pick out important facts, to omit the unimportant ones, to determine their relationships, and finally to organize them. The student who cannot do so does not get along well in his school work. School work, in fact, requires most of the important skills which a good reader possesses. It requires a knowledge of the meaning of words and idiomatic expressions, the ability to find specific facts, and the ability to see relationships or contrasts between facts and ideas set forth in the selection; the ability to visualize the conditions portrayed; the ability to resist suggestions or preconceived notions, which tempt the child to form wrong conclusions; the ability to answer questions requiring reflection and judgment; the ability to scan a quantity of material and select the most important facts or ideas; and the ability to grasp the significance of the selection as a whole and organize the essential ideas. All of these are abilities which the successful student employs."

In the Twenty-Fourth Yearbook (4) are listed the following habits or processes which are required when reading for specific purposes:

- Analyzing or selecting meanings; for example:
- To select important points and supporting details.
 - To find answers to questions.
 - To find materials relating to a given problem.
 - To determine the essential conditions of a problem.

(4) Twenty-Fourth Yearbook, National Society for the Study of Education. Part II. p. 14

Associating and organizing meanings, for example:

To grasp the Author's organization

To associate what is read with previous experience

To prepare an organization of what is read

Evaluating meanings; for example:

To appraise the value or significance of statements

To compare facts read with items of information from

other sources.

To weigh evidence presented

To interpret critically

Retaining meanings, for example:

To reproduce for others

To use in various specific ways

Some of the other abilities which, according to Stone (5) are necessary to successful study reading are, skimming, making topical outlines, using tables of contents, indexes, dictionaries, encyclopedias and reference books, taking notes, and getting central thoughts from paragraphs, chapters and selections.

USE OF TEXT BOOKS:

It is possible here to consider only some of the most important of these abilities. First it is necessary for successful work by pupils in school that they be able to use the books and to do the type of reading necessary to each particular subject of the curriculum. Concerning such study

(5) Stone, C. R: Cit. pp. 166 - 193

(7) Pennell and Cusack: "How to Teach Reading", p. 70

(8) Stone, C. R: op. cit. p. 184

work the Twenty-Fourth Yearbook (6) says:

"Experience teaches that one of the major contributing causes to failure in junior and senior high school grades is the inability of the pupils to read text books with skill and intelligence. The recognition of this fact has led to the demand that the teacher of each subject understand clearly and pass on to her pupils those reading and study habits which capable workers in their respective fields possess."

Under training in the use of books Pennell and Cusack (7) advise that habits be developed in the intelligent use of the table of contents, word list or glossary, chapter headings, marginal headings and index. They also advise training in proper use of the card index or catalogue.

ORGANIZATION OF MATERIAL:

Perhaps the most important consideration in connection with work type reading has to do with organization; first as to comprehension of the organization of the material read and secondly, organizing by the pupil of the material gotten out of the content. Concerning the first kind of organization, Stone (8) says that often the children do not understand the plan of headings and subheadings. He says that in reading instruction there should be exercises in outlining, and in selecting the central thought, leading ideas, key sentences, appropriate topical headings for paragraphs, and divisions

(6) Twenty-Fourth Yearbook. Op. cit. p. 66

(7) Pennell and Cusack: "How to Teach Reading". p. 70

(8) Stone, C. R.: Op. cit. p. 184

and significant climax paragraphs or chapters. Brooks (9) calls attention to the same difficulty and suggests that definite explanations be given, and that these should be followed by enough practice to insure some facility in using these tools. He further suggests making running notes on what is read, training in the selection of topic sentences, making and discussing summaries in class exercises, selecting the main ideas, and the preparing of topical outlines in which the main points are indicated and some of the more important subordinate ones are placed. Germane and Germane (10) insist that the importance of developing the ability of children to organize can scarcely be over emphasized."

On the psychological value of organization they write as follows:

"Training in organization of subject matter is urged because it requires the pupil to analyze, select, and synthesize. It requires much evaluation, judgment and association, and is considered one good test of general intelligence. Organization is a great help to memory and retention. To the degree that a lesson is well organized, to that degree each minor point is seen in its proper relation to the main idea, and each major thought in its relation to the whole."

He goes on to state the sociological value of organization as follows:

"How many men and women are failing in their several vocations every day not so much because of some defect in

(9) Brooks, F. O.: "The Applied Psychology of Reading". p. 218-20

(10) Germane C. E. and Germane E. G. Op. cit. p. 68

personality, but because organization is sadly lacking in every proposition which they set forth. Because organization is of great consequence in life, both in and out of school, one seems justified in testing children to see how much organizing ability they have, and how that ability may be developed."

According to Yoakam (11) from the evidence produced so far it seems clear that a person may have the ability to comprehend and little ability to organize, and that exercises in outlining and summarizing seem to help the reader to organize. The same author lists as follows the situations in which organizing ability is called for.

1. "When the assignment is to outline the main point. This involves the ability to select the main point and to disregard the minor by having details. It is needed by pupils in gathering materials in problem solving.
2. When an important article or chapter is to be briefed. This involves locating the main points and the supporting details.
3. When the purpose is to summarize. This is a frequently used practice and involves organizing ability, plus language ability to state succinctly the main ideas of the selection read.
4. Reading to gather ideas for original composition. The student must not only analyze but he must also recombine the ideas gathered and express them in his own words.
5. When the purpose is to evaluate the important ideas, paragraph headings, topic statements or other parts of the material read. Organizing ability must be used in picking out the part for evaluation."

(11) Yoakam, G. A.: "Reading and Study". p. 44

(13) Pennell and Ousack: Op. cit. p. 42

QUESTIONS ON THE CONTENT:

Closely related to organization in study work is the use of specific questions on the assignment. In fact such questions are given to help the student organize his material. Knoelk (12) says:

"By the use of specific questions on the assignment a much more efficient method of study is secured than by the same amount expended in undirected reading."

Again he says: "We have already seen that getting the author's meaning from the printed page is quite different from repeating expressions found there. The pupils must also be taught to eliminate material of minor importance. Intelligent questions are an index as to whether this is being done." He goes on to explain that this can be accomplished by having the pupils read the selection with a view to formulating five or ten essential questions. These questions can then be discussed by the class with a view to eliminating those of minor importance. This process will show not only what kind of questions to ask but also why the chosen questions are the better.

