

THE UNIVERSITY OF MANITOBA

A STUDY OF THE READING PROBLEMS OF THE
PUPILS OF TWO GRADE SEVEN CLASSES
IN A WINNIPEG SCHOOL

BEING A THESIS SUBMITTED TO THE COMMITTEE
ON POST-GRADUATE STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF
EDUCATION

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CHAPTER I

INTRODUCTION

Purpose of the Study

This thesis undertakes to report a study of efforts made to improve silent reading throughout two junior high school classes in one school in the city of Winnipeg, to examine the effect of remedial measures applied, and to evaluate the general success attained.

At one time it was thought that simple recognition of words constituted learning to read, but now it is generally agreed that reading being a highly complex process, pupils continue to learn additional reading skills as they develop ability to comprehend sentence meaning and competence in reading. "Reading has evolved from a subject designed to train pupils in correct speech to a subject by means of which children are taught to get meaning from the printed page."¹

The chief purposes for reading have varied from time to time. Methods prior to 1900 in teaching pupils to read stressed development of good oral readers. In the period between 1900 and 1920 the need for both intensive and extensive reading was increases. Studies showed the greater economy and efficiency of silent reading. Since that time there have been many additional changes in the concept of reading.

¹Luella Cole, The Improvement of Reading. New York: Farrar and Rinehart, Inc. 1938. pp. 17-18.

Reading has become to be considered as a series of complex activities. "Competence in reading is the product of continuous growth and careful guidance throughout school and college years, and even later."¹

The Program of Studies for Manitoba states that many junior high school students have not mastered the reading skills essential to mastery of the junior high program. It points out that a developmental reading program is necessary at this level if pupils are to succeed in the content subjects of their course, and to enjoy as well as to understand the reading requirements.

Research and experience have shown that many students in the Junior High School have not mastered the skills essential for efficient reading. They are, therefore, handicapped in those activities in which successful achievement is a function of reading ability. Pupils are thus at a disadvantage not only in content subjects; the most significant tool for self-development, understanding and enjoyment is not theirs. The Junior High School must accept responsibility for continued development of reading skills.²

Experience in several classes led the writer to believe that many grade seven pupils neither understood nor enjoyed what they read in school. They failed to understand even simple directions, and, in fact, seemed lacking in reading initiative. They lacked faith in their ability to understand written material. One-quarter of the students, in the two classes dealt with, expressed a confirmed dislike for

¹Arthur Gates et al. "The Nature and Development of Reading." The Forty-Seventh Yearbook of the National Society for the Study of Education, Part II. Chicago: The University of Chicago Press, 1948. pp. 27 - 32.

²English Program of Studies, Province of Manitoba, 1950. pp. 50 - 51.

reading. Some pupils who were doing satisfactory classwork, consistently sought children's books of grade four or five level. Pupils could neither make notes nor prepare outlines. All directions had to be explained and re-explained, and even then, words would be misread, or others substituted, altering the sense of the assignment with little realization on the part of the pupil of the significance of the change.

During silent reading periods, the writer noticed various forms of vocalization, lip and head movements, using a finger or a piece of paper as a guide. Some pupils did a great deal of fidgeting; their hands were never still. Many spent their time in daydreaming or gave other evidences of poor attention. The situation was apparent. The means to correction constitute the problem of this thesis. The problem was how to improve reading in these two classes.

Plan of the Study

In this school two periods per week were allotted to class reading as distinguished from free reading periods. The number of free reading periods depends upon which course a pupil elects to follow: e.g. a two-foreign-language course allows a pupil one free reading period. The actual teaching of reading, however, is confined to two periods per week.

The reading plan followed was that suggested in the Program of Studies:

1. An assessment of the pupil's present status of reading ability by testing
2. Analysis of each child's reading habits
3. Further diagnosis to locate specific reading disabilities

of pupils showing evidence of poor reading ability

4. Remedial work to help pupils overcome the disabilities revealed

5. Retesting.¹

Succeeding chapters will deal with a review of methods of teaching and results of experiments by several authorities on reading, a description of the classes under study in this thesis, a diagnosis of reading difficulties, methods and procedure of reteaching, retesting, final results and findings.

¹Ibid., pp. 50 - 51.

CHAPTER II

LITERATURE ON THE TEACHING AND TESTING OF READING

During the past thirty years increasing emphasis has been applied to the teaching of reading. Our rapidly changing society demands a public that can and will read¹ and makes greater and greater demands on the general public's ability to read. Carol Hevious, in a book addressed to children and anyone interested in improving his reading ability, and designed to make them aware of the advantages of improving their reading ability, says that 85 to 90 percent of our knowledge is gained through our eyes, and the amount we learn through reading has increased rapidly in the last few years.

For example, it has been estimated that since the year 1900 the amount of reading expected of you in school has increased fifteen times. It has been estimated a secretary in a business office today reads five times more than she did in 1900.²

In another book³ she shows the value of reading improvement to the individual and to the nation in actual dollars and cents - a point that will generally make an appeal where other means fail. She speaks of two recent investigations from which were made the following estimates:

If every working adult were given just one month's training

¹Luella Cole, op. cit., p.18.

²Carol Hevious, Flying the Printways. New York: D.C. Heath and Co., 1938. p.4.

³Carol Hevious, Following Printed Trails. New York: D.C. Heath and Co., 1936. p.5.

in how to read, the saving to the nation in increased efficiency would be five billion dollars a year.

The larger the vocabulary a person possessed, the better the job he held. More words, more pay. All big executives in responsible positions were found to have large vocabularies, irrespective whether or not they had gone to college.¹

Studies reveal that a large percentage of pupils have serious difficulty in reading, or are unable to engage successfully in required reading activities. These weaknesses are particularly acute in the upper grades. Other studies show that one-third to two-fifths of the population of the United States are unable to read with ease and understanding, material of sixth grade difficulty, and most of the adult literature is above the sixth grade level in difficulty.²

In the past quarter century great changes in methods of teaching reading have been introduced in our schools. Reading is no longer a subject designed to train pupils in correct speech or to give drill in elocution, but rather to train in getting meaning from the printed page as quickly and accurately as possible.³ Methods of intensive study are changing to extensive reading. In speaking of improving vocabulary, "no artificial exercises can serve as a substitute for extensive read-

¹Ibid., p.119.

²James M. McCallister, The Thirty-Sixth Yearbook of the National Society for the Study of Education. Part 1, The Teaching of Reading: A Second Report. Chicago: Dept. of Education, Univ. of Chicago, 1937, pp. 15-16.

³Luella Cole, op. cit., p.18.

ing", says Durrell.¹ W. S. Gray,² in noting improved trends, found that the amount of reading material has increased and library methods are making inroads on textbook methods of study, yet both men advocate a still greater use of the extensive reading method in both the reading program and in other content fields.

Aside from the fact that extensive reading is widely advocated, most workers in the reading field list a large number of basic skills and reading abilities that need to be taught along with actual reading itself. Gates³ lists four tests which have been selected on the basis of evidence from many different studies as a diagnosis of what he calls the most significant features of a pupil's reading ability. These four tests are as follows:

- A. reading to appreciate the general significance of a paragraph.
- B. reading to predict the outcome of given events
- C. reading to understand precise directions
- D. reading to note details.

Gray⁴ emphasises the need of a well balanced reading program

¹Donald D. Durrell, Improvement of Basic Reading Abilities. New York: World Book Co., 1940. p.160.

²W. S. Gray, The Thirty-Sixth Yearbook. p.7.

³Arthur L. Gates, The Improvement of Reading, New York: MacMillan Co., 1927. p.182.

⁴W. S. Gray, The Thirty-Sixth Yearbook. op. cit., p.10.

that recognizes the need and value of all types of training:

- A. recreational reading
- B. work-type reading and remedial treatment
- C. silent reading
- D. oral reading.

Durrell¹ names the following important reading abilities:

1. Thorough reading to provide basis for complete oral or written account, to give brief summary of major and minor points, to answer detailed questions, to follow directions exactly, or to master ideas presented
2. Skimming for review purposes
3. Associational reading -- pupil combines his own experiences and purposes with material read, criticising the selection, finding illustrations of or exceptions to the author's statements.

He says that comprehension consists of many constituent abilities: ability to understand word meanings, ability to understand different forms of sentence structure, ability to see the relative importance of ideas and to understand the total meaning or general purpose of the writer, ability in visualization and other forms of imagery, ability to supplement the thought correctly.²

William F. Book³ states that reading not only includes recognition, comprehension, and interpretation, but application of the facts apprehended in the study of personal and social problems.

Bess Goodykoontz⁴ lists a number of basic reading

¹Donald D. Durrell, op. cit., p.231.

²Ibid., The Thirty-Sixth Yearbook. p.330.

³William F. Book, The Thirty-Sixth Yearbook. p.27.

⁴Bess Goodykoontz, The Thirty-Sixth Yearbook. p.67.

attitudes and habits:

1. A thoughtful reading attitude and the anticipation of the sequence of ideas in sentences and paragraphs
2. Accuracy in recognizing words and groups of words, rapid rate and wide span of recognition, rhythmical progress of perceptions from left to right along the lines, and accurate return sweeps from the end of one line to the beginning of the next
3. The recognition and interpretation of typographical devices, such as punctuation, paragraphing, indentation, italics, marginal or paragraph headings, references to footnotes or the appendix
4. Conformity to hygienic requirements for reading, such as securing good lighting conditions, holding books to facilitate ease in recognition, assuming and sustaining desirable sitting or standing positions while reading.

Outlining and word study are other reading phases emphasized. Outlining is really a composite skill involving the ability of comprehending material read, selecting the topic of the paragraph and other main points, choosing sub-headings, and distinguishing between important and irrelevant details.¹

Durrell² feels a reading program is inadequate if attention is not given to three major phases of word study: meaning, recognition, and analysis. He says a child should be able to analyze words independently.

It is not sufficient for a teacher to be aware of the copious list of skills and abilities to be acquired if one is to become a good reader. A teacher has to decide where to begin and what to do. In this respect the Winnipeg School Survey re-

¹ Mabel Snedeker and Ernest Horn, The Thirty-Sixth Year-book, p.134.

² Donald D. Durrell. op. cit., p.162.

commends a program of testing and evaluation as means of apprais-
ing the attainments and needs of pupils.¹

It is important, however, that teachers realize the limitations of most tests. There are many things that tests do not measure. For example, Gray² says that although reading tests have improved in validity, reliability, and usefulness, they fail to measure important phases of reading such as interpretation, appreciation, and ability to apply what is read to the solution of problems. Durrell³ adds that standardized tests do not measure the extent and nature of a child's interests and habits in unaided oral or written recall after reading. He emphasizes, however, that a program of standardized and informal tests must be planned in relation to the objectives for the particular grade. It has been already mentioned that Gates⁴ found evidence from many different studies to the effect that certain tests were selected for purposes of securing a diagnostic picture of pupils' abilities in reading. The Winnipeg Survey Committee⁵ recommends a wider use of workbooks for diagnostic purposes as

¹ Report of the Directed Self Survey, Winnipeg Public Schools. Committee on Field Services, Dept. of Education, University of Chicago, September 1948. p.194.

² W. S. Gray, The Thirty-Sixth Yearbook, p.8.

³ Donald D. Durrell, The Thirty-Sixth Yearbook, p.330.

⁴ Arthur L. Gates, op. cit., p.182.

⁵ Report of the Directed Self Survey, Winnipeg Public Schools., p.194.

well as promoting growth in specific aspects of reading.

When a diagnostic picture of the pupils' main reading skills has been obtained and deficiencies or disabilities such as slow reading, poor comprehension, and lack of interest noted, it is necessary to find the cause or causes of these weaknesses. Articulation or vocalization, poor mechanical movements of the eyes, resulting in word-for-word reading or vice versa, poor word recognition or perception and poor phrasing, small vocabulary and of course poor eyesight, may all or in part be the cause of slow reading and poor comprehension. Gates¹ names the following as the main difficulties related to slow reading:

1. Inability to utilize context clues
2. Special difficulties with thought units, punctuation, etc.
3. Small reading vocabulary
4. Deficiencies in methods of word perception and word study

Both Gates² and Durrell³ seem to favor the idea that short or irregular eye movements are not the cause of slow reading but are poor eye habits which may be the result of poor phrasing, slow word recognition or excessive articulation, finger following and other causes. Removal of these causes rather than direct training in correct eye movements will overcome these poor eye habits. Gates himself experimented and found in his own cases and in the work of others that there was no evid-

¹Arthur L. Gates, op. cit., p.235.

²Ibid., pp. 233-234.

³Donald D. Durrell, op. cit., p.24 and p.162.

ence of success resulting from such training.

Other writers such as Hevious and Cole² support the theory that eye movements are fundamental habits which may be improved by specific training. Cole says there is a "close relationship between comprehension and the fundamental habits -- until mechanical movements are established, there is no comprehension of consecutive reading matter." A slow reader has more time to forget what he has read if reading material is long and his poor eye movements will absorb most of his attention so that he has little energy left to devote to comprehension." She³ suggests, as does Hevious, as a program for increasing efficiency of eye movements, a series of drills beginning with a page of dots, X's, etc., three or four to a line at even intervals to represent pauses to guide the eye in a rhythmic movement along the line making three or four pauses per line. Cole suggests subsequent drills with words substituted for symbols, then short phrases, and finally simple stories typed so that lines are about equal in length to those in a book. Phrase-reading and word-for-word reading are treated separately by a suitable remedial program for each.

A lack of interest in reading may be the result of a lack of contact with books, or it is often due to a pupil's inability to read easily with comprehension. Yet poor reading may

¹Carol Hevious, Following Printed Trails, pp. 210, 218, 219.

²Luella Cole. op. cit., pp. 49, 57.

³Ibid., pp. 97 - 105.

be the result of a poor attitude towards reading. Durrell¹ says a child will not make rapid progress until he enjoys reading. It is important to know whether a child enjoys and practices independent reading. He gives a scale for interest and attitude in five steps:

1. Avoids all reading
2. Requires some urging; no voluntary reading
3. Reads willingly assigned reading, but little else
4. Is above average in voluntary reading
5. Delights in voluntary reading of all types.

This will need to be done both by direct observation and recording the quantity and quality of each child's reading.

Similarly, causes of other weaknesses not uncovered by standardized tests must be found through simple tests and observation. For example, Durrell² says poor reading is almost always accompanied by poor spelling. There is a close correlation between spelling and reading ability since skill in word perception is necessary if a child is to recall words vividly enough to write them.

When the child's level or levels of ability in the various phases of reading have been determined then comes the extremely difficult task of setting up a program of teaching reading so that each child will be working up from his own level, on his own special weaknesses - the difficulty lying in the fact that even an average class has a wide range of reading ability.

¹Donald D. Durrell., op. cit., pp. 20-21.

²Ibid., p.267.

Cole¹ states that hundreds of experiments have demonstrated that the range of one class is equal to at least three grades, and that is usually based on median scores of tests on a number of different skills in reading such as comprehension, speed, vocabulary. This means that not only does the teacher teach reading to at least three different levels, but in each skill at each level she will have to rearrange her group to allow for individual differences within the median grade level.

Gates² calls remedial instruction primarily individual prescription for individual needs. He says further that

"the need for remedial work indicates an emergency situation. Often the pupil is characterized not only by a deficiency but also by a loss of zeal, by distaste, by disinclination to exert himself in the task, and by indifference concerning the outcome of training."³

The necessity of an extremely flexible reading program becomes at once apparent. This is stressed by the Winnipeg Survey Committee⁴. Although this is necessary it is not easy. Durrell⁵ says that "fitting instruction to the individual needs requires more planning than a teacher can justly give to reading or to any one subject on the curriculum", and adds

"so many phases of reading instruction are not understood and so many possible combinations of difficulties may occur that a teacher need not feel incompetent when pupils fail to progress according to their capacities".

¹ Luella Cole, op. cit., p.26.

² Arthur L. Gates, op. cit., pp. 18, 19.

³ Ibid., p.30.

⁴ Report of the Directed Self Survey, Winnipeg Public Schools., p.190.

⁵ Donald D. Durrell, op. cit., p.316.

It is widely agreed that the teaching of reading should not be left entirely to the teacher of reading during the time allotted to that subject but that it is the responsibility of all teachers. However, specific teaching of the basic reading skills during certain periods set aside for that purpose serves a very necessary purpose, and a certain program must be planned to do the best for each individual pupil. The best method or methods to be followed cannot be specified. Durrell says there is no one best way to teach reading because of the difference among pupils. Differences in

"intelligence, physical and mental background, in immediate and future needs; variations in abilities and interests of teachers; and differences in instructional needs for various communities and at various times make highly unlikely the discovery of a single most effective method or course of study.--- One teacher may obtain best results with a systematic program for developing basic reading skills, while another does equally well with an informal program which emphasizes individual tastes and interests of pupils. A fine school library or easy access to children's books in public libraries makes possible an enriched program of extensive reading, while a limited supply of books might call for an intensive instructional program.¹

He says further:

A teaching plan or experiment is by nature an experiment. To judge its success in the teaching of reading, two factors must be considered: its efficiency in improving reading abilities and its power to establish the desire for reading.²

Cole³ says it is not important where or with what one begins, as long as he begins somewhere - the one will improve

¹Ibid., p.1.

²Donald D. Durrell. op. cit., p.4.

³Luella Cole. op. cit., p.45.

the other naturally, whether he begins with problems of speed, comprehension, vocabulary, eyesight, interest, or reading readiness. However, Gray¹ urges teachers to remember that a requisite of first importance is a stimulating purpose, a motivating drive, on the part of the learner that leads to a vigorous application along with such guidance as will insure rapid progress and optimal achievement.

Various methods for teaching the different skills are suggested: Durrell² enumerates techniques for developing skill in thorough reading which along with skimming and associational reading, he says, is one of the important reading abilities underlying the content subjects:

1. Matching of topics and paragraphs
2. Evaluation of major topics and minor ideas
3. Composing headlines and topic sentences
4. Making oral or written summaries based upon the main line.

Some teachers find writing telegrams is good practice in summarizing a paragraph in a few words.

Durrell³ gives further exercises in skimming and associational reading among which are: locating proper names and dates, or answers to questions based on the text, for the former, and for the latter, enriching imagery in silent reading, reading for similar experiences, finding exceptions to the author's point of view or noting the author's bias, reading to distinguish sense from nonsense, and many others.

¹ W. S. Gray. The Thirty-Sixth Yearbook, p.20.

² Donald D. Durrell. op. cit., pp. 234-236.

³ Ibid., pp. 240-248.

Gates¹ suggests that to aid the pupil in speed and accuracy in comprehension, and in ability to select the important point of a passage, without getting lost in details, he should be encouraged to read various books, articles, and papers containing subject matter that has the greatest possible personal appeal.

Cole² echoes this by saying that a remedy for slow reading caused either by lack of interest, or poor eye movements, word-for-word reading etc., is giving the child a great deal of easy reading that is interesting to him even though unimportant. Literary value can be increased when improvement is shown.

Slow reading caused by poor eye-perception span may also be improved by easy interesting material. Gates³ urges that the child must be encouraged by enthusiasm over progress made, and although he should be helped as much as possible and encouraged to speed up his reading, practices should be short to avoid fatigue or loss of interest. Several short periods during a day are preferable to one longer period.

Vocabulary study, a necessary aid to improvement in comprehension, and according to Thorndike⁴, one of the most important problems in reading instruction in the middle grades, can best be done, says Cole,⁵ by isolating words, analyzing, studying and using them, and occasionally reviewing. Eleanor Holmes points out:

¹ Arthur L. Gates. op. cit., p.207.

² Luella Cole. op. cit., pp. 87-92.

³ Arthur L. Gates. op. cit., pp. 227-229.

⁴ E. T. Thorndike. Thirty-Sixth Yearbook. p.113.

⁵ Luella Cole. op. cit., p.125.

Experiments show clearly that specific guidance is very much more effective than incidental training. Furthermore, guidance in the use of contextual clues, supplemented by the use of the dictionary, is far better than reliance on either method alone.¹

She agrees with Cole that specific word training should involve word analysis including exercises in identifying prefixes, suffixes, and roots.

Materials or subject matter used for teaching improvement in reading should be on the pupil's own level - reading that is too obvious, dulls interest quite as fully as content that is too intricate says Gates.² The pupil is most fully attracted by a level on which he may be largely successful, but which also provides difficulties to be overcome. He urges, too, as does Gray, that attractive materials be used.

The materials should be intriguing to those taught. Furthermore, they should be truthful, wholesome and enlightening, the content should be worthwhile in itself in terms of the pleasure or information contributed.³

The allotment of time for the teaching of reading should vary with the needs of the learners and their general level of advancement Gray⁴ advocates, while Goodykoontz⁵ says that it may be found desirable to devote at least a hundred min-

¹ Eleanor Holmes. The Thirty-Sixth Yearbook. p.113.

² Arthur L. Gates. op. cit., pp. 31. 32.

³ W. S. Gray. The Thirty-Sixth Yearbook. p.20.

⁴ Ibid., p.19.

⁵ Bess Goodykoontz. The Thirty-Sixth Yearbook. p.55.

utes per week to basic reading instruction in the intermediate grades, in addition to whatever reading is allotted in other parts of the program, including literature.

The Winnipeg Survey Committee¹ found a wide range in time allotments for different aspects of reading in grades one to six in Winnipeg Schools and presented the following table:

TABLE I
TIME ALLOTMENTS FOR DIFFERENT ASPECTS OF READING

Grade	Oral Reading	Silent Reading	Supplementary Reading	Library
I	75-600	15-750	25-300	none-125
II	50-450	40-250	15-150	15-150
III	30-450	none-153	25-143	25-125
IV	40-180	30-200	none-200	none-150
V	30-200	30-200	none-150	none-90
VI	20-250	35-175	none-200	none-120

They also found wide variations in median scores in reading comprehension² but do not show how these correlate with time spent on teaching of reading. They do suggest that in some cases these differences are due to differences in cultural backgrounds of pupils and their mental ability. But they go farther and say differences are due also to significant differences in instructional facilities provided, in extent and quality of supervision given, and in the efficiency of teaching.

¹ Report of the Directed Self Survey, Winnipeg Public Schools. p.191.

² Ibid., p.190.

In spite of these findings test results show that pupils of Winnipeg are making normal progress in reading. Further analysis even shows progress in reading that is about normal throughout the elementary grades but significantly above normal in grades nine and twelve in harmony with the higher ranks of the pupils in mental ability.

However, such findings make it clear that unless classes are average there will be a number of exceptionally high levels which will have to be matched with a number of very low ones to make a normal median. It is for these below and above average readers that our normal reading program must be greatly modified.

There is first a program for the retarded reader to be taken into account. There is the need for realization of the importance of improving his reading ability and raising his level.

Gray¹ says that studies have shown that there is a relation between reading difficulties and emotional adjustment and personality development. The older child retarded in reading adopts defences that affect his personality and keep him from making normal social contacts and from benefiting largely from school experiences. Snedeker and Horn² add, "there is probably no single source of frustration in study that is so serious as

¹ W. S. Gray. The Thirty-Sixth Yearbook. p.8.

² Mabel Snedeker and Ernest Horn. The Thirty-Sixth Yearbook. p.16.

that found in deficiencies in reading abilities."

Moreover, studies,¹ that showed the great bulk of literature for adults is above the sixth grade level in difficulty, emphasized the importance of raising the reading level of pupils well above the level. Goodykoontz² states that various studies also show that a grade score of 7.0 or over in silent reading is necessary for pupils to engage successfully in reading activities required at the junior high school level.

The grade score of 7.0 has a unique educational and social significance. It marks the minimal attainments in reading essential for satisfactory scholastic progress during the junior high school period. It also represents the level of achievement in basic reading habits essential to read with ease and understanding adult reading materials of average difficulty.³

It need not be felt that although success in raising a retarded reader's level does not always accompany such efforts that one need be discouraged. Experiments have shown:

Most reading difficulties can be corrected or eliminated and the general level of achievement greatly increased through the use of instruction adapted to the interests, needs, and capacity of the pupils.⁴

In preparing a program for the accelerated reader it must be kept in mind that we should not be content with the fact that such a reader has surpassed his level and therefore needs little attention. Emphasis should then be given, says Goodykoontz, to such matters as the following:

¹W. S. Gray and Bernice E. Leary. The Thirty-Sixth Yearbook. p.16.

²Bess Goodykoontz. The Thirty-Sixth Yearbook. p.110.

³Ibid., p.110.

⁴W. S. Gray. The Thirty-Sixth Yearbook. p.15.

Extension of experience, increase of skill in interpretation, the improvement of study habits and techniques, and the application of what is read in problem situations. In these connections the possibility for growth is almost unlimited.¹

Hovious² believes that there is practically no top limit to the degree of efficiency you can cultivate in reading. She gives as an example the experience of a friend who increased, by practice, the speed of his reading from 500 words a minute to 1200 words a minute. She adds, "the degree of speed, accuracy, and enjoyment possible in reading has practically no upper limits." It is probably the realization of this coupled with the need of bringing reading up to the proper level for the pupil's grade that is bringing about, and has already brought about in many American schools, a place for the teaching of reading on the high school curriculum. Gray³ had found by 1937 that teachers in the upper grades and high school had become increasingly conscious of needs of pupils for frequent guidance in reading activities, and the amount of attention given to diagnosis and remedial instruction at the secondary schools and college levels had increased rapidly.

And so it would seem that it is the desire to plan an overall program of teaching throughout the elementary and

¹ Bess Goodykoontz, The Thirty-Sixth Yearbook, p.75.

