

A STUDY OF THE SILENT READING TEST PERFORMANCES OF THIRTY PUPILS OF
THE EAST KILLIVAN SCHOOL, OF KILLARNEY, WEST VIRGINIA, IN ORDER TO
DETERMINE THEIR DIFFICULTIES AND TO PROPOSE A REMEDIAL READING PROGRAM
BASED UPON SUGGESTIONS OF LEADING AUTHORITIES IN THE FIELD AND
PERTINENT STUDIES.

A THESIS

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CHAPTER I

INTRODUCTION

Statement of the Problem

This is a study of Silent Reading Test performances of thirty pupils in the East Killivan School, Killarney, West Virginia, in order to determine their difficulties and to propose a remedial reading program based upon suggestions of leading authorities in the field and pertinent studies.

Origin of the Problem

Certain deficiencies in the reading abilities of pupils in the East Killivan School were apparent before the writer began this study. Teachers noted that pupils who showed weaknesses in comprehension were almost invariably unable to establish relationships with ease or accuracy. Evidences of lack of vocabulary meaning were also apparent to all instructors. Other reading difficulties and defects were seen on observing classroom activities.

As a result of the deficiencies and difficulties mentioned above, the writer formulated a school wide testing program. From the results of tests administered, the writer became specifically interested in the intermediate grades and their problems in reading.

It was decided to use thirty pupils, ten from each grade who were very retarded in comprehension, vocabulary recognition and meaning, word analysis, and faulty reading habits.

Significance of the Problem

This is a study of the silent reading performances of thirty pupils in the fourth, fifth, and sixth grades, of the East Killivan School, Killarney, West Virginia, in order to determine their difficulties and it is an attempt to propose a remedial reading program based upon suggestions of leading authorities in this field, and from pertinent studies.

East Killivan School proposes to offer a remedial reading program as a part of its curriculum. The investigator hopes that this study will aid in the future work of the school in the following ways:

1. By giving the teachers and principals a systematic program that may be used as a guide in improving specific deficiencies in reading.
2. By helping every teacher in the school to become a successful teacher of reading.

Hence this study resolves itself into the following purposes:

1. To discover specific reading difficulties, if any
2. To analyze these reading difficulties
3. To isolate cases most in need of remedial instruction
4. To propose a remedial reading program

Limitations

This study has the following limitations:

1. Pressey's Intermediate Classification Test was given to find the grade placement of each pupil.
2. Pressey's Diagnostic Reading Tests were administered to find out how the pupils rated in comprehension and vocabulary recognition and meaning.

3. No experimental procedures were used in order to determine the efficacy of the proposed remedial reading program.
4. Thirty pupils in the fourth, fifth, and sixth grades, were isolated as those most in need of remedial instruction.

Related Literature

The majority of the studies surveyed by the writer included the aspects of both oral and silent reading. However, there are some who placed more significance on silent reading than on oral. From this group only a few of the more pertinent ones need be discussed.

Fridiana¹ carried on a study among the pupils of a catholic school to determine the achievement in reading, to demonstrate to the teachers the necessity of better individualized instruction, and to enlist the cooperation of the Parent Teacher Association of the community in providing funds for supplying each grade with reading material of varying difficulty and of a wide variety of interests.

The results of the survey study has been the stirring up of interest and enthusiasm of teachers and parents in ways and means of improving the reading achievement in the school. The bright pupils as a whole scored well above the average, yet there were surprising discrepancies between their mental grade and their success in reading.

Addy² made a study to discover the methods that intermediate grade teachers utilize in selecting, presenting, and securing mastery of the words which they think should become a part of the children's general meaning vocabulary.

¹ Sister M. Fridiana, "Achievement in Silent Reading in a Elementary School," Journal of Educational Research, XXXIV (1941) pp. 594-600.

² Martha L. Addy, "Development of a Meaning Vocabulary in the Intermediate Grades," Elementary English Review XXX (1941) pp. 22-26.

Questionnaires were sent to two hundred and fifty elementary schools in teacher's colleges and state normal schools in each state, concerning the selection of words for vocabulary development, techniques of teaching, word meanings, and types of lessons to fix the meanings. The responses were summarized and the results show plainly that the reading materials from literature and reading materials from the content subjects were used by more teachers, supervisors, and principals than any other source of words to be taught.

McCarty,¹ has done a study which treats Silent Reading. This study grew out of the results of the Iowa Silent Reading Tests, which were given the entire student body of West Virginia University High School, Morgantown, in November, 1930.

Two groups of pupils from grades nine and ten were selected for this study. One group received special training in reading; the second group was to have no training in reading. The two groups are referred to as the experimental group and the control group. The experimental group met daily for one hour for special exercises in reading. The control group continued its regular work and gave no special attention to reading.

Diagnosis of the difficulties was made on the basis of the results of the initial test. One form of Thorndike McCall Reading Scale was used every two weeks to check progress in the experimental group. Final tests were given to both groups in the last week of the experiment.

McCarty concluded that the control and experimental groups made substantial gains in comprehension. Her other conclusions were, that on the vocabulary test, the experimental group made a decided gain in the

¹

Pearl Sands McCarty "Increasing Comprehension in Silent Reading," School Review XXXIX (1931), pp. 758-766.

final test over the score in the initial test, that equal gains were made by pupils of low and average intelligence, and that magazines and newspapers as remedial materials are helpful in achieving an increase in reading ability.

General Methods of Procedure

This present study may be divided into three phases:

(1) Testing in actual situation; (2) formal and informal interpretation of difficulties of thirty pupils, and (3) the proposal of a remedial reading program.

A brief description of the general method of procedure follows:

I. Testing in Actual Situation

- A. The Pressey Intermediate Classification Test was administered to determine grade placement.
- B. The Pressey Diagnostic Reading Tests¹ were used to discover discrepancies in comprehension and in vocabulary meaning.
- C. A Check List² was used to ascertain other difficulties of silent reading.
- D. One hundred and seventy-five pupils were given the above tests.

II. Formal and Informal Interpretation of the Difficulties of thirty pupils.

- A. Thirty pupils were isolated from the intermediate grades as a result of tests administered. Ten were chosen from each of the following grades: fourth, fifth, and sixth grades.

¹ Appendix A

² Appendix B

- B. A graphic representation of data was made for each grade showing the degree of retardation in paragraph meaning and reading vocabulary.
 - C. A Check List was made to record other difficulties observed by the teachers.
 - D. Formal interpretation of the graphs was made
 - E. Informal interpretation of the check list was made.
- III. Implications for a Remedial Reading Program.
- A. Introduction to the general program
 - B. Initiation of the program
 - C. Suggestive remedial treatment
 - 1. General
 - 2. Specific
 - D. Suggestive types of materials
 - E. Basic instruction in reading

Selection of Subjects

The following criteria were used in making the selection of subjects:

1. The intermediate grades were selected because when a child reaches these grades he should have mastered the mechanics of reading.
2. These pupils showed the need for continued emphasis on study skills
3. The intermediate grades are called upon to assume certain specific responsibilities arising from the pupil's educational level.

Thirty pupils-ten from grades four, five and six, six were selected because:

1. They made a low score in vocabulary and in paragraph meaning when tested on the Pressey Diagnostic Reading Tests.
2. They ranked below normal on the Pressey Intermediate Test which gives their grade placement.
3. The Check List showed they had other defects that needed to be corrected.

Description of the Tests

The investigator used the following tests in the general order named:

1. The Pressey Intermediate Classification Test, Form A. for grades three to nine.
2. The Pressey Diagnostic Reading Tests, Form A. for grades three to nine.

The Pressey Intermediate Classification Tests are used for pupils from grades three to six. These tests are intended for first investigations regarding accuracy of grade placement of the individual child. Each test consists of exercises on similarities and opposites, information, practical arithmetic, and common sense-arranged in cycle order.

The advantage of these tests is that the questions are adapted to the experiences of the children of certain ages.

The Pressey Diagnostic Reading Test is designed for grades three to nine. The words covered in this test were systematically selected from the Thorndike list of the most common ten-thousand words in general reading. The general arrangement is such as to make the test unique in the ready interpretability of the results. That is, the first ten lines of the test covers ten words from the highest ranking (most frequently used) thousand words in the language, for the general reading. The second ten lines are from the second thousand words in the list and so on through the one hundred items of the test.

To determine a pupil's grasp, as wholes of units of thought larger than the sentence, Pressey uses a variety of carefully organized paragraphs that require the topic sentence of each to be marked. This device forces consideration of each paragraph as a whole, gets away from the artificiality and emphasis on unimportant detail common with the usual question type of comprehension test, and (since no space is required for questions) permits a total of sixty different paragraphs without undue lengthening of the tests, with resulting better reliability and differential efficiency than could be obtained with fewer items.¹

The teacher's manual that comes with the tests gives detailed discussion of reliability and validity of the Test.

Feeling that additional information could be secured by observing the reading practices of pupils in the light of the reading activities expected of them, a more deliberate study of reading difficulties was made. This was done through the use of an informal check list prepared by the

¹S.L. and L.C. Pressey, Directions for Pressey Diagnostic Reading Tests-Speed, Vocabulary, Paragraph Meaning, Grades 3-9, Forms A and B.
Bloomington: Public School Publishing Company.

investigator based upon suggestions from various sources. This check list shows the various difficulties noted by the teachers and a total number of persons making the particular error.

Definitions

B. Score- This score represents the school year or grade for which each of the test scores is the median attainment as shown on a scale of grade medians for each test. B. scores make it possible to have a recognized unit for a common scale.

Program - A plan of future procedure.

Formal interpretation - The explanation of standardized tests according to established customs.

Informal interpretations - The explanation of a Check List not in conventional or customary form.

Norm - A set standard of development or achievement, usually the average or median achievement of a large group.

CHAPTER II

FORMAL AND INFORMAL INTERPRETATION OF TEST RESULTS

This chapter includes two types of interpretation of test results; they are, first, formal interpretation, which deals with the standardized tests administered; and second, informal interpretation of a Check List, which was devised by the writer based upon suggestions of leading authorities in this field.

Two figures and two tables for each grade are also included in this chapter. The figures are used for the interpretation of the standardized tests, and they are scaled according to the years and months of retardation. The first table for each grade gives the raw scores made by each pupil on the Pressey Intermediate Classification Test, and the Pressey Diagnostic Reading Tests. The last table for each grade is the result of observations made by the writer of classroom activities in which the pupils were engaged.

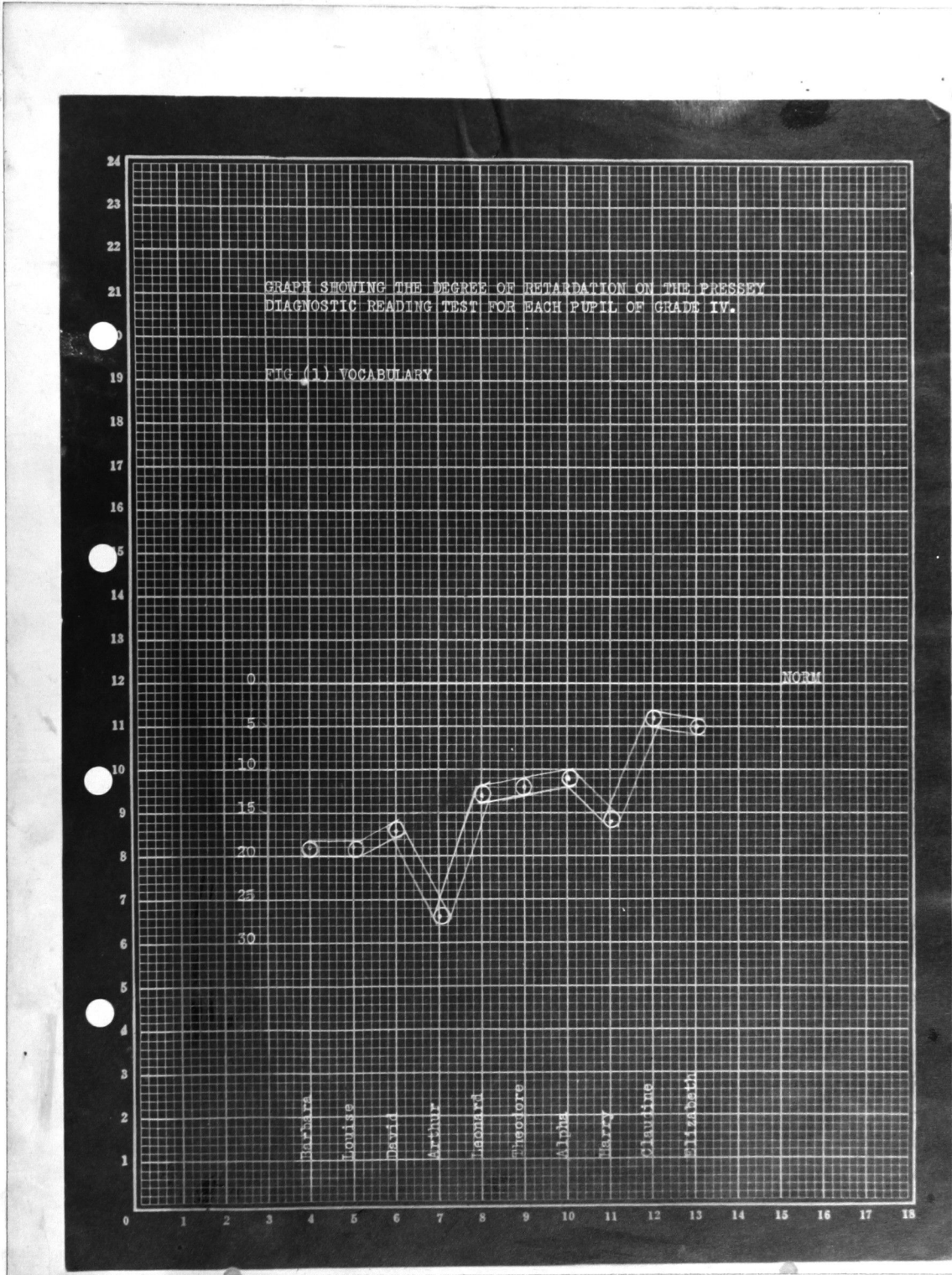
All pupil's rating shown on the graphs were below the Norm for vocabulary recognition and paragraph meaning

Test Results of the Fourth Grade:

Although all pupils in the fourth grade were below the Norm for vocabulary recognition, they made a better score on this test than the other two grades. In figure 1 on page 11 the degree of retardation of ten pupils in vocabulary recognition is shown. The Norm for this aspect of silent reading as shown by the Pressey Diagnostic Reading Test for the fourth grade is thirty-six.

The lowest child tested at two years and seven months below the Norm; and the highest at four months below the Norm. Four pupils tested one year and five months and three are one year below the Norm. There is only one pupil with a score of five months below the Norm.