Both Knoelk and Pennell and Cusack (13) advocate the use of motivating and of judgment questions. Pennell and Cusack say:

"Judgment and thought getting can be further stimulated by the use of further questions given after the motive questions have been answered."

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- (12) Knoelk, W. C.: "How to Teach Organization in Reading" Professional Pamphlet No. 3, Milwaukee Public Schools. p. 4
 (13) Pennell and Cusack: Op. cit. p. 42

Knoelk (14) suggests questions such as the following after the motive has been established.

"In what paragraph do you find the most important point?"

"What one word may be used to describe this paragraph?"

"Find all the material on this page bearing on this question?"

"What do you think is the author's reason for stating this first?"

"If you wished to make a note of what this paragraph contains what would you put down?"

"The author raises a question: On which side of the question is he talking in this paragraph?"

He then goes on to say: Organizing questions of the type which calls for rereading of larger groups of related sentences or for the reconsideration of the paragraph topics with a view to gaining the relation of each to the whole should follow. This gives the pupil the "bird's eye view" which better enables him to interpret the selection and judge of the worth of statements. Lastly a possible concentration of the number of topics will yield the final outline with the title of the whole and from to five subheads. Enrichment by outside readings is the final step."

SKIMMING:

Various other minor skills are mentioned by some authors. Among these we find frequent mention of skimming. Stone (15) says that skimming is a type of reading that is valuable for

(14) Knoelk, W. C: Op. cit. p. 27

(15) Stone, C. R: Op. cit. p. 166

certain purposes. We may glance over the pages of a newspaper. We may look through a book reading a little here and there to find out whether we care to read it or not. When a pupil has occasion to refer to a reference book to find specific data he should be able to skip irrelevant material. All these types of skimming should be trained for in school.

SUMMARY:

There are two main purposes in reading, for recreation and for study. The latter is often called work type reading. One of the chief criticisms of reading has been that the latter has not received sufficient attention. Work type reading training is necessary in teaching children how to study, how to use text books, how to use indexes, dictionaries and encyclopedias. Such training also teaches how to gain the central thought, organization, outlining, analyzing and summarizing.

* * * *

Franklin Bobbit (1) in his book, "The Curriculum" makes the statement that reading is the reproduction of experience. He calls it a mode of living, and continues:

"We are here only saying that that portion of the world that lies beyond the horizon is also to be given the greatest possible degree of reality in the minds of the children."

In the summary of his chapter on "Ways Concerning Reading in Modern Life," Gray (2) says:

"The investigations to which reference has been made (to June 1925) justify the following conclusions:

CHAPTER FIVE

1. Intelligent reading is possible in effective participation in modern life and should be emphasized vigorously in every program of instruction.
2. The amount of reading that is done is increasing very rapidly. Consequently, effective reading requires effort to familiarize young people with the methods and values of different types of reading materials.

RECREATIONAL AND CULTURAL READING

Both the above quotations have reference to the value of the recreational and broadened reading, the value of reading that results and aims to be a part of the cultural life of the individual in order to realize the higher aims of life.

In order that an adult may possess the habit of reading and literature that will lead to the highest quality of mind, he must have acquired an appreciation of good reading

(1) Hobbit, F.: "The Curriculum" p. 130
 (2) Gray, V. E.: "Summary of Investigations Relating to Reading" p. 15

SOCIAL VALUE OF READING:

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In the summary of his chapter on "Facts Concerning Reading in Modern Life," Gray (2) says;

"The investigations to which reference has been made (to June 1925) justify the following conclusions:

1. Intelligent reading is indispensable to effective participation in modern life and should be emphasized vigorously in every program of instruction.
2. The amount of reading that is done is increasing very rapidly. Consequently schools should use every effort to familiarize young people with the sources and values of different types of reading material and should train them to read intelligently, and to utilize their reading time wisely."

Both the above quotations have reference to reading of the recreational and broadening type, the kinds of reading that adults who wish to be well informed and cultured must do in order to realize the higher aims in life.

In order that an adult may pursue the paths of reading and literature that will lead him to the desired breadth of mind, he must have acquired an appreciation of good reading

(1) Bobbitt, H: "The Curriculum" p. 320

(2) Gray, W. S: "Summary of Investigations Relating to Reading" p. 15

material and of good literature. And yet, Stone (3) says, it is continually being seriously questioned whether the schools are developing the proper emotional attitude towards reading. In answer to the question, "Why have our schools failed to develop appreciation?" he gives these two reasons:

First there has been too often a lack of genuine appreciation by the teachers themselves of the best in classical and current literature suited to the tastes and interests of the children.

Second, the usual slow procedure, of minute analysis and oral reading of all the material has tended to bring about a dislike for reading and an unfavorable attitude of mind towards literature.

AIMS OF CULTURAL READING:

As to the nature of appreciation, Charters (4) says:

"The purpose or function of teaching is to assist pupils to control and appreciate the values of life-----." Literature is said to have its chief value in giving children an appreciation of such ideals.

Some specific means to the attainment of general culture through the ability to enjoy literature as stated by Uhl are: (5)

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- (3) Stone, C. R.: "Silent Reading" p. 81
 (4) Charters, W. W.: "Methods of Teaching" p. 21
 (5) Uhl, W.: "The Materials of Reading" p. 193

1. Careful presentation of carefully graded master-pieces to children.
2. That the reading of fine literature be enjoyed by children.
3. An acquaintance with a variety of literature so as to enable all pupils to find their favorite literature.
4. Training in the interpretation of problems arising from the study of literature -- problems involving nature, interesting plots, interesting characters, morality and other topics of general interest.
5. Special attention to forms of literature which are overlooked by untrained readers, -- fine examples of fiction, biography, travel and books of science and invention.

In another place in his book, Uhl (6) makes this statement:

"Reading for enjoyment has therefore been given a place of importance, not because of the value of such reading as now pursued, but for the value that such reading would have if courses in reading and literature were so organized as to provide adequate training in reading which is both profitable and enjoyable."

