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A History of the Teaching of Reading in the Elementary Grades in Albuquerque Public Schools

Esther Hossmann

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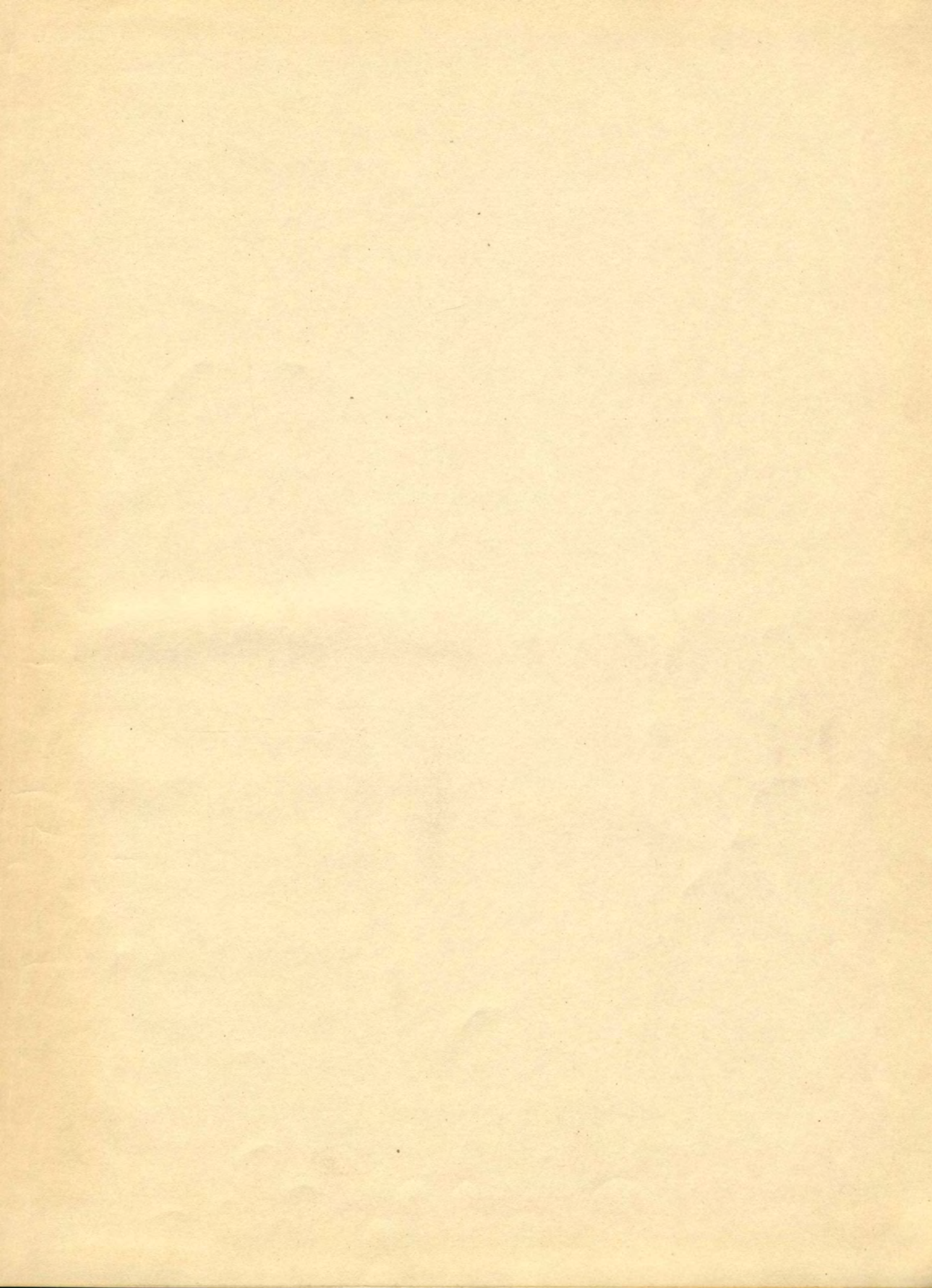
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A HISTORY OF THE TEACHING OF READING IN THE
ELEMENTARY GRADES OF ALBUQUERQUE
PUBLIC SCHOOLS