² Carol Hovious, Following Printed Trails. pp. 5-8.

³ W. S. Gray. The Thirty-Sixth Yearbook. pp. 8, 9.

secondary school levels so that the pupil's reading ability and skills will develop along with his maturity and readiness for work in the next grade all along the way from the low elementary up through the secondary grades.

Gray¹ says there is evidence that the need for remedial teaching at the higher levels can be reduced in the future by well-planned programs of developmental training in reading in which there is made adequate provision for individual needs at the elementary school level. Furthermore, according to

Goodykoontz², it is widely recognized that interests developed during the lower grades (fourth, fifth, and sixth) largely determine the nature and variety of the pupil's subsequent reading activities.

If, then, the need for remedial instruction is lessened in the higher grades by more suitable instruction in the lower grades, reading time can be spent on guidance in improvement of the skills previously mentioned that are more compatible with the secondary level of instruction. It is in the spirit of the scientific study of reading reported herewith that the present investigation is made.

¹ Ibid., p.21.

² Bess Goodykoontz. The Thirty-Sixth Yearbook. p.112.

CHAPTER III

DESCRIPTION OF THE CLASSES

C.A., I.Q., Racial Origin, Social and Economic Background

The two grade seven classes with which the writer worked during the year consisted of thirty-three pupils each, and shall be referred to as Class A and Class B. Actually the original number of Class A was thirty-three at the beginning of September, but four of these were transferred out and five were transferred in so that twenty-nine of the original group were present in June. Class B began as a group of thirty-four in September but five of these were transferred out, four transferred in, thus leaving only twenty-nine of the original group. Of these, twenty-seven in each group took both forms of the Iowa Silent Reading Test. For purposes of comparison it will be necessary to refer only to these twenty-seven pupils in each class.

Class A (twenty-seven pupils) consisted of fourteen boys and thirteen girls. Of these, three girls were new Canadians who came from Poland and Germany within the last three years. Although one was at the top of the class and the other two did very satisfactory work they were still not sufficiently familiar with the English language to get accurate grade levels or I.Q.'s on the tests administered. The C.A.'s of Class A in September ranged from 15.9 (new Canadian, top pupil) to 12.9. Their I.Q.'s on a Dominion

Capacity Test, Intermediate 7, 8, and 9, administered on November 14, 1950, ranged from 120 to 74 (new Canadian). Seventeen pupils had I.Q.'s of 100 or over. The data are reported in Table II.

Class B (twenty-seven pupils) consisted of fifteen boys and twelve girls. Of these, three boys were new Canadians from Germany, Poland, and China, who had come to Canada within the last three years. These new Canadians did excellent work - one was second in his class, but I.Q.'s and reading scores in October were not high because of difficulty with the English language. The C.A.'s of Class B in September ranged from 16.1 (low I.Q.) to 11.11. Their I.Q.'s according to the Dominion Capacity Test ranged from 125 to 71. Eleven pupils had I.Q.'s of 100 or over. The results are recorded in Table II.

In September these pupils were classified according to I.Q. plus achievement in the previous grade and divided into two classes so that the two classes were approximately evenly matched. The classification was not made for the purpose of estimating the progress as a result of using two different methods of treatment but rather to apply similar treatment to two somewhat similar groups that were taught by the writer. It was convenient to use two groups.

On the tables that follow the pupils of each class have been numbered according to their Iowa Silent Reading Test grade score standing on the second test (AM form) administered at the end of their grade seven term (June 1951). The pupils

are shown in numerical order in Tables XIV and XV. (Chapter VI).

TABLE II

DOMINION CAPACITY TEST - INTERMEDIATE 7, 8, AND 9, RESULTS

CLASS A			CLASS B		
Pupil	I.Q.	C.A.	Pupil	I.Q.	C.A.
A20	120	12.10	B18	125	11.8
A2	118	13.3	B20	121	12.2
A9	112	13.2	B1	119	14.5
A10	107	13.6	B3	118(N.C.)	11.8
A3	105	15.1	B11	116	12.8
A7	105	12.6	B2	114	13.11
A1	104	13.10	B22	113	12.11
A13	103	13.9	B26	111	12.9
A26	103	13.3	B14	110	13.4
A8	102	12.11	B15	106	14.2
A14	101	14.1	B10	105	13.1
A11	97	14.1	B16	105	13.2
A12	97	13.6	B5	102	13.6
A5	96	14.5	B13	101	13.8
A17	96	13.6	B23	101(N.C.)	14.7
A21	96	13.3	B8	100	14.2
A18	95	14.4	B9	100	13.11
A16	94	14.7	B21	98	13.7
A23	94	15.0	B6	96	13.11
A27	94	13.8	B4	95	13.11
A15	93(N.C.)	14.1	B25	94	14.3
A16	93	14.7	B19	89	14.5
A24	92	13.9	B7	79	15.3
A4	86(N.C.)	16.6	B24	78(N.C.)	14.11
A25	82	14.0	B12	75	15.6
A22	77	13.10	B17	71	16.0
A19	74(N.C.)	14.5	B27	69	16.9

N.C. - New Canadian

Nationalities and racial origins of these pupils include Irish, Scottish, English, American (United States), Italian, Chinese, Japanese, German, Polish, Ukrainian, French, Swedish, Icelandic, Dutch, Austrian, Indian, and Russian. A language other than English is spoken in the homes of some of these pupils. Two pupils, besides the six new Canadians,

showed the effects of this in their spoken and written English. The racial origin of the majority of the children of this study is Irish, Scottish, or English. Percentages of racial origin are given in Table III.

TABLE III
PERCENTAGES OF RACIAL ORIGINS

English, Irish, and Scottish	34.5
Ukrainian, Polish, and Russian	25
German, and Austrian	12.5
Swedish, and Icelandic	9.5
French	8
Chinese	3
American (United States)	1.5
Italian	1.5
Japanese	1.5
Indian	1.5
Dutch	1.5

This heterogeneity of nationalities is not unique with respect to the school of this study. Several Winnipeg schools, especially in this section of the city and in the northern part, have similar types of school population. This is true also with respect to languages other than English spoken at home.

Other factors likely to affect reading interests and attitudes are the social and economic backgrounds of these children. About thirty-five per cent of the mothers work outside the home, mostly in sewing factories, a few clean homes or offices, some work as waitresses or clerks in stores. One-third of these working mothers are the sole supporters of their families. The occupations of the fathers are given in Table IV.

TABLE IV
OCCUPATIONS OF FATHERS

Occupation	Number Employed
Carpenter	12
Railway employee	7
Truck driver	7
Employee in meat plant, soft drink plant, brewery, fleur mill	6
Caretaker, Watchman	3
Restaurant work	3
Landlord	2
Painter, Decorator	2
Contractor	1
Soldier	1
Barber	1
Butcher	1
Printer	1
Farmer	1
Elevator operator	1
Landscape gardener	1
Owner of business	1
Minister	1

Not quite fifty per cent of the children belong to boys' and girls' groups or clubs. About fifty per cent go away to either a farm or camp for a few weeks or more during the summer vacation, and about twenty-five per cent of the children work. Table V contains a picture of the occupations and activities of these pupils during vacations and after school.

TABLE V
BOYS' AND GIRLS' ACTIVITIES

Boys' and Girls' Groups and Clubs	Number of Children That Belong
Guides and Scouts	7
C. G. I. T.	7
Community or Church Clubs	10
Sports	3

TABLE V (continued)

Summer Vacation	Number of Children
Beach or Camp	9
Farm	12
Farm and Beach	4
Other places	11
Working part of summer and Vacation at Camp or Farm	6
Working only	8
Working on Farm	2

Reading Interests

Upon inquiry it was found that many of the children had a few books of their own. In some homes there were small collections of good children's books; while in other homes there were no books at all. Not all homes had a newspaper, but in a few homes one or two magazines were read regularly. The majority of the children bought comic books and read these avidly - even the few children who were poor readers or who disliked any other type of reading.

About three-quarters of the pupils of both classes enjoyed library periods. They were readily stimulated to read and required very little urging. A questionnaire on reading interests revealed that the types of reading enjoyed most by these boys and girls were animal stories, mystery stories, and detective stories. Girls enjoyed stories of home life and school life. The information on reading interests was obtained in March - after six months of training in reading. Children who disliked reading, or who were not interested in books at the beginning of the school term, had been encouraged to read animal stories. The writer felt that books of this

type might make the greatest appeal to these children. This may partly account for the fact that animal stories were at the top of the list of favorite types of books. The results of the questionnaire are tabulated in Table VI.

TABLE VI
READING INTERESTS

Types of Books Enjoyed	Number of Pupils		
	Boys	Girls	Total
Animal Stories	9	3	12
Mystery Stories	5	3	8
Home Life	0	6	6
Detective	5	0	5
School Life	0	4	4
Historical	2	2	4
Inventions	4	0	4
Foreign Lands	1	2	3
Adventure	2	1	3
Love Stories	0	2	2
Western	1	1	2
Pioneer	2	0	2
Sea Stories	1	0	1

In magazines, Life and Maclean's rated quite high with both boys and girls, whereas Movie magazines were read by a number of the girls, and Popular Mechanics was a favorite with the boys. The magazines, Popular Mechanics, and Popular Science were obtainable in the children's section of the Public Library. Many boys seemed to enjoy looking through these during their spare period once a week at the library. The National Geographic and the Canadian Geographic magazines were subscribed to by the school. Several years' issues were available to them on the library shelves. The children who avoided reading, and many other boys and girls

in each class, enjoyed the geographic magazines more for the pictures contained, than for reading matter. Table VII shows magazines read by the pupils of both classes. Comic books are not listed in the table but almost every boy and girl read them. A few children read Classic Comics, but these are more expensive than other comic books, therefore fewer were bought. However, when they were permitted to bring Classic Comics to school, because they contained stories from which selections were studied in literature, all children enjoyed reading them.

TABLE VII
MAGAZINES READ

Magazines	Number of Pupils
Life	17
Maclean's	10
Movie Magazines	9
Popular Mechanics	9
Star Weekly	4
Popular Science	4
Saturday Evening Post	4
National Geographic	4
Ladies' Home Journal	3
Sports	2
Time	2
New Liberty	2
Stamp Magazine	1
Meccano	1
Reader's Digest	1
Argosy	1
Today's Woman	1
Dime Western	1
Outdoor Life	1
Story Parade	1
Newsweek	1

Most of the children of Class A and Class B read some part of the newspaper. With those who did, the comics came first in order of preference, followed by news or news headlines, and sports. Boys and girls were equally interested in comics, but sixteen out of the thirty-one boys read the sports pages, while only two out of the twenty-seven girls were interested enough in sports to read that section of the paper. Both of these girls practiced, and greatly enjoyed, speed skating.

Although five to ten minutes spent on current events each day may have stimulated the reading of news items, less than fifty per cent of either boys or girls read the news. The sections of the newspaper read by the pupils are reported in Table VIII.

TABLE VIII
SECTIONS OF THE NEWSPAPER READ BY PUPILS

Section	Number of Pupils		
	Boys	Girls	Total
Comics	19	16	35
News or News Headlines	12	11	23
Sports	16	2	18
Foreign News	2	1	3
Social News	1	1	2
Movie Section	1	0	1
Stamp Corner	1	0	1
Letters to the Editor	0	1	1
Articles	0	1	1
Advertisements	0	1	1

Most of the pupils of both classes had a normal attitude toward reading and were easily stimulated by encouragement and suggestions to improve their reading abilities

and tastes, and to read more widely. A few presented difficulty, while several others were either well beyond the junior high school level in choice of reading, or read much more widely than the normal pupil. The following pupils are examples:

CASE 1 - PUPIL B 13

C.A. - September 1950 - 12.11

I.Q. - Dominion Capacity Group Test, administered in 1950 - 101
Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 6.5
AM form administered in June 1951 - 7.6

General average on the year's work in grade seven - 78

Attendance and time spent in grade:

Pupil B13 came to the Winnipeg Schools from Germany.

Grade 6 - 116 $\frac{1}{2}$ days
Grade 7 - 188 $\frac{1}{2}$ days

General health - good, but overweight.

B13 is a new Canadian of Polish extraction who came from Germany two and a half years ago. He seemed normally adjusted to Canadian life. He got along well with the boys in his class, and enjoyed sports. He worked well and made normal progress in his school work with an above seventy-five per cent average on all term examinations. He occasionally enjoyed a chat with one of his neighboring classmates during school time. His command of English was fair and he found very little difficulty in expressing himself.

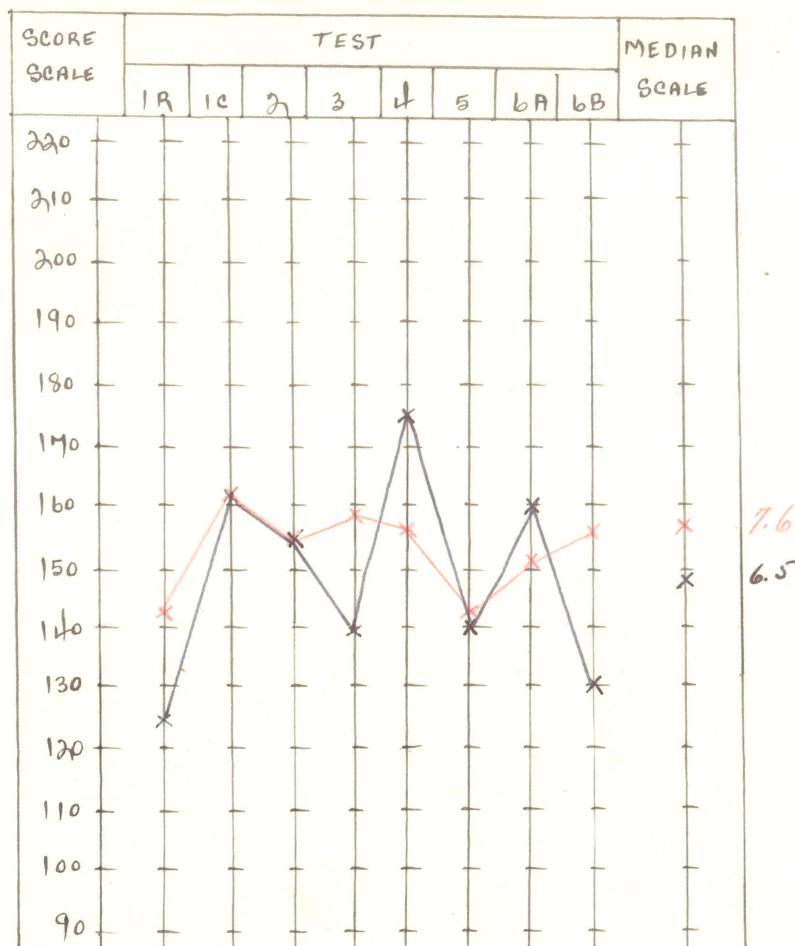
Although B13's I.Q. on a Dominion Capacity Test administered in November 1950, was 101, it was felt by the

examiner that his language difficulty stood in the way of a higher rating on the test.

His oral reading was fluent, and his comprehension on teacher-made tests very high. His reading rate on these tests was slightly below the normal for grade seven. The Iowa Silent Reading Test results revealed that his reading rate had improved greatly throughout the year. Although it was still below normal in June - grade 5.3, it had been raised from 2.8 - a rise of two years and seven months. There was also a great improvement in word meaning throughout the year, but a decided drop in his grade score on paragraph meaning. His median grade score was raised from grade 6.5 in October 1950, to 7.6 in June 1951. The reading profile chart which follows shows in graph form a comparison of the scores obtained on the subtests of both forms of the Iowa Silent Reading Test.

Books had a strong attraction for this boy. Fiction and non-fiction were read with the same eagerness. He read books of all types - particularly those with a historical setting, although he said his three favorite types of books are as follows: mystery, adventure, and sea stories. His supplementary reading list for the year in grade seven contained one hundred and twenty books - the highest for both classes.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B13



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 1 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 2 - PUPIL B23

C.A. - September 1950 - 13.10

I.Q. - California Mental Maturity Test (Non-reading)
administered in 1948
Dominion Capacity Group Test, administered in 1950 - 100
100
Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 6.1
AM form administered in June 1951 - 6.3

General average on year's work in grade seven - 59

Attendance and time spent in grade:

Pupil B23 was admitted to the Winnipeg Schools from Toronto in September 1948.

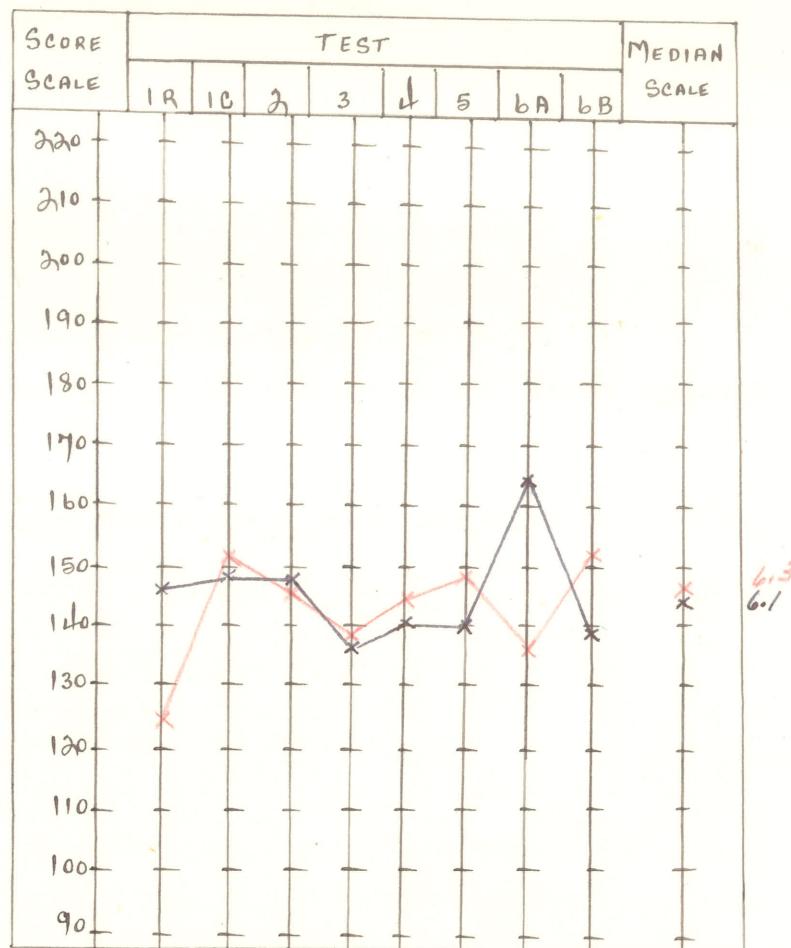
Grade 5 - 201 days
Grade 6 - 168 days
Grade 7 - 189 days

General health - good, but B23 was overweight.

Pupil B23 constituted a problem. He was an only child whose father left when B23 was too young to remember him. Apparently the father tried to locate the family again but B23 and his mother avoided a reunion. His mother worked. Although B23 himself would have liked to earn money, he did not have a part time job like many other boys in his class. He was sensitive and thus easily hurt. He did not always get along well with the other boys of his class.

His school work during the first term was very unsatisfactory, but it improved a great deal during the last part of the year. His median grade score on the Iowa Silent Reading Test in October was 6.1, not the lowest of the class. Although his reading rate on the Iowa Test was not exceptionally low it was found later that his rate was very low when tested on longer selections.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B23



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 2 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

He did not read although this was not noticed for some time as he made a pretense of reading during library periods. When it was discovered that he merely looked at books, instead of reading them, he was urged to read something that interested him but he constantly refused to read, and expressed a great dislike for reading. It was found that he was interested in mechanics and science experiments and he was finally encouraged to glance through books on these subjects.

His oral reading was very hesitant. His eye movements were observed, and he was found to make seven to eight movements per line of print with some regressions. His reading workbook scores were low, usually below grade seven, although there was some improvement on the last four units.

His eyes were tested but no defect in vision was found. Near the end of the school term he complained of a blurring of his vision after reading about eight lines of regular-sized print. He had no intention of going to school beyond the junior high grades, therefore he reasoned that it was totally unnecessary to learn to enjoy reading. He had enjoyed it until grade four, but since that time he said he disliked it. Since then, too, his vision blurred, which was sometimes accompanied by a throbbing in his head. His eyes had been examined several times previous to his arrival in Winnipeg from Toronto three years ago, but his eyes were reported to be normal. The first time during his year in grade seven when he was asked to have his mother make an

appointment to have his eyes examined, he was not too eager to have it done. He put it off so often that it had to be done for him by the school nurse, and then he "forgot" to keep the appointment. Another appointment was made but no visual defect was found. However, since the blurring of his vision persisted, it was decided he should have another eye examination. This was to take place in July.

CASE 3 - PUPIL B4

C.A. - September 1950 - 13.2

I.Q. - Dominion Capacity Group Test, administered in 1950 - 95

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 8.8
AM form administered in June 1950 - 8.7

General average on year's work in grade seven - 72

Attendance and time spent in grade:

Pupil B4 was admitted to the Winnipeg Schools from Ontario in 1947.

Grade 3 - 125 days
Grade 4 - 187 days
Grade 5 - 189 days
Grade 6 - 166½ days
Grade 7 - 196 days

General health - reported to be normal.

B4 was an only child. Her father was dead and her mother worked. When she first came to Winnipeg, B4 was a hysterical child. She was troublesome at school and at home. Her parents were divorced. She was greatly upset when her father died suddenly.

In grade seven she was still quite erratic but she showed great improvement even during the course of one year.

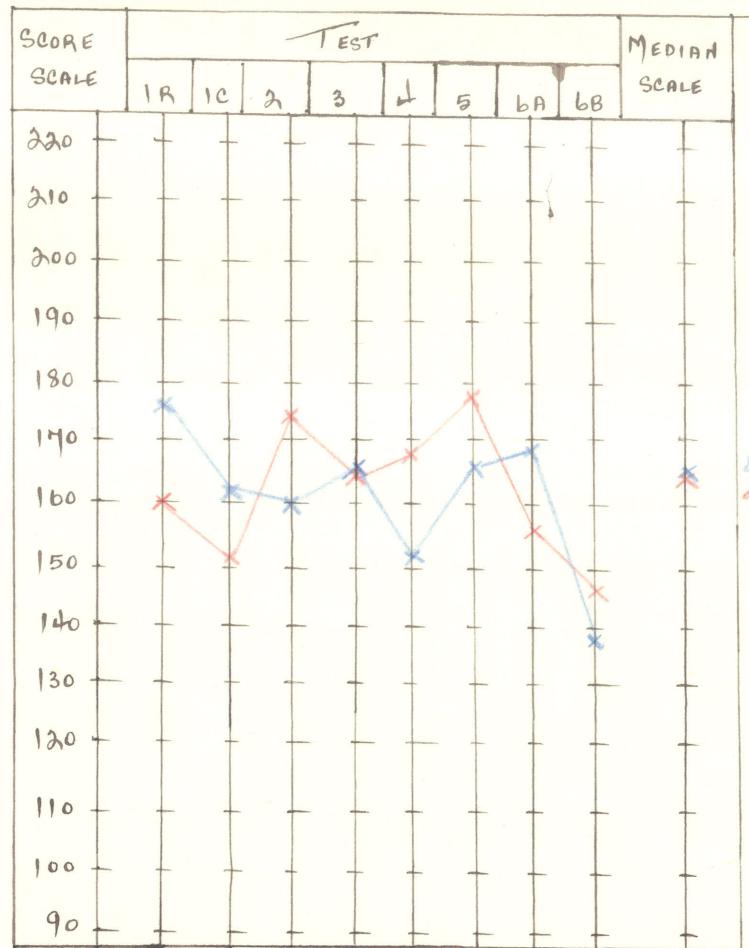
She was talkative in class and inclined to giggle. She was very quick tempered. Sometimes she answered back when corrected or reprimanded, but she apologized readily for hastily spoken words. At first her actions seemed to be those of a spoiled child - she admitted her mother spoiled her - but later it became evident that part of her trouble was nervousness. By the end of the year she had become very cooperative and normal in her behaviour. She was well-liked by her classmates.

Pupil B4 showed great interest in her school work. Her term examination average rose from 68 to 72. Her oral reading was very good. Her reading rate was much above the average for grade seven. Her grade scores on the reading workbook rose steadily from grade seven to grades ten and eleven. In the beginning there was evidence of carelessness but she soon took pride in careful work. Her eye movements were very rhythmic with four to five movements per line of print and no regressions.

In spite of wide reading her reading score on the Iowa Reading Test showed almost no change after a year's training - 8.8 in October, and 8.7 on the retest in June, although there was an improvement on four of the eight sub-tests.

Pupil B4 enjoyed all types of reading with a preference for stories of school life, mysteries, and stories of home life, in that order. Her total number of supplementary books read during the grade seven school year was one hundred and five.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B4



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 3 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test



CHAPTER IV

TESTING AND DIAGNOSIS OF READING DIFFICULTIES

Use of Reading Workbook for Diagnosis

Before the Iowa Silent Reading Test had been administered, the first evidence of weakness in various reading abilities became apparent through the work done in the reading workbook. The reading workbook used by the two classes was Getting the Meaning, by Guiler and Coleman¹. A set of these workbooks designed for grade seven had been used in previous years by the writer for training in reading. They were found to be helpful in diagnosing reading weaknesses as well as improving reading skills. The Winnipeg Survey Committee advocated their use for both these purposes.