READING COURSES AND LIFE REQUIREMENTS:

Several investigations have been made for the purpose of discovering whether or not there is a close relation between the subject matter of reading and adult needs. According to Uhl (7) these investigations have been of three kinds:

(6) Uhl, W: Op, Cit p. 172

(7) Ibid: p. 175

1. An examination of the content read in school to find out its informational value and to find out whether the informational content is interesting to children.
2. To discover, if possible, ways for raising the general level of literary enjoyment.
3. To find out the different kinds of content -- either informational or literary contained in school readers.

Commenting on the first type of investigation, Uhl states that the social worth of literary selections is dependent in part on their informational content. In this connection, Hosis (8) says:

"By the presentation of persons acting in accordance with conditions new to the pupils an attack is made early in the educative process upon the tendency towards a merely local or provincial outlook on life. One of the purposes of literary teaching is therefore to broaden the mental experience by supplying a sympathetic acquaintance with scenes in various geographical sections.

As to purely recreational reading, Uhl (9) lists three important values which he says have been attached to it.

1. The exhilarative or recreatorial effect of enjoyment upon the mental well being.
2. The valuable social interaction produced by literature when studied, produced or discussed by groups of individuals.
3. The positive effect of literature in controlling one's thinking and conversing.

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- (8) Hosis, J. H.: "The Reorganization of English in Secondary Schools" U. S. Bureau of Education Bulletin 1917 No. 2 p. 145
- (9) Uhl, W.: Op. Cit. 175

APPRECIATION OF LITERATURE:

That appreciation of good literature can be cultivated by proper methods of teaching was shown in an interesting experiment by Hosis (10). He showed that interest in two unpopular poems was raised above the level of interest in two more popular poems purely through superior teaching of the former. From this he concludes that proper methods of teaching can arouse interest in good literary selections which might not appeal to the child where the teaching was inferior or where the child might attempt to read on his own initiative.

What specific kinds of appreciation or what qualities or factors in a literary selection should be emphasized in teaching? As listed by Stone (11) they are:

1. Appreciation of social values -- "reading material for the pupils from the whole human drama representing a great variety of life situations in all parts of the world."
2. Appreciation of aesthetic values -- "In a piece of literature we may appreciate the thought or feeling expressed, the idea, the story, the act, or we may appreciate, the way it is told, the choice of fine words, the fluency, and ease of style, or the delightful musical qualities of the poem."
3. Appreciation of the humorous -- "When we reflect on the kinds of humor that the average individual in life enjoys, the importance of the school in developing appreciation of the right kind of humor and wit is clear."

The Twenty-fourth Yearbook (15) gives the following

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- (10) Hosis, J. H: "Emperical Studies in School Reading"
 Teachers College, Columbia University Contributions to
 Education No. 114 - 1920
- (11) Stone, C. R: Op. Cit. 82

4. Appreciation of Nature.

"Much may be done in the reading lesson to arouse an interest in the beauties of nature and in the enjoyable observation of natural phenomena, as well as to develop appreciation of the literature of nature.

DEVELOPING APPRECIATION OF LITERATURE:

Stone (12) lists some good suggestions for developing appreciation which may be summarized as follows:

1. Over analysis is fatal to emotional enjoyment. It is not necessary to know every word in order to understand a piece of literature.
2. The teacher should see to it that she plans for herself a growth in the appreciation of good literature.
3. The study of the technique of literary types should only be a means to a better understanding and appreciation of the major content values.
4. The rate of reading literary matter in class should be similar to the rate that would be used in a typical life situation.
5. It is useless for a teacher to attempt to impart appreciation until she has determined definitely the essential worth of the unit.

Stone also gives the following excellent cautions:

1. Avoid raising the critical attitude for the time.
2. Do not expect rapid growth in appreciation.
3. Do not attempt to develop appreciation for a unit which you do not genuinely appreciate yourself.
4. Do not force children to give expression to the feeling awakened.

The Twenty-fourth Yearbook (13) gives the following

(12) Stone, C. R. Op. Cit. 85

(13) Twenty-fourth Year Book Op. Cit. 153

statement as to the basic principle for teaching literature:

"The approach to literature for real experience and enjoyment must never be analytical or critical; it must always be co-operative and creative; it must be the reader's attempt to put together out of his own past experiences those pictures and sounds and odors which the writer presents."

In connection with the teaching of literature it must be understood that the interest must extend beyond the classroom exercises, and a desire for good reading must be inspired and catered to. "Therefore," says the Twenty-fourth Year-book, (14) from the primary grades to the high school we have suggested the necessity of having in every classroom book tables and shelves with the best possible literature for children to enjoy in the form of supplementary reading. Under right conditions, books from home, and perhaps occasional magazines should be welcomed at these tables, since it is important to help pupils evaluate the writings that they will meet outside the classroom."

BOOK REPORTS:

OUTSIDE READING:

The next logical step in the encouragement of literary reading is the extension of directed reading into the home and public library. Harris, Donovan and Alexander (15) suggest that the teacher encourage home reading by supplying the

(14) Ibid: p. 155

(15) Harris, Donovan and Alexander: "Supervision and Teaching of Reading," p. 327

children with the names of books and by giving sketches of stories to be found in them. She may encourage the children by discussing with them their home reading, and displaying an interest in what they have enjoyed most. She may render a valuable service by seeing that each child becomes a regular member of the public library and is privileged to take out books for home use. Here Leonard (16) suggests a caution to be observed:

"Clearly the lists of books for reading clubs must contain only excellent matter, not merely what the pupils would read anyhow and read quite as well without guidance." He goes on to suggest that the teacher listen courteously to the books that pupils recommend, even though they may not qualify highly from a literary standpoint. He must not condemn too flatly and futilely what children honestly admire and thus weaken the force of his recommendation of better books.

BOOK REPORTS:

There must, of course, be some means of checking the results of childrens' outside reading, both for the purpose of guiding the selection of material, and for determining what the children have gotten out of it. The Twenty-fourth (17) Yearbook suggest two kinds of reports. The first is the

(16) Leonard S. A: "Essential Principles of Teaching Reading and Literature" p. 204

(17) Twenty fourth Yearbook Op. Cit. p. 156

pupil's personal reaction to the book, his opinion of what it made him think about, or what he particularly liked in it. The second and socially more useful type is the promotive book report, in which the pupil, perhaps in three or four sentences only, gives his statement of what kind of book he reads and what he particularly recommends about it and illustrates by a quotation or an example.