FIGURE 1



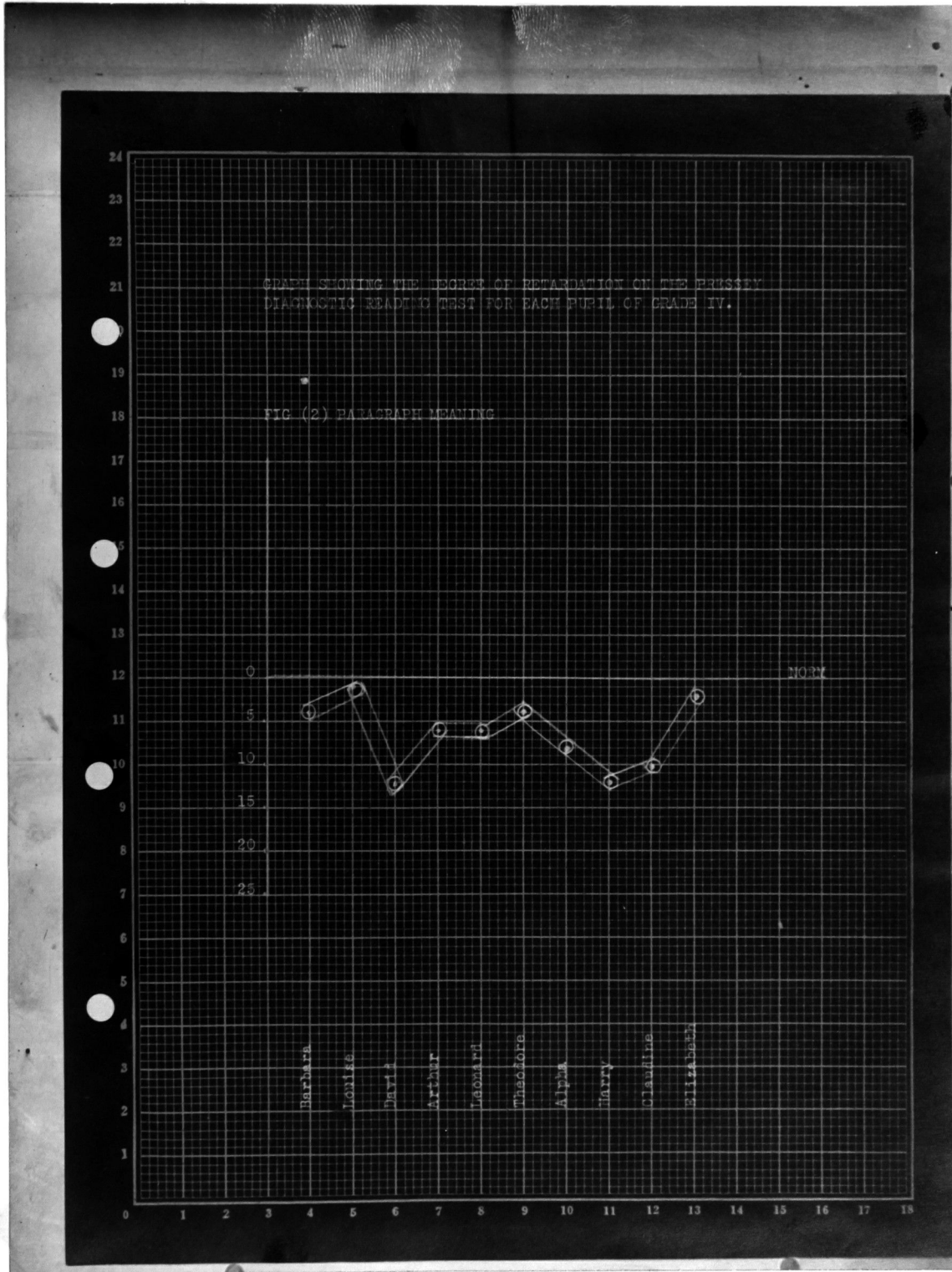
The same pupils who scored so well on Vocabulary recognition repeated this when given the test on paragraph meaning as is shown on Figure 2 on page 13. The Norm for paragraph meaning is eighteen for the fourth grade. Three pupils scored less than five months below the Norm; while the greatest number of pupils were less than one year below.

Below is a specific example of the showing made by the fourth grade.

Elizabeth, a pupil in the fourth grade whose chronological age is ten years and ten months and whose mental age is nine years and eight months ranked highest in the two aspects of silent reading for which she was tested, namely, vocabulary recognition, and paragraph meaning. She tested two months below the Norm in Paragraph meaning and five months below in vocabulary recognition. This means that her raw score in paragraph meaning was 16 and her raw score in vocabulary recognition was 31. The lowest score made was by David. His chronological age is 14 years and five months, and he has a mental age of 8 years and 7 months. His score on the vocabulary test was 9 and on paragraph meaning 12. When it is realized that this implies that her reading vocabulary is around three thousand one hundred words of the ten thousand words most important for reading purposes according to the Thorndike list¹, while the boy has a vocabulary of nine hundred words; the girl having over three times the vocabulary of the boy, the difference between their ratings appears more striking. The total score of the first child is forty-seven; while the second child's total score is twenty-one. Fifty-four is the total score for the fourth grade-the sum of the score made on vocabulary plus the score made on paragraph meaning.

¹E. L. Thorndike, The Teacher's Word Book, Teachers College, 1921

Figure 2



The raw scores of ten pupils who were administered the Pressey Intermediate Classification Test and the Pressey Diagnostic Reading Test are shown on Table 1, page 15.

The first column reading from left to right gives the pupil's rating on the Pressey Intermediate Classification Test, which when changed to the B. Score gives the grade placement of each individual according to the years and months.

The second column contains vocabulary meaning scores, and the scores in the third column are paragraph meaning. Both of these phases of silent reading are interpreted on figures 1 and 2.

The fourth column of Table 1 presents the B. Scores which shows the grade classification of each pupil according to years and months. If a pupil has a B. Score of 4.3, it means that he is in the third month of the fourth grade.

The chronological age of each pupil tested is given in column 5. This is according to years and months.

In column 6 is found the "Mental Age Equivalents for Pupil's Scores on the Pressey Intermediate Classification Test." This shows that most of the pupils in the fourth grade have the mental capacity to do better work in reading than they are doing.

Eight faulty habits observed in the fourth grade at various times by the investigator have been made into a Check List. This is shown in Table 2, on page 17. According to the Frequency of Occurrence, word pointing and tenseness were the two faulty reading habits most prevalent in the fourth grade. Word pointing in no doubt due to the failure of the teacher of the primary grades to correct this habit when it was first started. The tenseness comes, perhaps, as a result of undesirable motivation such as threats, punishments or shaming the children.

Table of Original Data:

TABLE 1

Table showing the results of the Pressey Intermediate Classification Test and the Pressey Diagnostic Reading Tests for ten pupils in the Fourth Grade of the East Killivan School.

Pupils	Intermediate Classification Test Score	Vocabulary	Paragraph	B.Score	C.A.	M.A.
Barbara	33	17	14	4.0	9-6	9-6
Louise	42	17	17	4.5	12-9	10-2
David	16	19	6	3.3	14-5	8-7
Arthur	31	9	12	4.0	15-5	9-5
Leonard	25	23	12	3.6	10-9	9-1
Theodore	37	24	14	4.3	9-8	9-9
Alpha	39	25	10	4.3	10-2	9-11
Harry	32	20	6	4.0	10-1	9-5
Claudine	24	32	8	3.4	10-0	9-0
Elizabeth	35	31	16	4.1	10-10	9-8

Norms:

Vocabulary 36; Paragraph Meaning 18.

Vocalization, another faulty reading habit that two pupils possessed is by chance the result of too much oral reading. Poor posture was also detected by the writer, this too is the result of negligence. It too should have been corrected before the child left the primary grades.

In general, the faulty habits that are most predominant in the fourth grade are those that should have been corrected before the child left the primary grades. In the opinion of the writer, this shows carelessness, or lack of interest on the part of the teacher.

TABLE 2

Eight Faulty Reading Habits detected among the pupils of the Fourth Grade and the Frequency of Occurrence of each habit.

HABITS	PUPILS										FREQUENCY OF OCCURRENCE	
	1	2	3	4	5	6	7	8	9	10		
1. Head Movement	X			X		X						3
2. Vocalization			X				X					2
3. Inattention					X				X			2
4. Superficial Reading		X							X	X		3
5. Low Reading Rate	X			X		X						3
6. Word Pointing		X			X		X	X				4
7. Tenseness		X	X		X		X			X		5
8. Posture	X			X		X						3

Fifth Grade:

In general, the fifth grade did not rank as high as the fourth grade on the Pressey Intermediate Classification Test, and the Pressey Diagnostic Reading Test, however they did far better than the sixth grade.

On figure 3 page 19, is shown the degree of retardation in vocabulary recognition and paragraph meaning as revealed by the Pressey Diagnostic Reading Test. The vocabulary Norm as given by Pressey is forty-five for the fifth grade.¹ The majority of the class tested between one year and one year and five months below the Norm. The lowest raw score on Vocabulary recognition was 17 and the highest was 42. This lowest score indicates that individual known about 1700 of the 10,000 words most important for reading purposes.² The highest score noted indicates a vocabulary of 4200 words which is about 300 words less than what it should be for the fifth grade.

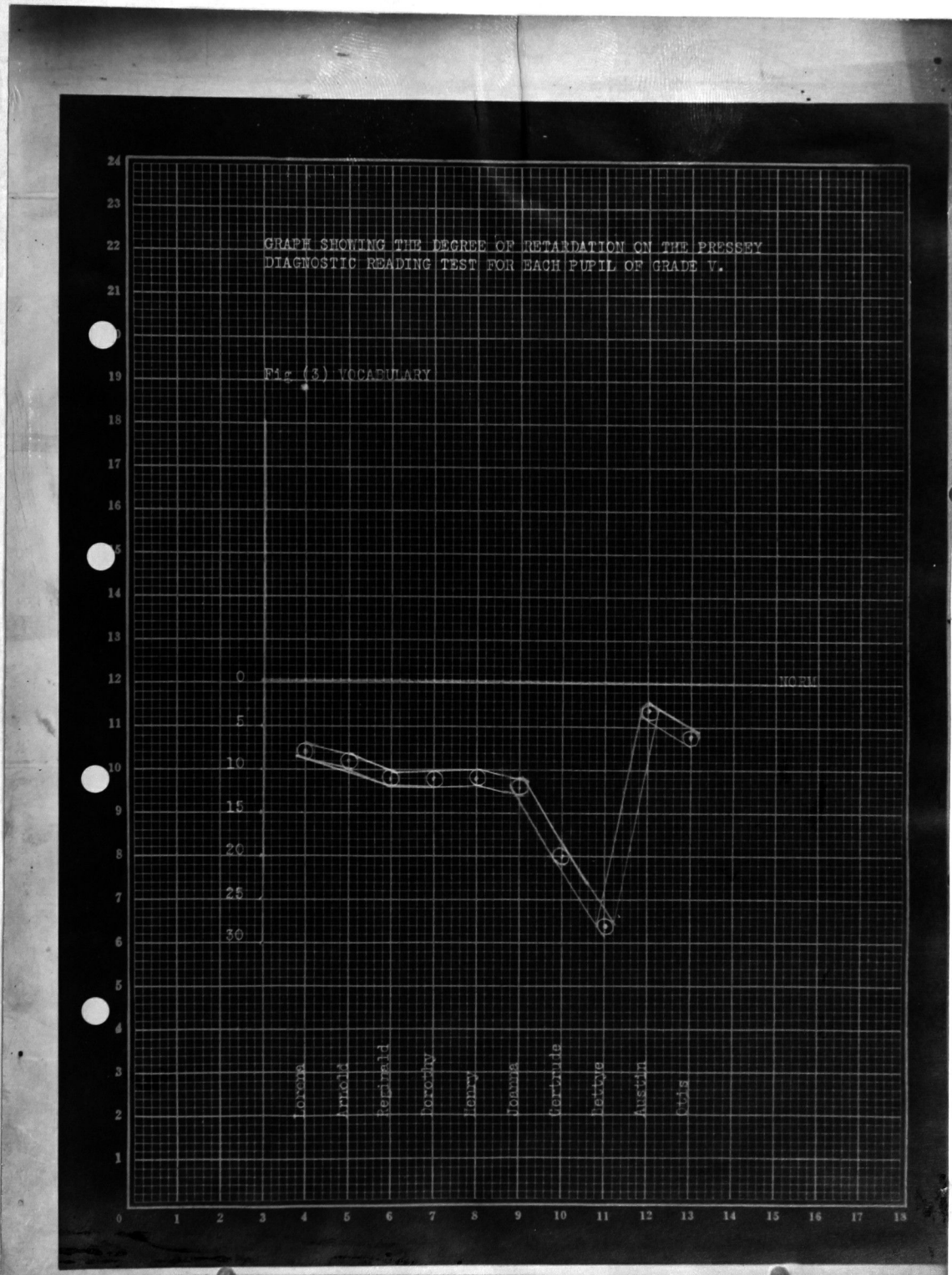
This paragraph meaning Norm for the fifth grade is twenty-three. Two pupils scored only one month below the Norm; while three were five months below. The remainder of the class were from five months to one year and five months below the Norm in Paragraph meaning. Figure 4 page 20 shows Paragraph meaning.

The highest score in the fifth grade on both aspects of silent reading tested-namely, vocabulary recognition and paragraph meaning- was made by a boy - Austin. His chronological age is 13-0, mental age 11-4 and B. Score is 5.5 or the fifth month of the fifth grade. He tested three months below the Norm in vocabulary recognition and four months below the Norm in paragraph meaning. This means that where the Total Score - vocabulary recognition plus paragraph meaning- for the fifth grade is sixty-eight; his score is sixty-one, a difference of only seven points on the total score.