It is recommended that wider use be made of workbooks in promoting growth in specific aspects of reading and in diagnosing the weaknesses of individual pupils.²

The workbook has two preliminary units designed to acquaint pupils with the type of exercises contained, and to give them adequate practice to proceed with the units that follow. Each unit in the workbook includes practice in the following skills: vocabulary - learning to get the meaning of a word from the context; finding the main idea by choosing the main idea of, and the best title for, the selection from a list of each given in a multiple choice form; reading to

¹ Guiler and Coleman, Getting the Meaning.

² Report of the Directed Self survey, Winnipeg Public Schools. p.194.

remember facts accurately; making outlines; and drawing conclusions. A table is given with each unit converting total scores into grade scores. This enables the teacher and the pupil to see at a glance the reading ability of each pupil in reference to his grade. The reading selection for each unit varies somewhat in length, but all the units are so constructed as to allow a maximum of twenty-two minutes as ample time to complete the longest unit.

Both classes were given the two preliminary units, plus Unit I, for further practice. There was evidence of carelessness in following directions. Specific directions were given in the workbooks for filling in the blank spaces provided for pupil's answers with words for word meanings, letters for getting the facts, and numbers for all other exercises. Even after three units, each of which took approximately a thirty-five minute period, (including teaching, the actual work on the unit, and marking), there were still two pupils in each class who did not follow these directions. Many others learned to follow directions after they had made mistakes on the first or second preliminary unit.

Unit VII was chosen as an initial test, after the three preliminary units. The purpose of the initial test was to record grade scores and use these in comparison with a retest six weeks later to note improvement. Unit VII was chosen rather than Unit II because it dealt with subject matter believed to be more attractive to the pupils of these particular classes. The results for both classes, thirty-two

pupils in each class doing the unit, showed a large percentage - almost fifty percent - of very low scores. The results are recorded in Table IX.

TABLE IX
WORKBOOK GRADE SCORES ON INITIAL TEST

Class A		Class B	
Pupils	Scores	Pupils	Scores
A4	10	B19	8
A1	9	B9	8
A13	9	B2	7+
A2	9	B3	7+
A15	7+	-	7+
A3	7	-	7+
A7	7	-	7+
A12	7	B11	7
-	7	B4	7
A23	6+	B20	7
A24	6+	B18	7
A20	6	B14	7
A9	6	B25	6+
A8	6	B13	6+
A10	6	-	6+
A5	6	-	6
-	6	-	6
A6	5+	B6	5+
A14	5+	B23	5+
A21	5+	B21	5+
A26	5+	-	5+
A11	5+	-	5+
A16	5+	B16	5
A22	5	B24	5
A27	5--	B26	5-
-	5--	B27	5-
-	5--	-	5-
A19	5---	B5	5--
-	5---	B22	5----
A24	5-----	-	5----
A17	5-----	B17	5-----
-	5-----	B12	5-----

When the scores were converted to grade scores - the tables in the workbook do not go below grades five, therefore any scores below the grade five level were recorded with a

minus sign for every point below the number of right answers corresponding to a grade five score - these ranged from grade 5----- to grade 10 for Class A, and from grade 5----- to grade 8 for Class B. Both grade seven classes had a median score of grade six, a lower quartile of about grade five, and an upper quartile of grade seven, while fifteen pupils out of each class of thirty-two, had a score of 5+ and below. This would indicate that a large majority in both these classes were definitely below average in reading ability. A further study of the work of each pupil done on the initial test showed that Class A had fifteen pupils who had particular difficulty with vocabulary work, sixteen pupils had difficulty with remembering and recognizing facts, three had trouble with choosing the main idea and the best title, two did poor work on making an outline. Their reading time which had been recorded, and also the time required to answer the questions on the unit, showed three pupils were particularly slow readers and seven pupils took well over the maximum time suggested for the unit, twenty-two minutes.

Class B results were similar. Twenty-two pupils did poor work on the vocabulary section, sixteen had trouble with getting the facts, three could not choose a suitable title nor main idea for the selection, and six had difficulty making an outline. Five pupils read extremely slowly, and six took over twenty-two minutes to complete the unit.

Further Diagnosis by Means of Tests and Observation

A further check was made on the speed of reading and comprehension by testing them as follows: Selections several pages in length, containing interesting and not too difficult subject matter, were read silently, the reading timed, and this followed by approximately ten simple fact questions. The normal reading rate for grade seven based on easy narrative material has been determined to be about 230 words per minute.¹ The results of these tests showed the reading rate ranged from 314 words to 143 words per minute for Class A, with a median of 224 words. Class B had a range of 524 words to 131 words per minute, with a median of 224 words. More than fifty per cent of each class read at a rate below the grade seven level.

Oral reading was checked and the following was noted: Class A (thirty-four pupils) had only two good readers, twenty-one were fair, eleven read hesitantly, put in words, read word-for-word without emphasis or expression, and many could not recall what they had read when questioned immediately after reading. Class B (thirty-four pupils) had five pupils who could be considered good oral readers, sixteen were fair, the remaining thirteen read very hesitantly, some read word-for-word instead of in phrases, or put in extra words and substituted words.

This evidence of slow silent reading and hesitant oral reading led the writer to make careful observations during silent reading periods of causes for this type of

¹ English Program of Studies, Province of Manitoba, 1947, p. 50.

reading, such as vocalizing. The first carefully observed reading period indicated the poor reading habits as indicated in Table X.

TABLE X
POOR READING HABITS

	Number of Cases	
	Class A	Class B
1. Noticeable vocalization	3	5
2. Head instead of eye movements	3	2
3. Eyes too close to the page	4	3
4. Noticeable lack of concentration	2	1
5. Nervous movements of hands	1	2
6. Use of finger as a guide	1	1

A further check on pupils who either showed a dislike for reading, read with eyes too close to the page, or had other poor reading habits, resulted in finding two pupils in need of glasses for reading.

The eye movements of most of the pupils were checked by observing them in a mirror while each pupil read. This proved very interesting and enlightening. In almost every case pupils with reading weaknesses had poor eye movements. The number of eye movements per line of print averaging about eleven words ranged from a very rhythmical four stops for each line with no regressions and accurate return sweep, to seven or eight stops and several regressions per line. There were all sorts of variations such as an irregular number of stops, (four to six, five to six, or six to seven) per line with or without regressions, regular number of stops, four,

five, or six per line with rhythmical movements or with one or more regressions. With most pupils the stops were brief and the time between stops of average length, but a few had noticeably slow, though regular, movements. One girl, a new Canadian, whose reading was still hampered by unfamiliarity with the English language, but whose class work was very satisfactory, made several stops during the return sweep. Those who made regressions did so quite regularly from line to line. In Class A, where eye movements were all tested this way, of the twelve pupils who made six or more stops per line of print, (showing that no more than two or three words could be seen with one movement of the eye) eight had a low reading score well below grade seven on the Iowa Silent Reading Test, the other four had about average scores of 7.1 to 7.5. Readers with high scores all had a rhythmic four or five stops per line of print. Two boys who made seven to eight stops with several regressions per line, both disliked reading and sought every excuse to get out of reading. These facts would seem to indicate that poor eye movements have a positive connection with other reading weaknesses.

Use of the Standardized Reading Test

It was the writer's plan to administer a standardized reading test at the beginning of the school term and again at the end of the term to determine what progress had been made during the year. The test was also to serve a diagnostic purpose. The reading test chosen for the initial testing was the Iowa Silent Reading Test, New Edition, BM (revised) form, Elementary, and the AM form of the same test for the retest.

This test, being a group test, is comparatively easy to administer and does not take long - approximately an hour. Experiments have shown it to be both valid and reliable. Its division into subtests measuring and providing grade and age scores for eight different reading phases: rate, comprehension, directed reading, word meaning, paragraph comprehension, sentence meaning, alphabetizing, and use of the index, makes it a valuable aid in spotting weaknesses in individual skills. Its alternative forms make it ideal for use as a retest to note improvement after special reading instruction.

A comparison of I.Q.'s as obtained from the Dominion Capacity Test, and reading grade scores obtained on the Iowa Silent Reading Test, BM form, did not show in every instance that poor reading in the case of the pupils concerned was caused by low ability. In Class A (of the twenty-seven pupils who took both tests) eleven pupils had an I.Q. of 100 or over (ranging from 101 to 120). Of these, ten pupils had reading grade scores of 7.1 and over (7.1 to 11.9), while in the lower I.Q. group (97 to 74), four pupils had grade scores of 7.1 and over (7.1 to 9.0). Class B, with twenty-seven pupils who had taken both tests, had seventeen pupils with I.Q.'s of 100 or over (ranging from 100 to 125). Only seven of these pupils had reading scores of 7.1 or over (7.1 to 13.1). Of the ten pupils with I.Q.'s below 100 (98 to 71), four pupils had reading grade scores of 7.1 or over, (7.3 to 8.8). Table XI shows the Dominion Capacity Test I.Q.'s and corresponding reading grade scores on the first Iowa Silent Reading Test, BM form.

TABLE XI

COMPARISON OF DOMINION CAPACITY I.Q.'S AND IOWA SILENT
READING TEST (BM FORM) SCORES

Class A			Class B		
Pupils	I.Q.'s	Reading Scores	Pupils	I.Q.'s	Reading Scores
A20	120	7.6	B18	125	8.3
A2	118	9.8	B20	121	6.2
A9	112	7.1	B1	119	13.1
A10	107	7.7	B3	118	6.2
A3	105	6.1	B11	116	8.8
A7	105	11.9	B2	114	7.9
A1	104	10.8	B22	113	7.5
A13	103	7.3	B26	111	6.2
A26	103	7.2	B14	110	6.8
A8	102	8.2	B15	106	7.1
A14	101	7.5	B10	105	7.3
A11	97	6.3	B16	105	6.5
A12	97	7.9	B5	102	6.8
A5	96	6.1	B13	101	6.1
A17	96	9.0	B23	101	6.5
A21	96	5.7	B8	100	5.0
A18	95	6.5	B9	100	7.0
A6	94	6.4	B21	98	6.4
A23	94	7.2	B6	96	7.3
A27	94	5.7	B4	95	8.8
A15	93	6.5	B25	94	5.7
A16	93	5.3	B19	89	6.4
A24	92	5.6	B7	79	5.2
A4	86	7.1	B24	78	4.1
A25	82	5.8	B12	75	7.3
A22	77	5.8	B17	71	7.5
A19	74	6.2	B27	69	4.7

Free reading periods soon gave clues to reading disabilities and wrong attitudes toward reading of some pupils. The reading interests of each pupil could be checked by means of a reading sheet kept by each pupil on which the title of the book , the name of the author, and the type of book were recorded. These were collected each quarter term and new records were kept for the next term.

Observation during free reading or library periods discovered some pupils with poor reading attitudes. Five boys in Class A and nine boys in Class B avoided reading. They chose magazines and looked at illustrations or took out one book after another only to glance through each and return it. Some pretended to read or read a little during the class period but never took out books to read at home.

After the Iowa Silent Reading Test scores had been obtained, the results of these pupils were checked and the following information obtained: The poor readers in Class A, one pupil who avoided reading altogether, two others who did very little reading, and the remaining two who offered no difficulty during a free reading period but who still did not have the enthusiasm of the others in the group, had the following median grade scores: 5.6, 6.5, 5.7, 6.4, 6.3. They showed particular overall weaknesses in the following order: directed reading, sentence meaning, general comprehension, paragraph comprehension, word meaning, and use of the index.

Class B had one pupil who refused to read, four who did little reading, and four who were not enthusiastic. Median grade scores for these pupils were: 7.3, 6.3, 6.2, 7.3, 6.1, 7.1, 5.7, 5.2, 4.7. A few of these pupils had satisfactory median scores but with one exception all were low in sentence meaning, all had low scores in the use of the index, most other weaknesses lay in directed reading, paragraph comprehension, six had low scores in word meaning, and five in general comprehension.

CHAPTER V

RETEACHING AND REDIRECTING READING

Use of Reading Workbook

The reading program at the beginning of the term was experimental in nature. Until the Iowa Silent Reading Test was administered it was necessary to diagnose, to some extent, reading weaknesses in order to determine what phases of reading to emphasize. As stated in Chapter IV, the reading workbook was used to arrive at an estimate of each pupil's grade level. After the first three units in the workbook were done by the pupils, and Unit VII used as an initial test, the writer felt it would be interesting to use a different method of teaching reading with each class, and see which was the most effective. It was decided to use the workbook with one class. The other class carried on with work on vocabulary, finding main ideas and important details, making notes and outlines, using the chapter, "Skill in Reading" in English Every Day,¹ the grade seven English text book, as a guide. After five weeks the order was reversed. Class A did nine units from the workbooks followed by Unit VII as a retest, while Class B studied reading material from the English text. The Unit VII retest grade scores were then compared with the initial test of Unit VII in each class for improvement and retest scores of both classes were compared to see whether the special training

¹R.I. Johnson et al, English Every Day. Toronto:
Ginn and Company. pp. 209 - 221.

in reading skills of Class A in advance of the workbook practice resulted in higher grade scores on the units for that Class. The following class averages resulted: Class A, of which twenty-six pupils took both the initial test and the retest, (seventeen of these did not miss any of the nine consecutive units, others missed one or more units) raised its grade score an average of 1.5. Class B, of which twenty-five pupils took both the initial test and the retest, (sixteen of these did not miss any of the nine consecutive units, others missed one or more units), raised its grade score an average of 1.7. This shows no appreciable difference, .2 favoring Class B which did no preliminary work on the reading skills mentioned before. The time required to do the units was decreased by an average of 6.2 minutes for Class A, and 3.9 minutes for Class B. This rise in grade level may be an improvement in the various reading skills involved in these units, or may be due in part to greater ease in the method of doing the short type answers on the tests through practice.

Averages or means do not tell the whole story, however, as the range of scores will show. Class A individual grade scores on the retest showed differences with the initial test grade of +6.0 to -2.5; Class B scores showed a difference of +7.0 to -2.5. These figures show that while the scores of many pupils increased by several grades over a short period of time, the scores of four pupils in Class A and six pupils in Class B decreased. The decreases in scores are all found at the top of Table XII. This indicates that some of the pupils who had the highest scores on the first test were the ones who went down on the second. Either their high scores on the first test were

caused by guessing or the lower scores on the second test were due to poor performance. Sometimes performance may be influenced by factors such as lack of sleep, a poor breakfast - or no breakfast at all - or disturbance in the home. Table XII shows the workbook scores obtained on the first and second test and the time spent on each test.

TABLE XII

GRADE SCORES OBTAINED AND TIME SPENT ON INITIAL TEST AND RETEST OF UNIT VII OF READING WORKBOOK

Pupils	First Test	Number of Minutes	Second Test	Number of Minutes
A4	10	11	9 D	15
A1	9	11	6+ D	5
A13	9	12	8 D	10
A2	9	14	10	5
A15	7+	30	8	11
A3	7	8	9	6
A7	7	19	5+ D	10
A12	7	21	9	18
A23	6+	15	9	17
A25	6+	24	7	9
A20	6	12	7+	7
A9	6	12	7+	10
A8	6	14	8	7
A10	6	20	7	17
A5	6	22	8	14
A6	5+	9	8	11
A14	5+	14	7	6
A21	5+	16	7	11
A26	5+	21	7	8
A11	5+	22	8	8
A16	5+	23	7	14
A22	5	19	11	13
A27	5--	23	6	19
A19	5----	24	6	18
A24	5-----	25	5+	18
A17	5-----	-	7+	17

D - decrease in grade score - 4 pupils

Average increase in grades - 1.5

Average decrease in time - 6.2 minutes

TABLE XII (continued)

Pupils	First Test	Number of Minutes	Second Test	Number of Minutes
B19	8	12	7 D	-
B9	8	17	7+ D	12
B2	7+	14	7 D	11
B3	7+	19	9	16
-	7+	22	5 D	12
B11	7	10	8	7
B4	7	12	6+ D	7
B20	7	12	7+	12
B18	7	13	6 D	8
B14	7	14	7	12
B25	6+	22	9	-
B13	6+	22	7	13
B10	6	12	9	12
B6	5+	12	7+	-
B23	5+	13	10	11
-	5+	15	9	14
B21	5+	23	9	16
B16	5	17	6	12
B24	5	19	6+	18
B26	5-	18	8	11
B27	5-	23	5	15
B5	5--	16	9	12
B22	5---	-	8	12
B17	5----	14	6+	15
B12	5-----	27	8	20

D - decrease in grade score - six pupils

Average increase in grades - 1.7

Average decrease in time - 3.9 minutes

Paragraph Comprehension Study

During this time the BM form of the Iowa Silent Reading Test had been administered and scored. After studying the weaknesses of individual pupils it seemed the main difficulty was that pupils read words instead of thoughts. They were low in directed reading and sentence meaning. Therefore it seemed wise to begin with practice in finding the main ideas of paragraphs and supporting details. This was followed by outlining and

learning to make notes, and vocabulary study. Later work dealt with skimming, phrasing in reading, imagery, use of the dictionary and other references.

Much time was spent on learning to find the main idea of a paragraph or selection. This was done first of all by using isolated paragraphs and teaching the use of key words. The pupils soon discovered that the main idea of a paragraph was usually found in the first sentence and sometimes in the last sentence of a paragraph. Paragraphs were written on the black board or taken from a selection in the English text. Although the writer did not teach science nor social studies, when the pupils had these books with them they were given practice in finding main ideas and important details from a few paragraphs in their day's lesson in science, history, or geography. When they began to show signs of losing interest they were shown how skill in spotting main ideas and supporting details aided them in the making of notes or outlines of their science or social studies work. The same was done with the study of health.

Free Reading

Along with the study of reading much was done to encourage the pupils to do extra reading during free reading periods and free time at home. The collection of library books for the grade seven classes in this school was large enough and varied enough to suit many different interests and to supply the pupils with one or two different books each week. Through the kindness of the William Avenue Branch of the Public Library, the Children's Department was

made available to the two grade seven classes one morning a week. This enabled the writer to take over each class long enough to return books and take out others. Many of the pupils, at least three-quarters of them, developed a keen interest in reading and became willing and enthusiastic readers; some read at least two or more books a week. These pupils needed little encouragement other than the mention of an author or a title of interesting books. They were easily stimulated by the telling or reading of a humorous or interesting episode from books they could obtain from the library. Never once did one of the following experiments fail to result in the demand of the book in question: the making of library posters during art periods advertising interesting books read by the pupils; the reading of a few interesting pages or telling some interesting facts during a music period about a famous composer or the story of an opera; during literature periods referring to, or reading from, a biography of an author of a certain literary selection, or reading part of the story of a famous person such as Florence Nightingale, to clarify the poem, Santa Filomena¹, by Longfellow; asking a certain number of pupils to choose a book from the school's own book shelves, which they had not read and which might not have attracted them during a free reading period, to read from it about twenty-five minutes and answer a few simple questions such as:

1. What is the book about?
2. Is it fiction or non-fiction?
3. Who is the author?
4. Do you find it interesting? Why, or why not?
5. How do you think it will end?
6. Would you recommend this book to a girl, a boy, or to both?

¹Beckoning Trails. Toronto: Ryerson Press, 1948. p.359.

7. Would you like to continue reading this book?

Literature selections from the texts, Beckoning Trails¹, and Plays from Literature², resulted in the reading of many of the books from which the selections were taken. This group of pupils in each class also did their own advertising - a book found particularly interesting by one member of the group was quickly recommended to others. Table XIII shows the number of supplementary books read by each pupil in Classes A and B.

TABLE XIII

NUMBER OF SUPPLEMENTARY BOOKS READ BY PUPILS DURING GRADE SEVEN

Pupils	Number of Books	Pupils	Number of Books
A1	58	B13	120
A25	58	B4	105
A4	56	B2	48
A14	56	B1	44
A22	52	B19	41
A12	51	B9	37
A7	50	B5	37
A5	47	B11	35
A17	43	B3	29
A10	39	B24	29
A3	37	B17	29
A16	36	B26	27
A19	33	B10	26
A20	32	B14	26
A9	31	B20	26
A26	30	B15	26
A15	29	B18	24
A21	27	B16	23
A11	23	B21	22
A23	22	B7	13
A13	22	B27	13
A6	18	B22	10
A2	15	B8	8
A8	15	B25	7
A18	14	B12	4
A24	6	B6	4
A27	5	B23	0

¹Ibid.

²Plays from Literature, Junior Book. London: Thomas Nelson and Sons. 1927.

Word Study

In vocabulary study the pupils were always encouraged to find the meaning of a word from its context. A few minutes spent in guessing at the meaning of unfamiliar words contextually from a short paragraph on the black board seemed to be enjoyed generally.

A more detailed study of words was done by learning the meaning of prefixes, roots, and suffixes of familiar words and then finding the meaning of unfamiliar words with prefixes, roots, or suffixes the pupils had learned. This was successful particularly with brighter pupils. Lists of words with certain prefixes, roots, or suffixes, and their meanings were made by the pupils. Whenever unfamiliar words puzzled them in their reading, these were worked out by looking for familiar parts or through contextual clues.

The writer did not spend very much time on vocabulary study as such, because it tended to become uninteresting to the pupils. They took much more pleasure in making lists of descriptive words and using them in sentences or short compositions. Words to describe sound, smell, touch, or sight pictures were used with great abandon. Suggestions like the following: write a paragraph to describe a thunderstorm, or a walk on a down-town street on a hot summer day, a spring morning when lilacs are in bloom, a vivid sunset, etc., brought into play good descriptive words. A chance was given for discussion of such paragraphs with suggestions by the pupils for improvement. Much of this work could be related to literature selections, particularly descriptive poetry.

Poems such as A Thunderstorm, by Archibald Lampman, and The Thunder Storm, by Emily Dickinson,¹ were enjoyed more thoroughly by the classes because there was greater understanding of figurative language. They recognized and called attention of their own accord to sound and sight pictures.

Closely related to work of this type were exercises on associational reading. This work, too, was enjoyed by the pupils. A certain word was given to them. The first part of the exercise was to write down all the words and phrases they could think of that were associated with the given word. Then one or more paragraphs were written using the given word either as a title or subject of the composition. By this work the writer aimed to teach the pupils that they had a greater store of knowledge to draw from than they realized, to help them in their reading, writing, and even in conversation.

Reading Rate and Use of References

Although little actual work was done to improve the rate of reading, the pupils were taught that the reading rate differed for different purposes in reading. The purpose of skimming was explained and skimming exercises were given for practice. Skimming exercises were often combined with practice in using the index by asking the pupils to write a sentence about each of certain persons, places, or particular objects mentioned in one of their texts. Exercises such as these were timed. Each pupil would then need to look in the index for the name of the person, place, or object required, turn to the page indicated and skim the page for information.

¹Beckoning Trails, pp. 175, 176.

The pupils were told that the reading rate for average or normal reading could be improved by practicing reading more quickly than they were accustomed to, and by concentrating and shutting out any distractions. Their reading rate was obtained by timed reading exercises composed of a few pages of easy narrative material followed by questions to test comprehension. Each pupil thus knew his own reading rate and how it compared with the standard rate for grade seven pupils.

The eyesight of the pupils was carefully checked and possible reasons for slow reading were discussed, such as word-for-word reading instead of phrasing, vocalization, lack of concentration, poor comprehension due to unfamiliar words. Pupils who vocalized were reminded during reading periods to try to avoid it by pressing the lips together, and keeping the tongue still. They were advised to practice easy material and time themselves with the aim of speeding up their reading.

The pupils were shown examples of charts of the eye movements of good and poor readers. Each pupil was given a chance to watch the eye movements of another pupil by means of a small mirror. Since many pupils had as many as seven or eight movements across one line of print, they were shown that reading phrases instead of words would improve their reading speed and comprehension.

An experiment as suggested by Carol Hovious proved effective to make the children realize the great difference between word-for-word reading and phrase reading.

You will need two partners, a pencil, and a dozen or more sheets of blank paper. Choose some fairly common but rather long word, like "interesting" or "understanding", or "impossible". Write each letter of the word you choose on a separate slip of paper. -- On another sheet of paper print the whole word in the usual way, all in one piece.

Now call in your first partner. Let him see your word, one letter at a time, using the separate sheets you prepared. (Be sure they are in the correct order.) When he has seen all the letters, ask him what the word was. He will probably have a little difficulty telling you. You may have to show him the letters all over again. Keep on showing him the word, one letter at a time, until he gets it.

Next call in your second partner. Show him the word as you wrote it all in one piece on a single piece of paper. Ask him to pronounce it. He will get the word quickly and easily.¹

She explains further that seeing groups of words at a single fixation of the eye is as important as seeing whole words.

The importance of following directions accurately was discussed by giving as examples the need of accuracy in the case of nurses, doctors, scientists, and in other types of work such as cooking, filing, and secretarial work. No particular exercises were devised but pupils were taught to interpret for themselves, and to follow accurately, all directions given in school texts, such as exercises in English grammar, or in test and examination questions. Exercises incorrectly done because of inaccuracy in interpreting and following directions had to be redone correctly. This resulted in greater care.

The use of the dictionary and other references was taught and followed up by special drill exercises in looking up words, and in other reference work by making use of ref-

¹Carel Hovious, Following Printed Trails. pp. 207-208.

erences such as encyclopedias whenever possible. This was done in music, art, and literature, when finding information on composers, artists, or certain works of art, authors and poets, historical events referred to in literature, and anything else that arose in the course of class discussions, library reading, and stories used for reading exercises. Special speed exercises were also given after the pupils were familiar with the various ways of finding information quickly, such as what might be obtained from the table of contents, index, and cross references.