OTHER TYPES OF CULTURAL READING:

There are other types of reading which are neither strictly work type nor recreational. Included among these are reading for vocational guidance, for improvement along some special line of interest, as a hobby; for appreciation of the world's achievements; and as a training for citizenship. (See Theisen, Professional Pamphlet No. 1, Milwaukee Public Schools.) These types of reading are also referred to by Stone (18) when he says:

"One of the main problems in the Junior High School Grades is to provide material for the reading courses that appeals to the early adolescent's changing view of life; that develops the early adolescent's interests in social, civic and occupational problems; and that can be read with sufficient ease and rapidity so that the experience is an enjoyable one. Current literature and selections bearing on modern social and civic and on topics of vocational interest should constitute part

(18) Stone, C. R. Op. Cit. p. 77

of the reading course in the upper grades. Reading material on personal social hygiene, accident and fire prevention, food and fuel conservation, industrial developments, and other community problems, may legitimately claim a part of the reading time."

SUMMARY:

In this chapter we note that broad reading is necessary to active participation in modern life. It is necessary that a child receive training in appreciation of what is good in literature and that he acquire the power of discrimination between what is and what is not worth while in reading. It is charged by some authorities that our schools have failed to develop this appreciation and discrimination. Literature is said to have its chief value in giving children an appreciation of correct ideals of life. Investigations have been made to determine the literary value of the material contained in school readers. It has been shown that an appreciation of good literature can be inspired by good teaching, and care must be taken not to make the study of literature boresome and uninteresting by too analytical or critical an attitude. The value of stimulating outside reading is set forth, and means of checking the results of such reading are suggested. Other than purely literary forms of reading which are presented as a wholesome use of leisure time, are current literature bearing on social and civic problems and topics of vocational interest.

the necessary steps... of the actual con-
 duct of the silent reading lesson, of course, many
 methods of conducting such a lesson may depend on the
 type of material and the nature of the particular lesson.
 There are, however, certain principles which apply to all silent reading
 lessons, and these will be discussed in some length and in
 some detail.

PREPARATION



First and foremost the preparation of the lesson is the part
 of the teacher. Before the lesson begins the teacher should
 first work out the lesson plan, select appropriate material and
 that the more advanced the material the more difficult material is
 to be found. A significant part of the preparation of reading
 is given by Wheat (1) who says:



THE SILENT READING LESSON

"Silent reading is a skill which must be taught; it
 must be learned through practice in silent reading
 exercises extending over a period of time. Pupils learn
 to read through repeated reading. The teacher's province is to
 encourage reading, not to give it."



However there are certain things that a teacher
 should do before each lesson. According to Wheat (2) she
 should thoroughly familiarize herself with the selection, she
 should look up all difficult words and meanings, and she

(1) Wheat, J. C. "Silent Reading", p. 280

IN this chapter it is the purpose to consider some of the necessary aims, purposes and methods in the actual conduct of the silent reading lesson. There are, of course, many methods of conducting such a lesson and they depend on the type of material and the object of the particular lesson. There are, however, some common features in all silent reading lessons, and these should be considered at some length and in some detail.

PREPARATION:

First must come the preparation of the lesson on the part of the teacher. Germane and Germane (1) suggest that the first work of the teacher is to select appropriate material and that the more advanced the grade the easier such material is to be found. A significant hint to the teaching of reading is given by Wheat (2) when he says:

"Silent reading is a process that cannot be taught; it must be learned through continued practice in silent reading exercises extending over a long period of time. Pupils learn to read through much reading. The teacher's province is to encourage reading, not to try to teach it."

However there are certain definite things that a teacher should do before each lesson. According to Wheat (3) she should thoroughly familiarize herself with the selection, she should look up all doubtful pronunciations and meanings, and she

(1) Germane and Germane: "Silent Reading", p. 280

(2) Wheat, H. G.: "The Teaching of Reading." p. 252

(3) Wheat, H. G.: Op. Cit. p. 254

should prepare thought questions. She should also prepare a motivation for the lesson.

MOTIVATION:

The matter of the motivation of the reading lesson is of first importance. In Harris, Donovan and Alexander (4) an entire chapter is devoted to its discussion. A definition of motivation is given which is quoted from Wilson and Wilson. (5)

"The attack upon school work which seeks to make its tasks significant and purposeful to each child by relating them to his childish experiences, questions, problems and desires is called motivation. The child's work is motivated whenever he sees real use for it -- whenever it satisfies some need he feels, provides some want he wants, supplies some control he wishes to possess, secures some desired end, or helps him to attain any definite goal."

Motivation, then is interest aroused. Dewey, (6) suggests the principle that underlies good motivation when he says:

"Interest is obtained, not by thinking about it, and consciously aiming at it, but by considering and aiming at the conditions that lie back of it and compel it. If we can discover a child's urgent needs and powers, and if we can supply an environment of materials, appliances and resources, -- physical, social, and intellectual, -- to direct their ade-

(4) Harris, Donovan, Alexander: "Supervision and the Teaching of Reading." p. 343
 (5) Wilson and Wilson: "The Motivation of School Works" p. 15
 (6) Dewey, John: "Interest and Effort in Education" p. 95

quate operation, we shall not have to think about interest."

Definite means for motivating a silent reading lesson as given in Harrison, Donovan and Alexander, (7) are:

Telling of a story or part of a story by the teacher
 The setting up of a problem to be solved by the reading
 A project of which the reading lesson is a part
 Dramatization to be prepared for
 The stimulation of rivalry or definite attainment to be graphically shown later.

Germane and Germane (8), in speaking of teacher motivation, define it in general terms as the enthusiasm of the teacher for the subject, her knowledge of its scope and application in life, together with her ability to arouse an enthusiastic response in her pupils. Charters (9) suggests that the teacher have an intelligent enthusiasm for improvement and that she stimulate emulation and rivalry. Pennell and Cusack (10) dwell on the value of pupil motivation, and hold that the purpose which motivate reading must be initiated by the reader, or, if suggested by others, the purpose must be so interesting that they are adopted by the reader as his own. Also that they be related to the reader's experience in order that interpretation of the material may be possible. Finally that these purposes be definite and that they contain an element of newness. The same authors stress the fact that nothing should be done to endanger the interest. Hence, telling the main points of the story as a motivation for young children is

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- (7) Harris, Donovan, Alexander: Op. Cit. 364
 (8) Germane and Germane: Op. Cit, p. 280
 (9) Charters, W. W.: "Teaching the Common Branches" p. 146
 (10) Pennell, M. E. and Cusack A. M.: "How to Teach Reading" p. 39

(11) Rhodes, E. M.: "Technique of Teaching Silent Reading" Elementary School Journal XXIII pp. 296-302. Dec. 1922

of doubtful value. The main object of the motivation is to connect up the forthcoming lesson with the experiences of the children.