by

Esther Hossmann



A Thesis

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

June 1948

A HISTORY OF THE FRENCH

ELABORATE GRAPHS OF THE

PUBLIC SCHOOL



Second Edition

1900

Submitted in Partial Fulfillment of

Requirements for the Degree of

Master of Arts in Education

University of Toronto

June 1900

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

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MASTER OF ARTS

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June 1, 1948

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1948

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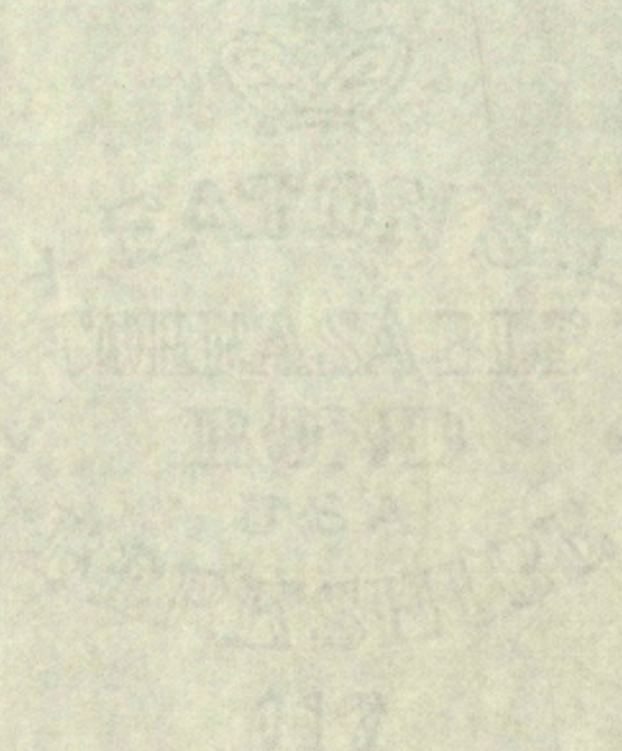
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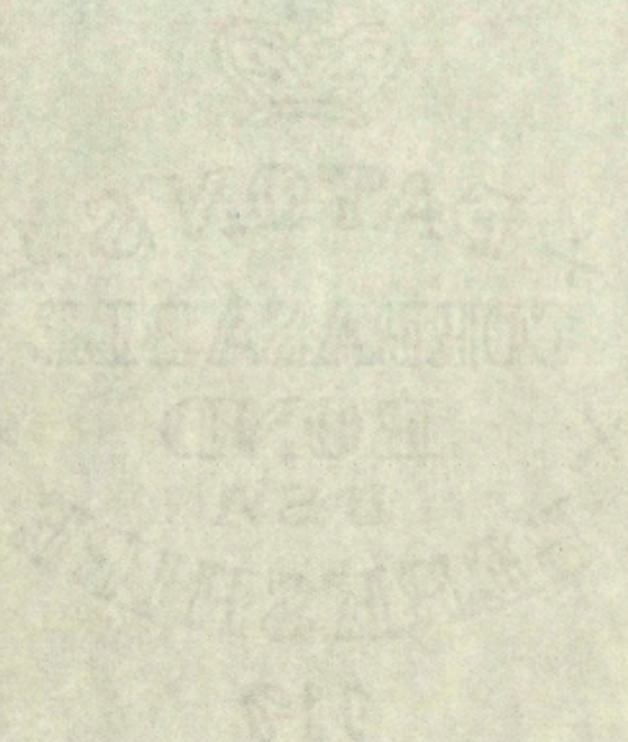
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CHAPTER I

THE PROBLEM

1. INTRODUCTION

Teaching children to read has been considered one of the functions of the elementary schools since the first schools were established. For centuries children first learned the letters of the alphabet, then combined certain letters into syllables, and finally learned to pronounce words of one or more syllables. This was known as the alphabet or A B C method.