Little time was left for special work with the especially poor or good readers, although the writer realized the importance of such work. However, a little time was spent in giving special help in phrasing, outlining, or other reading skill to those in need of help. During such times the better readers were asked to choose any book from the library shelves they had not read, and after reading about twenty-five minutes, to answer questions to stimulate their thinking, such as: What is the book about? Would you recommend it to boys, girls, or to both? How do you think it will end? This introduced them to books they might not have read otherwise, and usually resulted in their becoming interested enough to finish the book later.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Some General Class Findings

A retest in reading by means of another form, the AM, of the Iowa Silent Reading Test, was made in June, eight months after the initial test, the BM form, had been administered. The writer did not need to rely entirely on the results of this test for proof that the teaching of reading by means of a program that was both intensive and extensive in nature, was successful, at least in part. There was evidence of improvement in reading skills in the daily work of the pupils. Directions were followed more carefully, outlining and notemaking improved, and interest in reading increased rapidly. However, the writer felt that more precise generalizations could be derived from a concrete picture of the reading abilities of the pupils of this study as shown in the form of grade scores on a retest in reading.

The results of the second reading test, the AM form, are tabulated in Tables XVII and XVIII, along with the chronological ages of the pupils at the time of the retest, grade scores received on the first test, the BM form, and the I.Q.'s obtained on a Dominion Capacity Group Test. The latter was administered one month after the initial Iowa Silent Reading Test. Tables are drawn up for the twenty-seven pupils of each class, Class A, and Class B, who took both forms of the test.

TABLE XIV

THE MEDIAN GRADE SCORES OBTAINED AT AN EIGHT-MONTH INTERVAL
ON THE BM AND AM FORMS OF THE IOWA SILENT READING TEST, THE
CHRONOLOGICAL AGES, AND THE I.Q.'S OBTAINED ON A DOMINION
CAPACITY GROUP TEST, CLASS A

Pupils	First Test BM Form	Second Test AM Form	C.A.	I.Q.	
A1	9.6	10.8	I	13.10	104
A2	9.8	9.8	-	13.3	118
A3	11.9	9.2	D	15.1	105
A4	7.1	9.0	I	16.6	86
A5	9.0	8.2	D	14.5	96
A6	6.4	8.2	I	16.0	94
A7	6.1	8.2	I	12.6	105
A8	8.2	8.0	D	12.11	102
A9	7.1	8.0	I	13.2	112
A10	7.7	7.7	-	13.6	107
A11	6.3	7.7	I	14.1	97
A12	7.9	7.5	D	13.6	97
A13	7.3	7.3	-	13.9	103
A14	7.5	7.2	D	14.1	101
A15	6.5	7.1	I	14.1	93
A16	5.3	6.9	I	14.7	93
A17	5.7	6.8	I	13.6	96
A18	6.5	6.7	I	14.4	95
A19	6.2	6.7	I	14.5	74
A20	7.6	6.5	D	12.10	120
A21	6.1	6.5	I	13.3	96
A22	5.8	6.3	I	13.10	77
A23	7.2	6.2	D	15.0	94
A24	5.6	6.2	I	13.9	92
A25	5.8	5.7	D	14.0	82
A26	7.2	5.6	D	13.3	103
A27	5.7	5.0	D	13.8	94
	Md. 7.1	Md. 7.2			

I - Increase - 14 pupils

D - Decrease - 10 pupils

No gain or loss - 3 pupils

TABLE XV

THE MEDIAN GRADE SCORES OBTAINED AT AN EIGHT-MONTH INTERVAL
ON THE BM AND AM FORMS OF THE IOWA SILENT READING TEST, THE
CHRONOLOGICAL AGES, AND THE I.Q.'S OBTAINED ON A DOMINION
CAPACITY GROUP TEST, CLASS B

Pupils	First Test BM Form	Second Test AM Form	C.A.	I.Q.
B1	13.1	16.3 (over) I	14.5	119
B2	7.9	9.0 I	13.11	114
B3	6.2	8.8 I	13.8	118
B4	8.8	8.7 D	13.11	95
B5	6.8	8.3 I	13.6	102
B6	7.3	8.3 I	13.11	96
B7	5.2	8.0 I	15.3	79
B8	7.1	7.9 I	14.2	100
B9	5.0	7.9 I	13.11	100
B10	6.5	7.7 I	13.1	105
B11	8.8	7.7 D	12.8	116
B12	7.3	7.6 II	15.6	75
B13	6.5	7.6 I	13.8	101
B14	6.8	7.5 I	13.4	110
B15	7.1	7.5 I	14.2	106
B16	7.3	7.3 -	13.2	105
B17	6.9	7.2 I	16.0	71
B18	8.3	6.9 I	11.8	125
B19	6.4	6.9 I	14.5	89
B20	6.2	6.8 I	12.2	121
B21	6.4	6.7 I	13.7	98
B22	7.5	6.4 D	12.11	113
B23	6.1	6.3 I	14.7	101
B24	4.1	6.0 I	14.11	78
B25	5.7	5.7 -	14.3	94
B26	6.2	5.6 D	12.9	111
B27	4.7	4.7 -	16.9	69
	Md. 6.8	Md. 7.5		

I - Increase - 20 pupils

D - Decrease - 4 pupils

No gain or loss - 3 pupils

Class as a whole shows significant improvement.

Some correlation between gain and I.Q.

12 over 100 increased - 4 below 100 increased

3 over 100 decreased

The two classes were equated at the beginning of the school year by means of intelligence test results plus achievement in the previous school year. In spite of this there was a noted difference between the two classes in reading improvement.

Of the twenty-seven pupils in Class A, fourteen raised their reading grade scores. The improved scores ranged from an increase over the first score by two months, to two years and one month. Three pupils showed no improvement, and for ten pupils the median reading scores were lower. The lowered scores decreased from one month, to two years and seven months.

In Class B, nineteen out of the twenty-seven pupils raised their median grade scores, improvement ranging from two months, to three years and two months; three pupils' scores remained equal, and five pupils' scores were lowered, the decreases ranging from one month, to one year and six months.

This shows that the all-over improvement in Class B was better than that of Class A. This may be due to the larger percentage of average, or above average, I.Q.'s in Class B. Gray¹ says that studies show reading varies with intelligence. A comparison of the Dominion Capacity Test I.Q.'s given in Table XVI, shows that Class B has eighteen pupils with an I.Q. of 100 or over, while Class A has only eleven pupils with an I.Q. of 100 or over.

¹W.S. Gray, "Summary of Investigations Relating to Reading". Supplementary Educational Monograph, XXVIII, June 1925. University of Chicago, Chicago, Illinois. p.13.

TABLE XVI

A COMPARISON OF THE DOMINION CAPACITY GROUP TEST I.Q.'S

Class A		Class B	
Pupils	I.Q.'s	Pupils	I.Q.'s
A20	120	B18	125
A2	118	B20	121
A9	112	B1	119
A10	107	B3	118
A3	105	B11	116
A7	105	B32	114
A1	104	B22	113
A13	103	B26	111
A26	103	B14	110
A8	102	B15	106
A14	101	B10	105
A11	97	B16	105
A12	97	B5	102
A5	96	B13	101
A17	96	B23	101
A21	96	B8	100
A18	95	B9	100
A6	94	B21	98
A23	94	B6	96
A27	94	B4	95
A15	93	B25	94
A16	93	B19	89
A24	92	B7	79
A4	86	B24	78
A25	82	B12	75
A22	77	B17	71
A19	74	B27	69
Median Score	96	Median Score	101

Table XVII contains a comparison of median grade scores received by each class on the initial standardized reading test, the BM form. Class A had fourteen pupils with scores of 7.1 or over, and Class B had eleven pupils with scores of 7.1 or over. Although Class B had one pupil with a particularly high score of 13.1, the above normal scores

of the other pupils were lower than those in Class A, and there were four pupils in Class B with scores lower than the lowest score in Class A. This shows that Class A at the beginning of the study, had a larger percentage of pupils with greater reading ability than Class B.

TABLE XVII

MEDIAN READING GRADE SCORES RECEIVED ON THE BM FORM OF THE IOWA SILENT READING TEST ADMINISTERED OCTOBER 1950

Class A		Class B	
Pupils	Median Scores	Pupils	Median Scores
A3	11.9	B1	13.1
A2	9.8	B4	8.8
A1	9.6	B11	8.8
A5	9.0	B18	8.3
A8	8.2	B2	7.9
A12	7.9	B22	7.5
A10	7.7	B6	7.3
A20	7.6	B12	7.3
A14	7.5	B16	7.3
A13	7.3	B8	7.1
A23	7.2	B15	7.1
A26	7.2	B17	6.9
A4	7.1	B5	6.8
A9	7.1	B14	6.8
A15	6.5	B10	6.5
A18	6.5	B13	6.5
A6	6.4	B19	6.4
A11	6.3	B21	6.4
A19	6.2	B3	6.2
A7	6.1	B20	6.2
A21	6.1	B26	6.2
A22	5.8	B23	6.1
A25	5.8	B25	5.7
A17	5.7	B7	5.2
A27	5.7	B9	5.0
A24	5.6	B27	4.7
A16	5.3	B24	4.1
Median Score 7.1		Median Score 6.8	

On the second Iowa Reading Test, the AM form, Class A had nine pupils with median scores of 8.0, and over, while Class B had seven pupils with median scores of 8.0, or over, and only one pupil with a score below the lowest score in Class A. These scores are tabulated in Tables XIV and XV. This indicates that although the upper quartile of Class A has a small margin over that of Class B, the pupils of Class B with low scores on the initial test, made greater advancement in the improvement of their reading skills than the pupils of Class A who had low scores on the initial test.

From the beginning of the school year, Class A seemed more stable and reliable than Class B. The attitude of the Class A pupils toward their work in school was more serious. Achievement in grade seven work for both classes was similar. This again indicates that because their I.Q. scores were lower than those of Class B, they must have put forth greater effort to achieve similar results in their class work throughout the year. A comparison of average class marks on three sets of term tests of November, February, and April, covering most of the year's work, is given in Table XVIII. It shows that the range for Class A is 47 to 89, the median 69, the upper quartile 74, and the lower quartile 59. The range for Class B is 49 to 81, the median 69, the upper quartile 75, and the lower quartile 58.

TABLE XVIII
AVERAGE MARKS ON THREE SETS OF TERM TESTS

Class A		Class B	
Pupils	Marks	Pupils	Marks
A4	89	B2	81
A9	85	B3	81
A1	79	B16	79
A16	77	B18	79
A13	76	B13	78
A5	74	B14	76
A12	74	B1	75
A23	73	B11	75
A7	72	B9	74
A2	70	B24	74
A8	70	B4	72
A19	70	B22	72
A22	70	B5	70
A6	69	B20	68
A17	69	B21	68
A3	68	B8	67
A15	66	B17	65
A20	66	B10	64
A21	61	B19	62
A10	60	B7	60
A18	59	B23	59
A11	58	B12	57
A14	58	B15	54
A25	54	B25	53
A26	53	B6	52
A27	51	B27	52
A24	47	B26	49
Median Score 69		Median Score 68	

A study of the improvement in each class as shown by a comparison of the two forms of the Iowa Silent Reading Test given in Table XIX, indicates that about two-thirds of the pupils in Class B, and about one-half of the pupils of Class A, improved their median grade scores. However, there is a wide variance in the extent of the improvement of individual pupils. The table also shows that rather a large

number, almost one-half of the pupils in Class A, and about one-third of the pupils in Class B, either made no improvement, or lowered their median grade scores.

TABLE XIX

DIFFERENCE IN MEDIAN GRADE SCORES OF AM FORM OVER THE BM
FORM OF THE IOWA SILENT READING TEST

Class A		Class B	
Pupils	Differences in Grades and Months	Pupils	Differences in Grades and Months
A7	2.1	B1	3.2
A4	1.11	B7	2.10
A6	1.10	B9	2.9
A16	1.6	B3	2.6
A11	1.4	B24	1.11
A1	1.2	B5	1.7
A17	1.1	B2	1.3
A9	0.11	B10	1.2
A24	0.8	B13	1.1
A15	0.8	B6	1.0
A22	0.7	B14	0.9
A19	0.5	B8	0.8
A21	0.4	B20	0.6
A18	0.2	B17	0.5
A2	0	B19	0.5
A10	0	B15	0.4
A13	0	B12	0.3
A25	-0.1	B21	0.3
A8	-0.2	B23	0.2
A14	-0.3	B16	0
A12	-0.4	B25	0
A27	-0.7	B27	0
A5	-0.10	B4	-0.1
A23	-1.0	B26	-0.8
A20	-1.1	B11	-1.1
A26	-1.8	B22	-1.1
A3	-2.7	B18	-1.6
Average Improvement 2.6 months		Average Improvement 8.3 months	

Some Causes of Failure

An improvement in reading ability, ranging from several months to about one year, would appear to be a normal result over a period of eight months, or approximately one year, of training. The unchanged, or lowered scores, and the above-average improvement scores, shown by the retest results, call for some explanation. This is not readily available for each individual case. However, there are a few factors that may be responsible for these deviating from the general improvement, such as low intelligence, poor attitude toward school work, careless work habits, poor home conditions, etc. However this did not seem to be so for all cases.

The pupils with unchanged or lowered reading scores were not all pupils with low ability, or poor attitude toward their work, and careless reading habits. Tables XIV and XV show that in Class A, eight of these pupils, A2, A3, A8, A10, A13, A14, A20, and A26, were pupils with I.Q.'s over 100, some well over 100¹. Six of the thirteen pupils with unchanged or lowered scores, A2, A5, A8, A12, A13, and A23, were careful workers in all class subjects.

In Class B, five pupils out of the eight, B11, B16, B18, B22, and B26, whose scores were unchanged or lowered, had I.Q.'s over 100.² Of these eight pupils, three were careful workers in all school subjects.

¹A2 had an I.Q. of 118, and A20 had an I.Q. of 120.

²B11 had an I.Q. of 116, B18-125, B22-113, B26-111.

Of the thirteen pupils in Class A who either lowered their median reading scores or whose scores were unchanged on the retest, four pupils, A14, A20, A26, and A27, did extremely poor classwork in all subjects throughout the year; two of these pupils were careless and not interested, the other two were also careless, but had low I.Q.'s as well, and non-English backgrounds. One pupil, A3, had a very high reading score on the initial test, but had a poor attitude toward his work. He knew he could get by with little work.

In Class B, of the eight pupils who either scored lower on the second than on the first test, or who had unchanged scores, one pupil, B4, was extremely interested in reading but not very stable in her work. Two pupils, B25, and B26, were very careless workers with low achievement in classwork; one of these did little reading. The fifth, Pupil B27, had a low I.Q. of 69.

Of those whose scores were raised from one year, eleven months, to over three years and two months, three pupils, A4, B3, and B24, were new Canadians whose English had improved rapidly during their year in grade seven. One pupil, B9, started out with a low reading score but worked very hard at improving her reading, and took a great interest in books. Another, A7, was an average student with good work habits. One, B7, was an older boy with a low I.Q. who did not enjoy reading but took his class work seriously. The last of the seven, B1, began with an above-average score, and had a high I.Q.

Discussion of Probable Error in Findings

It was not the writer's privilege to work a second year with the pupils of this study. The results of the retest, the AM form of the Iowa Silent Reading Test, show clearly that much remains to be done for a large number of these pupils. The study has proved, however, that although much may still be wanting, many pupils can, and do, improve their reading ability in the period of one year with the aid of special teaching of the required reading skills. In spite of the fact that twenty-one pupils out of the fifty-four either had a lower median score on the retest, the AM form, than on the first test, the BM form, or had the same score on both tests, these pupils made improvements on some of the subtests.

It would be wrong to base the entire findings of the study on the results of the second Iowa Reading Test, administered in June, eight months after the initial test, as these results need not necessarily be the only criterion of success or failure. It has already been mentioned in Chapter II that Durrell¹ said, "a teaching plan is by nature an experiment. Its success may be judged not only by its efficiency to improve reading abilities, but also by its power to establish the desire for reading." Table XIII in Chapter V, which indicates the number of books read by the children of this study, shows clearly that the majority of pupils read a large number of books. With a few exceptions these children became genuinely interested in reading and not only found library

¹Donald D. Durrell. op cit., p.4.

library periods enjoyable, but they were eager to take home books to read. This interest may have been stimulated by the reading program rather than by home influence or training, as the cultural background of most of the pupils was not such as to arouse an interest in reading. The number of books read by the pupils during the second and third term showed an increase over the number read in the first term in almost every case.

In comparing the results of the second test, the AM form, with the first test, the BM form, median scores are compared. Frequently a comparison of these median scores is not a true indication as to whether a pupil has failed or succeeded in improving his reading ability, for although there may be little difference in the median scores, there are improvements on some of the subtests.

The most puzzling part of this study is the lowered scores of some of the pupils on the second test. It would not have been surprising had some pupils not shown improvement. As already mentioned, there are factors that might offer an explanation for lack of improvement, such as low ability, poor attitude, lack of interest, and learning plateaus. Some pupils have reached a certain level and although they work well, and are interested, they seem to make no progress, having reached a plateau in their learning.

It would be understandable, then, to find some pupils who had not made any progress, but it is scarcely probable that pupils lower their reading skills or ability over such a short period of time. Yet many pupils lowered their grade

scores on some of the subtests. This is not to say that the tests used are unreliable, but it must be kept in mind that the Iowa Reading Test, like all other tests, has its limitations. Lindquist warns in effect:

If the student of statistics in education and psychology is to develop a sound statistical judgment, it is essential that he acquire a thorough appreciation of the limitations of the original data with which he will have to work. It is extremely important that he recognize how seriously mental traits (the term traits here broadly defined to include skills, abilities, aptitudes, attitudes, and educational achievements) are characterized by ambiguity and error, and how inadequately we are able to control these errors or to describe their nature and magnitude by means of available statistical and research techniques.¹

There is an element of chance in all short-type answer tests, such as the Iowa Silent Reading Test, even though pupils are advised not to guess. Guessing, or chance correct responses may result in a higher score than the pupil's ability warrants. Should a second score not contain as many chance correct responses it would be correspondingly lower.

The pupil's performance on the test may also be affected by tiredness, lack of sleep, or poor nutrition. Some of the children of this study often stayed up until late at night; others had no alarm clocks, and consequently they slept late often resulting in their missing breakfast. Some children made their own breakfast because their mothers were away at work and prepared something easy or handy rather than nourishing. Trouble in the home might affect perform-

¹E.F. Lindquist, A First Course in Statistics.
Boston: Houghton Mifflin Co., 1938. p. 189.

ance. Some parents did not get along well, or the father drank and was quarrelsome, or other members of the family were delinquent. All these conditions were known to exist in the homes of some of the children of this study. There are other factors not necessarily connected with the home that may affect performance such as: extreme carelessness, a poor attitude toward school work, lack of cooperation, lack of interest, low intelligence, over-anxiety to do well, greater care in doing the test items which slowed up the work so that part of the test was not completed within the time allotted. It is difficult to know exactly whether the performance of certain pupils was affected by one or more of these particular causes. However, on the strength of evidence available to the writer Table XX has been set up indicating probable causes for lowered scores of the pupils of this study.

This table can not begin to indicate causes for lowered scores of all pupils on the subtests of the second test, but is used for those pupils only whose median scores were either lowered or remained the same. However, it is presumed that, apart from subtests such as reading rate which may be lower on the second test for pupils who have learned that careful reading with thorough comprehension is better than fast reading with little comprehension, the causes for lowered scores of the other pupils on some of the subtests are much the same as for those pupils indicated by the table.

TABLE XX

PROBABLE CAUSES FOR LOWERED SCORES OF PUPILS

Causes	Pupils
Carelessness	A3, A14, A20, A26, B26
Poor attitude	A3, A14, A20, B26
Lack of interest	A14, A20, A26
Immaturity	B25
Low intelligence	B25, B27
Slow reading	B23, B25
Lack of power of concentration	B25
Insufficient sleep	A3, B22
Broken home	B22
Trouble between parents	A13
Other negative home influences	A2, A10, A13, B22
Learning plateau	A2
Over-anxiety	A5, A12
Over-confidence	A8
Greater care -slowed up work	A5, A13, A23

The case studies reported in the appendix of some of the pupils whose grade scores on the Iowa Reading retest were lower or unchanged explain in greater detail probable causes for failure to raise their scores. Some case studies are included of pupils who made an above-average improvement.

Perhaps further evidence that the pupils of this study have benefited more by the reading program than the second Iowa Reading Test scores indicate, is a comparison of the number of satisfactory average term marks on the year's work in grade seven with the number of grade scores over 7.0. The grade score of 7.0 is used because, as has been mentioned in Chapter II, studies have shown that a grade score of 7.0, or over, in reading, is necessary for pupils to engage successfully in the work of the junior

high grades. "It marks the minimal attainments in reading essential for satisfactory scholastic progress during the junior high school period."¹ In Class A, fifteen out of the twenty-seven pupils had a median reading grade score of 7.0, or over, on the Iowa Reading Test, while twenty-two pupils out of the twenty-seven had a satisfactory average mark of 60 or over on the year's work in grade seven. In Class B, seventeen out of the twenty-seven pupils had a median reading grade score of 7.0, or over, and twenty-one pupils had average marks of 60 or over on the year's grade seven work.

In conclusion, the study has convinced the writer that much more needs to be done than the preparation of a reading program, including testing for diagnostic purposes, analysing each child's reading habits, teaching, and remedial work. Much has to be learned about the individual pupil other than can be gained by reading tests and observation. Pupils with the same reading weaknesses may have different reading tastes, different backgrounds, different dispositions. Certain methods of teaching may be successful with some pupils but may fail with others. However, an exact measurement of success or failure is not possible in the case of individual pupils. Pupils who seem to have made no progress may have benefited in ways that are not readily apparent.

¹Bess Goodykoontz, The Thirty-Sixth Yearbook. p. 110.

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APPENDIX

Case Studies of Pupils Whose Scores Were Lower or Unchanged on the Iowa Reading Retest

CASE 4 - PUPIL A2

C.A. - September 1950 - 12.6

I.Q. - California Mental Maturity Test,

administered in 1945 - 88

Dominion Capacity Test, administered in 1950 - 118

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 9.8
AM form administered in June 1951 - 9.8

Buckingham Ayres Spelling Test Grade Score in 1950 - 9.2

General average on the year's work in grade seven - 70

Attendance and time spent in grade:

Grade 1 - 270 $\frac{1}{2}$ days
Grade 2 - 186 $\frac{1}{2}$ days
Grade 3 - 194 days
Grade 4 - 187 $\frac{1}{2}$ days
Grade 5 - 201 days
Grade 6 - 173 days
Grade 7 - 186 days

General health - Pupil A2 was reported as underweight when he was in grade one, and again when he was in grade seven.

Pupil A2 seemed a normal boy, well-liked by his classmates. He was fond of sports. He worked well in class, was well-behaved, courteous, and clean and neat in appearance. He was one of the few boys who took part in the festival singing in a choir composed mostly of girls. He was quiet in manner, yet not shy.

His home life appeared normal, but a tragic accident, due to carelessness and unstable home conditions, occurred

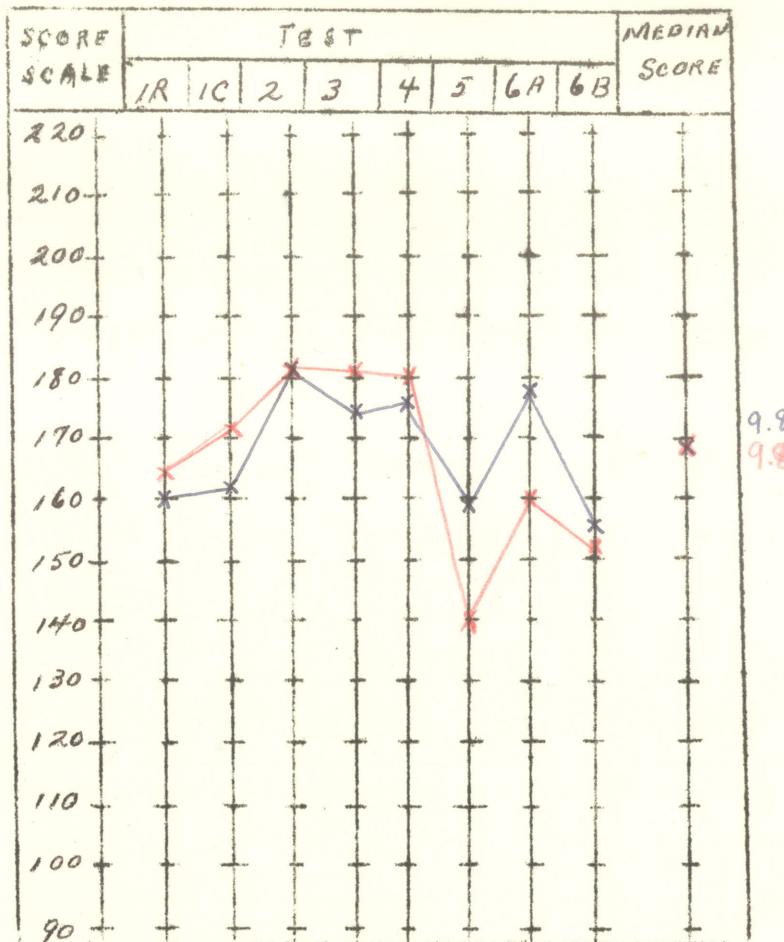
in the home of close relatives, requiring police investigation. Although this incident, which was widely broadcast by newspapers and radio, happened during the latter part of his year in grade seven, he did not show signs of being affected by it.