¹S.L. and L.C. Pressey, Op. cit p. 4

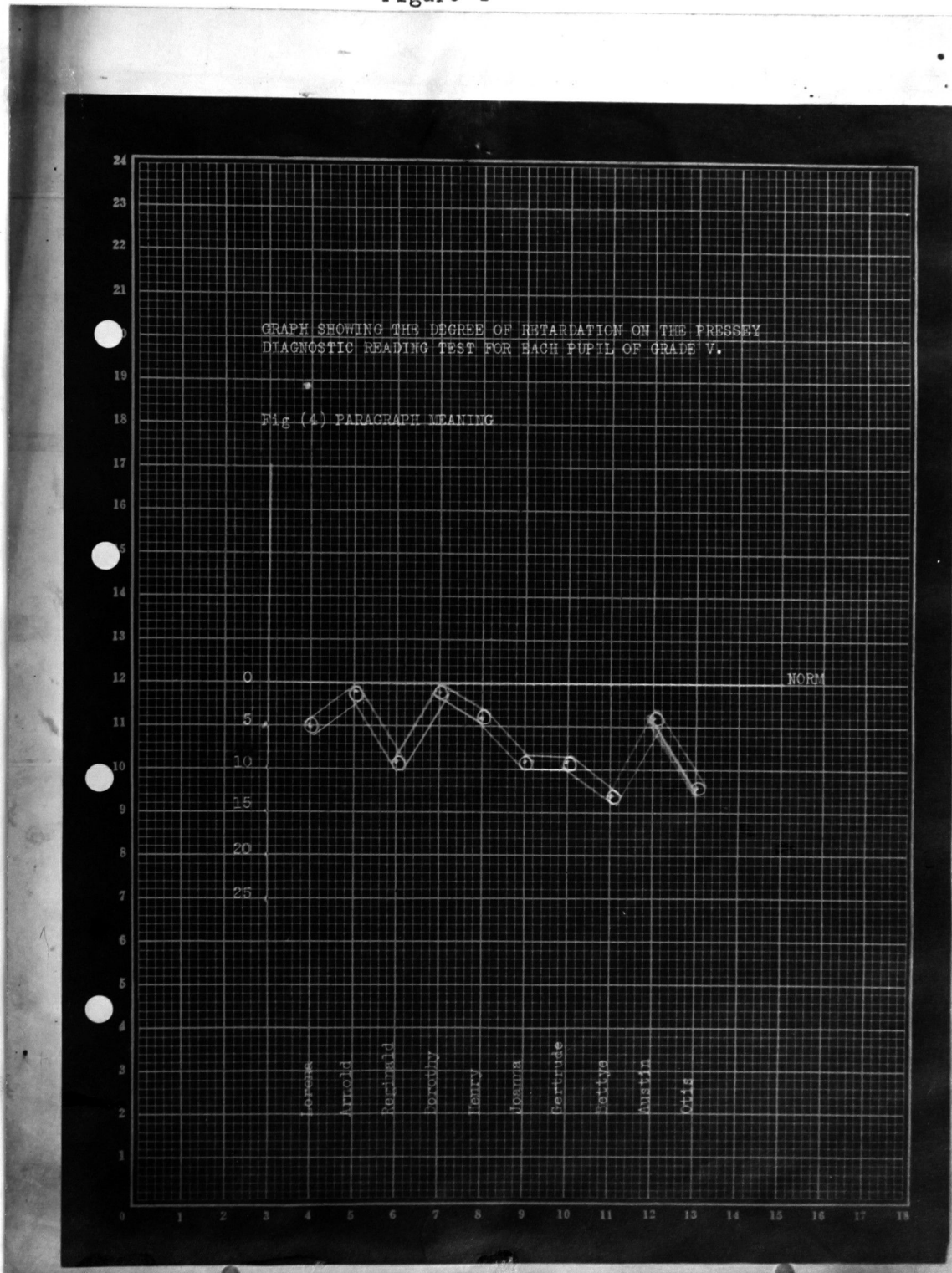
²E.L. Thorndike, Op. cit p. 15.

Figure 3



His reading vocabulary

Figure 4



His reading vocabulary is about forty-two hundred words out of a possible forty five hundred words for the Norm for his grade. The lowest score made in the fifth grade on vocabulary recognition is seventeen, which gives the individual a reading vocabulary of about seventeen hundred words out of a possible forty-five hundred words that he should know for his grade.

Table 3 on page 22, gives the initial results secured from the Pressey Intermediate Classification Test and the Pressey Diagnostic Reading Tests of ten pupils in the fifth grade.

Column one shows the raw score for each pupil of this grade as revealed by the tests administered. This individual score on the Intermediate Classification Test when transformed to a common basal scale gives the grade placement of the pupil.

Vocabulary recognition shown in column 3 and paragraph meaning shown in column 4 are interpreted in figures 3 and 4.

Column 5 gives the chronological ages of each pupil who took the Pressey Tests.

Column 6 gives the mental age equivalent for pupil's scores on the Pressey Intermediate Classification Test according to years and months. The mental age of these pupils is almost what it should be in this grade. One pupil is under age for his grade. These pupils also have the mental age to do the work for their grade. It is felt by the writer that remedial instruction will aid them in increasing their ability.

Table 4 on page 23, contains a list of faulty habits noticed by the writer in studying the ten pupils who were selected for remedial treatment in the fifth grade. The table shows the combination of deficiencies exhibited by the pupils and the frequency of occurrence of each. Most of the individuals did not have a single deficiency but rather combinations of deficiencies.

TABLE 3

TABLE SHOWING RESULTS OF PRESSEY INTERMEDIATE CLASSIFICATION TEST AND THE PRESSEY DIAGNOSTIC READING TESTS FOR TEN PUPILS IN THE FIFTH GRADE OF THE EAST KILLIVAN SCHOOL.

Pupils	Intermediate Classification Test Scores	Vocabulary	Paragraph	B. Score	C.A.	M.A.
Lorena	48	37	18	4.8	11-9	10-7
Arnold	59	36	22	5.5	12-8	11-4
Reginald	49	34	14	4.8	11-4	10-8
Dorothy	39	34	22	4.3	11-9	9-11
Henry	46	34	19	4.8	12-7	10-5
Joanna	41	33	14	4.5	12-0	10-1
Gertrude	54	25	14	5.25	13-2	11-0
Bettye	41	17	10	4.5	11-8	10-1
Austin	59	42	19	5.5	13-0	11-4
Otis	43	39	11-	4.65	11-1	10-3

Norms :

Vocabulary 45; Paragraph Meaning 23.

TABLE 4

EIGHT FAULTY READING HABITS DETECTED AMONG THE PUPILS OF THE FIFTH GRADE AND THE FREQUENCY OF OCCURRENCE OF EACH HABIT.

HABITS	PUPILS										FREQUENCY OF OCCURRENCE
	1	2	3	4	5	6	7	8	9	10	
1. Head Movement											0
2. Vocalization										X	1
3. Inattention					X			X			2
4. Superficial Reading		X	X		X						3
5. Low Reading Rate				X	X	X			X		4
6. Word Pointing											
7. Tenseness		X	X		X		X				4
8. Posture								X			1

No head movement and word pointing were noted in this grade. There was one pupil who possessed the habit of vocalizing, and one whose posture needed to be corrected. This proves that these pupils have lost some of the careless habits usually seen among primary children. However, four had a low read rate and three read superficially.

Sixth Grade:

The pupils of the sixth grade ranked lower on the Pressey Intermediate Classification Test and the Pressey Diagnostic Reading Test than the pupils of the fourth or fifth grade. They did not however, have as many faulty reading habits as the pupils of the fourth or fifth grade.

According to Pressey the vocabulary Norm as shown in figure 5 on page 25 is fifty-four. The lowest score made is thirty-eight or 3 years and eight months below the Norm. This score shows the individual to have a very low reading vocabulary. The class as a whole is quite retarded in vocabulary recognition as the greatest number of scores are between three years and three years and five months below the Norm for this grade.

Figure 6 shows the paragraph meaning Norm for the sixth grade to be at thirty according to tests administered. It is on page 26. The highest raw score made was twenty-four or six months below the Norm. The majority of the class tested between one year and five months to two years and five months below the Norm. The Total Score for the sixth grade is eighty-four. The highest Total Score made is sixty-eight, and the lowest is twenty-one. This shows that the lowest Total Score is sixty-three points below what it should be for this grade.

Figure 5

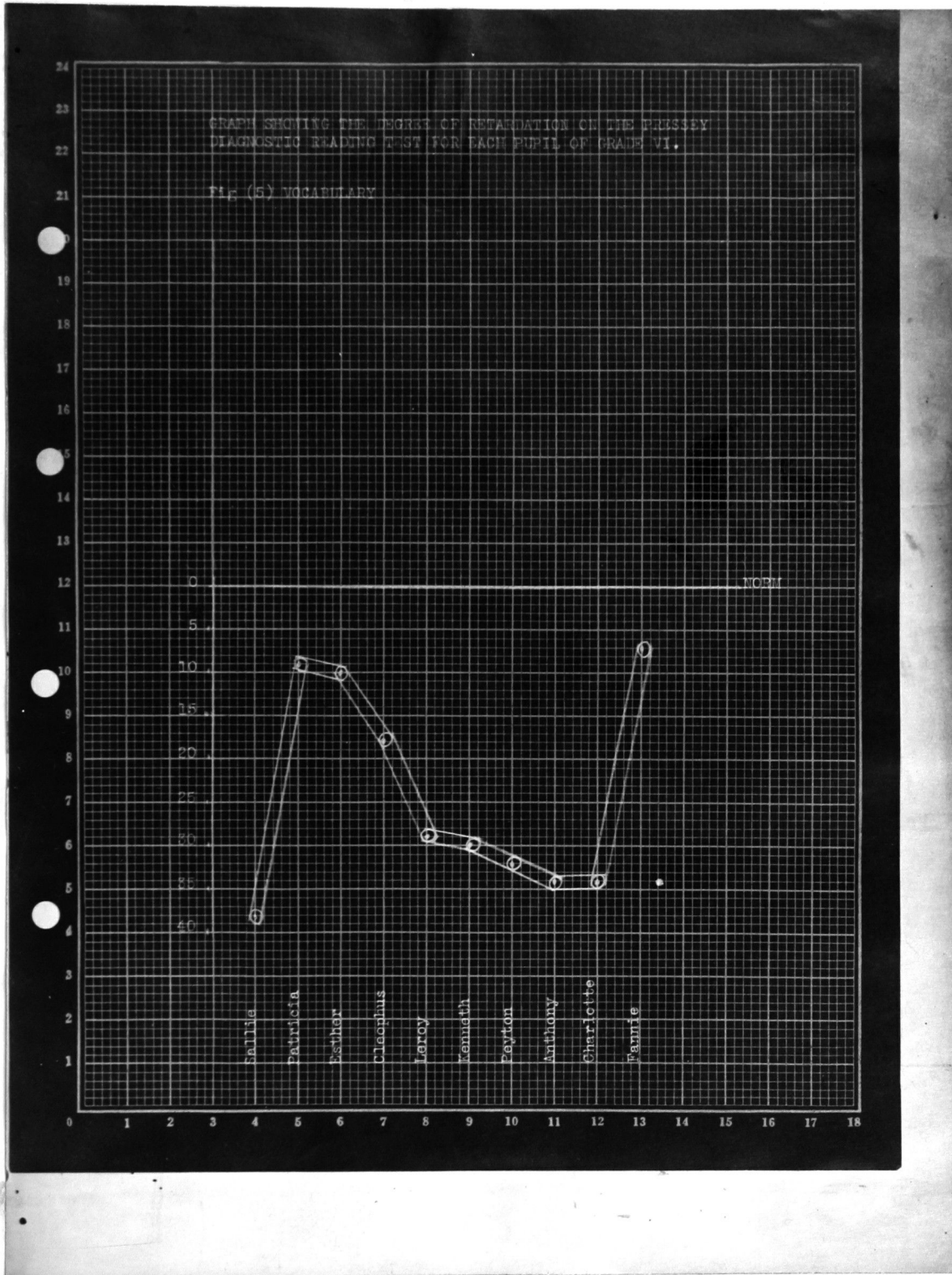


Figure 6

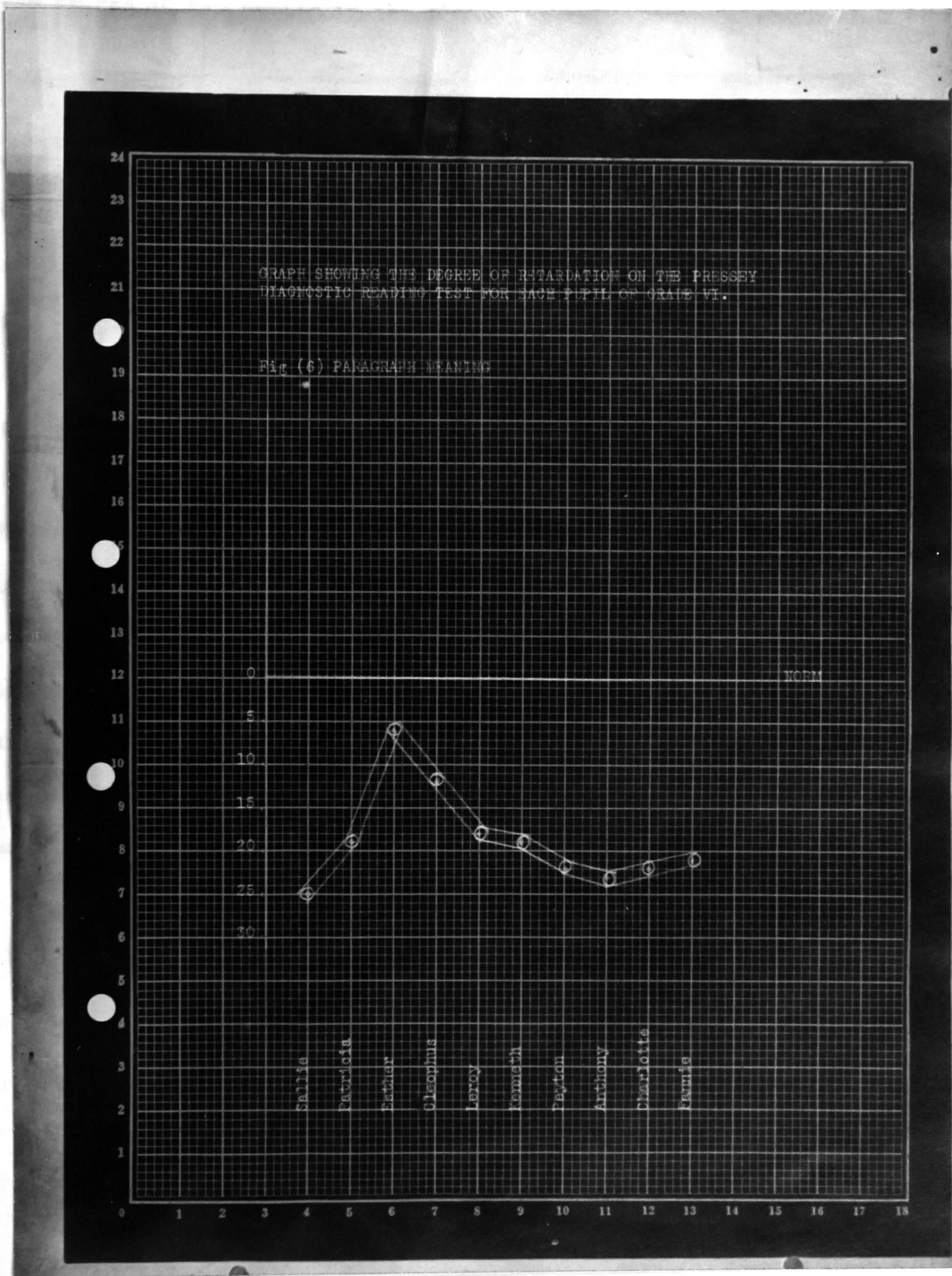


Table 5 on page 28, compiled by the investigator reports the raw scores of ten pupils in the sixth grade who were administered the Pressey Intermediate Classification Test, and the Pressey Diagnostic Reading Tests.

The Classification Test Scores range from thirty-three to sixty-five which shows that the grade placement of these ten pupils range from one month in the fourth grade to the sixth grade. This means that the teacher is expecting some fourth grade pupils to do the work of the sixth grade. Three pupils are under age as shown by the M.A. in column 6.