TECHNIQUE OF TEACHING SILENT READING:

Perhaps one of the most complete studies of methods to be used in silent reading was done by Rhodes. (11) He collected his points from school survey reports, circulars of city superintendents, and various periodicals. Since this report is considered one of the most comprehensive in the literature on this particular subject, it is given here in its entirety.

I. To train pupils to judge relative values.

1. Reading to find favorite verse.
2. Selecting the most beautiful descriptive scenes, the best character sketches, well chosen and apt words and phrases, humorous characters, etc.
3. Reading to weight the relative importance of a selection.
4. Reading the most interesting part of a story, and then giving a brief synopsis of the events preceding and following the chosen incident.
5. Reading material rapidly, skimming to get a general impression of the contents in order to tell whether or not it will serve one's purpose.
6. Noting sections of material that should be read more carefully.
7. Judging the worth of material for a specific object by consulting the index or table of contents of a book.
8. When differences of opinion arise, reading to justify one's opinion; contributing to class discussions; reading aloud passages to prove points.

(11) Rhodes, E. N.: "Technique of Teaching Silent Reading Elementary School Journal" XXIII pp. 296-302. Dec. 1922

12. Developing a better technique of study. Johnson (12)
9. Reading the selection as a whole; determining relative values of different parts; determining relation of parts to each other and to the whole.

Illustration for story reproduction: What parts must be remembered to be able to tell the story?

Rereading and observing what parts may be forgotten without destroying the story. Analyzing the selection into scenes or situations.

II. To train the pupils to find the organization of the thoughts of a selection and thus by example to organize their own thoughts.

1. Reading for the essential thought or the essential points of a selection.
2. Making outlines of chapters.
3. Making paragraph headings, determining author's purpose.
4. Endeavoring to see whether chapters are well named, and to make better headings; challenging headings.
5. Formulating headings to cover the main points.
6. Making individual reports to the class on current events.
7. Assigning special library problems.
8. Training in analyzing narrative units of different lengths.
9. When children are familiar with a subject, letting them name the items that should be included under a given heading; reading paragraphs under such a heading to discover the relevant points.
10. Dividing long stories into short stories giving each a subtitle.
11. Gathering sentence elements into thought units and discovering their relation to each other. Out of such practice should grow the ability and habit of skimming a page quickly and at the same time grasping the most important elements of a page. Such a habit should tend to develop speed in silent reading; in oral reading to train the eye to run ahead of the voice and phrase words into appropriate thought groups.

12. Developing a better technique of study. Johnson (12) makes the following suggestions in regard to studying and learning a lesson in history.

in history, constitutes to a degree the technique of reading

and this technique should be developed in the reading class

so thoroughly that it will carry over into the study of

history, geog is about? other content studies."

COMPREHENSION
d. Read the paragraph again and find all of the different points that are mentioned. State in three or four words each of these matters and write them in your notebooks.

1. Reading to find a suitable selection or story to read to

others e. How many of them would you expect to find mentioned under this heading?

2. Reading either individually or by groups so as to make oral

or write f. Point out all the matters that you would not expect to find mentioned under this heading.

3. Reading so as to draw the picture described

4. Reading r heading under which you would expect to find them all mentioned.

5. Reading silently directions for a game, an errand, a

problem h. What is the subject of the chapter? then proceeding to carry them out.

6. Reading a i. What things in the paragraph are directly connected with this subject?

the facts of a selection with the things already known.

7. Reading a selection for the purpose of dramatization.

j. What have the other matters to do with this subject? k. Are they necessary to give an idea of this subject?

8. Organizing competitive reading clubs

l. What points are necessary?

9. Using at frequent intervals informal tests of compre-

hension m. What points then are most important for this subject? least important?

10. Improving ability to concentrate under pressure of time

"From the outline thus made the pupil sums up the paragraph

in his own words; then, laying aside the outline, he sums

up the paragraph again. Finally, the whole lesson is summed

up in this manner. Emphasis is thus laid, not on the outline

itself, but on the use to which it is put. The test of value

is the connected account which the pupil is able to give."

(12) Johnson, H.: "The Teaching of History" pp. 308-309

"These suggestions on the how to study and learn a lesson in history, constitute to a degree the technique of reading and this technique should be developed in the reading class so thoroughly that it will carry over into the study of history, geography, and other content studies."

COMPREHENSION:

WAYS OF READING:

1. Reading to find a suitable selection or story to read to others.
2. Reading either individually or by groups so as to make oral or written reports to others.
3. Reading so as to draw the picture described
4. Reading rapidly so as to answer specific questions
5. Reading silently directions for a game, an errand, a problem, a drawing or construction work, and then proceeding to carry them out.
6. Reading under the direction of the teacher to associate the facts of a selection with the things already known.
7. Reading a selection for the purpose of dramatization.
8. Organizing competitive reading clubs
9. Using at frequent intervals informal tests of comprehension.
10. Improving ability to concentrate under pressure of time
11. Flashing questions for answers
12. Reading for meaning rather than for word pronunciation or analysis.
13. Organizing games for drill purposes; using action cards, language cards; one word response cards; or paragraph cards with specific questions on the back.
14. Studying words, prefixes, stems and homonyms.
15. Reading a paragraph to discover all the different items mentioned.

16. Recognizing while reading that the material is to be used for some specific purpose. Expecting pupils to reproduce a selection concisely after the first reading.
17. In developing literary appreciation the power of visualization or picture forming is most important. Selecting passages vivid in description to develop this power in pupils.
18. Placing special stress in training which is designed to secure marked improvement in accuracy of comprehension.