Reading grade scores obtained by Pupil A2 on the first fifteen units of the reading workbook fluctuated greatly from week to week, although there seemed no specific weakness in any particular reading skill involved in these tests. Scores ranged from grade five to grade ten.

His oral reading was fluent. He read fifteen supplementary books during his year in grade seven. In comparison with other members of the class this was low.

The reading profile chart shows considerable improvement on four of the first five subtests dealing mostly with comprehension, but a drop in the last three dealing with sentence meaning and with ability to find material in reference books. Since the work habits of this pupil were good, it seems reasonable to presume that this drop is due to causes other than carelessness.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A2



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 4 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 5 - PUPIL A3

C.A. - September 1950 - 14.4

I.Q. - California Mental Maturity Test,
Dominion Capacity Test, administered in 1948 - 114
administered in 1950 - 105

Iowa Silent Reading Grade Scores:

BM form administered in October 1950 - 11.9
AM form administered in June 1951 - 9.2

Buckingham Ayres Spelling Test Grade Score in 1950 - 10.1

General average on year's work in grade seven - 68

Attendance and time spent in grade:

Grade 1 - 194 $\frac{1}{2}$ days
Grade 2 - 105 $\frac{1}{2}$ days
Grade 3 - 174 days
Grade 4 - 100 $\frac{1}{2}$ days
Grade 5 - 167 $\frac{1}{2}$ days
Grade 6 - 156 $\frac{1}{2}$ days
Grade 7 - 165 days

General health - normal except for deafness in one ear. A3 often complained about pain and ringing in ear.

Pupil A3 was extremely interested in the results of the first Iowa Reading Test. He had read widely, and had a good vocabulary, but he was a careless worker and seemed to lose interest in the work on reading. He apparently was satisfied with his high initial score.

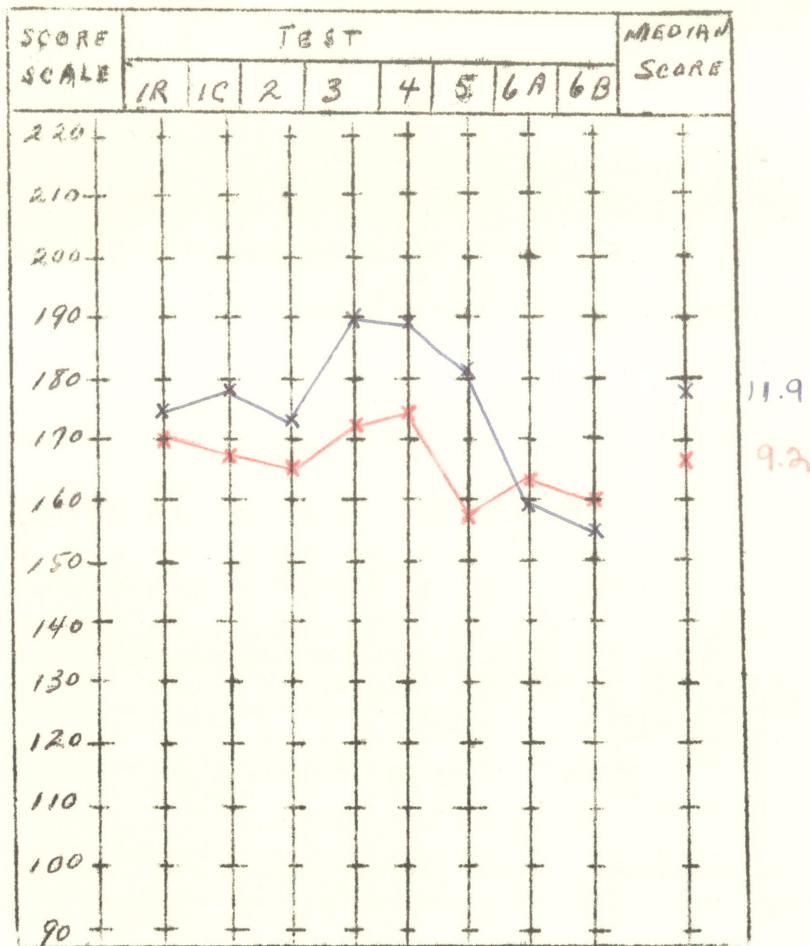
His attendance was erratic. Sometimes this was due to ear trouble, but his absence was frequently due to truancy. He often stayed up until late at night so he was not so alert at school as he might have been. Although his behaviour at school was fairly normal, he was sometimes blamed by the parents of other boys in the class for being a bad influence on these boys after school.

He was careless with his textbooks. He left them outside, or lost them temporarily from time to time. His attitude toward his school work was poor. The following incident is an example of this: He was absent during a term test so he asked to be allowed to write it the following day after four o'clock. A special paper was prepared for him, but after working on it a few minutes he left the paper on his desk and went out without explanation. He explained later that he wanted to watch a baseball game scheduled for that afternoon.

He was over-confident in his oral reading, yet hesitant. His reading workbook scores were never very low but they fluctuated greatly from unit to unit. He read thirty-seven supplementary books from the school and Public Library, but read many more books at home. He also read several magazines regularly.

His lowered score on the second Iowa Silent Reading Test may have been caused by the same careless attitude that characterized his other work.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A3



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 5 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 6 - PUPIL A5

C.A. - September 1950 - 13.8

I.Q.-California Mental Maturity Test,
administered in 1943 - 76
Stanford Binet Test, administered in 1945 - 87
Dominion Capacity Test, administered in 1950 - 96

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 9.0
AM form administered in June 1951 - 8.2

Buckingham Ayres Spelling Test Grade Score in 1950 - 8.1

General average on year's work in grade seven - 74

Attendance and time spent in grade:

Grade 1 - 354 days
Grade 2 - 191½ days
Grade 3 - 193½ days
Grade 4 - 187½ days
Grade 5 - 180 days
Grade 6 - 171½ days
Grade 7 - 193½ days

General health - normal except for being underweight when she was in grade seven.

A5 was a hard-working student showing interest in all school work. Her classwork was always done neatly and carefully. Her behaviour was excellent. She had a sunny disposition and was well-liked by her classmates. She was neat and clean in appearance. She took a normal interest in sports and other extra-school activities. She was always eager to be helpful with work done in the classroom such as keeping the library shelves tidy, watering plants, etc.

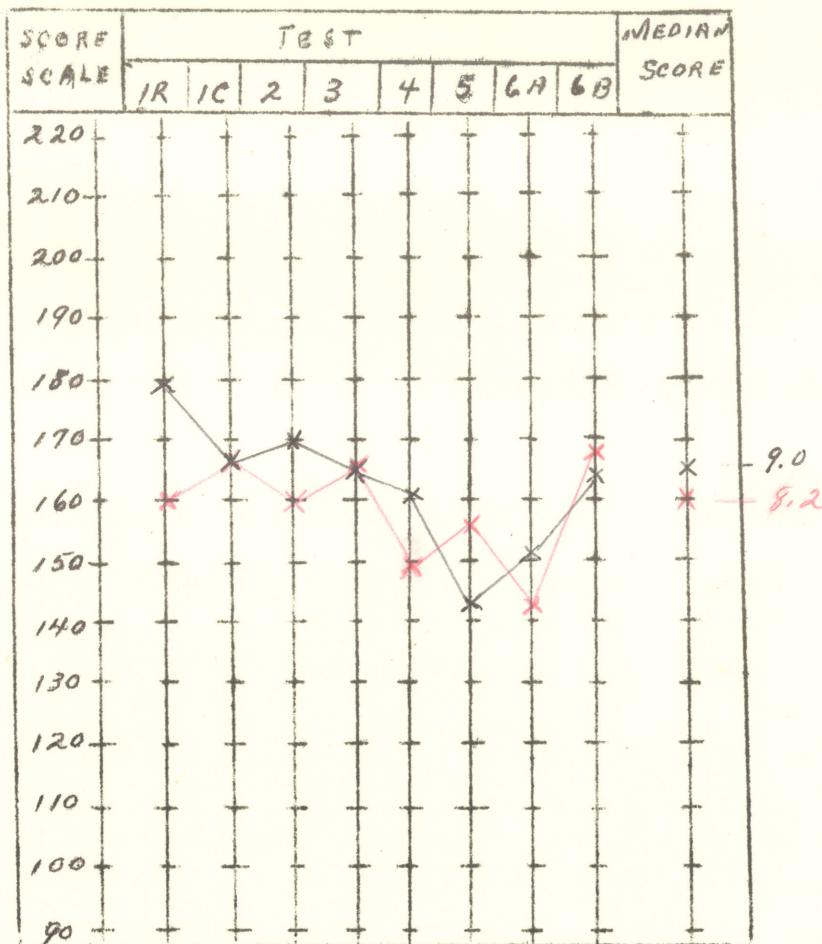
Her home life appeared normal. Both her parents are living. Her father worked, but her mother did not work.

A5 took a great interest in reading. She enjoyed girls' books and Movie magazines. She said she read several

hours each evening at home. During her year in grade seven she read forty-seven supplementary reading books. Her oral reading was good. Her silent reading rate was much above the normal for grade seven. Her eye movements were very rhythmic-al with about four stops across one line of print.

Her reading scores on the reading workbook units rose gradually from grade six to grade ten. It is difficult to understand why this pupil went down on the second form of the Iowa Reading Test, when all her other work showed a steady improvement. A possible reason may have been over-anxiety to do well causing her to become flustered.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A5



- 1R - - rate
- 1C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph meaning
- 5 - - sentence meaning
- 6A - - alphabetizing
- 6B - - use of the index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 6 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 7 - PUPIL A8

C.A. - September 1950 - 12.2

I.Q. - California Mental Maturity Test, administered in 1944 - 88
Dominion Capacity Test, administered in 1950 - 102

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 8.2
AM form administered in June 1951 - 8.0

Buckingham Ayres Spelling Test Grade Score in 1950 - 7.0

General average on year's work in grade seven - 70

Attendance and time spent in grade:

Grade 1	-	254 $\frac{1}{2}$	days
Grade 2	-	181	days
Grade 3	-	183	days
Grade 4	-	167 $\frac{1}{2}$	days
Grade 5	-	57	days
Grade 6	-	105	days
Grade 7	-	179	days

General health - normal

A8 seemed a very capable person who gave the impression she was too sure of herself. However, she got along well with her classmates and was always ready to take charge of any class activity. Her attitude toward school work was good. Although she tried to do all work neatly and well, her extreme self-confidence often led her to make errors in her work.

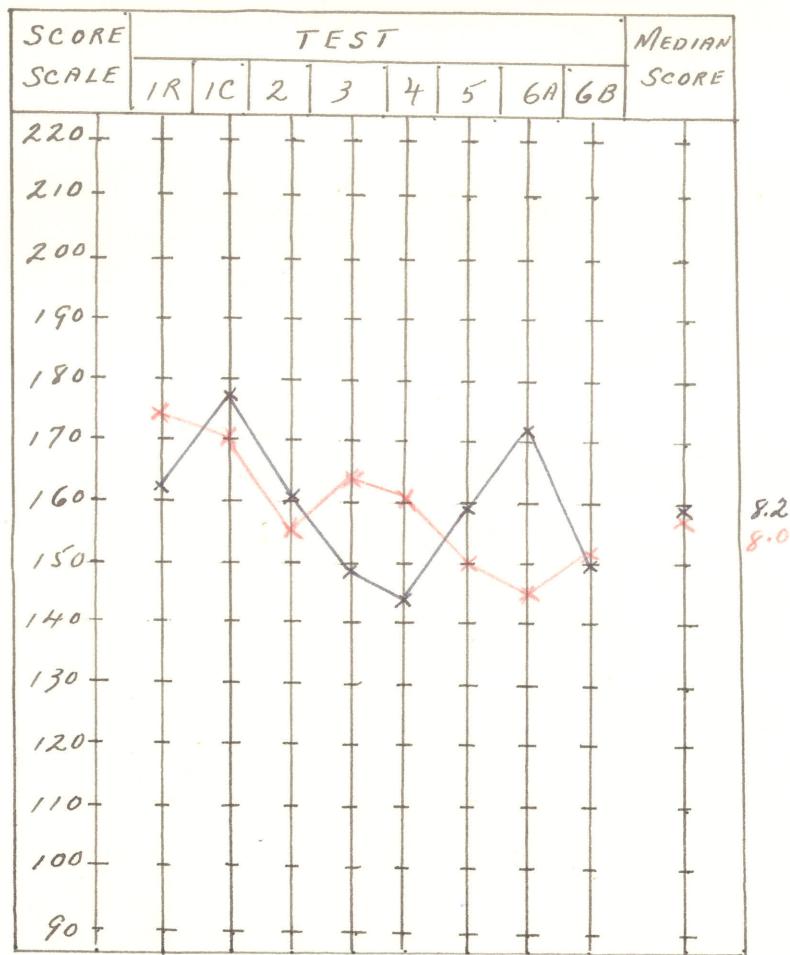
She is the oldest of a large family. Her family is poor, and her mother is not very strong. She often takes care of the family and is a great help to her mother. She had a paper route after school. She belongs to a Teen-Age Girls' Club and is a member of the Girl Guides.

Her work in the reading work book was good. There were some fluctuations, but her last scores were high. She

had some difficulty with the vocabulary exercises, but her word meaning scores on the Iowa Silent Reading Test improved from grade 6.7 to grade 8.3. She read fifteen supplementary reading books during the year.

The lowered scores on the subtests of this pupil's second reading test may be explained by over-confidence.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A8



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 7 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 8 - PUPIL A10

C.A. - September 1950 - 12.9

I.Q. - California Mental Maturity Test,
Dominion Capacity Test, administered in 1945 - 108
administered in 1950 - 107

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 7.7
AM form administered in June 1951 - 7.7

Buckingham Ayres Spelling Test Grade Score in 1950 - 10.1

General average on year's work in grade seven - 60

Attendance and time spent in grade:

Grade 1 - 355 days
Grade 2 - 177 $\frac{1}{2}$ days
Grade 3 - 172 $\frac{1}{2}$ days
Grade 4 - 173 days
Grade 5 - 180 days
Grade 6 - 160 $\frac{1}{2}$ days
Grade 7 - 175 $\frac{1}{2}$ days

General health - A10 suffers from a bronchial condition.

A10 was on quite friendly terms with his classmates but especially friendly with one member of the class, A26, who made himself objectional whenever he had an opportunity.

He did not care about his appearance. He habitually came to school with unwashed face and hands, and hair ~~not~~ combed. His clothes looked very untidy and were not clean.

His behaviour in class was fair. His work was untidy and often incomplete, although he worked fairly well in class.

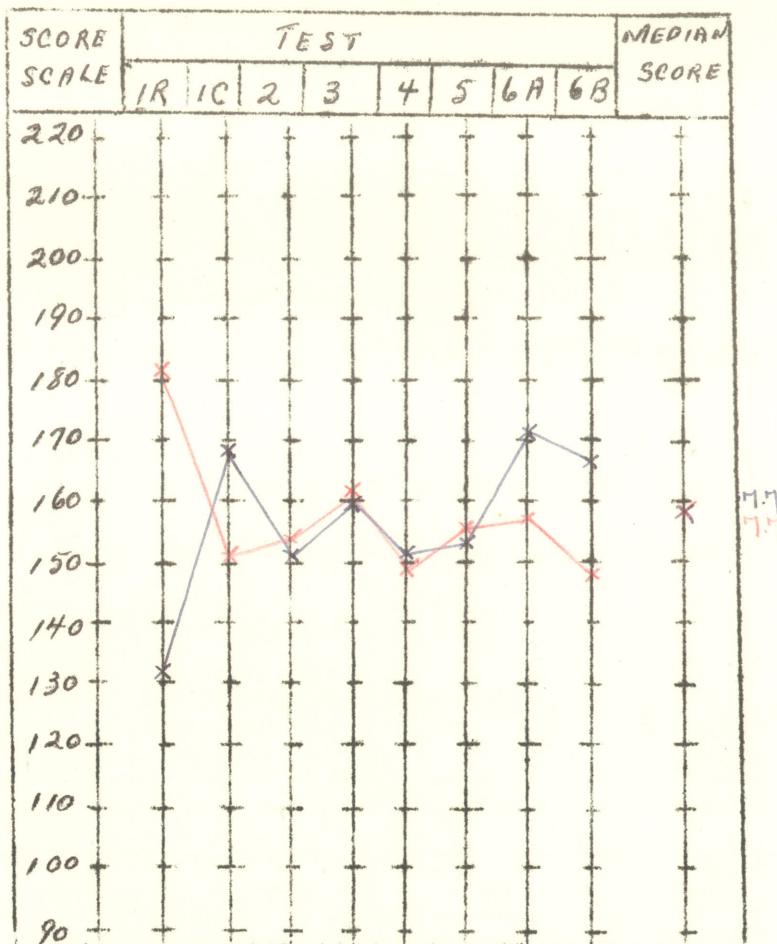
He comes from a large family which is very poor. His father is a good worker but his work is seasonal. His older brothers are delinquent. The parents are upset about this. The mother was a defensive person and did not make friends in their community when they first came here from another province.

There was little cultural background. The mother felt unhappy about everything. There was an improvement in her attitude when she realized she could find work to supplement their income.

AlO did not score high on the reading workbook units. Scores were irregular from week to week, changing from grade five to grade eight and back to grade five or six. His oral reading was hesitant. He seemed to read words instead of whole thoughts. He enjoyed reading, particularly mystery and animal stories. He read thirty-nine supplementary reading books during his year in grade seven.

Although AlO had a good I.Q. his class work during the year was not of the best. He probably took no great care to do well on the second reading test.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL ALO



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 8 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 9 - PUPIL A12

C.A. - September 1950 - 12.9

I.Q. - Dominion Capacity Test, administered in 1950 - 97

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 7.9
AM form administered in June 1950 - 7.5

Buckingham Ayres Spelling Test Grade Score in 1950 - 9.2

General average on year's work in grade seven - 74

Attendance and time spent in grade:

Grade 1 - 241 $\frac{1}{2}$ days
Grade 2 - 193 $\frac{1}{2}$ days
Grade 3 - 194 days
Grade 4 - 195 days
Grade 5 - 201 days
Grade 6 - 178 days
Grade 7 - 195 $\frac{1}{2}$ days

General health - good; slight for her age

A12 was a friendly girl who got along well with others. She was neat in appearance and careful about her school work. She took pride in keeping her notebooks neat and attractive. Her behaviour in class was excellent. She enjoyed her school work.

Both her father and her mother worked but A12 did not seem to suffer neglect because her mother worked. She belonged to a girls' club and to the Girl Guides.

Her work on the reading workbook units was excellent. Her scores on the first two units began with grades six and seven, then went up to grades ten to twelve on each unit.

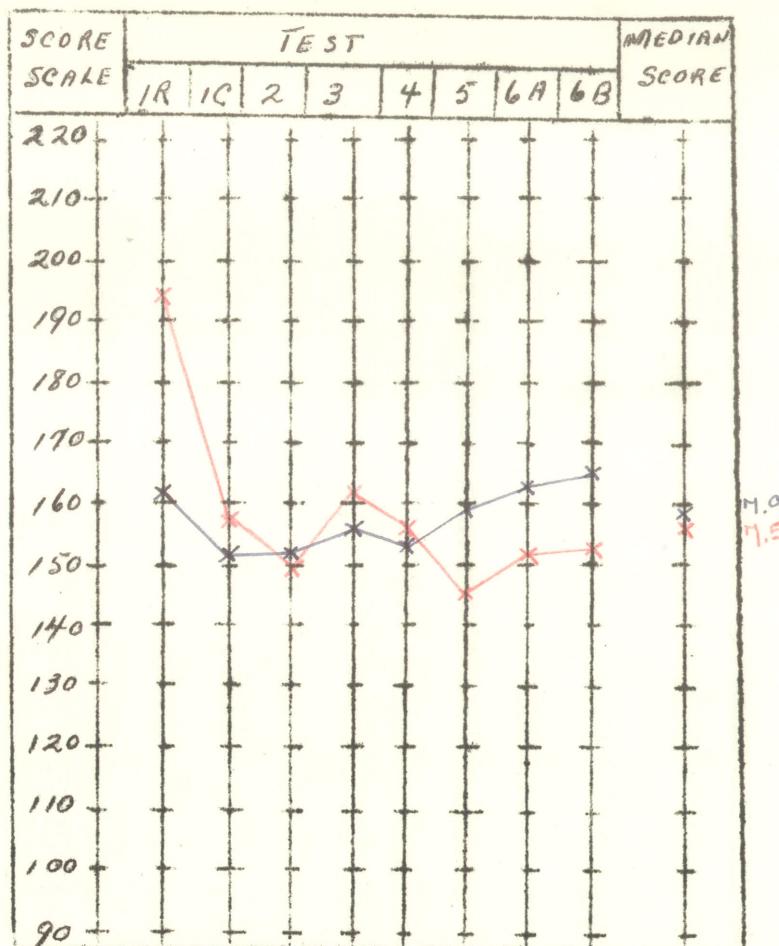
Her silent reading rate was high and although her oral reading seemed normal she had a tendency to put in extra small words. Her eye movements were quite regular, about four

steps per line of print, but there were a few regressions.

Her reading interests centred on detective, mystery, and adventure stories, and books about famous people. During her year in grade seven she read fifty-one supplementary reading books.

It is difficult to find an explanation for the lowered scores on some of the subtests of the secend reading test of this pupil except perhaps lack of concentration due to tiredness near the end of the test.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A12



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 9 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 10 - PUPIL A13

C.A. - September 1950 - 13.0

I. Q. - Dominion Capacity Test, administered in 1950 - 103

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 7.3

AM form administered in June 1951 - 7.3

Buckingham Ayres Spelling Test Grade Score in 1950 - 10.1

General average on year's work in grade seven - 76

Attendance and time spent in grade:

A13 entered the Winnipeg Schools in December 1946. There was no record of attendance in the first three grades.

Grade 4 - 361 $\frac{1}{2}$ days

Grade 5 - 181 days

Grade 6 - 168 $\frac{1}{2}$ days

Grade 7 - 189 $\frac{1}{2}$ days

General health - A13 wore glasses. Her right eye was permanently amblyopic but her other eye was normal. She was very short and somewhat stout. Otherwise her health was normal.

She did not make friends easily and was very shy.

She was careful with all her schoolwork, and was a neat writer.

She was a very well-behaved child; in fact, because of her extreme reserve she never made an attempt to talk to a classmate during classtime, and seldom before and after classes.

Her home life had been very upset. Her father drank and often made home unbearable for her mother. Sometimes the mother was driven out of the home by the father when he returned home after drinking. The mother has had to take her two children and live away from the father several times.

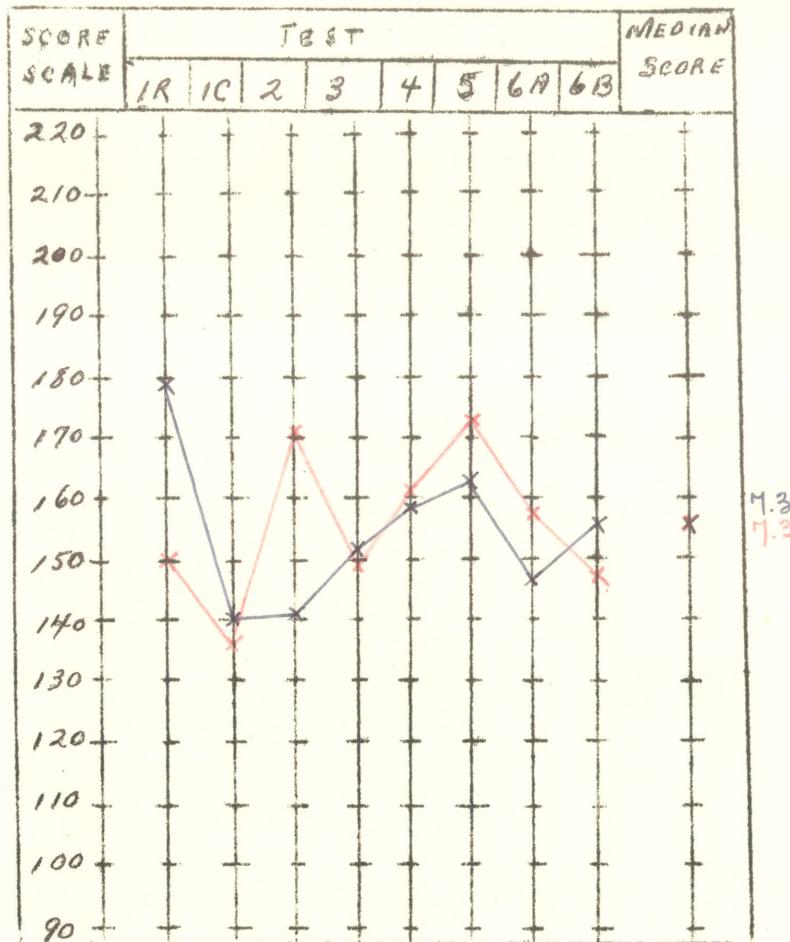
A13's reading workbook scores were always around grades seven, eight, or nine. Her oral reading was fair, and

her silent reading rate somewhat above normal for grade seven. Her eye movements were rhythmical with from three to five stops across a line of print.