In the middle of the nineteenth century Horace Mann, Henry Barnard and other advocates of public schools attacked the alphabet method of teaching reading and thought that a child might learn to recognize words as readily as the isolated letters. But teachers were slow to put the word method into practice. By the beginning of the twentieth century many teachers were using what they called the word method of teaching beginners to read and some were actually teaching the child to recognize short sentences at the start instead of isolated words. This was called the sentence method.

Much interest in the teaching of reading has been manifested since the beginning of the present century. The result is that reading is now regarded as the most important subject in the elementary curriculum. Great advancement has been made in teaching techniques but perhaps of greater importance has been the development of

a socialized concept in the teaching of reading. Teaching procedures and curricula have been adjusted to the needs of pupils and efforts are being made to give children training that will fit them for their places in our democratic society.

2. THE PROBLEM

Statement of the Problem. The problem of this study is to show how the present methods of teaching reading in the public elementary schools of Albuquerque, New Mexico, have developed. It is proposed to try to trace the changes in aims, methods, and materials in the teaching of reading in these schools from their establishment in 1891 to the present time, 1947. The result should give the reader a story of the historical development of the teaching of reading in this particular school system.

Delimitation of the Problem. Although there were some public schools before 1891, they were not placed on a sound financial basis until the passage of the public school law of that year and it is generally recognized that public schools in the modern sense began in Albuquerque at that date. This study is concerned only with the teaching of reading as a subject in schools and not with the application of reading in other subjects studied. It is further limited to the study of data that could be secured from the state courses of study, the city courses of study, textbooks and teacher's manuals used, and from teachers who had actual experience in teaching reading in Albuquerque Public Schools.

Importance of the study. This study is important to teachers of today who wish to understand the methods and material of the modern school reading program in the Albuquerque elementary grades. Since reading is an all-school program which continues to grow to meet the changing demands, the past developments are given in this study. The trends in education have brought about many changes of instruction in reading through the years. These changes are valuable contributions to educational literature. The differences in nationality variations and the adjustments which have accompanied them require distinct methods. The teaching of reading has undoubtedly been an unique factor in the rapid development of the instructional program of the Albuquerque Public Schools.

It is believed that a historical study of the changes that have taken place in the teaching of reading in Albuquerque Public Schools since their establishment will be of value to the teachers in that system today and perhaps of interest to other educators. If the results gained from information cooperatively collected from professionally trained and successful teachers in this system show that there has been general and continued growth in the techniques of teaching reading, the teachers of the present and future should see the need for this study and be interested in its findings. If this is true, the study should be a valuable contribution to educational literature.

Since reading is so important in adult life of the present

and so necessary for the normal progress of pupils in school and for social understanding of their world outside of school, the writer believes that a study of how the present methods of teaching reading in a local school system will be of value in giving teachers a better understanding of such methods and will enable teachers to do better their job of teaching in the elementary school.

3. DEFINITION OF TERMS USED

The writer has used some technical terms in the study with which the reader may not be familiar. Some of these are defined below.

Group Method. The term "group method" is used to denote a teaching-learning situation in which the class is divided into two or three groups, according to ability, and reads sets of books with each child in a group having a copy of the same book.

Individual Method. By the "individual method" is meant a situation in which each child has a different book and reads or studies at his own rate and according to his own interests.

Reading Readiness. The child attains "reading readiness" through a general development which results in a desire, mental ability, and physical capacity for a given type of reading program.

Choral Reading. "Choral reading" means the oral interpretation of literature, either poetry or prose, by a group of

and so necessary for the growth of the individual
for social understanding of their own and the world
writer believes that a child's mind is not a blank
ing reading in a school should be a joy in itself
teachers a better understanding of the child's mind
teachers to do better things for the child in the
school.

THE READING PROGRAM

The writer believes that the reading program in the school
with which the teacher is concerned should be a program
defined below.