The interpretation for the scores made on both vocabulary and paragraph meaning is shown on figures 5 and 6.

Table 6 on page 29, gives the frequency of occurrence of the faulty habits of ten pupils in the sixth grade who were studied by the investigator. Two pupils exhibited the faulty habit of head movement; two vocalized when reading silently. The combinations of the reading habits given in this table illustrate the desirability of studying habits in the relations in which they are exhibited by individuals. Although the habits of silent reading are few in the sixth grade, the writer feels that these too should be corrected.

TABLE 5

TABLE SHOWING THE RESULTS OF PRESSEY INTERMEDIATE CLASSIFICATION TEST AND PRESSEY DIAGNOSTIC READING TESTS FOR TEN PUPILS IN THE SIXTH GRADE OF THE EAST KILLIVAN SCHOOL.

Pupils	Intermediate Classification Test Scores	Vocabulary	Paragraph	B.Score	C.A.	M.A.
Sallie	44	16	5	4.3	11-9	10-3
Patricia	65	45	11	6.0	13-4	11-10
Esther	59	44	24	5.5	12-3	11-4
Cleophus	52	36	18	5.0	12-2	10-10
Leroy	33	25	12	4.1	13-0	9-6
Kenneth	64	24	11	6.0	14-5	11-9
Peyton	33	22	8	4.1	12-3	9-6
Anthony	39	20	7	4.3	12-1	9-11
Charlotte	48	20	8	4.8	12-0	10-7
Fannie	54	47	9	5.2	11-7	11-0

Norms:

Vocabulary 54; Paragraph Meaning 30.

TABLE 6

EIGHT FAULTY READING HABITS DETECTED AMONG THE PUPILS OF THE SIXTH GRADE
AND THE FREQUENCY OF OCCURRENCE OF EACH HABIT.

HABITS	PUPILS										FREQUENCY OF OCCURRENCE	
	1	2	3	4	5	6	7	8	9	10		
1. Head Movement		X	X									2
2. Vocalization				X	X							2
3. Inattention										X		1
4. Superficial Reading						X						1
5. Low Reading Rate							X					1
6. Word Pointing										X		1
7. Tenseness							X					1
8. Posture										X		1

Results of the Tests

These graphic representations of the scores made by the thirty pupils in the fourth, fifth, and sixth grades on the Pressey Diagnostic Reading Tests show the grave need for having more adequate methods of checking the child's ability to progress before there is promotion from one grade to another.

The facts shown reveal to the writer a number of children with first, second, and third grade reading vocabularies are expected to do the work in school of children who have fourth, fifth, and sixth grade vocabularies.

The constant failure of the intermediate grades may be due to lack of proper instructions in the phases of reading on which they were tested, namely, vocabulary and paragraph meaning.

The fine showing of the fourth grade may be due to a better teacher.

Single test scores are inadequate for the complete study of individual differences. These raw scores can only be interpreted correctly in terms of other factors about the pupils concerned. Nevertheless, the test scores help to describe typical class learning situations in objective terms and point out the cases that merit attention.

CHAPTER III
IMPLICATIONS FOR A REMEDIAL READING PROGRAM

Introduction to General Program

This proposed program of remedial instruction is based on difficulties revealed by silent reading tests performances of the thirty pupils studied by the investigator.

In analyzing the Pressey Diagnostic Tests results the investigator found many implications for the development of a silent reading program. The majors errors, however, seemed to group themselves around the following difficulties:

1. Lack of comprehension
2. Inadequate vocabularies
3. Faulty habits of reading
4. Low rate of reading

The pupils also revealed limitations in experiential background. This was obvious in their failure to understand certain paragraphs, and in their lack of word recognition.

Pupils who are retarded in reading tend to fall into two general classes. First, there are some pupils whose difficulties are remedial in character. These pupils are so seriously handicapped in the basic reading skills that they require the use of unusual procedures, techniques, individual attention, and guidance in overcoming their deficiencies. Second, there are other pupils whose difficulties can be eliminated by corrective measures, that is they will respond to treatment within a group through methods

commonly used in the modern classroom of today.¹ The writer is proposing a remedial reading program for the first class-remedial.

Therefore, in this proposed remedial reading program for increasing the abilities of pupils who were weak in comprehension, vocabulary meaning, and faulty reading habits, special emphasis will be placed on these phases of reading.

The investigator hopes to discuss these phases of reading and give substantiations for each suggested remedial treatment from the leading authorities in this field and from pertinent studies.

The general organization of the program resolves itself into four general divisions:

1. Initiation of program
2. Proposed plan of instruction
3. Suggested types of material
4. Basic instruction in reading

The proposed plan of instruction is introduced by a suggested basic approach and then it is focussed on the three groups which were classified according to difficulties revealed on the Pressey Diagnostic Reading Tests.

Initiation of Program

The greatest problem in initiating a new plan, where drastic changes are made, is educating the teachers to the new plan. Yoakam² suggests that teachers be organized for cooperative study leading to greater understanding and skill.

¹Arthur E. Traxler, The Teaching of Corrective Reading in the Junior and Senior High Schools. (Bloomington, 1942) p. 3

²Yoakam, G.A., "Supervision of Instruction in Reading" Educational Methods Vol. XV. 1935. pp. 3-10

The next step would be to thoroughly acquaint oneself with the local reading situation. This step necessarily involves the gathering of data; general impressions are not sufficient.

Data relative to the following problems should be gathered:¹

1. The character of the population of the school.
2. The outside reading activities of the pupils.
3. The reading facilities of the school, and library.
4. The specific needs of the pupils with respect to reading attitudes and habits.
5. The ability and efficiency of the teachers.

The third step would be the objectives of instruction. This may consist in an adaptation of the general objectives of reading as outlined in the Thirty-Sixth Yearbook,² with definite goals in the mind of the teacher for each child concerned.

The fourth step--the organization of a reading program which would involve the evaluation of materials of instruction, the selection of new materials, and the use of old materials in new ways. There should be devices for stimulating pupils and training them in the specific kinds of reading skill desired. There should be some form of measurement of the improvement the teacher expects to be made during training in order to provide an incentive for practice.

Classification of the children according to their mental ability-- (determined by the test results) keeping in mind individual differences.

¹
Yoakam, G. A. "Supervision of Instruction in Reading" Educational Methods
Vol. XV. 1935. pp. 3-10

²
The report of the National Committee on Reading, Thirty-sixth Yearbook of
the National Society for the Study of Education, Part II.
Bloomington, Public School Publishing Company, 1937. pp. 65-130

Those pupils who were administered the Pressey Intermediate Classification Test for grade placement, and the Pressey Diagnostic Reading Tests for vocabulary and paragraph meaning fall into the following groups:

Group 1 is comprised of those pupils who are from five months to one year and five months retarded on paragraph comprehension.

Group 2 is composed of pupils who were from five months to one year and five months below the Norm on reading vocabulary.

Group 3 includes those pupils who were below one year and five months on both reading vocabulary and paragraph meaning and who also had faulty reading habits.

The combined results of many investigations in reading indicate that inability to read is a major factor in the failure of pupils to master subject matter. The importance of remedial measures for poor readers thus becomes apparent. The majority of remedial and diagnostic studies of reading have been made in clinics and laboratories rather than in the classroom. It is hoped by the investigator that this study carried on in a graded school will give results which might be considered helpful in the reading field.

Proposed Plan of Instruction

Basic Approach

The writer believes that the arousal of interest in the work to be done is an important first step in remedial treatment. All groups concerned in the study should be told briefly the general form the work will take.

Before the specific training in reading is actually begun, one class period should be devoted to a discussion of reading skills. The fact that a person who reads well enjoys many advantages over those who cannot, should be stressed.

With many children arousing interest in the remedial program is no problem. When they are told that the teacher has a special interest in their progress, that she believes they can do much better work, and wants to give them special help to improve their reading, their immediate response is favorable. Confident assurance that they can learn to read as well as other children do is all that is needed to arouse a desire to begin. It is often helpful to explain to the pupils that the intelligence tests show that he is normal or bright, and not stupid as he may have thought. Explaining that the pupils have developed bad habits that have prevented them from reading well, and that he can learn better habits, is also helpful. The teacher must be careful to maintain an attitude of friendly interest and to be sympathetic and encouraging at all times.

The general principles involved in maintaining interest and motivation are the same in remedial teaching as they are in normal teaching. In general, motivation in remedial reading depends on three general factors:¹

¹Arthur I. Gates The Improvement of Reading, (New York, 1937) p. 170

1. The way the child is treated by his teacher
2. The extent to which the subject is made attractive and interesting
3. The degree to which he experiences success in remedial reading.

Orientation of the Pupils

Since many fourth, fifth, and sixth grade pupils will experience difficulty in adjusting themselves to a new type of work, some time should be devoted, after the initial test has been administered, to making the pupils feel at home. Information concerning the personal habits, attitudes, etc., having been obtained by the teacher, should be used as a basis for dealing with individuals. If the work is organized on the basis of regular classroom procedure, the pupils will feel that they are not so far below the Norm. Such matters as the handling of books, magazines, plants, and the bulletin board will be taken care of by those who are appointed by the President of the Club. These responsibilities should be shifted from time to time, so that every pupil will have an opportunity to serve in some capacity.

The purpose of these activities is to make the pupils look upon the classroom as a place for purposeful work in a friendly atmosphere. The investigator believes that this attitude will result in increased interest and effort throughout the remedial treatment.

Suggested Remedial Treatment for Increasing Comprehension

General Suggestions

Group 1.

This group consists of those who are unable to comprehend the

subject matter read.

Probable Causes:¹

1. Lack of reading vocabulary and difficulty in word perception.
2. Overemphasis on word recognition, phonics, word games, etc.
3. Failure to provide an abundance of easy paragraphs
4. Overemphasis on correct oral reading
5. Use of unsuitable reading material
6. Overemphasis on reading large units in the beginning
7. Gaps in the pupil's experiences
8. Lack of guidance in paragraph meaning

Durrell,² in his book "Improvement of Basic Reading Abilities", says, "Major difficulties in silent-reading comprehension result from lack of understanding of the words and concepts included in the selection."

Hildreth,³ thinks that a major cause of poor comprehension is over emphasis on the mechanics of reading.

The West Virginia State Course of Study,⁴ lists the following as "probable causes" of lack of comprehension:

1. Lack of reading readiness
2. Narrow experiences
3. Too much oral reading
4. Small vocabulary
5. Difficulties in mechanics and skills
6. Lack of interest

¹ A. I. Gates, The Improvement of Reading, New York: Macmillan Company, 1937. pp. 175.

² Durrell, Donald D., Improvement of Basic Reading Abilities, Yonkers: World Book Company, 1940. p. 144

³ Hildreth, Gertrude, Learning the Three R's, Minneapolis: Educational Publishers, Inc., 1936. p. 183

⁴ West Virginia Course of Study, Charleston 1937. p. 179

Harris,¹ feels that lack of ability to understand reading material may be due to any one of a number of causes. Among them are;

1. Inadequate skill in word recognition
2. Low general intelligence
3. A scanty meaningful vocabulary
4. Lack of ability to read in thought units
5. Not enough practice in reading varied kinds of materials

General Suggestions for remediation

Gates,² gives the following requirements in conducting the remedial work to increase comprehension:

1. The material used should be suited in difficulty to the pupil and, as his ability develops in the course of remedial work, the material should be increased in complexity in order to provide opportunity for further growth.
2. The material should be vital and interesting to the pupils so that a genuine incentive for understanding is intrinsically produced.
3. Evidence of comprehension should be frequently required, checked and so recorded for the pupil's attention as to help him detect defects and to encourage him with the evidence of successful endeavor.

Hildreth,³ feels that comprehension can be improved by stressing meanings and employing drills that emphasize the ideas expressed. The teacher should help the child see phrases as a whole, train him in sentence sense, if this has not been developed, and in the use and meaning of

¹ Harris, Albert J., How to Increase Reading Ability, New York: Longmans, Green & Company. 1941. p. 268

² Gates, Arthur I., The Improvement of Reading, New York: The Macmillan Company, 1937. p. 176.

³ Hildreth, Gertrude, Learning the Three R's, Minneapolis: Educational Publishers, Inc., 1936. p. 185.

punctuation marks.

The West Virginia Course of Study,¹ lists the following as corrective measures to be employed in correcting the lack of comprehension:

1. Provide interesting material on the child's level of reading.
2. Give the child meaningful experiences.
3. Use materials that require thinking
4. Emphasize meaning through questions and discussions
5. Develop reading skills and techniques
6. Explain the value of punctuation marks for conveying meaning.

Harris,² offers the following suggestions as kinds of practice exercises that may be used to develop comprehension:

1. Exercises wherein the pupil reads to get the central thought.
2. Exercises that will teach the pupils to follow a sequence of events.
3. Exercises wherein the pupils will have to note details
4. Exercises teaching how to follow directions
5. Exercises to discover cause and effect relationships

¹ West Virginia Course of Study. Charleston: Department of Education. 1937
p. 184

² Harris, Albert J., How to Increase Reading Ability New York: Longmans,
Green Company, 1941 p. 298

Group I.

This group is comprised of those pupils who were from five months to 1 year and 5 months below the Norm on their comprehension Test.

Reading comprehension is not a single ability, but it is a complex and result of the development of a large number of rather specific skills. Since comprehension difficulty is so severe in this group, provisions should be made for training in the specific study skills.

The ability to analyze a reading selection, picking out the main points and the supporting ideas or facts under each major heading, is one of the most valuable study skills that a pupil can acquire. The first step is to give practice in finding the main idea of the paragraph which should be just one word. Then matching the main ideas with paragraphs to which they are related. Next comes the teaching of the topic sentence. Explain that it is not always the first sentence in the paragraph. After the pupils have been given practice in finding the topic sentence of paragraphs, he should be given some experiences in developing a summary sentence and finding them. When he has had adequate practice in finding the topic sentence and evaluating summaries he should be taught to write his own topic sentences. Making an outline of a few paragraphs in which the minor ideas are supplied should follow the writing of topic sentences.¹ Training in the making of formal outlines is desirable because it enforces careful analysis of the reading matter. After that technique has been mastered the pupils should be taught how to make an oral or written summary based upon the outline idea.

¹ Carol Hovius, Flying the Printways, (New York, 1938) pp. 10-23

Specific Suggestions for Remediation

Some suggestions about kinds of practice exercises that may be used to develop skill in comprehension now follow:

- I. Present a selection from a book which is interesting to the pupils. The teacher will pick out the words from the selection that may be difficult for the children. Then proceed as follows:
 1. Have each child to look through the list of words that have been given to them to see if there are any words that may give them trouble.
 2. The pupils should look up the meaning of the words that they do not know. Be prepared to use them in a sentence.
 3. The teacher should assist those who need it with the correct pronunciation of each word.
 4. The pupils will then prepare a sheet of paper with numbers on it from one to four.
 5. The teacher will tell them that they are to write the main ideas of each paragraph in the given selection. Place an example on the blackboard - the main idea being only one word. Discuss this with the pupils.¹
 6. Discuss thoroughly the errors made, showing why their ideas were correct or incorrect.
 7. Repeat this type of exercise until the majority of the pupils have the idea involved.