A13 enjoyed reading but she did not read very widely. Her favorite books were animal stories. She read twenty-two supplementary reading books while she was in grade seven.

Although this pupil's median grade score on the second reading test does not show improvement over the first test, a glance at the reading profile chart will show there is significant improvement on some of the subtests.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A13



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 10 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 11 - PUPIL A14

C.A. - September 1950 - 13.3

I.Q. - Stanford Binet, administered in 1949 - 116
Dominion Capacity Test, administered in 1950 - 101

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 7.5
AM form administered in June 1951 - 7.2

Buckingham Ayres Spelling Test Grade Score in 1950 - 8.1

General average on year's work in grade seven - 58

Attendance and time spent in grade:

Grade 1 - 367 days
Grade 2 - 186 days
Grade 3 - 144½ days
Grade 4 - 176 days
Grade 5 - 152½ days
Grade 6 - 156½ days
Grade 7 - 173½ days

General health - good

A14 had a few friends among his classmates, but only those pupils who, like himself, were poor students and behaviour problems.

He was as careless about his appearance as he was about his school work. Although he came to school tidy and clean, in a short time he looked grimy and untidy, ink spots and pencil smudges on his clothing, face and hands.

During his year in grade seven Pupil A14 did slovenly work. He was unreliable. His marks on school subjects were low fifties on the first set of term tests. These were raised to low sixties on the second set of term tests, and they went down again to fifties on the third set of term tests. He did not concentrate on his work and sought attention from other members of the class during class time. A year and a half be-

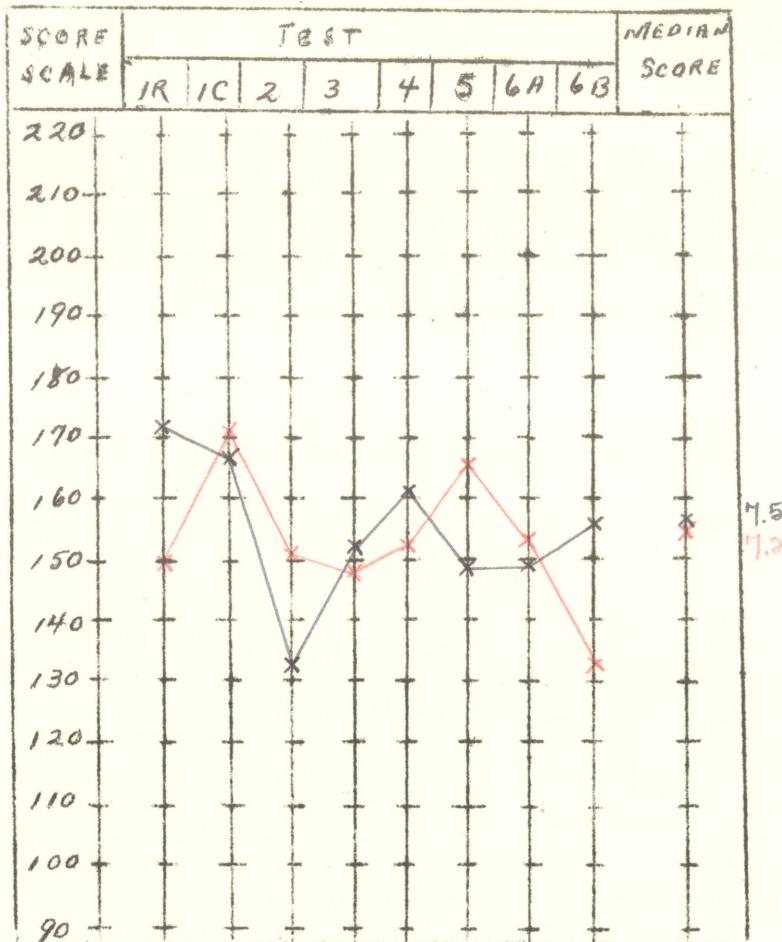
fore he came into grade seven his teacher reported that he was not working up to his capacity, that he daydreamed in school, was high-strung and nervous, sought attention, and did not concentrate on his work. The quality of his work was unpredictable. It was also reported that he loved to read and was an excellent reader. His favorite subject was art. At the time he seemed rather defensive about his mother working.

Both his father and mother were working. His mother covered up for him and found excuses for his misconduct.

His workbook scores were low for the most part. Scores varied a little. Most scores were grade five, slightly above or below five, and an occasional grade eight score. His weaknesses seemed to be word meaning, and outlining. His eye movements were quite rhythmical, but he made from four to six stops per line of print. He read hesitantly orally, but he enjoyed free reading. He read fifty-six books during his year in grade seven.

He enjoyed art work but even here he had a tendency to show carelessness. Since he showed more interest in art than in any other school subject, special arrangements were made for him to attend art classes. These classes were held on Saturday mornings for boys and girls with artistic ability. He seemed pleased with the arrangement but did not attend any of the classes. This, as well as his attitude toward all other school work, showed his unwillingness to exert himself in any way.

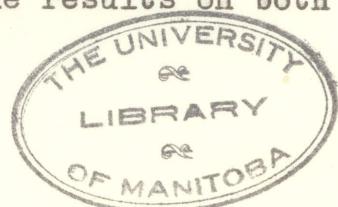
IOWA SILENT READING TEST PROFILE CHART OF PUPIL A14



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 11 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test



CASE 12 - PUPIL A20

C.A. - September 1950 - 12.1

I.Q. - Dominion Capacity Test, administered in 1950 - 120

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 7.6
AM form administered in June 1951 - 6.5

General average on year's work in grade seven - 66

Attendance and time spent in each grade:

Grade 1 - 170½ days
Grade 2 - 188½ days
Grade 3 - 177 days
Grade 4 - 154 days
Grade 5 - 186 days
Grade 6 - 141½ days
Grade 7 - 161½ days

Low attendance in grades six and seven is due to this pupil's absence from Winnipeg for five months including July and August.

General health - A20's health was good but his mother believed he was very nervous. He fidgeted a good deal while studying or reading.

He was a friendly boy but he had a tendency to choose his friends from among those who behaved poorly both in and out of school. He was neat and clean in appearance.

He was too easily distracted from his work and did not work according to his ability. His I.Q. of 120 on the Dominion Capacity Test was the highest in his class, yet his class average of 66 in achievement was three places below the median for his class. He wasted time, did very careless and untidy work, and took no real interest in school work.

His home life appeared normal. His mother was not young. She seemed to expect that his nervousness should make

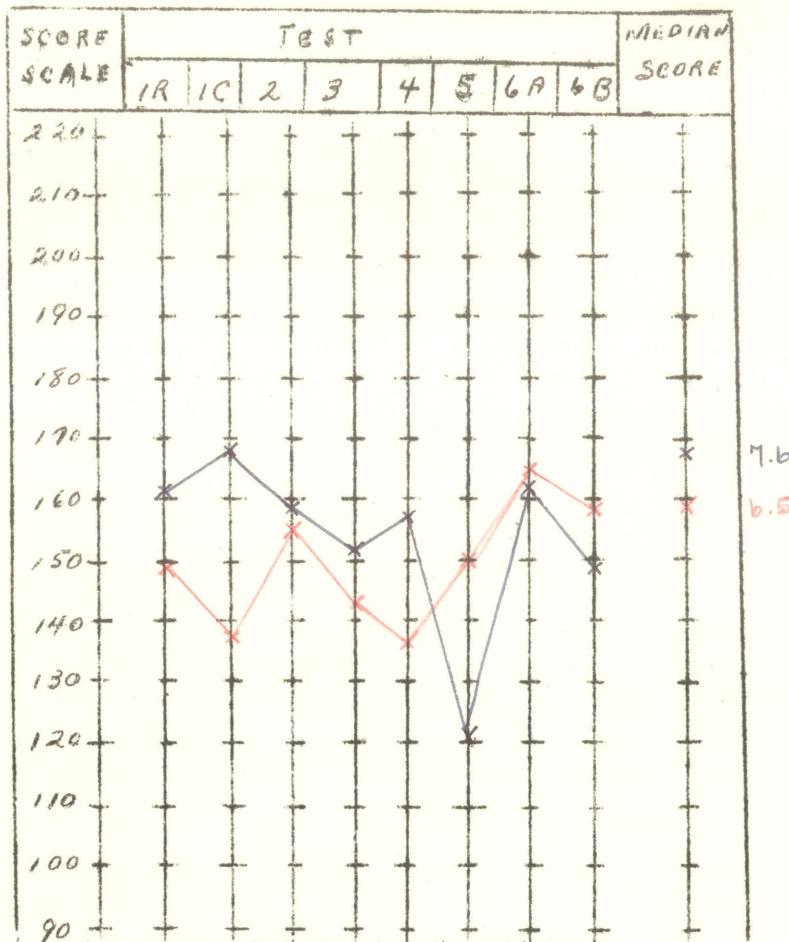
allowances for unsatisfactory behaviour and achievement.

His reading scores on the reading workbook did not indicate any reading weaknesses. Scores averaged grade seven or eight on all units. His silent reading rate as recorded early in the year on a teacher-made test, was slightly below the normal for grade seven.

A comparison of the grade scores on the subtests of both forms of the Iowa Silent Reading Test indicate extreme carelessness on the second test. An example of carelessness is a drop on the second subtest, comprehension, of the first test, the BM form, from over grade 11.1 to grade 4.9 on the second test, the AM form.

His oral reading was fair, and his eye-span quite normal. He made four steps per line and had very rhythmical and regular eye movements. He enjoyed reading and read thirty-two supplementary books while in grade seven. Although he listed his favorite type of books as detective, mystery, and adventure, he named three animal stories as favorite books read during the year.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A20



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 12 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 13 - PUPIL A23

C.A. - September 1950 - 14.3

I.Q. - Dominion Capacity Group Test, administered in 1950 - 94

Iowa Silent Reading Test Grade Scores:

BM form, administered in October 1950 - 7.2
AM form, administered in June 1951 - 6.2

Buckingham Ayres Spelling Test Grade Score, September 1950 - 7.0

General average on the year's work in grade seven - 73

Attendance and time spent in grade:

Pupil A23 came to the Winnipeg Schools in 1947.

Grade 4 - 186½ days
Grade 5 - 190 days
Grade 6 - 169½ days
Grade 7 - 186 days

General health - normal. Her medical card recorded that she suffered from headaches in 1948, but that they were not caused by eyestrain.

A23 was a well-liked girl, neat in appearance, and a careful worker. Her attitude towards school work was good. She enjoyed reading, particularly girls' books. During the year she read twenty-two supplementary books.

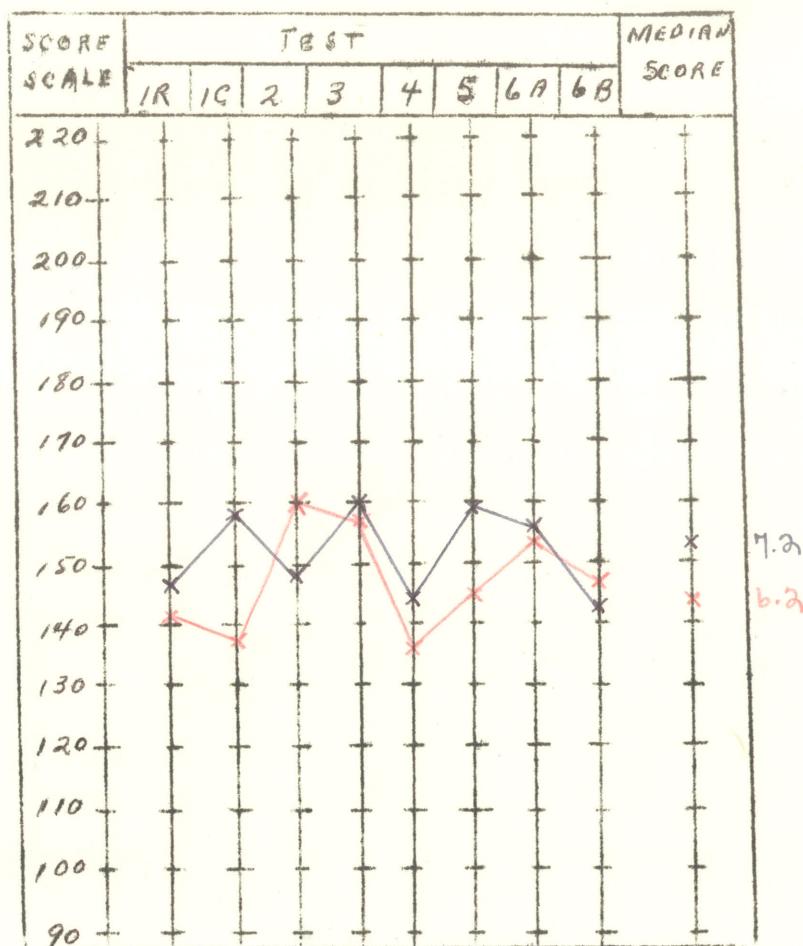
Her reading workbook scores improved gradually. They were high for the last part of the work. When reading she held her book too close to her eyes. She said it hurt her eyes to read when she held her book at the correct distance from her eyes. Her eyes were tested near the end of the term and glasses prescribed.

Her reading rate was much below normal. Upon observing her eye movements it was found she made six to seven stops,

and sometimes more, per line of print, with some regressions.

There seemed no reason why her last score on the Iowa Silent Reading Test should be lowered except for slow reading. It may be that she had become more aware of the importance of reading, and in reading test items more carefully she worked more slowly than she did on the first test, thus not finishing all the items on each test.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A23



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 13 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 14 - PUPIL A26

C.A. - September 1950 - 12.6

I.Q. - Stanford Binet, administered in 1946	-	102
Dominion Capacity Test, administered November 1950	-	103
Dominion Capacity Test, administered in 1951	-	101

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 7.2
AM form administered in June 1951 - 5.6

Buckingham Ayres Spelling Test Grade Score in 1950 - 8.6

General average on year's work in grade seven - 53

Attendance and time spent in grade:

Grade 1 - 294 days
Grade 2 - 160 $\frac{1}{2}$ days
Grade 3 - 188 $\frac{1}{2}$ days
Grade 4 - 189 days
Grade 5 - 189 days
Grade 6 - 155 days
Grade 7 - 182 $\frac{1}{2}$ days

A26 was passed from grade six to grade seven conditionally, and at the end of that year he was not promoted to grade eight.

General health - A26 had rheumatic fever and attended a cardiac clinic during his second year at school. He received sulpha treatment for some time and had a heart murmur until 1948, his fifth year at school. His medical report in 1951 showed him to be normal, including his heart.

A26 has been a problem in the classroom from the time he started school in grade one. He roamed about the classroom at will, and was a nuisance on the playground. His teachers believed him to be spoiled at home.

A26 was about three years old when his mother died. He was the youngest of seven children, and although he was a difficult child both at home and at school, he was the most adjusted member of the family. His stepmother is to be credited

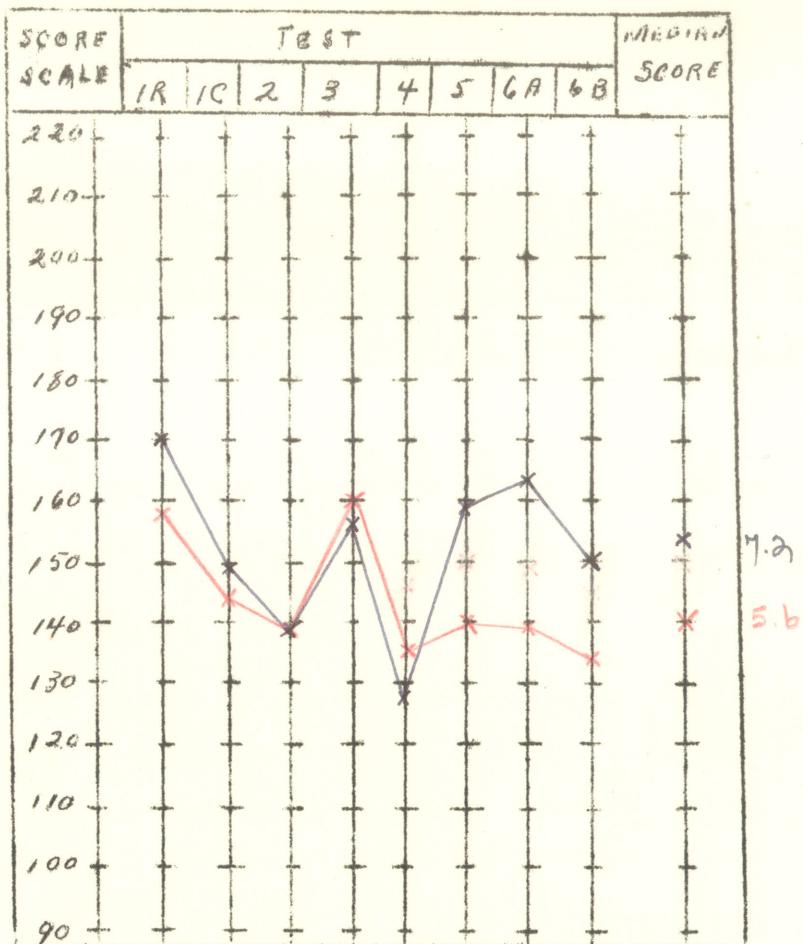
for this. She has done her best to bring him up to be a normal youngster. His stepmother was a diabetic, and was a nervous woman who became easily upset by the behaviour of A26. His father was an excitable and domineering man who was accustomed to use force to make his children conform. He worked for the city in the engineering department. The family has resided in the same place for the last ten years, which is outstanding for people in their district.

Pupil A26 did very careless work, or neglected his work altogether during his year in grade seven. He was restless and wandered around the classroom using as an excuse a search for books, pen, pencil, etc. He would not conform to school rules.

He enjoyed reading the first part of the year. He had read thirty library books by Christmas of his year in grade seven. After Christmas he read spasmodically. He did not keep a book long enough to become interested. The books he did read he did not bother recording.

An analysis of this pupil's reading profile graph shows the greatest drop on the last three subtests. This is characteristic of all his work. He loses interest and consequently adopts a careless attitude.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A26



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 14 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 15 - PUPIL B22

C.A. - September 1950 - 12.2

I.Q. - Dominion Capacity Test, administered in 1950 - 113

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 7.5
AM form administered in June 1951 - 6.4

General average on year's work in grade seven - 72

Attendance and time spent in grade:

Grade 1 - 269 days
Grade 2 - 211½ days
Grade 3 - 124 days
Grade 4 - 129 days
Grade 5 - 194 days
Grade 6 - 165 days
Grade 7 - 186 days

General health - normal

B22 was a quiet girl who sometimes appeared to be moody. Her school behaviour was good. Her attitude towards her school work was very good. She did careful work.

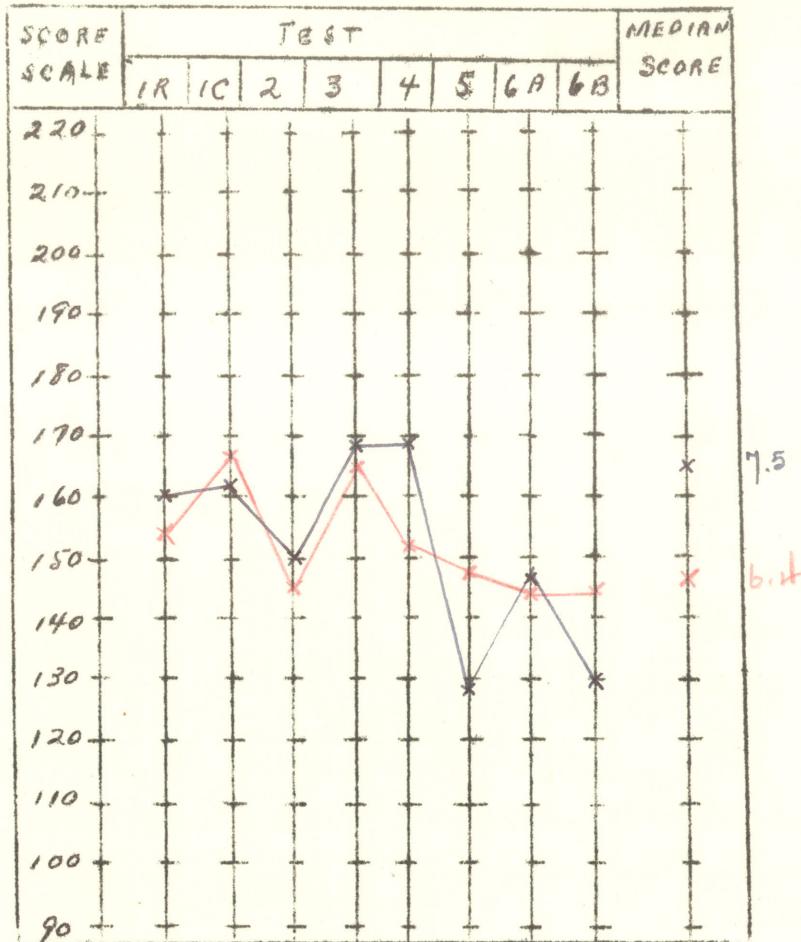
Her father and mother obtained a divorce recently. B22 showed little indication of a disrupted home except for poor attendance. Her young brother, the youngest of the three children, was seriously disturbed, and showed signs of becoming delinquent. Often B22 or her brother, also a quiet youngster, were embarrassed by some of their youngest brother's escapades. The family moved six times in seven years, most of the moves to very poor addresses. During B22's year in grade seven they lived in a rooming house with poor supervision.

Her work on the reading workbook units was poor. Except for the last few units, scores were mostly below grade seven.

Her weak points were following directions and word meaning. She read slowly and worked very slowly on the workbook exercises at the beginning of the year's work. Her oral reading was fair.

She did very little supplementary reading, ten books in all during the year in grade seven. She reported that she read at home "once in a while".

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B22



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 15 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 16 - PUPIL B25

C.A. - September 1950 - 13.6

I.Q. - California Mental Maturity Test,
administered in 1945 - 87
Dominion Capacity Test, administered in 1950 - 94

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 5.7
AM form administered in June 1951 - 5.7

General average on year's work in grade seven - 53

Attendance and time spent in grade:

Grade 1 - 484 days
Grade 2 - 186 days
Grade 3 - 76 days
Grade 4 - 190 days
Grade 5 - 199 days
Grade 6 - 171½ days
Grade 7 - 193 days

General health - normal

B25 wore glasses. He broke them before he came into grade seven, but he did not get others. After some time in grade seven the writer noticed poor reading habits. He avoided reading during library periods and when he read he moved his head instead of his eyes. He seemed nervous, fussed with his hands and his hair, and held his book too close to his eyes. It was then discovered he should be wearing glasses. Even after getting glasses he avoided reading.

He did not enjoy books normally read by boys in his class. He said he did not understand them. He was given books with a simpler vocabulary, but he did not try to become interested in them. His eye movements were irregular. He made seven stops and several regressions per line of print on easy reading material.

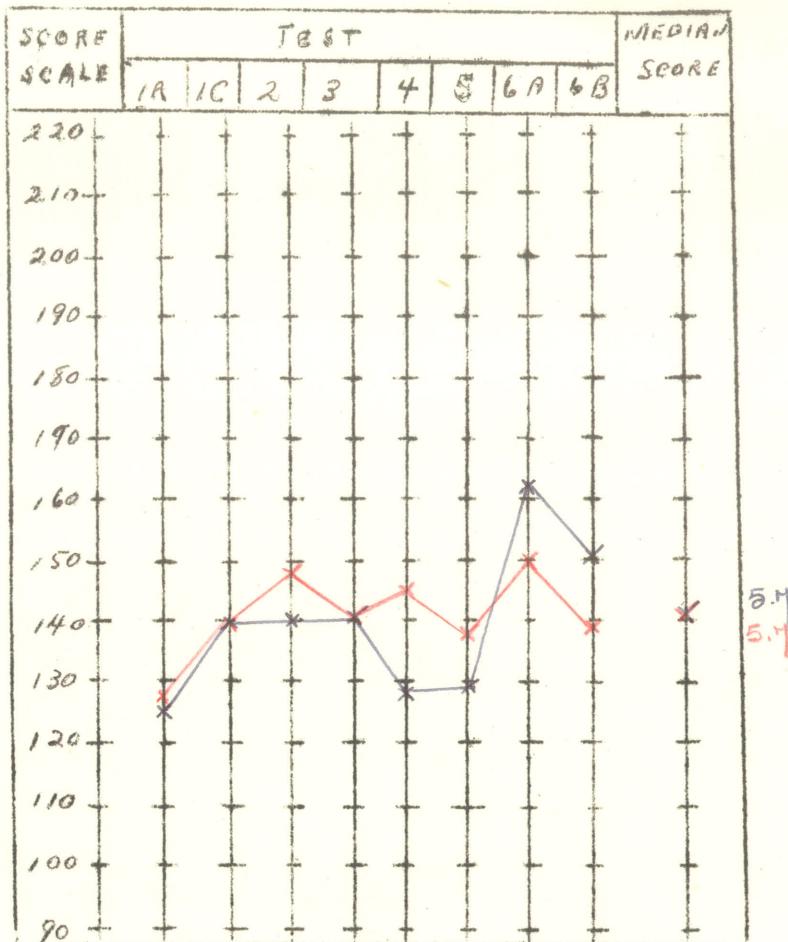
He quarreled easily with his classmates, particularly because he annoyed them by taking books or other equipment from their desks, or playing with gadgets he had brought to school. He was careless about his appearance and extremely careless and untidy in his schoolwork.