RATE OF READING:

1. Flashing words, phrases or sentences using as flash cards lines cut from old primers.
2. Organizing games; matching phrases and sentences; motivating rate in reading by the use of games.
3. Limiting the amount of time given to reading; timing paragraph reading; frequently employing the pressure of time control; making speed a definite objective.
4. Having the teacher read a selected sentence at random and then allowing the child who first finds the place to continue.
5. Encouraging the pupil to improve his own achievement by keeping individual speed records, charts and diagrams.
6. Training pupils to think in sentence meanings rather than in word meanings.
7. Drilling on phrases and short sentences in order to increase the span of recognition.
8. Giving phonetic drill for the recognition of phonetic words.
9. Training the child consciously to avoid vocalization, pointing with fingers, etc.
10. Using informal tests for speed at frequent intervals.
11. Encouraging pupils to read three or four words at a glance; drilling on proper word grouping to reduce the number of fixations.
12. Establishing regular, uniform, rhythmical eye movements.
13. Re-reading for increasing rate; checking for comprehension.
14. Skimming with check for comprehension.

15. Using care in selecting material so as to arouse enthusiasm.
16. Discovering the individual desires and interests, and using them to improve the reading.

PROVISION FOR PRACTICE IN SILENT READING:

1. Directing childrens' attention to interesting reading.
2. Arousing desire to read by telling part of a story.
3. Encouraging the bringing in of outside reading material.
4. Giving children the opportunity of reproducing the story read.
5. Providing lists of available and suitable library books.
6. Providing a book table in the room.
7. Encouraging the reading of supplementary material in order to solve some class problem.
8. Encouraging pupils to read for pleasure.
9. Providing children with the opportunity, under the direction of the teacher, to browse among books in order to satisfy individual tastes, keeping a written record of books read.
10. Rotating library books.

In commenting on the value of the above, Uhl (13) says:

"This list of ways for training in the technique of silent reading is valid and adequate according to the objectives and social values of the present day."

A TYPICAL SILENT READING LESSON:

(14) "The following plan for a silent reading lesson is introduced as illustrative of what a teacher may seek to accomplish through preliminary planning and preparation. It

(13) Uhl, W.: "Materials in Reading" p. 250

(14) Wheat: Op. Cit. pp. 253-255

is an excerpt from a quotation from the Supervisor's Round Table of Monmouth County, New Jersey. There is no intention in introducing it here to suggest its adoption as a fixed goal of endeavor in the preparation of every lesson. As a lesson plan it is somewhat formal and stereotyped, but as a suggestion of the possible aims of a class exercise it has its value."

"The regular lesson should sometimes be a silent reading lesson. Such a lesson should be chosen with reference to the type of response desired:

Narrative -- involving action and conversation -- is most suitable.

Exposition is good.

Description not easy to handle.

Children may answer orally or in writing. May illustrate by drawing or may dramatize.

I. TEACHER'S PREPARATION:

1. Thoroughly familiarize herself with selection
2. Look up all doubtful meanings and pronunciations
3. Prepare thought questions

II. PREPARATION WITH THE PUPILS

1. Teacher gives a background or setting for story by discussing:

- a. Author
- b. Type of story
- c. Illustrations

2. New words and groups presented.

- a. By phonetics
- b. By comparison
- c. By sight

III. PUPILS READ SELECTION SILENTLY.

1. Length of assignment depends upon the grade and difficulty of the selection.

2. During the first reading the pupils should grasp the selection as a whole.

3. Rereading may be directed to finding specific information or selecting facts which relate to a problem under discussion.

IV. PUPILS EXPLAIN DIFFICULT PASSAGES IN THE TEXT.

1. Explanations of difficult phrases aims to
 - a. Clarify ideas gained from silent reading.
 - b. Increases pupils' vocabulary.

V. TEACHER AND PUPILS ASK THOUGHT QUESTIONS WHICH INVOLVE:

1. Grasp of the selection as a whole
2. Careful character study
3. Comparisons with previous reading experiences
4. Use of judgment
5. Word study

VI. ORAL READING OF PARTS OF THE SELECTION MAY BE GIVEN AS

PROOF FOR:

- CHAPTER SEVEN
1. Answers to thought questions
 2. Character traits
 3. Facts which relate to a problem under discussion

VII. PUPILS REPRODUCE THE SELECTION

1. Written
2. Oral
3. Dramatization
4. Occupational projects based on reading
5. Pupils suggest original titles for the selections read. (15)

SUMMARY:

The teaching of the silent reading lesson calls first for careful preparation on the part of the teacher. The lesson itself should be introduced by motivation in which teacher and pupils may both participate. Definite purposes and objectives are necessary to a successfully taught lesson. Finally the results of the lesson should be carefully checked by questioning, tests or dramatizations. The lesson may also be an incentive to outside reading.

SCIENTIFIC MEASUREMENTS:

Whit (1) says: "During the last fifteen years American teachers have decided that anything that can be measured can be measured. If, for example, one pupil reads better than another, teachers assert that the amount of his superiority can be measured. By adopting this attitude and developing systems of educational measurements, teachers have risen from the plane of mere guesswork to the plane of exact knowledge." He further states that the tendency is directed in favor of the scientific measurement, and that the development of measurement in education has raised it from the position of a mere approximation to that of an exact science.

CHAPTER SEVEN

STANDARDIZED TESTS

TESTS AND TESTING IN SILENT READING

It has been stated that measurement in education has been established. Gray (2) says that the scientific study of reading problems began in the laboratories of Europe about the middle of the nineteenth century. Prior to 1900 most of the studies were made in Germany and France, but since that date scientific research in this field in the United States has increased so rapidly that we now excel all other countries in this line of work. The rapid growth of scientific studies in the field of reading in England and America is shown in the following table:

(1) Whit, W. S. "The Science of Reading Investigation", p. 10
 (2) Gray, W. S. "Science of Reading Investigation", p. 10

SCIENTIFIC MEASUREMENTS:

Uhl (1) says: "During the last fifteen years American teachers have decided that anything that can be compared can be measured. If, for example, one pupil reads better than another, teachers assert that the amount of his superiority can be measured. By adopting this attitude and developing systems of educational measurements, teachers have risen from the plane of mere guesswork to the plane of exact knowledge." He further states that the tendency in education is towards the exactness of science, which is based on exact measurement, and that the development of measurement in education has raised it from the plane of speculation to that of an exact science.