¹Hovius Ibid p. 24.

II. This type of remedial treatment is often called, "Matching headlines or topics with paragraphs to which they are related."¹

1. The material should be suited to the interest of the individuals.
2. The teacher should teach the difficult words as recommended in step I.
3. The teacher will prepare a list of topics or main ideas for each paragraph to be read. These should be placed in random order on the blackboard or work sheet, and as the child reads, he is to select the appropriate main idea for each paragraph. On a separate sheet of paper he may copy the topics in the correct order as he discovers them.

(The main ideas or topics in this case would be a phrase).

III. The teacher should explain prior to this lesson about the topic sentence. Give them examples showing some topic sentences at the beginning, some at the end; some paragraphs having two topic sentences- one at the beginning and one at the end-summary sentence.

Make sure that each child understands the idea before going on with the following material.

1. The selection should be suited to the interests of the individuals.
2. Teach difficult words as to pronunciation and meaning.
3. Present the pupils with a series of short sentences some of which will contain main ideas and some minor ideas.
4. Place the list on the blackboard or work-sheet, with a number before each sentence.

¹ Hovius Ibid p. 25

5. Have the pupil read the selections, then list in correct order under the head of "Major Ideas" the numbers for that group and under "Minor Ideas" the numbers for that group.¹
6. Follow this with practice in finding topic sentences in their books.
7. The pupils should keep a record of their successes in finding topic sentences by writing on paper the first three words of the topic sentence for each paragraph.
8. Discuss the errors made as to why these are accepted and the others rejected.
9. Prepare sentence summaries for three paragraphs.

Have the pupils select the one which best fits the paragraph.

IV. When the pupils have adequate practice on finding the topic sentence and evaluating summaries made by the teacher, he should begin to write his own topic sentences.²

1. Tell the children to study headlines for newspaper articles.
2. Have the pupils collect newspaper articles for the preceding week and the class discuss the suitability of the headlines for each article.
3. Now have the children to practice making headlines for paragraphs in their lessons.
4. Discuss whether the headline they have given is appropriate for the material that follows.
5. The teacher will prepare a paragraph without a topic sentence and place it on the board.

¹Hovius Ibid p. 27

²West Virginia Handbook for Intermediate Reading (Charleston, 1942) pp. 90-101

6. Have the children to discuss the sentences in the paragraph and try to think of one sentence that will tell what the paragraph is about.
 7. Practice in composing telegrams is a good example of this idea. Have the children put in as few words as possible the thought given in a paragraph by the teacher.
 8. For further practice along this line, have the children write the question that each paragraph in a given selection aims to answer.
 9. Evaluate the answers given in the various steps mentioned above before the entire group so as to show them what they have chosen as the central topic and what they should have chosen.
- V. For further drill in increasing the ability to comprehend, the writer would suggest the following:
1. The teacher should prepare a skeleton outline of three paragraphs in which the minor ideas are supplied.
 2. Ask the pupils to pick out from a list of headlines the major idea that fits each paragraph.
 3. At the conclusion of this, discuss the errors made.
 4. After the pupils have had the experience of supplying the main ideas, they should then have the experience of filling in the minor ideas of a paragraph and finally filling in both major and minor ideas, which have been alternately omitted.

VI. The final step in developing the ability to comprehend is: Making an oral or written summary based upon the outline idea. This gives the pupils a great deal of help if he has not yet learned to develop paragraphs and to make proper transitions between ideas and statements of relationship within paragraphs.

1. After the child has had sufficient drill on step V that he has learned to speak or write from the complete outline he should write his summary from the main ideas only, with the minor ideas implied.

After these steps have been given and there is some evidence of change shown in the child's general school work, personality, and behavior, the teacher should give these pupils a standardized test that will show the gain made as a result of this treatment. The teacher should show the child a graphic representation of his score on the initial test and on the retest. Be sure that the child understands how much he has gained, also show him that he needs to continue trying to keep the good habits he has learned.

Group II.

This group consists of those pupils who were from five months to one year and five months below the Norm on the Vocabulary Test.

Three types of vocabulary abilities are essential to reading success in the intermediate grades; vocabulary meaning, vocabulary recognition, and vocabulary analysis. Vocabulary meaning and vocabulary recognition refer to immediate use of words in specific selections. Vocabulary analysis constitutes a "transferred Skill", not applicable to particular material, but used when the need arises.

Suggested Remedial Treatment for Increasing Vocabulary Meaning

The writer suggests the following steps to increase vocabulary meaning and recognition:

The words from a selection to be read should be scanned by the teacher for words likely to be unknown to the group. The teacher should see if the words selected need testing for enrichment of meaning. This can be followed by a matching exercise. Test the pupil's recognition by the use of flash cards or other devices. Present each word in a sentence, then finally try to weave a story using the new words in it. Several exercises are listed below that will aid in the development of the suggestions given here.

Specific Suggestions for Remediation

Some suggestive exercises to increase vocabulary meaning and recognition follows:¹

- I. 1. The selection to be read should be scanned by the teacher for words likely to be unknown to the group. Often the teacher's manual will provide the source of "Key Words". Notice whether a common word is used

¹Albert Harris op.cit. pp 214-217

in an unfamiliar sense; if so, it should be listed for study.

2. The teacher should see if the words selected need testing for enrichment of meaning. Example: "Tell me all the words you can think of when you hear the word Aviator". If most of the children reply, the word does not need special treatment. If they do not reply freely then special attention must be given these words.

II. Another method for discovering whether a word needs enrichment is the "Definition -Matching Exercise". This may be done as follows: In column A list the words to be taught; in column B list the definitions; have the pupils select the definition from Column B that tells what a word in Column A means.

1. Help the child to use context clues by asking a question or making a suggestion which brings into his mind the thought relationship in the context likely to suggest the word.
2. Guide the child in combining context clues and recognition of the initial syllable.
3. In case of a derived form, as frontier or transplanted, cover the ending or the prefix to aid him seeing the base form. Teach the derivatives of other words such as those ending in-
ing, s, ed, est, and er.
4. In case of a compound word, as plainsman, cover the latter part until the child recognizes the first.
5. Prepare sentences in which the new word may be guessed easily from context.

6. In case of a word which will be most easily recognized by syllables, guide him in the correct division of the word into syllables.
7. Sometimes it is best to ask a question guiding the child in applying the needed phonetic knowledge. For example, in the case of fogue, "Is the O long or short?"
8. In some cases it is advisable to tell the child the word or have another child tell him.

III.

1. Encourage the pupils to talk about their experience in which the pupils use the various words. Try to weave the words into a story. The teacher should start the story, pausing at the new words used, having the pupils to pronounce it, point to the printed form that she has prepared on flash cards, then continue with the sentence. Have the entire story read from the blackboard by different pupils.

- IV. 1. Test the pupil's recognition of new words by flash cards. If the words are still unfamiliar, the teacher should prepare several illustrations for each word and give them orally. Keep the illustrations within the child's experiences.

- V. 1. The words should now be presented in paragraphs. Each child should be tested on his ability to recognize and pronounce all words at sight. Check all words that cause hesitation or difficulty. Note the time required for reading, to check his improvement as compared with the group.

- VI. 1. If the pupils are not improving as the teacher feels the writer would advise them to be taught some new words by the Kinesthetic Method. This method involves tracing the words; writing the

words in the air with the eyes closed etc.

- VII. 1. There is another type of vocabulary comprehension exercise designed to aid in increasing vocabulary and to give the child a fuller meaning of words already in his reading vocabulary. The following is an example:

The teacher prepares two columns of words of similar meaning.

The pupil is allowed to pronounce the first word in the left-hand corner column and call upon another pupil to select and pronounce the word in the right-hand column that is similar in meaning.

Next the pupils write the words in the left-hand column and after each word, write the word from the right-hand column that is similar in meaning.

Group III.

This group consisted of those pupils who were weak in both comprehension and vocabulary meaning, as shown by the Pressey Diagnostic Reading Tests. They also had many faulty reading habits.

Suggested Remedial Treating for Developing Word Analysis

The writer suggests the following steps based on an analytical approach to increase word analysis:

The teacher should start with the teaching of initial consonants; then the teaching of beginning blends. After the child has gained confidence in two consonants blends, three-letter blends may be introduced. Next comes the teaching of final blends. Combining visual and auditory perception is the step that follows the teaching of final blends. After that one should combine listening and writing. Give the

pupils some quick perception exercises. Last have the pupils read paragraphs containing the new words. For further drill have the pupils read paragraphs that contain untaught words and see how they react to words that they do not know.

Specific Suggestions for Remediation

The following outline should show how the teacher might carry out a program of word analysis.

Step I. Teaching Initial Consonants

The teacher says: "Here are some words which begin with the same letter, back, bank, book, band." These words all begin with b. Have the pupils to think of some other words which begin with b. The teacher will repeat each word as it is given by the pupils. See to it that each child responds. Review of initial consonants taught on previous days may be made in a similar manner at this point in the procedure.

Step II. Teaching Beginning Blends

After several initial consonants have been taught, appropriate consonant blends are introduced. The teacher says: "Now we are going to listen to the first two sounds in these words, blow, black, block". What two letters do these begin with?" "Can you hear the b and l in them, block, blow, black?" Have the pupils to listen to these words broke, bring, brook. What two letters do you hear first in these words? Have the pupils to think of more words which begin with these letters.

When several initial consonant blends have been taught, exercises in changing the consonant blends on the same phonogram may be given.

After the children gain confidence in two-consonant blends, three-letter blends may be introduced.

Step III. Teaching final Blends

Using the blends that were readily distinguished as initial blends, ask the children to listen for the last two sounds in such words as brush, blush, crash, fresh, flash, wash and hash. Usually they are able to recognize and give the letters for them immediately.

Step IV. Combining Visual and Auditory Perception.

The teacher writes on the blackboard a word such as "back" that has been taught in the auditory exercises. The children give words which rhyme with it, such as stack, etc. These also are written on the board. A child is asked to put circles around the parts of the words which are alike.

Introduce many games and exercises at this point to show the difference a single letter makes, or to show how a change of letters in any part of the word changes the word. An understanding of the principle rather than a mastery of the words is expected at this stage.

Step V. Combining Listening and Writing.¹

Use words that have appeared in the listening exercises, and have the pupils write the first two letters they hear in these words, black, track, fresh, brook, flash, crash,shook.

¹

Donald Durrell, Improvement of Basic Reading Abilities (Yonkers, 1940) p. 196.

Give similar lessons using words with one, two or three initial consonants. Final consonant blends may be written for such words as wash, plant, thank, grand, think, etc. Common phonograms may be written by asking the child to write the last three letters in band, book, take, bring, etc.

Test such as the following may be used after the children have mastered the initial steps: "Write the first letter you hear in bend." Then,

The first two letters in stack.

The first letter in gone.

The last three letters in bank.

The last letter in bad.

The last two letters in rash.

The first two letters in branch.

The first three in splash.

The last three in dray.

The last three in fret.

Step. VI. Quick-Perception Exercises¹

Visual analysis of words always needs to be counter-balanced by quick perception of the word taught by analysis. Using flash cards, flash quickly the words that have been taught. Oral sentences which give some cue to the word may precede the flash. Example, "This word tells what we say when we are given anything." Then flash the word "Thank". Use the sentences or questions that bring meaning into the words.

¹ Donald Durrell, Ibid p. 198

When single words have been learned in the quick-perception exercise, phrases containing two or more words may be flashed.

Step VII. Reading Paragraphs Containing the New Words.

Type paragraphs containing the new words taught and paste them on cards. Several paragraphs should be prepared and children may exchange them until each child has read all cards.

Step VIII. Reading Paragraphs Containing Untaught Words.

For this final step the child should be first given material that is easy but has not been taught. Later on the children may be given material that contains words made up of the phonetic elements that he has learned.

General Approach in Correcting Faulty Reading Habits

The material that follows is presented for the purpose of helping the teacher in diagnosing the probable causes of the faulty reading habits and for suggesting remedial treatment.

Head Movement

Probable Causes:

1. Poor vision.
2. Has been allowed to form a habit.
3. Inability to do rapid fluent reading.

Corrective Measures:

1. Discuss the child's vision with the parents and suggest that the child be taken to an oculist.
2. Call the attention of the child to this habit.
3. Give the child interesting material on his reading level or a little below.
4. Quick phrasing.

Vocalization

Probable Causes:

1. Too difficult material.
2. Inadequate phrasing.
3. Too much oral reading.
4. Nervous condition
5. Allowed to follow silently in the book as others read orally.

Corrective Measures:

1. Provide interesting reading material on the child's reading level or a little below.
2. Develop phrasing.
3. Practice in skimming and locating information.
4. In extreme cases use a card liner.
5. Decrease oral reading.

Inattention

Probable Causes:

1. Material too difficult
2. Material uninteresting to the child
3. Poorly grouped reading class because of failure to analyze individual needs.
4. Poor vision.
5. Poor physical condition.
6. Little variation in the selection of material.
7. The teacher's lack of enthusiasm and interest
8. Undesirable motivation such as threats etc.

Corrective Measures:

1. Material should be on the child's reading level.

2. Shorten the assignment.
3. Select reading material related to the child's experience and interests.
4. Discuss any visual disabilities with parents
5. Supply real, varied and important reading material.
6. If the social background of the child is limited or undesirable, the teacher should show her sympathy and understanding by making his classroom experiences interesting and attractive.
7. The teacher who lacks interest and enthusiasm in her work should take an unbiased inventory of herself. She should visit her physician for a physical check-up.
8. Plan purposeful activities.

Superficial Reading

Probable Causes:

1. Lack of reading readiness
2. Narrow experiences
3. Too much oral reading.
4. Small vocabulary
5. Difficulties in mechanics and skills.
6. Lack of interest.

Corrective Measures:

1. Provide interesting material on the child's reading level.
2. Give the child meaningful experiences.
3. Use materials that require thinking.

4. Emphasize meaning through questions and discussions.
5. Develop reading skills and techniques.
6. Develop motives for reading.

Low Reading Rate:

Probable Causes:

1. Too difficult material
2. Inability to use clues for word recognition
3. Bad reading habits such as finger or word pointing, lip movements, reversals.
4. Limited number of sight words
5. Inadequate phrasing
6. Too much oral reading.

Corrective Measures:

1. Provide interesting material on the child's reading level or slightly below.
2. Reduce the amount of oral reading.
3. Develop phrasing.
4. Give the child purposeful reading assignments
5. Encourage the use of contextual and pictorial clues and configurations in word recognition.

Word Pointing

Probable Causes:

1. Material is too difficult
2. Poor vision
3. Nervous condition.

Corrective Measures:

1. Use interesting material on the child's reading level.

2. Discuss with the parents the child's nervous condition and advise that he be taken to an oculist or to the family physician.