Although he was a troublesome boy in the classroom his misbehaviour was mischievous in nature rather than malicious. His attitude towards his schoolwork was entirely lacking in seriousness.

His reading workbook scores were below normal, ranging from grade five to six, and occasionally a grade seven score. He required more time than other pupils to do each unit. His reading rate was extremely low. A language other than English was spoken in the home. He did show improvement on four of the eight subtests of the AM form of the Iowa Silent Reading re-test, but the writer was not surprised that there was no significant improvement. This was characteristic of all his class work throughout the year.

He read seven supplementary books during the year - a great achievement.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B25



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 16 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 17 - PUPIL B26

C.A. - September 1950 - 12.0

I.Q. - Stanford Binet, administered in 1948 - 95
Dominion Capacity Test, administered in 1950 - 111

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 6.2
AM form administered in June 1951 - 5.6

General average on year's work in grade seven - 49

Attendance and time spent in grade:

Grade 1 - 190 days
Grade 2 - 170½ days
Grade 3 - 189 days
Grade 4 - 186½ days
Grade 5 - 198 days
Grade 6 - 172 days
Grade 7 - 194 days

He had to repeat grade seven the following year.

General health - normal

B26 seemed to get along well with his classmates.

His class behaviour was not of the best. His attitude towards his work was poor. His assignments were seldom complete, and often not done at all. His notebooks were untidy and his written work was carelessly done.

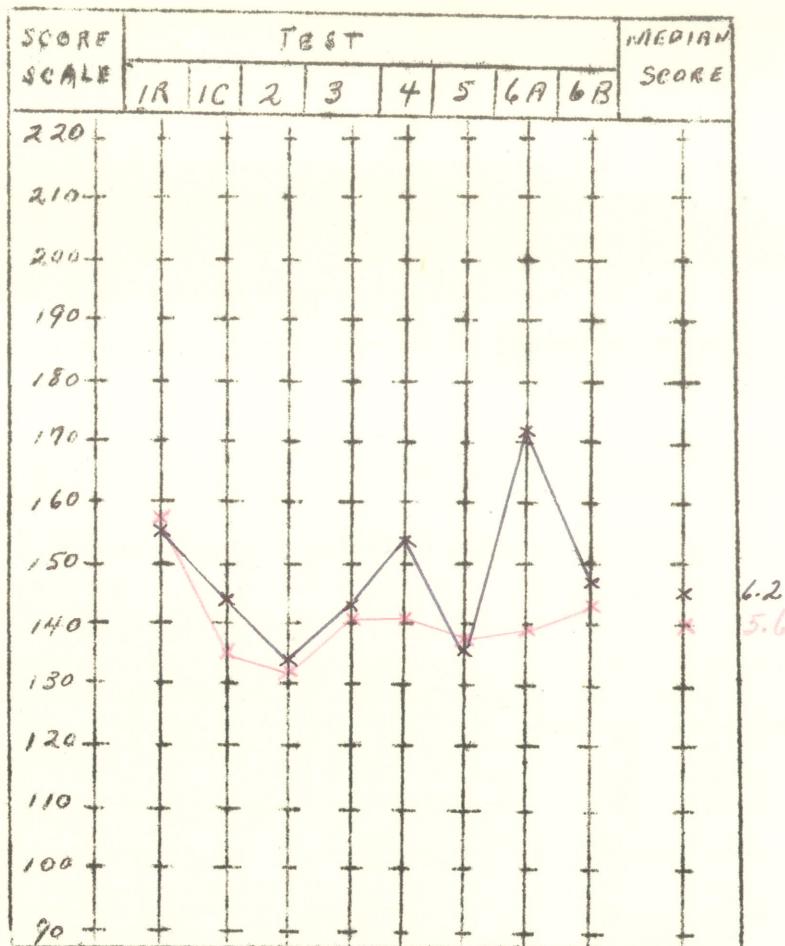
His reading workbook scores were low, for the most part grade five or lower. He worked slowly, and although his reading rate on the Iowa Silent Reading Tests were grades 8.1 and 8.6, it was below normal for grade seven on teacher-made tests. His eye movements were not regular. They varied from five to seven stops per line of print, but there were very few regressions.

He seemed normally interested in reading. His favorite

types of books were animal stories, mystery, and adventure stories. During the year he read twenty-seven supplementary reading books.

His lowered scores on most of the subtests of the second Iowa Reading test are not surprising. Most of his work was characterised by carelessness.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B26



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 17 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 18 - PUPIL B27

C.A. - September 1950 - 16.0

I.Q. - California Mental Maturity Test,
administered in 1948 - 58
Dominion Capacity Group Test, administered in 1950 - 69

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 4.7
AM form administered in June 1951 - 4.7

General average on year's work in grade seven - 52

Attendance and time spent in each grade:

Pupil B27 entered the Winnipeg Schools from a rural
Manitoba school in 1948.

Grade 5 - 191 days
Grade 6 - 173 days
Grade 7 - 195½ days

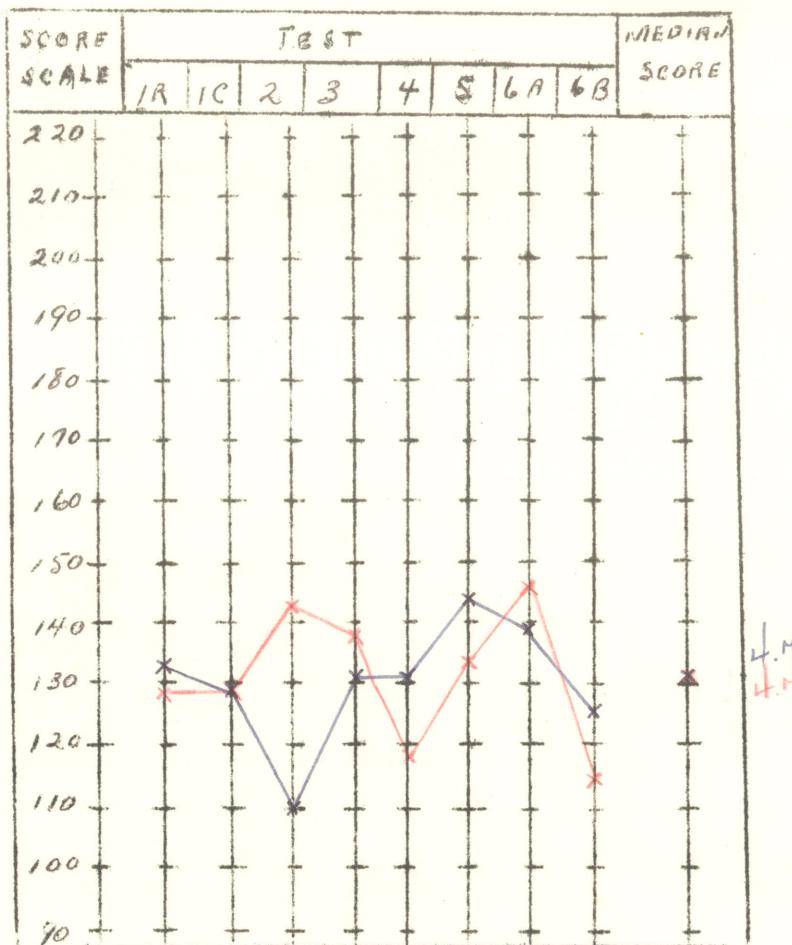
General health - normal, but a slight weakness in hearing.

B27 was over-age for his grade and consequently a bigger boy than most of the boys in his class. He was clumsy and seemed to get either himself or his books in the way of other pupils often causing little disturbances in the classroom.

In spite of his low I.Q. he managed to do his class work well enough to be promoted to grade eight. Although his work was often untidy and inadequate it did show that effort had been applied. He seldom failed to attempt any work assigned even though some of it was difficult for him.

His reading workbook scores were very low throughout all the units. When reading orally, he seemed to read word-for-word instead of in phrases. His reading rate was much below the normal rate for grade seven. Although he did not read a great deal, he managed to read thirteen books during the year.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B27



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 18 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

Case Studies of Pupils Who Made an Above-Average Improvement on the Iowa Reading Retest

CASE 19 - PUPIL Al

C.A. - September 1950 - 13.1

I.Q. - California Mental Maturity Test,
administered in 1945 - 104
Dominion Capacity Test, administered in 1950 - 104

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 9.6
AM form administered in June 1951 - 10.8

Buckingham Ayres Spelling Test Grade Score in September 1950 - 8.1

General average on the year's work in grade seven - 79

Attendance and time spent in grade:

Grade 1 - 272 $\frac{1}{2}$ days
Grade 2 - 276 $\frac{1}{2}$ days
Grade 3 - 182 $\frac{1}{2}$ days
Grade 4 - 190 $\frac{1}{2}$ days
Grade 5 - 201 days
Grade 6 - 173 days
Grade 7 - 194 days

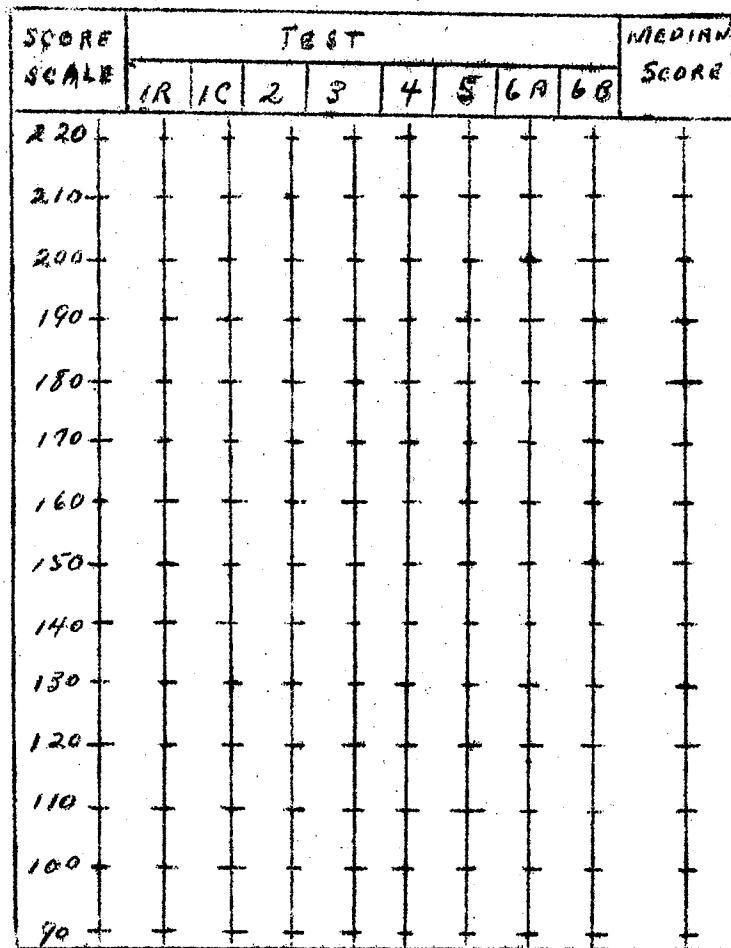
General health - normal. Al wore glasses.

Al was a popular boy in his class. He was courteous and well-behaved but very talkative in and out of class. His attitude toward his work was excellent. He showed real interest in school work and was particularly fond of reading. He was one of the few in his class who read several other sections of the newspaper besides the comics and the sports page.

His reading workbook scores were very high, averaging about grade ten. His oral reading was a bit hesitant owing to a lingual lisp. His eye movements were fairly regular, about four movements per line, sometimes five with an odd regression.

Although he had to give up all outside reading because of trouble with his eyes during the latter part of the year in grade seven, he read fifty-eight supplementary books during the year.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A1



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 19 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 20 - PUPIL A4

C.A. - September 1950 - 15.9

I.Q. - Dominion Capacity Group Test, administered in 1950 - 86
(The I.Q. score was doubtlessly influenced by difficulty with the English language.)

Iowa Silent Reading Grade Scores:

BM form administered in October 1950 - 7.1
AM form administered in June 1951 - 9.0

Buckingham Ayres Spelling Test Grade Score in 1950 - 5.1

General average on the year's work - 89

Attendance and time spent in each grade:

Pupil A4 entered the Winnipeg Schools in March, 1949, from Germany.

Grade 1 - 65 days
Grade 4 - 137 days
Grade 6 - 32 days
Grade 7 - 195 days

General health - normal, but the family had been exposed to tuberculosis.

A4 was a reserved but very friendly girl. She had adjusted herself very well to her new life when she entered grade seven after having been in Canada about one and a half years. She remained at the top of the class all through the year in spite of the fact that her English was far from fluent. She had excellent work and study habits.

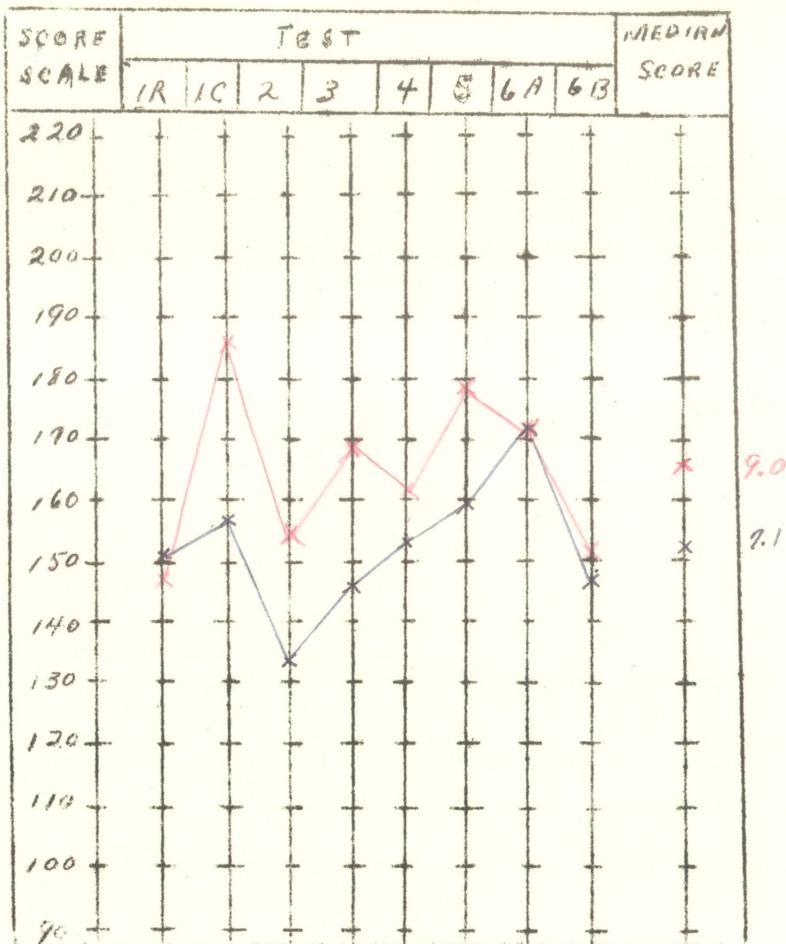
Her oral reading was a bit hesitant but better than that of many Canadian pupils in the class. Her reading rate scores on the Iowa Silent Reading Test were normal, but when her reading was timed on longer selections it was still below the normal rate for grade seven. Her eye movements were reg-

ular, with very few regressions, but she made about six stops per line of print.

She enjoyed reading and read fifty-six supplementary books during the year. She read German newspapers, but her family did not subscribe to a Canadian paper.

Her Iowa Silent Reading Test profile chart shows that she made a steady improvement on all phases of reading except for a slight drop in rate which was probably due to greater care to be accurate.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A4



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 20 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 21 - PUPIL A6

C.A. - September 1950 - 15.8

I.Q. - Stanford Binet Test, administered in 1943 - 84
Dominion Capacity Test, administered in 1950 - 94

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 6.4
AM form administered in June 1951 - 8.2

Buckingham Ayres Spelling Test Grade Score in 1950 - 6.3

General average on the year's work in grade seven - 69

Attendance and time spent in grade:

Grade 1 - 542 $\frac{1}{2}$ days
Grade 2 - 193 $\frac{1}{2}$ days
Grade 3 - 352 days
Grade 4 - 188 $\frac{1}{2}$ days
Grade 5 - 194 $\frac{1}{2}$ days
Grade 6 - 167 $\frac{1}{2}$ days
Grade 7 - 189 days

General health - normal when A6 was in grade seven but his family was very poor when he was small and nutrition was poor.

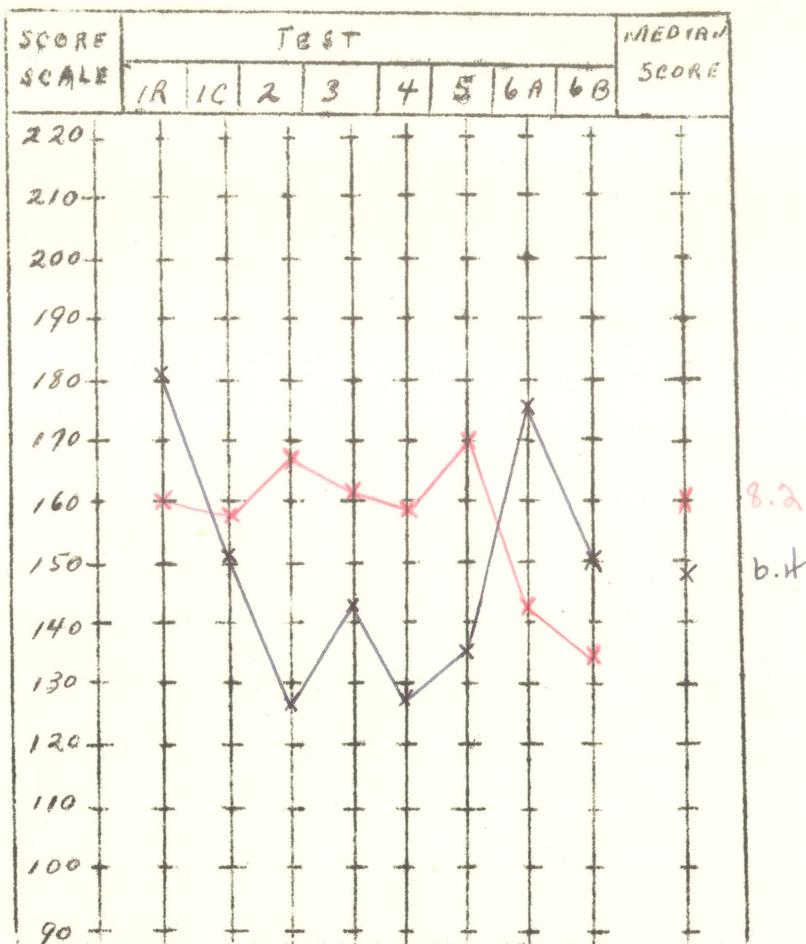
Although A6 was several years older, and a much taller boy than other boys in the class, because of retardation in his first years at school, he got along well with his classmates and took part in the same sports and other activities.

He was a courteous, well-behaved boy and worked hard in school. His attitude towards his work was good. He had special artistic ability.

His first scores on the reading workbook units were low, but they soon rose to a high of grade ten or eleven. His silent reading rate was above average for grade seven and his oral reading was good. During his year in grade seven he read eighteen supplementary books.

Although A6 had a below-normal I.Q. his classwork was satisfactory. He seemed to gain confidence in his ability to succeed during the course of the year. This may account for his improved scores on the second Iowa Reading Test.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A6



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 21 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 22 - PUPIL A7

C.A. - September 1950 - 11.9

I.Q. - Stanford Binet Test, administered in 1948 - 102
Dominion Capacity Test, administered in 1950 - 105

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 6.1
AM form administered in June 1951 - 8.2

Buckingham Ayres Spelling Test Grade Score in 1950 - 7.0

General average on year's work in grade seven - 72

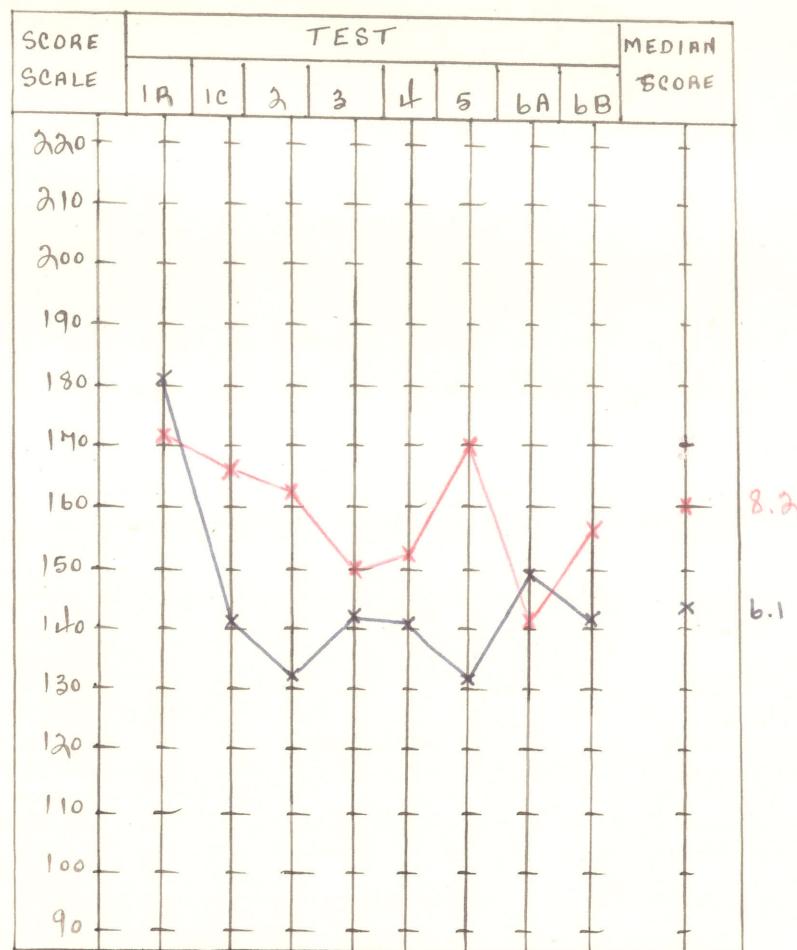
Attendance and time spent in grade:

Grade 1 - 143 days
Grade 2 - 171½ days
Grade 3 - 181 days
Grade 4 - 178½ days
Grade 5 - 184 days
Grade 6 - 165 days
Grade 7 - 196 days

General health - normal

A7 was a well-liked girl who worked well and gave all indications of taking her classwork seriously. She read widely and enjoyed it. Reading workbook scores fluctuated on the first half of the units, but improved on the last half of the work. Her supplementary reading list in grade seven contained fifty books.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A7



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 22 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 23 - PUPIL A16

C.A. - September 1950 - 13.10

I.Q. - Dominion Capacity Test, administered in 1950 - 93

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 5.3
AM form administered in June 1951 - 6.9

Buckingham Ayres Spelling Test Grade Score in 1950 - 7.7

General average on the year's work in grade seven - 77

Attendance and time spent in grade:

Grade 5 - 139½ days
Grade 6 - 170 days
Grade 7 - 196 days

General health - normal

A16 is a new Canadian from Europe who had been in Canada about two years when she began grade seven work. She seemed to be well adjusted and although she was a bit reserved she was friendly with the other girls in her class.

She was neat in appearance, quiet, and very well behaved. Her attitude towards her school work was similar to that of most of the new Canadians of the writer's experience, really serious. She was attentive, careful, and took great pains to be exact.

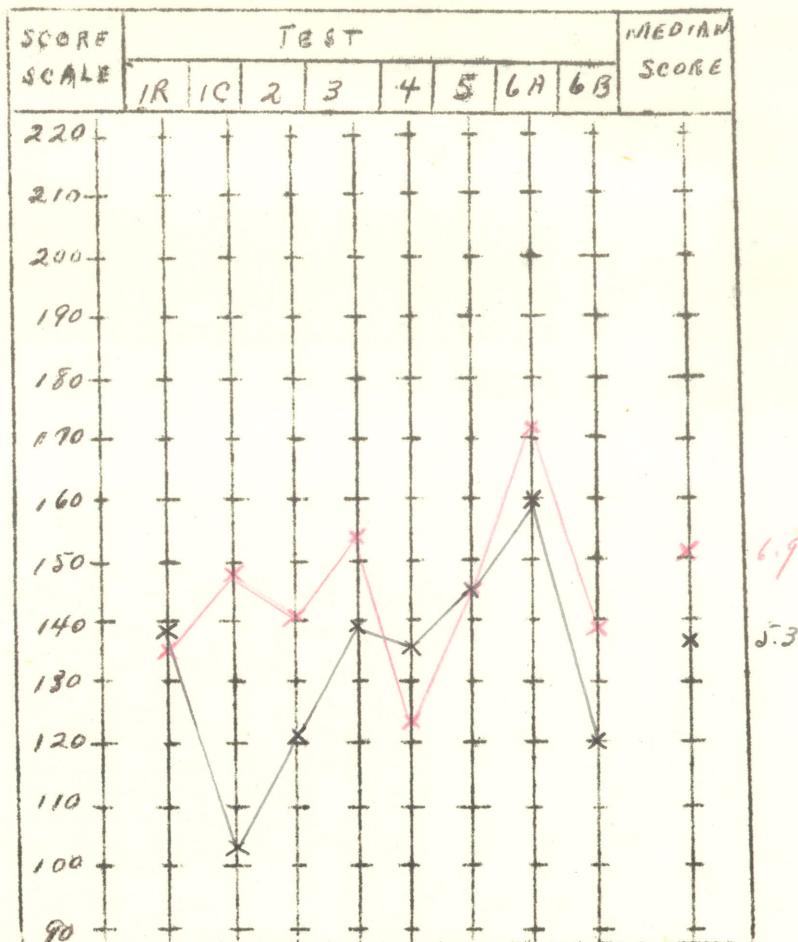
A16 lived with foster parents. She seemed to be a happy girl with normal interests. She was particularly fond of art and enjoyed reading.