1911 - 1915 49
 1916 - 1920 151
STANDARDIZED TESTS:

It has been by means of standardized tests that measurement in education has been accomplished. Gray (2) says that the scientific study of reading problems began in the laboratories of Europe about the middle of the nineteenth century. Prior to 1900 most of the studies were made in Germany and France, but since that date scientific research in this field in the United States has increased so rapidly that we now excel all other countries in this line of work. The rapid growth of scientific studies in the field of reading in England and America is shown in the following table.

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- (1) Uhl, W: "The Materials of Reading", p.297
 - (2) Gray, W. S: "Summary of Reading Investigations", p.2

TABLE

- 1 -

NUMBER OF SCIENTIFIC STUDIES IN READING MADE
IN ENGLAND AND AMERICA SINCE 1880

| <u>PERIOD</u> | <u>NO. OF STUDIES</u> |
|------------------|-----------------------|
| 1884 - 1885..... | 1 |
| 1886 - 1890..... | 1 |
| 1891 - 1895..... | 2 |
| 1896 - 1900..... | 10 |
| 1901 - 1905..... | 6 |
| 1906 - 1910..... | 14 |
| 1911 - 1915..... | 49 |
| 1916 - 1920..... | 151 |
| 1921 - 1924..... | <u>201</u> |
| TOTAL..... | 435 |

After giving the history of the testing movement, Gray states the following problem for the future.

*The lesson to be drawn from the history of scientific studies of reading is clear. As investigation proceeds, there must be active co-operation between scientists, school officers and teachers. The scientist must continue his laboratory studies, discover fundamental differences in reading processes and habits, outline the principles which determine effective methods of teaching, and develop methods of investigation which can be used in the classroom. Administrators must pro-

vide agencies for dealing effectively with mental processes and habits discovered in the laboratory, for applying the instruments of investigation which are available, for checking the results of teaching, and for discovering additional problems for additional study and investigation. Teachers must be zealous students of reading problems, must apply the results of scientific studies in improving and refining their technique of teaching, and must make use of scientific methods in the daily study of classroom problems. Only through continuous and whole-hearted co-operation on the part of all the agencies interested in reading problems, can we hope to attain an adequate solution of both the theoretical and the practical issues that are involved.

According to Gray's summary there are forty reading tests and scales now on sale in various sections of the country. He points out that these tests include all kinds of exercises which make use of printed words. This is due to the fact that makers of tests define reading in radically different terms. For example, Otis (3) maintains that reading must be considered as embodying in essence only those mental processes which are concerned with the specific visual processes as such. Other mental activities involved in the total reading complex may be spoken of as supra reading or the accompaniments of reading per se. The following definition

(3) Otis, A. S.: "Considerations Concerning the Making of a Scale for the Measurement of Reading Ability", Pedagogical Summary Dec. 1916 pp. 529-49

by Courtis (4) reveals a distinctly different point of view:

"A child should be judged able to read a given sentence or paragraph if, within the standard time, and in the standard subject matter for his grade, he is so able to recognize the meaning of the separate words, and of the passage as a whole, that he comprehends the essential elements in their essential relations." In three minutes, crossing out the one word in each

A second explanation, according to Gray, for the great variety of reading tests is that test makers have consciously endeavored to measure different phases or types of reading. This fact should be borne in mind in considering the following outline of descriptive reading tests, which is taken from Gray (5). He includes in his list, not every test, but examples of each type of test.

TESTS ON RATE OF SILENT READING:

The Brown silent reading test determines the amount read in one minute; the Starch silent reading tests determine the amount read in thirty seconds; and the Fordyce "Scale for Measuring Achievements in Reading" measures the amount read in designated periods of time for the various grades. The Courtis "Silent Reading Test No. 2" requires the pupil to read for six periods of thirty seconds each. The average number of words read a minute is adopted as the rate score. The Gray Silent

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- (4) Courtis, S. A.: "The Problem of Measuring Reading Ability", American School Board Journal May 1917 pp. 17-18
- (5) Gray, W. S.: Op. Cit. pp. 211-214

Reading Tests determine the time required to read one hundred or two hundred words according to the grade in which the test is given. The Burgess Scale for Measuring Ability in Silent Reading determines the number of passages read and interpreted accurately in five minutes. The Pressey Diagnostic Tests in Silent Reading determine the number of tests a pupil can read accurately in three minutes, crossing out the one word in each sentence which does not belong there. The Monroe Standardized Reading Tests use an index of rate derived by adding together the rate scores for the various sections of the tests completed in five minutes. It is evident that the rate of continuous reading is not measured by any of these tests.

COMPREHENSION TESTS IN SILENT READING:

Comprehension is measured at a very simple level by the Chapman-Cook Speed of Reading Test which includes a series of easy paragraphs of approximately equal difficulty. In the Stanford Achievement Test comprehension is measured by means of a series of short paragraphs of increasing difficulty, in each of which a word or a group of words is omitted. The reader fills in the appropriate words as he reads. In the Woody Silent Reading Test comprehension is measured by means of a series of short paragraphs of increasing difficulty. Each paragraph is followed by five statements. The reader is directed to select the statement which best represents the central idea of the paragraph. These tests in various ways measure comprehension by the use of directions: The Burgess Scale for Measuring Ability in Silent Reading; The

Kansas Silent Reading Tests; and the Monroe Silent Reading Tests.

The Curtis Silent Reading Test No. 2 measures comprehension by means of a series of questions that can be answered by "Yes" or "No". Other tests such as the Thorndike Alpha A for Measuring the Understanding of Sentences and the Thorndike McCall Silent Reading Tests include questions which may be answered by re-reading the paragraph. The Fordyce Test, on the other hand, includes questions which must be answered from memory.

Many comprehension tests contain so called "judgment" questions which require the pupil not only to find items of information in the test passages, but also to weigh values and draw conclusions. The answers to such questions may be determined in the Thorndike Scale Alpha A as the pupil reads or re-reads the passage. In the Gray Silent Reading Tests, such questions must be answered after the passage has been read once.

Several tests make use of reproductions as measures of comprehension. The Starch Silent Reading Test was one of the earliest of this group. Comprehension is determined in this test by counting the number of words written which reproduce the thought. The Gray Silent Reading Tests make use of the same procedure. In the Brown Silent Reading Test the number of ideas reproduced is counted. All reproduction tests are complicated by the fact that they involve the use of memory to a very large extent. The Monroe Standardized

Silent Reading Tests and the Silent Reading Test of the Illinois Examination measure comprehension by both answers to questions and responses to directions.