Signs of Tenseness

Probable Causes:

1. Material too difficult
2. Nervous Condition
3. Undesirable motivation
4. Lack of confidence in himself.

Corrective Measures:

1. Supply reading material on the child's reading level.
2. Visit with the parents and discuss the child's problem.
3. The teacher will of course try to establish a spirit of cooperation between herself and the pupil.
4. Provide interesting and purposeful activities.

Posture

Probable Causes:

1. Allowed to form the habit of holding his book and turning pages incorrectly.
2. When book is held at an angle it is often due to poor vision.

Specific Plan for Remediation

A most important outcome of informal but careful observation of pupils at their reading is a knowledge of the specific faulty habits which are to be corrected through suitable lesson plans.

These difficulties observed during silent reading are not included in any standard test at present.¹

Below are listed some factors that are involved in silent reading and some suggestions for overcoming these difficulties.

Lip Movement.

Often lip movement is constant. It tends to slacken silent reading to the rate of oral reading. Elimination of lip movement does not by any means guarantee the elimination of silent word pronunciation. Durrell suggests that the child who is having difficulty with lip movement be given an object such as a paper clip or a pencil to hold between the lips. These habits may reappear several times before eliminated, but the child should learn that new habits can be acquired.¹

Head Movement

It has been found by Durrell that head movement also tends to reduce reading rate. The child unconsciously reads at the rate he swings his head from side to side. Durrell recommends that the teacher call the child's attention to this habit and have the child read with his chin resting on his hand or some other support.

Lack of Attention

If a child is inattentive in class it is usually due to faulty lesson planning. It is merely an indication that the days work is inadequately motivated. Before searching for other causes, Durrell feels that the teacher should appraise her lesson plans first. Occasionally emotional conflicts and poor home conditions account for inattention. However, well-motivated learning has a salutary effect on emotional disturbances.¹

1. Durrell, Donald D. Improvement of Basic Reading Abilities
Yonkers: World Book Company, 1940 p. 168.

Slow Reading Habit

Dolch¹ in his manual for remedial reading suggests the following methods to correct the slow reader.

"The slow reader needs material that is easy. The teacher will go back to some material so easy that the child is sure to know all the words. She will time him as he reads for several minutes. After that she will then point out that this speed is far too slow and have the child read the very same thing over again, urging him to go faster and keeping time. She should have him read the same section, with timing, every day for a week. This will give the pupil the experience of running his eyes rapidly ahead as he follows the thought. This will not guarantee that he will always read with this greater speed, but this device of reading and re-reading will convince him he can go faster, and he will then try to do so."

Eye Movement

Observation of eye movements is merely to indicate to the teacher a possible need of exercises in phrase reading. Such need is shown by the ordinary observation of silent reading, so that a detailed recording of eye movements ordinarily should not be necessary.

The best method is to have the child hold the reading material sufficiently high for the examiner to follow the eye movement. Note is made of the number of movements, duration of pauses, and rhythmic sequence of pauses. Effective eye movements are characterized by a maximum of four eye stops for a line, short pauses between stops, rapid

1. Dolch, E. W. A Manual for Remedial Reading Champaign: The Garrnod Press 1939 p. 167.

rhythmic movements from stop to stop, and quick return sweeps to the next line. Regressive or back-ward movements in the line indicate poor eye habits.¹

Eye strain -a visual factor quite prevalent among children. Eames and Betts have made available improved eye tests for survey used in schools. These visual factors should be examined by an eye specialist.

Suggested Types of Material

Materials which foster growth in the right direction in the intermediate grades will stimulate the child's interest in reading the better types of literature. Suitable reading material will enrich the child's experiences in various fields of learning and develop a keen and permanent interest in reading as a source of pleasure and of intellectual satisfaction. Regardless, however, of suitability to the needs, abilities, and interests of the learner the material alone will not function. There must be constant instruction between the child and the teacher with relation to the subject at hand and the material being used.

Some General Characteristics of Suitable Materials:

1. Suitable reading material is highly charged with interest.
It has human appeal.
2. Suitable reading material has a definite value in terms of pleasure and information. It enriches experiences in various fields that have personal and social significance.

1. Betts, E. A. A physiological Approach to the Analysis of Reading Disabilities. Educational Research Bulletin, Vol. XIII (1934) pp. 134-140.

3. Suitable material has qualities which open new windows in the reader's mind and broaden his horizon.
4. Suitable reading material fits the reader as carefully as is possible in order to insure growth from level to level, and maturity in fundamental reading habits.
5. Suitable reading material has literary value which stimulates a permanent interest in reading.

There are many different kinds of materials that can be used in teaching retarded readers. Among them are Basal readers, supplementary books, pamphlets, magazines, newspapers, workbooks, dictionaries, and practice exercises and drill materials. Besides the published materials there is much that teachers can make for their own use. The writer has attempted to consider each of these types of remedial materials.

Basal Readers

Harris,¹ concludes that it is very difficult to conduct remedial reading for pupils whose reading level is below the fourth grade without making use of basal readers, even when specially constructed material is employed. Retarded readers need to read widely in simple material that has carefully controlled vocabulary, and this can be provided most easily by means of basal readers.

Supplementary Readers

These books are needed for extended reading in the intermediate grades. Most any book company will furnish a list of books that will meet the teachers needs.

Booklets, Pamphlets, Newspapers and Magazines

Some of the best supplementary material for use with retarded

1.

A. J. Harris, How to Increase Reading Ability, New York: Longmans, Green Company, 1941 p. 211.

readers is available in booklets and pamphlets.¹ Since most of these are very inexpensive, it is possible to assemble reading matter on a wide variety of topics at little cost. Many of these little books are profusely illustrated and attractively made up. Harris² also recommends the little books obtainable at the toy counters of five and ten cent stores. Some excellent stories about animals, toys, trains, etc. can be found there. He says, "The remedial teacher cannot afford to look down upon these little books and label them trash; any reading material that holds so much interest for children deserves serious consideration."

Magazines and newspapers also offer good possibilities for use with retarded readers. My Weekly Reader³ is a newspaper issued weekly intended for school use; available in several editions suitable for different grades. It has been used successfully as supplementary reading in remedial programs.

Work-Books

Many workbooks have pages complete in themselves and of high instructional merit in developing skills in using reference books and dictionaries, learning to outline and similar procedures. However, a workbook should be carefully inspected before it is adopted for class use, for many seem to be just an after thought of the authors.

Reference Works

Dictionaries are valuable and are usable with remedial pupils

1

A.J. Harris Ibid, p. 218

2 -Harris Ibid -p. 219

3 -American Education Press Chicago

whose reading ability is above the third grade. Harris,¹ recommends the remedial teacher to use the picture dictionaries with primary level readers and then to the Junior dictionaries when the pupil is ready for this.

Practice Exercises and Drill Materials

The above type of material can be made by the teacher and is quite usable for developing comprehension, organization, vocabulary analysis. This may be done by clipping into construction paper binding a single story from an old text, together with a typewritten check built by the teacher to emphasize one of the skills.

One can use the complimentary copies of newer readers in a similar manner building a list of unit references with book that have been assigned, a special number, and clipping the checks into the book where the story ends.

Free Materials

An example of free material that may be used because of their interest to children are the travel folders put out in some instances by state conservation commissioners, and foreign bureaus of travel. Their pictorial section will cause the pupils to want to read what is told in the folders.

These are not the only types of materials for a remedial reading program, but the writer hopes that they serve to illustrate the variety of materials that can be used in increasing the ability of retarded readers.

¹

Harris O.P. Cit. 223

Basic Instructions in Reading

1. Types of Organization for Remedial Reading.

School officials who recognize the need for remedial reading frequently believe such programs to be impractical because some plans call for additional specially trained personnel, elaborate clinical equipment and extra space. Although these items characterize certain programs, none is essential in making a curricular adjustment in typical public schools.¹

Several investigators have experimented extensively with various forms of organization for different school systems. Monroe² suggested administrative adaptations which are economical and educationally sound in meeting the needs of poor readers. The first plan is the Remedial-Home-Room-Plan. Under this plan one teacher in a school is selected to provide all remedial instruction. Her class includes in the morning all the poor readers from the lower grades, in the afternoon those from the upper grades. Materials and methods of instruction in all areas are adapted to the abilities of the children. This special provision leads to correlated programs in reading, spelling, writing, and speech during one half of the school day. For instruction in the non-reading subjects, such as physical education, manual training, and art, these children work with their regular grade group during the other half of the school day.

The Remedial-Teacher-Plan is another scheme which frees one teacher for remedial work through redistributing pupils. The remedial teacher helps the poor readers in little clubs of five to ten children, which meet two or three times a week. The club meetings are staggered

1. Paul Witty and David Kopel, Reading and the Educative Process
Ohio State University, Columbus, 1939.

"Diagnostic and Remedial Procedures in Reading"
and Vol. XIX (1932), pp. 105-113.

in time so that the children do not miss the same subject more than once in two weeks. Although the members of the club have similar reading needs, they do not limit their activity entirely to reading, since recreational interests are developed or extended during the club meetings. However each club strives to attain a particular goal, such as improvement in silent or in oral reading or the development of a basic stock of sight words.

The Remedial-Period-Plan is an alternative when it is not feasible to release one teacher through class-schedule re-organization. According to this plan one or more periods each week are set aside for remedial reading. During this time several teachers provide remedial instruction for small groups of pool readers. Children not requiring this special activity do recreational reading or other suitable work.

The remedial plans described above have been found to meet the remedial reading needs of many schools. Here again the teacher will have to employ the one most suitable to her particular situation.

2. The Grouping of Pupils.

A national committee on reading¹ has advocated the following plan for the grouping of pupils.

All pupils within the class are grouped according to reading abilities, and the reading of the entire class is related to a core subject. After a stimulating introduction to the theme, each group of pupils receives appropriate material which it reads under the

1. Society's Committee on Reading. The Teaching of Reading: A Second Report. Thirty-sixth Yearbook of the National Society for the Study of Education, Part I, Bloomington, Illinois: Public School Publishing Company, 1937.

motivation of a purpose and thus obtains needed practice in reading. Simple interesting material is used, all retarded readers work together and gain practice in the fundamentals of reading. Those pupils who are accelerated are given more difficult material which offers a challenge to their abilities. This type of grouping is very flexible, as it allows pupils to be changed from group to group in the light of their individual needs. The committee recommends that opportunity be given for the pupils of each group to discuss their reading experiences. In fact, effort is made to provide all the types of training needed by the pupils to give the worth-while experiences through the study of the theme, and to insure lasting interests in further reading.

The Committee of the National Conference on Research in English¹, also recommends this plan as being a "highly desirable plan for use in the intermediate grades". Their reasons are:

1. The organization of reading materials in terms of interesting problems stimulates consecutive thinking on the part of the pupils and provides for enough vicarious experience in a given area to broaden the child's mental outlook and to suggest motives for his reading.
2. The natural repetition of the key words related to the theme simplifies problems of vocabulary development.
3. Extensive use of this plan in the schools of many cities also shows that, properly employed it has marked value

1. Reading in the Intermediate Grades, Ninth Research Bulletin of The National Conference on Research in English. Chicago: Scott, Foresman and Company, 1941, pp.16-18.

in improving reading programs.

3. Improving Basic Study Skills

Several years ago, teachers felt that the mechanics of reading should be completed by the fourth grade, and that the intermediate grades should be devoted almost entirely to silent reading covering a wide field of experiences. Today, teachers of intermediate grade pupils, through more careful study of the problems of reading the intermediate grades, are becoming increasingly conscious of the need for continued emphasis on study skills. Even though the previous training in primary grades was satisfactory, there remains a definite need for this continued emphasis on reading study skills due to the heavier demands placed upon the child in meeting new subject matter fields in the modern school curriculum. Therefore, all teachers of intermediate grades need to be familiar with the procedures and materials of the basic reading program begun in the primary grades.¹

It is well to remember the fact that drill on special skills should for most part arise from a felt need in connection with the activities of a unit or lesson.²

It is with the above principles of reading in mind that the writer wishes to present the following study skills for intermediate grade pupils:

- a. Comprehension - This includes the following terms
- (1) analysis, (2) assimilation, (3) comparison,
 - (4) ability to follow directions, (5) evaluation,
 - (6) imagination, (7) problem solving, (8) sequence,
 - (9) supplement thought, (10) verification.

1. West Virginia Handbook for Teachers of Intermediate Reading.
Charleston: Department of Education, pp. 51-52 1942.

2. Ibid, p. 52

- b. Learning to Locate Information - this comprises
 - (1) the parts of a book, (2) dictionary, (3) encyclopedia,
 - (4) newspaper and magazines, (5) library.
- c. Organization of Material -this includes
 - (1) skimming, (2) outlining, (3) summarizing,
 - (4) conclusion.
- d. Reproduction - this skill may be developed through
 - (1) discussions, (2) dramatization.
- e. Retention - can be developed through (1) associating ideas, (2) recall.
- f. Vocabulary Development -may be developed through
 - (1) recognition and meaning (2) word study, (3) enriching and broadening the vocabulary.
- g. Appreciation - may be developed through
 - (1) Ability to see beautiful things in nature and art.
 - (2) Ability to appreciate great writers.
 - (3) Ability to visualize a story.
 - (4) Ability to sense viewpoint of selection.

4. Improvement in Reading through the Content Subjects.

Durrell¹ in his book Improvement of Basic Reading Abilities, says, "Our highest objective for reading -the -enrichment of living -is best reached through the teaching of subjects other than reading."

The content subjects, namely, English, History, Geography, Science, etc. offer a wonderful opportunity to improve and increase reading ability.

1. Durrell, D. D. op. cit. p 11

The development of reading habits, which will be helpful to the child throughout life, depends largely on the methods used in teaching reading in the content subjects. Both children and adults all like to do something for a special reason. Therefore, in assigning special reports in geography, different phases of the country can be studied. The industries, transportation, customs, clothing, food, open up a wide field of research which will require much reading. These reports will enrich the class work for other pupils, and are also teaching the use of reference materials for information.¹

In units of work in the content subjects there can be created an interest in wide reading that will develop within the child a knowledge of and appreciation for the subject being studied.²

In history the biographies of great men are an excellent field for improvement and growth in reading. The famous birthdays in February offer a wonderful opportunity for independent reading. This is reading for a purpose. This type of reading holds the attention of the child.³

5. Free Reading

A definite free reading period at a certain time and of a certain length is a valuable aid in motivating extended reading. Free reading, however, should be free reading, and though the teacher should work to arrange materials in such manner that they stimulate the child to read on levels of gradually increasing difficulty, the only requirement of the period is that each child must read something. Keep free reading a joy not a task.⁴

1. West Virginia Handbook for Teachers of Intermediate Reading, Op.cit.p 96

2. Ibid p. 98

3. Ibid p. 100

4. West Virginia Course of Study, Op. cit. pp. 196-200.

During this period of reading the teacher has an excellent opportunity to observe pupils' reading habits, offer guidance when asked, plan for the book table next week, or occasionally read quietly, too.¹

The improvement of reading instruction is a continuous process. It means getting a broad view of reading problems, promoting good class organization, providing adequate reading materials, encouraging flexible approaches in teaching, and providing for the articulation of the various divisions of the reading program. The writer realizes that time is required to secure definite improvement. But he believes that if by using some or all of the suggestions given that definite progress toward the prevention of reading disabilities will be noticed.