Her reading workbook scores were not high but improved steadily from grade five to grade eight over the fifteen units. Her reading weaknesses were due to an insufficient grasp of the English language. Similarly, her I.Q. rating must be

affected by her lack of mastery of the English language. Her silent reading rate was low and her oral reading hesitant at the beginning of the year. Her eye movements were very regular with five stops per line of print and no regressions. At the top of her list of favorite types of books were mystery, adventure, and pirate stories. The number of supplementary books read by Al6 during the year in grade seven was thirty-six.

Her reading profile chart is characteristic of the steady improvement made in reading and other classwork of all the new Canadians of the writer's two classes during their year in grade seven.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL A16



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 23 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 24 - PUPIL Bl

C.A. - September 1950 - 12.3

I.Q. - California Mental Maturity Test,
administered in 1945 - 84
Dominion Capacity Test, administered in 1950 - 119

Iowa Silent Reading Grade Scores:

BM form administered in October 1950 - 13.1
AM form administered in June 1951 - 16.3

General average on year's work in grade seven - 75

Attendance and time spent in grade:

Grade 1 - 126 days
Grade 2 - 147 days
Grade 3 - 148½ days
Grade 4 - 182½ days
Grade 5 - 174 days
Grade 6 - 140½ days
Grade 7 - 161 days

General health - normal

Bl was a mischievous boy in the classroom but not really troublesome. He enjoyed bringing to school things to distract other pupils, such as his pet turtle, or rubber animal toys. When he was moved away from pupils likely to take notice of him, his attitude toward his work improved.

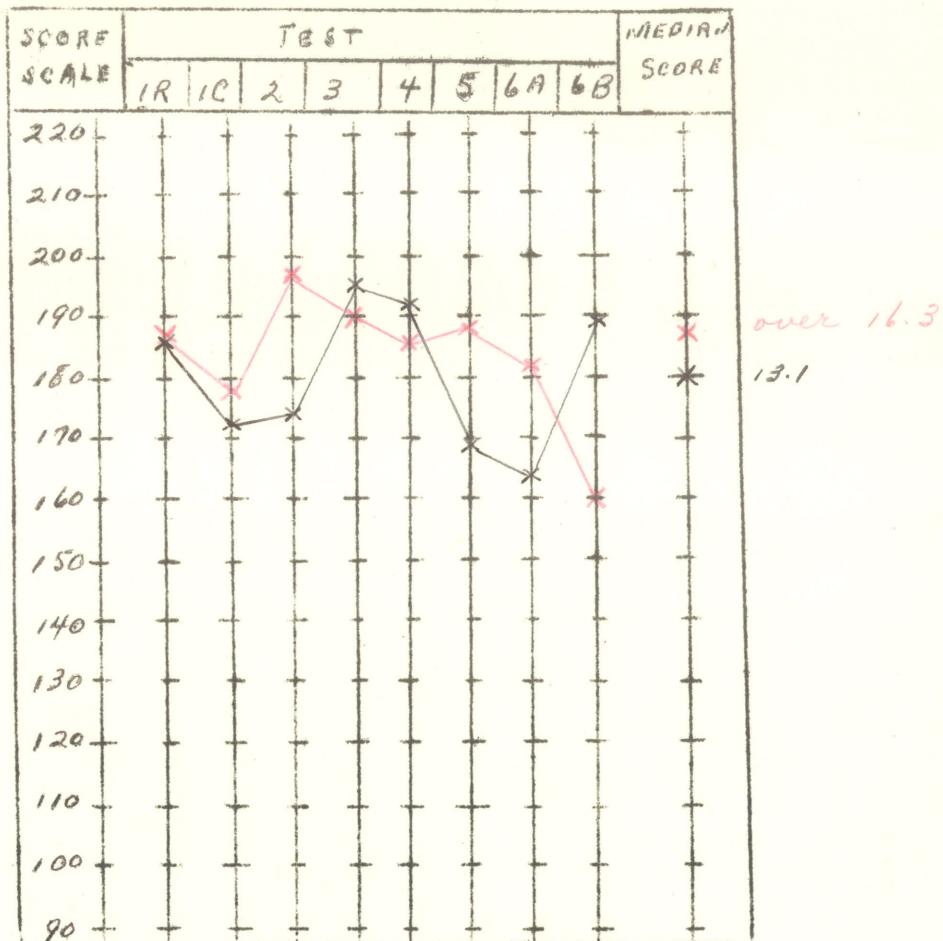
His parents were separated. There was a great difference in the background of the father and mother. Pupil Bl was disturbed at the absence of his father. He was a nuisance in school and around the neighborhood before he came into grade seven.

His grade scores on the reading workbook were high throughout, ranging from grade eight to grade twelve.

Bl read a great deal. He was one of the few who had

a variety of magazines at home. He read at least five different ones. He read forty-four supplementary books in grade seven.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B 1



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second thes, the AM form

Fig. 24 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 25 - PUPIL B2

C.A. - September 1950 - 13.2

I.Q. - Dominion Capacity Test, administered in 1950 - 114

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 7.9
AM form administered in June 1951 - 9.0

General average on the year's work in grade seven - 81

Attendance and time spent in grade:

B2 came to Winnipeg from rural Manitoba in January 1949.

Grade 5 - 113 days

Grade 6 - 168 days

Grade 7 - 184 days

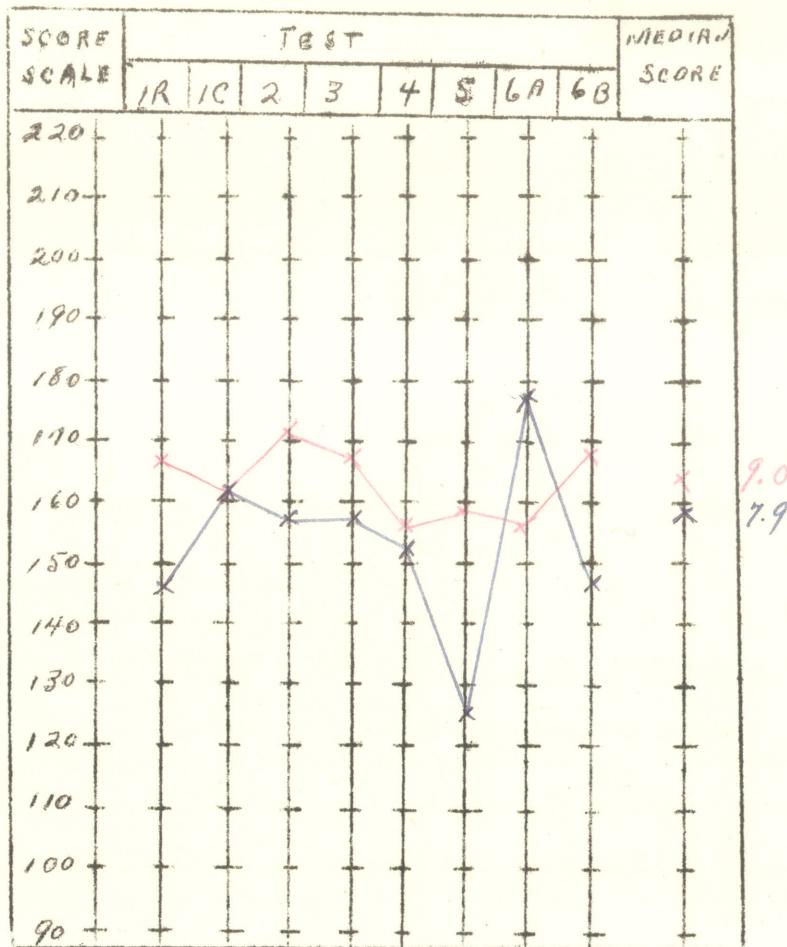
General health - normal

B2 was a quiet girl. Her classwork was of the best. She was at the top of the class. She was fond of reading but her reading tastes were very immature. She consistently sought books of grade four or five level from the library shelves. It took a great deal of persuasion to convince her she should be reading at her own level. However, she finally did read books of a higher level.

Her reading workbook grade scores averaged grade eight, but they ranged from grade six to eleven, with higher scores on the last few units.

She read the newspaper regularly, and several magazines. While in grade seven she read forty-eight supplementary books.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B2



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 25 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 26 - PUPIL B3

C.A. - September 1950 - 12.11

I.Q. - Dominion Capacity Group Test, administered in 1950 - 118

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 6.2
AM form administered in June 1951 - 8.8

General average on the year's work in grade seven - 81

Attendance and time spent in each grade:

Pupil B3 came to Winnipeg from China in 1950.

Grade 5 - 43 days

Grade 6 - 19 days

Grade 7 - 196 days

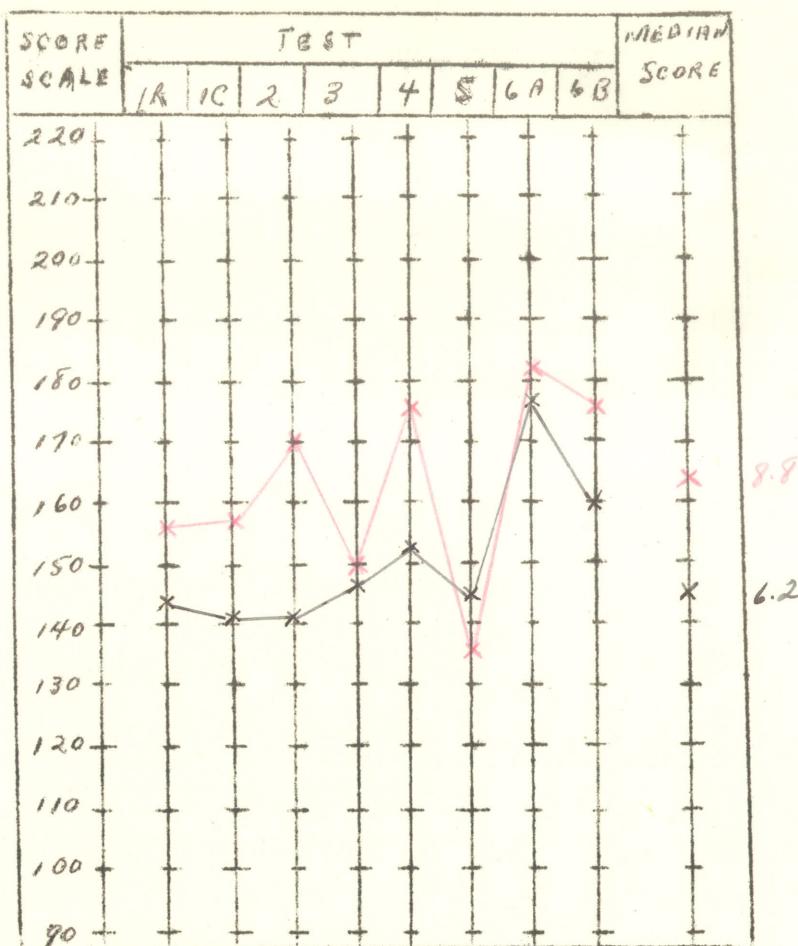
General health - Tuberculosis contact. He seemed pale and thin.

A tuberculosis test at the end of the school term proved it was necessary for him to go to a tuberculosis sanatorium.

Pupil B3 was well accepted by his classmates. He enjoyed sports. His classwork and study habits were excellent. In spite of his difficulty with the English language, more evident than that of new Canadians from other countries, he made excellent progress. He remained at the top of the class throughout the year.

Although his oral reading still lacked fluency, he enjoyed silent reading. He read several sections of the newspaper each day, and read three or four magazines regularly. During the year he also read twenty-nine supplementary books.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B3



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 26 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 27 - PUPIL B5

C.A. - September 1950 - 12.9

I.Q. - Stanford Binet Test, administered in 1946 - 104
Deminien Capacity Test, administered in 1950 - 102

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 6.8
AM form administered in June 1951 - 8.3

General average on year's work in grade seven - 70

Attendance and time spent in grade:

Grade 1 - 356 $\frac{1}{2}$ days
Grade 2 - 180 $\frac{1}{2}$ days
Grade 3 - 77 days
Grade 4 - 178 $\frac{1}{2}$ days
Grade 5 - 197 days
Grade 6 - 170 days
Grade 7 - 186 $\frac{1}{2}$ days

General health - normal

B5 had a speech defect. His stutter seemed to have been severe at times, but not serious. Care was taken not to allow him to become tense or disturbed. His stutter was seldom very evident in oral classwork. He received special training from a speech teacher. She was pleased with his progress in overcoming his speech defect.

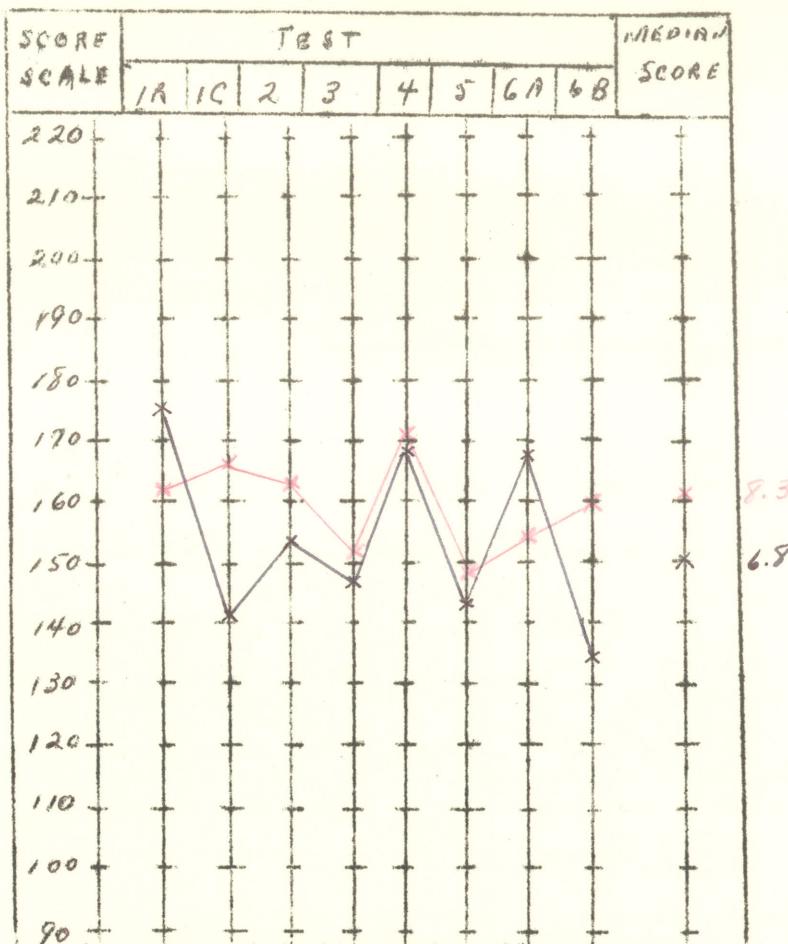
He was a quiet boy in the classroom, but friendly with other boys. His school work was usually carefully done. He showed interest in his work.

His scores on the reading workbook were not high and fluctuated somewhat during the first few weeks, but they became normal on the last four units.

His teachers in the lower grades reported that he read a great deal, but not comic books. He, himself, when in grade

seven, reported that he read about fifteen minutes at home, and that he always read the paper, and enjoyed the comics particularly. He read thirty-seven supplementary books in grade seven.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B5



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 27 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 28 - PUPIL B7

C.A. - September 1950 - 14.6

I.Q. - Stanford Binet Test, administered in 1943 - 87
California Mental Maturity Test,
administered in 1943 - 92
Dominion Capacity Test, administered in 1950 - 79

Iowa Silent Reading Test Grade Scores:

BM form administered in October 1950 - 5.2
AM form administered in June 1951 - 8.0

General average on year's work in grade seven - 60

Attendance and time spent in grade:

Grade 1 - 381½ days
Grade 2 - 189 days
Grade 3 - 370 days
Grade 4 - 181 days
Grade 5 - 194 days
Grade 6 - 164 days
Grade 7 - 191 days

General health - normal

Pupil B7 was a very tall, awkward boy, who seemed to have a hard time fitting in with the other boys of his class. He was too big for most of them, and the only boy in his class who approximated his size was one with whom he could not get along. His parents were touchy people who were unpleasant to each other and other members of their family. B7 seemed to reflect this in his behaviour around the school. He was co-operative enough with his teachers but seemed to resent being corrected for undesirable classroom behaviour, such as putting his feet on the desk across the aisle from him, or out in the aisle to prevent someone's passage. Pupil B7 was delinquent at one time, but not when he was in grade seven. His parents did not seem to trust him, but expected him to be delinquent.

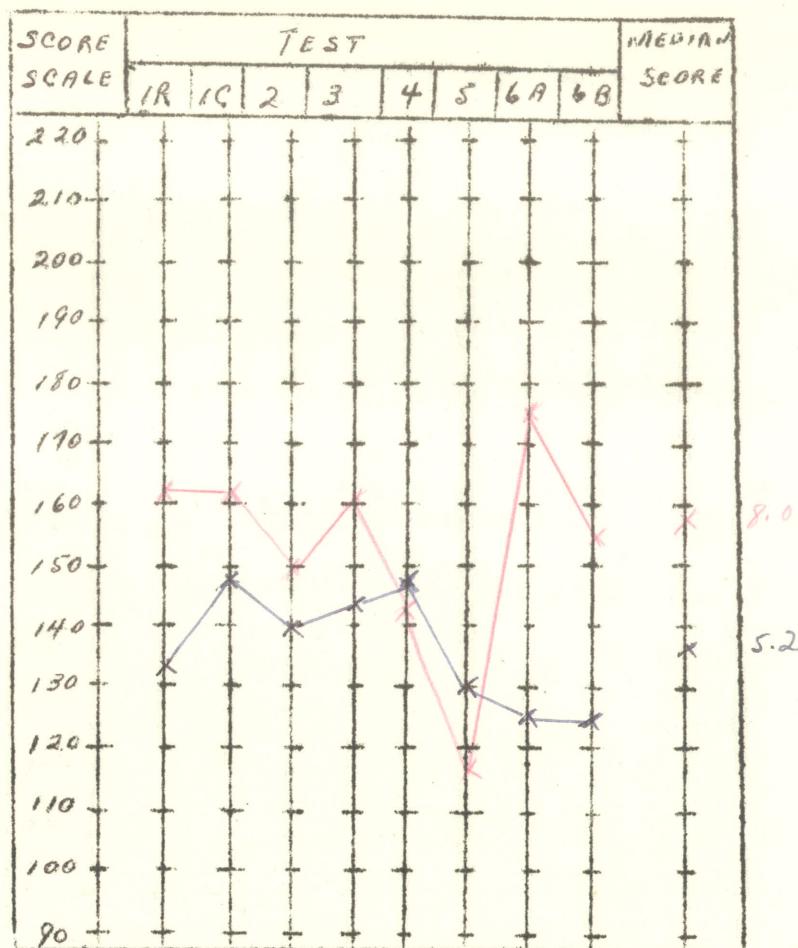
He reacted very favourably to kindness and good treatment.

It was difficult to tell just what his attitude towards his schoolwork was. He did fairly good work, yet sometimes he became careless.

His reading workbook scores were low with a slight rise on the last few units. His oral reading was hesitant, and his silent reading rate below the normal for grade seven at the beginning of the term.

The writer had great difficulty inducing him to read. He tried, or appeared to try, to become interested in books which he was urged to read, but he always reverted to looking at pictures in magazines during free reading periods. One day a book about a horse appealed to him. He really enjoyed it. At last he seemed to be convinced that some books were worth reading. He read thirteen supplementary books during the remainder of the year.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B7



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 28 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

CASE 29 - PUPIL B9

C.A. - September 1950 - 13.2

I.Q. - Dominion Capacity Test, administered in 1950 - 100

Iowa Silent Reading Test Grade Scores:

EM form administered in October 1950 - 5.0
AM form administered in June 1951 - 7.9

General average on year's work in grade seven - 78

Attendance and time spent in grade:

Pupil B9 came to Winnipeg from British Columbia.

Grade 4 - 189 days
Grade 5 - 184 days
Grade 6 - 169½ days
Grade 7 - 194 days

General health - normal

B9, of Japanese descent, was a well-liked girl, dependable and friendly. She was always neat in appearance. She did neat, careful work, and seemed to enjoy school. She was a well-behaved girl with a good attitude toward her work.

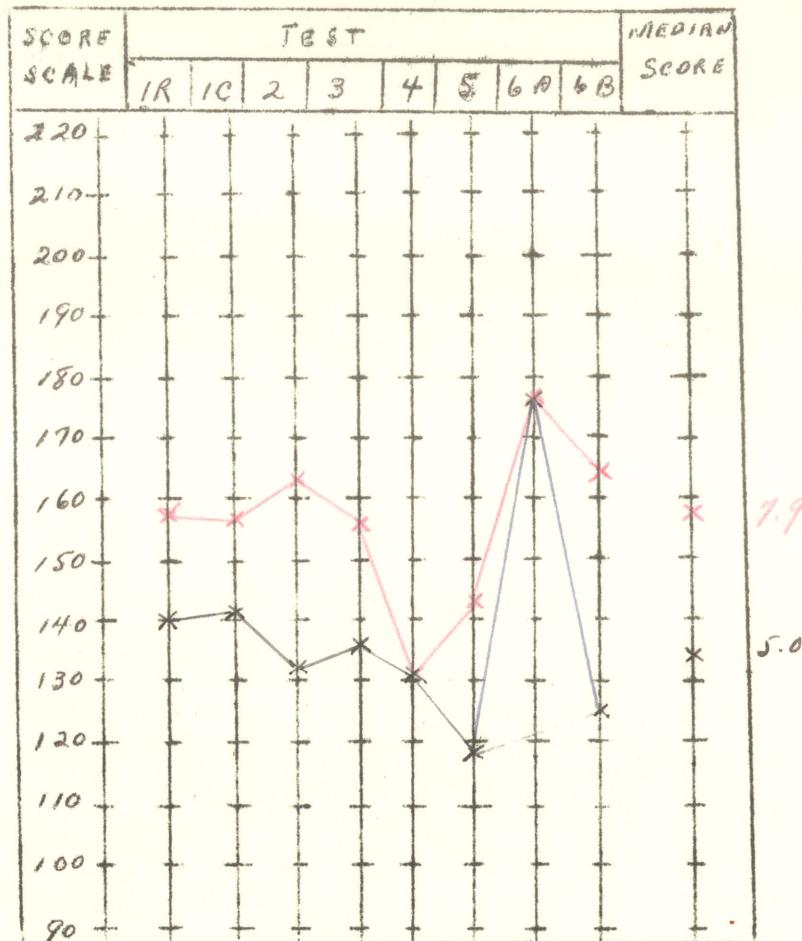
Her reading workbook scores fluctuated a great deal at the beginning of the work. Sometimes her scores went far below grade five; at other times they went up to grade twelve. Her last scores were high.

A9 loved reading. The books she chose were usually good, well-known books for girls. During the year she read thirty-seven supplementary books.

Her eye movements were irregular, about five to seven steps per line of print with many regressions. Her love of reading and interest in trying to improve her reading must

have improved her reading skills, for in spite of these irregularities, her reading scores on most of the subtests of the Iowa Silent Reading Test improved by two or three grades. Her median score rose from 5.0 to 7.9, an improvement of 2.9 grades.

IOWA SILENT READING TEST PROFILE CHART OF PUPIL B9



- 1 R - - rate
- 1 C - - comprehension
- 2 - - directed reading
- 3 - - word meaning
- 4 - - paragraph comprehension
- 5 - - sentence meaning
- 6 A - - alphabetizing
- 6 B - - use of index

Blue line - scores obtained on the first test, the BM form
Red line - scores obtained on the second test, the AM form

Fig. 29 - Showing a comparison of the results on both forms of the Iowa Silent Reading Test

A QUESTIONNAIRE ON READING INTERESTS

(from "Skill in Reading", English Every Day¹)

1. When you are reading a story, about how many pages can you read in five minutes?
2. Approximately how much time do you spend outside of school in reading? No time at all? One-half hour a day? An hour a day? More than an hour a day?
3. How many books do you read outside of school in a month?
4. List in order of liking, three of the following that are your favorite kinds of stories:

Stories with a historical setting
Stories about home life
Stories about school life
Stories about life in foreign lands
Stories about new inventions
Animal stories
Mystery stories
Love stories
Westerns
Pioneer stories
Detective stories
Adventure stories
Sea stories
Pirate tales

5. Do you read any magazines? If so, which ones?
6. Do you read the newspaper every day or almost every day? If so, which part of the newspaper do you like best?
7. Have you ever read the life of a famous person? If so, what is the name of the biography? What person is it about? Did you enjoy the biography?
8. Name three poems that you have read and liked.
9. List the names of three books that you like very much.

¹R.I. Johnson et al, English Every Day. Toronto:
Ginn and Company. p.169-170.