In addition to the above tests listed by Gray, we may find these listed in the Twenty-fourth Yearbook: (6)

Haggerty Reading Examination Sigma I and Sigma III; and Stone Series of Narrative Reading Tests. Some of the earlier tests listed in the Eighteenth Yearbook (7) are, Gate's Word Pronunciation Test; Holley's Sentence Vocabulary Test; Pressey's Attainment Tests in Reading, Thorndike's Visual Vocabulary Test, and Woody's Silent Reading Test.

Wheat (8) advises that teachers secure sample copies of tests to be given and carefully study the directions for giving the test, scoring the papers, and tabulating the results. He recommends the following books for a general discussion of reading tests:

"Educational Tests and Measurements" by W. S. Monroe, J. C. De Voss, and F. J. Hilley.

"Measuring the Results of Teaching", by W. S. Monroe.

"How to Measure", by G. M. Wilson and K. J. Hoke.

SUMMARY:

During the last fifteen years in America and Europe education has been raised to the dignity of a science by means of

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- (6) "Twenty Fourth Yearbook", National Society for the Study of Education pp. 268-272
 (7) "Eighteenth Yearbook", p. 45-49
 (8) Wheat: "The Teaching of Reading", p. 340

the development of a scheme of exact measurements. These measurements appear in the form of standardized tests. The work of producing and improving such tests is by no means complete, and its further development depends on the co-operation of research and laboratory workers, educational administrative officers and classroom teachers. There are at present about forty tests in reading which seek to measure various abilities in the subject. To be successfully administered the tester must be familiar with the tests as well as grounded in the general technique of testing.

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emphasis from oral to silent reading is... progressive schools... of the people is educational work... conditions in life called for a... that this change has been... amount of matter that must be read by... well informed, and the fact that... peoples' reading is... teaching of silent reading is... change in the grand objective of... course necessitated a... necessary methods have been... reading is important in its... will always... be taught, but it is... as determined by the...

* * *

CHAPTER EIGHT

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SUMMARY

Most of our... the amount of knowledge... tremendous... that we may keep... be informed. Obviously... in acquiring information... that the maximum speed... be developed. The best... contain provisions for training... reading. There is a... have not been...

* * * * *

GRADUALLY, but with increasing momentum, a shift in emphasis from oral to silent reading is evident in our more progressive schools. It has been the awakening on the part of the people in educational work to the fact that actual conditions in life called for a revision of teaching methods that this change has come about. The vastly increasing amount of matter that must be read by persons wishing to be well informed, and the fact that ninety-five percent of most peoples' reading is done silently, have established the teaching of silent reading as of paramount importance. This change in the grand objective of reading teaching has, of course necessitated a change in method, and in consequence the necessary methods have been and are being developed. Oral reading is important in its place, and a need for this ability will always exist; consequently oral reading will continue to be taught, but in its proper proportion to the whole subject as determined by the practical demands of every day life.

Most of our information comes to us through reading and the amount of knowledge of various kinds is increasing at a tremendous rate. More and more reading is necessary in order that we may keep abreast of the developments on which we should be informed. Obviously the rapid reader has a great advantage in acquiring information, and it is therefore eminently desirable that the maximum speed in reading of which a person is capable be developed. The best modern reading methods will therefore contain provisions for training the rapidity of childrens' reading. There is a great range in the speed of readers who have not been trained in this respect, and it has been clearly

demonstrated that reading speed can be increased. In training to increase the speed care must be taken that the comprehension does not suffer, although it has been found that as a general rule rapid readers comprehend best within certain limits.

The most important factor in reading is, of course, comprehension. It is the primary objective in the teaching of reading, as was good expression under the oral method. Comprehension is a very complex process and deficiency in it necessitates careful study of the child to ascertain the specific weakness. There are periods of rapid and of slower growth in comprehension, the former occurring rather early in the school life of the child. It is known from experimentation that comprehension can be improved by proper training which must be of a kind to develop the child's inherent powers and overcome his weaknesses. Training in comprehension must also be of a variety of types in order to develop all sides of this very intricate process.

Broadly speaking there are two main types of reading -- the recreational and the informational. The latter is referred to under a variety of names such as work type, study type, vocational, etc. It is a kind of reading for which there must be specific training of various kinds. It includes training to study, to organize, to analyze, to seek material from reference books and to use tables, indexes and catalogues. The habits that are formed in work type reading are of the greatest importance in connection with the pupil's success in his school work as well as in after life.

The other main form of reading, recreational, requires a

distinctly different kind of training. It will determine to a great extent a pupil's cultural development as well as contribute materially to the shaping of his life ideals. It involves not only the selection of the proper types of literature which a child should read at given periods in his mental development but also the instilling into his mind of an appreciation and love for good literature. Teaching of literature is an art. To be done successfully it requires a teacher who herself loves and knows literature. It must not be degraded to drudgery, and it must not be too critical. Many an adult hates poetry because of the way in which poetry was taught to him as a child. Pupils should have access to good books, magazines and periodicals at home as well as in school. The library habit should be developed, and children should always be able to bring to a sympathetic and understanding teacher the accounts of the stories they have read and liked best.

The reading lesson itself must be a period for which adequate preparation has been made by the teacher. It should be skillfully motivated first by the teacher and next by the teacher and pupils. The objective should be clear to all participants. Interest is paramount and cannot be obtained except by inspiration. Depending on the type and objectives of the lesson, the results should be carefully checked. Certain lessons lend themselves to dramatization, others to discussion, and still others to various projects which naturally follow the lesson. Many lessons are suggestive of further reading from outside sources.

Since education is rapidly developing into an exact science, reading must be taught in a scientific way. Diagnostic testing and testing to check results can now be done in a reliable manner. The progressive teacher will acquaint herself with the wide variety of reading tests available. She will thoroughly familiarize herself with the tests to be given and she will become grounded in the general technique of testing. In order that the study necessary to advance the knowledge on the subjects of testing and of teaching reading may continue, teachers who have the welfare of their profession at heart will cooperate with the laboratory workers and the administrators to the end that further light and progress may be gained.

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