1. West Virginia Course of Study, Ibid, pp. 203.

CHAPTER IV
SUMMARY AND CONCLUSIONS

This chapter summarizes and presents in somewhat less detail the findings and conclusions that merit consideration and attention:

Statement of the Problem

A study of silent reading performances of thirty pupils of the East Killivan School, Killarney, West Virginia, in order to determine their difficulties and to propose a remedial reading program based upon the suggestions of leading authorities and from pertinent studies.

General Method of Procedure

All testing was done in the investigator's actual situation. This was followed by formal and informal interpretation of the tests administered which revealed the difficulties of the thirty pupils studied. A Check List was prepared by the investigator and used to record faulty habits of these pupils. A remedial reading program was proposed, based upon the suggestions of authorities and pertinent studies. Suggested types of materials were given as well as basic instruction in reading.

Results

The following outstanding reading difficulties were discovered.

1. Inadequate vocabularies
2. Failure to comprehend what is read

3. Careless habits of working
4. Low rate of reading.

The test results showed the following facts:

- I. According to the Vocabulary Norm.
 - A. The fourth grade pupils ranked higher than the other grades on both tests.
 - B. The fifth grade children ranked second highest
 - C. The Sixth Grade children were the lowest on Vocabulary.
- II. According to the Paragraph Norm.
 - A. The Fourth Grade children ranked second highest
 - B. The Fifth Grade children were the highest in this aspect.
 - C. The Sixth Grade ranked lowest in this aspect also.

Conclusions

1. Most of the authors consulted on developing paragraph meaning start with the paragraph as a whole, and from the whole unit, the main idea or the central thought is taught.
Next comes the development of a topic sentence, then summarizing and finally outlining.
2. The investigator found that authorities on vocabulary recognition and meaning approach this skill analytically.
3. Many authorities believe that individuals do not have a single deficiency in reading but rather have combinations of deficiencies.

4. All studies employed by the writer recommended definite continuity in the development of reading skills.
5. Materials should be interesting and should develop a love for books.
6. Materials used by retarded readers should be on the pupils' level or below and they should gradually increase in complexity.
7. The grouping of children should be flexible, thereby permitting the child to progress at his own rate.
8. All studies and authorities read by the investigator recommend that the child's cooperation should be enlisted in overcoming reading deficiencies.
9. The activities which motivate free reading and the extension of required reading should come from the child himself, if he is to advance with independence and enthusiasm.
10. The disability of the pupil should never be stressed. The child should be encouraged at each step, for encouragement fosters success.

INTERMEDIATE CLASSIFICATION TEST

Devised by S. L. and L. C. Pressey

For Grades 3-6

Name.....

Age..... Grade..... Date.....

School..... City.....

QUESTIONS

1. Which is smallest? an elephant a dog a horse a mouse
2. Which is the most important part of a dog? body tail ears bark
3. Which word means the same as large? little flat big round
4. Which is the smallest number? 9 1 3 7

On the other three pages there are some more questions like those you have just read. Each question is followed by four answers. Only ONE of these answers is right. You are to read each question and then draw a line under the right answer, as you did for the answers you have just marked. Work as quickly as you can, but be sure to get the answers right. Do not stop working until you are told to do so. When you finish one page go on to the next. Now turn over to the next page, and start!

1. Which is lightest? key feather pencil book
2. Which is the most important part of a base-ball game?
tickets fence money players
3. Which word means the same as joy? happiness sorrow sadness truth
4. Which number must you add to 6 to get 11? 4 7 5 12
5. Which would you rather have? 2 dimes 3 nickels 1 quarter 10 pennies
6. Which is the most important part of a school?
teacher blackboard desks games
7. Which word means the same as sleepy? bored stupid still drowsy
8. Which number is half of 26? 19 13 3 52
9. Which contains most books? home church theatre library
10. Which is the most important part of a porch? railing steps floor posts
11. Which word means the same as baby? infant boy girl mother
12. Which number is just above 24? 23 25 19 34
13. Which is most valuable? agate diamond emerald moonstone
14. Which is the most important part of a book? size color shape print
15. Which word means the same as swift? fast moderate beautiful slow
16. What is half of 24? 8 26 12 6
17. Which holds most? bushel gallon barrel quart
18. Which is the most important part of a dinner?
napkins food table dishes
19. Which word means the same as pure? polluted lovely real clean
20. Which number is largest? 999 8,246 220 11,200
21. Which runs fastest? a dog a pig a hen a cow
22. Which is the most important part of a bookcase?
doors glass shelves keys
23. Which word means the same as separate?
unite demolish remove divide
24. Which number is out of place? 1 2 9 3 4 5 6 7 8
25. Which is most harmful? coffee poison tobacco dust
26. Which is the most important part of a movie?
pictures music stage ushers
27. Which word means the same as empty? full vacant light whole
28. What number added to 8 makes 3×3 ? 1 5 10 2
29. Which is sweetest? cake pie ice-cream candy
30. Which is the most important part of a man? eyes brain arms ears
31. Which word means the same as fall? autumn spring winter summer
32. Which number is out of place? 9 8 3 7 6 5 4

Do not stop; GO ON TO THE NEXT PAGE!

33. Which is the most fatal part to injure? finger head foot arm
34. Which is the most important part of a swing?
seat squeak ground ropes
35. Which word means the same as jump? leap run trot jerk
36. Which number is most uncommon? 25 5 27 30
37. Which goes fastest? train horse aeroplane bicycle
38. Which is the most important part of a garden?
flowers paths weeds fence
39. Which word means the same as begin? stop leave find commence
40. Which is not a piece of money? 10¢ 17¢ 25¢ 50¢
41. Which is loudest? violin banjo flute cornet
42. Which is the most important part of a circus?
band trapeze animals money
43. Which word means the same as brave?
courageous religious boasting cruel
44. Which is the even number? 41 12 33 9
45. Which is most useful? chicken cow chipmunk cat
46. Which is the most important part of glasses? price shape rims lenses
47. Which word means the same as shrill? piercing funny loud gentle
48. Which number is different from all the others? 15 20 23 25 30 35
49. Which floats most easily? glass lead cork paper
50. Which is the most important part of a locomotive?
bell boiler whistle smokestack
51. Which word means the same as awkward? agile thin crude clumsy
52. Which number is different from the others? 23 33 43 47 53
53. Which is most common? piano violin flute harp
54. Which is the most important part of a watch?
stem crystal mainspring case
55. Which word means the same as dangerous? bad careless pert unsafe
56. Which number must you subtract from 12 to get 5×2 ? 5 3 2 10
57. Which can jump highest? mouse dog sheep cow
58. Which is the most important part of a test? questions paper ink pen
59. Which word means the same as industrious? pretty diligent lazy tall
60. Which is the three-place number? 465 33 2238 3
61. Which amount is a piece of money? 13¢ 30¢ 15¢ 25¢
62. Which is the most important part of a store?
counter goods clock money
63. Which word means the same as enemy? foe stranger neighbor friend
64. Which number is nearest 100? 34 119 86 242

Do not stop; GO ON TO THE NEXT PAGE!

65. Which gives most information? movie newspaper victrola show
66. Which is the most important part of a fountain pen?
cap clip cost barrel
67. Which word means the same as destroy?
demolish demand restore defame
68. Which is $\frac{1}{2}$ of $(9 - 1)$? 8 2 4 $3\frac{1}{2}$
69. Which has the prettiest song? robin bee lark locust
70. Which is the most important part of a table? top drawer leaf cover
71. Which word means the same as defeat?
victory sorrow despair failure
72. Which is the most common number? 36 25 17 27
73. Which is best? selfishness pride anger courage
74. Which is the most important part of a dress?
trimming pattern material belt
75. Which word means the same as generosity?
charity truth stingy goodness
76. Which number is different from the others? 6 7 8 10 12
77. Which is most essential to a city? florist grocer lawyer broker
78. Which is the most important part of a ship? oar anchor flag keel
79. Which word means the same as pity? sympathy piety grief wrong
80. Which is the even number? 25 29 34 37
81. Which is steepest? hill slope cliff mound
82. Which is the most important part of a prison? chains cells keys beds
83. Which word means the same as peculiar? morose tricky insane queer
84. Which number is nearest 39? 26 57 32 41
85. Which costs most per pound? meat flour sugar rice
86. Which is the most important part of a piano?
pedals music strings lid
87. Which word means the same as rudeness? prayer sin fraud insult
88. Which number divided by 3 gives 9? 3 15 27 18
89. Which is largest? moon sun earth Mars
90. Which is the most important part of a navy?
ships marines dock army
91. Which word means the same as detest? like hate hurt explain
92. Which answer would be smallest? $13 - 10$ $9 - 4$ $12 - 6$ $4 - 0$
93. Which is sharpest? knife scissors sword razor
94. Which is the most important part of a story?
scenery plot villain title
95. Which word means the same as sorrow?
despair tears joy excitement
96. Which is largest? $\frac{10}{5}$ $\frac{24}{12}$ $\frac{10}{2}$ $\frac{18}{6}$

IF YOU FINISH BEFORE TIME IS CALLED GO BACK OVER YOUR WORK TO BE SURE YOU HAVE MADE NO MISTAKES.

DIAGNOSTIC READING TESTS:

Vocabulary and Paragraph Meaning — Grades 3-9 — Form A

Devised by S. L. and L. C. Pressey

Name

Age..... Grade..... School.....

City or town..... State..... Date.....

VOCABULARY TEST

EXAMPLES:

1. What is a horse? a book a plant an animal a fruit
2. When is today? gone coming tomorrow now
3. What does "beautiful" mean? best light pretty fast
4. For what do you use an oven? cooking hunting painting sewing

On this page and the next three pages there are some more questions like these. You are to draw a line under the right answer to each question. Work rapidly, but answer as many questions as you can. If you come to a question you cannot answer, skip it and go on. When you finish one page, go on to the next. Begin now. Make a line under each right answer.

1. What means the same as "ocean"? month sea garden ship
2. Where do you find a valley?
by the ocean on a hill in flat country between hills
3. What does "famous" mean? deep well-known blue-green ready
4. What does "prepare" mean? to go away to get ready to fight to talk
5. What means the same as "simple"? cross fast easy little
6. What means the same as "answer"? talk reply listen write
7. What does "trouble" mean? fun work difficulty a long journey
8. What does "receive" mean?
to be given something to go out to steal to throw things away
9. What is a stone? a marble a hard ball a piece of wood a rock
10. Which is young? a baby a woman a house a grandfather

GO ON TO THE NEXT PAGE!

11. What is a pasture? a bush a field a mirror a farm
12. What does "review" mean?
to continue to try hard to go back over to write
13. What is a total? a friend a mistake a church a sum
14. What does "seldom" mean?
every day too soon after awhile not very often
15. What has a title? a shop a story a fire a post
16. What is a section? a city a part a room a king
17. What does "urge" mean? to destroy to deceive to repair to persuade
18. Which is a garment? a bench a cloak a carriage a curtain
19. To whom does "royal" refer? a hobo a rich man a princess a flirt
20. How many years are there in a century? fifty a hundred ten a thousand
21. What does "inquire" mean? to scold to shiver to ask to prefer
22. What does "immortal" mean?
unforgotten everlasting unusual forgiven
23. Which is an official? an aviator a beggar a mayor a merchant
24. Which is a relative? a friend a bachelor a cousin a lawyer
25. What does "vanish" mean?
to take a trip to disappear to talk to someone to punish
26. Where is there always strife? in a war on a ship in a store at a party
27. What is a pause?
something to eat a short rest a garment a kind of building
28. Where do we find boundaries? in a lake above the trees
between two countries in the air
29. Who wears a uniform? a farmer a teacher a policeman a politician
30. What does "damage" mean? to listen to something
to break something to fix something to talk to someone
31. How is satin? frozen free shiny legal
32. What is a wail? a lecture a small pail a row boat a cry
33. What is a sovereign? a palace a convent an orator a monarch
34. What is a mansion? a large house a long road a school a horse race
35. What does "torture" mean?
awkward pain entertainment reception
36. What is barley? a marsh a toy a grain a valley
37. What does "rapture" mean? blend melody dance delight
38. What does "quiver" mean? to snore to sew to shake to obey
39. What is a fund?
a soldier an amount of money a load of hay a young buffalo
40. What does "remote" mean?
near at hand right now far away on the ocean

GO ON TO THE NEXT PAGE!

41. Where do you hear a sermon?
at school at home in a hotel in a church
42. What is a sketch? a picture an eraser a beast a castle
43. What is a theory? an outrage an assumption a miracle a play
44. What is a distinction?
a departure a decline a difference a detective
45. Where do you find billows?
in a snowstorm on the ocean in the sky on a hill
46. What is a kinsman? a minister a king a relative a bootblack
47. What means the same as "nimble"? mingle quick splendid slow
48. What does "tremendous" mean? upright large dirty young
49. What is an attorney? a baker a barber a lawyer a teacher
50. What does "lessen" mean?
to make smaller to climb higher to begin again to watch for
51. What does an alderman help govern? county state city senate
52. What is a hypocrite?
a fighter a professor an athlete a pretender
53. What is an orator?
a monarch a sailing vessel a business man a public speaker
54. What does it mean to be punctual?
to be on time to be late to be useful to be ill
55. Where does a whale live? on land in the trees in the ground in water
56. What is a yew? a tree a snake a fish an animal
57. What is a phantom? a town a ghost a weapon a cloth
58. What does "quell" mean?
to influence to go home to quiet to be stingy
59. What means the same as "tranquil"? noisy pretty calm sleepy
60. What is a knoll?
a small hill a small animal a large house a high tower
61. For what is a telescope used?
to clean guns to look at stars to saw wood to see germs
62. From what does venison come? deer fox sheep hen
63. What does "doleful" mean? charming distant dumb dismal
64. For what was wampum used? clothes food money paper
65. What does "frugal" mean? pleasant soft saving clean
66. What is a viper? a rabbit a snake a bird a piece of music
67. What is derision? ridicule weakness sickness gloom
68. What does "prior" mean?
afterwards the end of something broken into parts previous to
69. What is an opponent? a cook an antagonist a song a jury
70. What does a unanimous vote show?
dislike argument silence agreement

GO ON TO THE NEXT PAGE!

71. Who makes a compromise? the winner the loser both sides the union
72. What does "via" mean? out of into in front of by way of
73. For what is a beacon?
to warn to rule to tease to chase
74. What does "agitate" mean? to argue to lead to threaten to excite
75. What means the same as "extinct"?
out of existence beyond the horizon charming on top of
76. What do scorpions do? swim command fly sting
77. What is a quire? a question 24 sheets story-book figures
78. What does "bode" mean? to hope to run to predict to fear
79. What does "audible" mean?
can be seen can be heard can be read can be written
80. What does "relinquish" mean? to renew to reason to let go
to provide
81. What does "impend" mean? to enter to be stupid to hang over
to be young
82. What is "amity"? pain friendliness age criticism
83. What is a haddock? fish bird flower whale
84. What does "indispensable" mean?
expert dependable necessary harmful
85. What does "enhance" mean?
to increase the value to put an end to to leave out to imply
86. What is a crevice? a wise person a story a small crack a tool
87. What does "saunter" mean? to rush to look to bend to stroll
88. What does "compress" mean?
to cook meat to make smaller to move away to go crazy
89. What is a portrait? a picture an official a library a patient
90. What does "rampant" mean?
independent cowardly easy-going unrestrained
91. What does "monotonous" mean? soft noisy tiresome crooked
92. To what does "optic" refer? eye pet figure throat
93. What is platinum? a plant a stone a metal an animal
94. What does "veto" mean?
to shoot to close tightly to climb out to refuse approval
95. What does "ambiguous" mean?
confusing lonesome agreeable ashamed
96. What does "mutilate" mean?
to be restless to disfigure to go sailing to play games
97. What is symmetry? pressure balance appeal lowliness
98. What is a medley? a medal an antique a mixture a drunkard
99. What does "simultaneous" mean?
not now at the same time before this since yesterday
100. What does "rarity" mean? something like cream
something wrong something wave-like something scarce

**STOP! GO BACK OVER YOUR WORK TO MAKE SURE
NO MISTAKES WERE MADE.**

PARAGRAPH MEANING TEST

EXAMPLES

(1) The snow had melted. The sun was warm on the hill-sides. Spring had come. Already a few flowers had been found.

(2) Every bird builds its own kind of nest. The robin builds its nest of sticks. The tailor bird sews leaves together for its nest. Barn swallows build their nests of mud. Bank swallows simply dig out a hole in a sand bank.

(3) There was a smell of spice in the air. Mother was busy in the kitchen. The girls were cracking nuts and polishing apples. Neat rows of pies stood on the pantry shelves. It was Thanksgiving. Already the aunts, uncles, and cousins had begun to arrive.

(4) There was hardly a sound in the woods. Then a dog began to bark. The settlers looked anxiously toward the forest. Suddenly the Indians rushed forward.

(5) My brother plays a violin and my sister plays the piano. I can play a bugle. Everyone in my family plays something. My mother plays a harp. My father can play several musical instruments. We often like to play together.

On the following pages are some more paragraphs like those you have just read. In each paragraph there is one sentence which tells what the paragraph is about, or tells the important thing in the paragraph. You are to draw a line under this sentence, just as you did in the examples above. Work as rapidly as you can and still find the right sentence. When I say "Go" turn to the next page, and begin. . . . Go!

1. I have a friend who is afraid of the dark. My sister is afraid of snakes. I don't like to use a sharp knife. I guess every one is afraid of something.

2. "I am going to have a birthday party," said Betty at school one day. All the little girls crowded around to hear about the happy time that was coming. A week later the little folks went to the party. They played many games and ate lots of ice-cream and cake.

3. Some animals sleep during the winter. They sleep very soundly. Breathing almost stops, and the heartbeat is very faint. They become cold, also.

4. Mary wanted to buy some candy, but she had no money. She wanted to ride home, but she had to walk. She wanted to go to a movie. But all she could do was to look at the pictures outside. She had spent all her money that week and would have no more till Sunday.

5. The automobile saves a lot of time. When you wish to go anywhere all that need be done is to get into the car and step on the starter. There is no waiting for the street car. There is no time lost in hitching up the horse. There is no slow walking to where you wish to go. When going down town in your automobile you pass many street cars.

6. Some people eat with their knives. Some people say "ain't." Some people chew gum. All of these habits are vulgar. There are also some people who spit on the floor.

7. Robinson Crusoe lived alone on an island. He lived in a cave. He had very little food for a while. He had to raise what he ate. The only thing of which he had plenty was water.

8. Poor little Mary was reading a book. She was a cripple. One of her legs was shorter than the other. Then, too, her back was weak and ached a great deal. She could sit up in bed, but she could not walk.

9. I have a lovely new dress. It is blue with some lace on it. The sleeves are long and fit quite closely. There is lace on the collars and cuffs. The skirt is longer than on most of my dresses.

10. The children woke very early that morning. First Robert climbed out of his bed. Then Jane got up. Soon Dorothy was toddling after them. There was great excitement as they hurried down stairs. Christmas morning had come. All the children were anxious and excited.

11. The storm came suddenly. There was no warning. All at once the sky darkened. The wind began to blow. Then the rain fell fast.

12. There was a grinding of brakes. A horn sounded loudly, and a woman screamed. Then came a crash. Soon a large crowd gathered. There had been a collision. One car lay on its side in the ditch.

13. Animals make good playmates for children. Boys and girls enjoy having a dog or cat to play with. They teach children to be kind to animals. And the children have a good time playing with their pets.

14. Boys like to run and to play ball, and other similar games. Boys aren't scared of mice and worms and such things. Boys aren't afraid to get their clothes and hands dirty. Boys have fun playing outside, even if it is cold. Boys don't have to wash dishes. I think boys have more fun than girls.

15. Everywhere could be heard the shouts and cries of happy children. The boys were playing baseball. The girls were skipping merrily up and down the street. Vacation at last was here. They had three whole months of play. There wouldn't be any more lessons, either.

16. One man I knew thought blackberries were always black. Another had a hard time trying to figure out how such a thing as treeless plains could exist. Still another believed the world is flat. Some people have queer ideas.

17. Johnny wasn't afraid when he was lost. And he wasn't afraid when he broke his leg. He hardly cried at all. Johnny is a brave little boy.

18. The amount of sleep a child needs depends upon its age. A baby sleeps about twenty hours a day. A child of eight needs ten or twelve hours of sleep. Boys and girls of fourteen require about nine hours. But the average adult finds seven hours sufficient.

19. *Treasure Island* is a tale of adventure. Most children like books that tell of adventures. They always like the stories about Robin Hood. Ulysses also had many adventures. *Hiawatha* is another great favorite among children.

20. On Saturday afternoon the children went to the park. There was a bear in the park. They saw the lions, and fed peanuts to the monkeys. They had a great time riding on the

ponies. Then they went swimming in the pool. After a while they went home.

21. Mary got a mark of 78 in arithmetic on her last report card. In geography she got 90. She had 80 in reading, but her mark in spelling was only 52. The average of all Mary's marks was 75.

22. Children need to be strong to play games. They have to be well or they can't go to school. Every child needs good health. When children are sick they are very unhappy. They also lose a good deal of work in school.

23. The night was dark. Tom began to run. He heard the wind moan in the trees. The leaves rustled under his feet. His heart beat faster. His breath came in gulps. In fact, Tom was terribly frightened.

24. A man came running up the street. At the corner stood a fire-alarm box. His house was on fire, and he had rushed out to call for help. He was without any hat or coat. After he had rung the alarm, he waited to show the firemen where to go.

25. The sun was shining brightly on the snow. Mary and Jane were busy making a snowman before it all melted away. A robin was perched on the telephone wires. He cocked his head from side to side as he watched the children. It was soon going to be spring.

26. On a farm are many animals: horses, cows, pigs, and sheep. The farmer rises early in the morning to feed these animals. He then goes out to the fields, where he raises many things to eat. Life on a farm is always busy and interesting. At night the farmer brings home the cows and milks them. He has to feed all the animals again at night.

27. Asia contains almost one-third the land area of the world. Asia is far larger than Africa, the next continent in size. It is more than twice as large as our continent, North America. It is about four times as large as Europe.

28. The horses were hitched to the sled. Father and the boys were ready and all started down the lane toward the maple grove. In the March morning sun the new pails were bright and shining. Even Rover, the dog, barked delightedly as he scampered along beside the boys. It was sugar-making time. Everyone was happy and eager to get to the camp.

29. We punctured a tire. We ran out of gasoline, and Bob had to walk three miles to get some more. We had trouble with

the engine. Finally, however, we reached home. Rover barked loudly when he heard us.

30. Some of the children were out skating. Others were skiing. Everyone enjoyed some kind of sport during the winter. Many of the older people went out in sleighs. Some of the men had a snowshoe race through the woods.

31. Mental defect is caused chiefly by heredity, disease, and accident. One investigator found about 75% of feeble-mindedness due to heredity. He found 20% due to disease. The remaining 5% seemed to be due to accidents. The same three causes are the important causes of insanity.

32. On Hallowe'en boys and girls like to masquerade as ghosts or clowns. They like to go in groups about the neighborhood and frighten the people by ringing doorbells. They like to make ghostly faces on jack-o-lanterns. Hallowe'en is a night of witches and goblins and mystery.

33. That man never shaves or even combs his hair. He is certainly terribly lazy. All day he sits in the sun. He never does any work. He does not earn any money.

34. During an epidemic of influenza any person who feels ill should send for a doctor at once. People should avoid crowded places. Anyone who has to cough or sneeze should use a handkerchief. Otherwise, he may infect others. In short, while the epidemic lasts everyone must be very careful not only of his own health but also of the health of others.

35. My brother likes his book about Indians, and his new clothes. But he has a better time with his sled than with any of his other Christmas presents. Every night he and his friends go to a steep hill in our neighborhood. It is roped off for coasting. They slide down it all evening.

36. Mr. Johnson inherited several thousand dollars from his father. This money he spent in fitting up a drug store. His store prospered, and soon he bought another. Now, after many years of hard work, he is wealthy. He still owns the drug store which he bought first.

37. Maple trees are very pretty in the autumn. Oaks are strong and have very hard wood. Out of birch bark canoes can be made. But I like pine trees best because they are green all

the year. Also I like to hear the wind blow through the pines.

38. Our minister speaks with a low, musical voice. His thoughts and words are always beautiful and helpful. Our minister is indeed a remarkable man. He helps people to lead better and happier lives. He tries to bring sunshine to unhappy homes.

39. The room was quiet. It was an ideal room for study. There were three windows which permitted sufficient fresh air and light to enter. The room contained a desk upon which was placed a student lamp. On the shelves of a bookcase were many books.

40. We rose slowly off the ground. Soon we were high in the air. Riding in an airplane is a thrilling experience. Everything on the ground looks very small. The air got colder and fresher as we went higher.

41. The sky grew dark. The ocean waves grew bigger. The lightning began to flash. And the thunder came nearer and nearer. Then the storm broke. It lasted for over an hour. The wind blew and the rain fell steadily.

42. When valleys are first formed, they are narrow and deep. After a while they become wider through the constant erosion of their sides. The stream in a valley gradually deposits soil, thus building up the bottom of the valley. It is possible to recognize the comparative age of a valley from its shape.

43. Five hundred years ago there were not many schools. Now, not every one is interested in going to school. We hear of truants and others who dislike getting their lessons. However, schools are really helpful to people, even though many children do not like them and most of our ancestors got along without any. The pupils acquire knowledge to deal with problems they may meet. When they grow up, their work is easier for them if they gained good habits in school.

44. In early England there were certain men called "earls." These men were the highest class in society. Then there were the free common men, called "churls." Finally, there were men who had been taken as prisoners in war. These men were called "thralls." They were practically slaves. These three classes constituted early English society.

45. I know some people who live near here. Their life is a very hard one. The weather is often cold, and there is no way to heat their cabin except with wood. To get the wood they have to cut down trees. There are no carpets on the floor. They have oil lamps to read by. There isn't any bath tub or any piano or any radio.

46. Children sometimes have poor eyesight. Other children are not well nourished. Over a third of the children in school have infected tonsils. All of these conditions can be remedied. Some of these troubles are easier to recognize than others.

47. It was a clear summer day. Two men were standing by the edge of the ocean. They saw sails appear on the horizon. Slowly the ship itself came into view. Then one man said to the other, "See, my theory that the earth is round is proven; otherwise the ship would not have come into sight that way." However, the other man only laughed at him.

48. The part of our government which makes the laws is Congress. We have, however, three separate branches to our government. The executive branch is represented by the President. The legislative branch consists of both the Senate and the House of Representatives. The judicial branch consists of the courts of our country.

49. An Indian boy learned to run long distances and make himself strong. He had to go without food to develop self-control. He had to let others beat him so that he might learn to suffer in silence. The Indians admired courage and endurance above everything else. The men were lazy, however, and made the women do all the work.

50. Violets bloom in the spring. There are wild asters in the fall. Throughout the year it is possible to find wild flowers in the woods. In winter the small pink blossoms of the trailing arbutus can be found. And in the summer there are hundreds of different flowers.

51. The thermometer registered two degrees above zero this morning. There are long icicles hanging from the buildings. The snow creaks loudly as we walk through it. It must be a very cold day. When we breathe we can see each other's breath in the cold air.

52. See that large black cloud in the west! That means that a big storm is coming this way. One can often look at the clouds and foretell a change in the weather. Yesterday there were pretty little white clouds in the sky. They spread out like feathers. Such clouds mean bright sunny weather.

53. John has just been given back the story he wrote last week. He had made fifteen mistakes. He studied the errors to find out what was the matter. Then he discovered that twelve of the fifteen mistakes were made because he forgot to put periods

after some of his sentences. Now John feels it will be quite easy for him to correct his work and to avoid many errors in the future. He likes to write stories, and sometimes writes very good ones.

54. See how the little squirrels run about digging in the earth. The trees are dropping their leaves. Do you see how all nature is getting ready for the cold winter? The squirrels gather nuts and bury them in the ground. They will use the nuts for their winter food.

55. My home is near a pretty lake. It is in a town of seven thousand inhabitants. This town is in the central part of Colorado. The altitude is seven thousand feet above the sea level. The climate is very mild. I think my home the best place in the country. The summers are cool and the winters have just enough snow to afford winter sports.

56. The old home is built of white stone. It sets back from the road. There is a winding walk leading up to the door. It is a very beautiful homestead. On all sides are trees and shrubs. In front of the house is a lovely garden of brilliant flowers.

57. Airplanes are now used for carrying mail. They also transport passengers. The use of airplanes is increasing very rapidly. Some people have private planes to take them to their business.

58. Most houses have electric lights. They are easy to keep clean. Electricity is extremely useful. People use electricity to run washing machines, flatirons, and carpet sweepers. The farmer uses it on his farm, too.

59. North and South America are in the western hemisphere. Europe, Asia, Africa, and Australia are in the eastern hemisphere. We may say that the world is divided into these two halves. Each half is called a hemisphere, which means half a globe. For a long time, though, people thought that the eastern hemisphere was the whole world. Then Columbus discovered the Americas, which form the western hemisphere.

60. Atoms are composed of electrons and protons of which there are always an equal number. The nucleus of the atom contains all the protons and some of the electrons. Two electrons are found just outside the nucleus in a polar position and the remaining electrons are located some distance from it. The protons give to the nucleus a positive charge. The outer electrons may be detached from the atom, thereby forming an ion.

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