Group Reading - The teacher should have a group of
a reading-reading program in which the child is given
two or three groups, each of which should be
books which are suited to the child's level of reading.

Individual Reading - The teacher should have a
a situation in which each child is given a book which
on studies which are suited to the child's level of reading.

Reading Program - The teacher should have a
through a general reading program in which the child is
ability and which is suited to the child's level of reading.

General Reading - The teacher should have a
presentation of literature, which is suited to the child's level of reading.

individuals reading in unison.

Problem Reading. In "problem reading" the child reads to find answers to definite and specific questions or to pick out particular facts that help him to answer questions or understand what he reads. Usually a definite assignment is made by the teacher and the pupil seeks an authentic solution to the problem.

Unit Reading. "Unit reading" refers to a grouping of reading activities around some central theme or concept. These activities may be either informational or recreational.

Audience Reading. In "audience reading" the pupil reads orally to a group of listeners in order to interest, inform, or entertain them.

Sing-song Reading. In "sing-song reading" the pupil calls the words in monotonous repetition without regard to proper emphasis, punctuation, or meaning of what is being read.

4. REVIEW OF RELATED STUDIES

Mrs. Westerfield made a study of the relative effectiveness of the individual and group methods of teaching work-type reading. She found that children taught by both methods made "exceptional gain" but that the "individual method" made the best provision for individual progress both for the better and

Individuals reading in a class.

Reading Material. The teacher should select the material to be read.

to find answers to questions and to make decisions on their own.

out particular facts and to make his own decisions on the basis of the material.

stand what he reads. He should be able to explain the meaning of the material.

the teacher and the pupil should be able to discuss the material and to make decisions on their own.

blow.

Unit Reading. This method is similar to the method of individual reading.

reading activity is a group activity. The teacher should select the material to be read.

activities on the basis of the material. The teacher should select the material to be read.

Audio-Visual Reading. This method is similar to the method of individual reading.

reading is a group activity. The teacher should select the material to be read.

entertainment. The teacher should select the material to be read.

Reading in the Classroom. This method is similar to the method of individual reading.

reading is a group activity. The teacher should select the material to be read.

per capita. The teacher should select the material to be read.

Reading in the Classroom. This method is similar to the method of individual reading.

reading is a group activity. The teacher should select the material to be read.

the teacher should select the material to be read.

ness of the individual. The teacher should select the material to be read.

reading. The teacher should select the material to be read.

"exceptional cases." The teacher should select the material to be read.

best practices. The teacher should select the material to be read.

for the poorer readers.¹

Sininger made a survey of reading in New Mexico schools, including city, town, and county schools. He found that the children in city schools were most efficient in both rate and comprehension and that town schools were lowest in these.² He also found that bright pupils were not given a chance to move along as rapidly as their ability warrants.³ Spanish-speaking pupils were greatly handicapped.⁴

Mrs. Shamberger wrote on educational history of Albuquerque. She included one chapter on the curriculum which shows that reading was taught by means of a five-book series of graded textbooks in 1891-92.⁵

5. SOURCES OF DATA

Data for this study were secured from:

1. Courses of study for Albuquerque City Schools, Bernalillo County Schools, and for the State of New

¹ Elizabeth C. Westerfield, "A Comparison of Individual and Group Methods of Teaching Work-Type Reading in the Fourth Grades of the Albuquerque Public Schools," (unpublished Master's thesis, University of New Mexico, Albuquerque, 1936), p. 28.

² Harlan Sininger, "New Mexico Reading Survey," (unpublished Master's thesis, University of New Mexico, Albuquerque, 1930), p. 87.

³ Ibid., p. 88.

⁴ Ibid., p. 89.

⁵ Elizabeth S. Shamberger, "A Thirty-Year Educational History of Albuquerque, New Mexico," (unpublished Master's thesis, University of New Mexico, Albuquerque, 1928), p. 168.

for the poster.

including children in the school, and many of the children in the school were also found that the children were not in the school along as rapidly as the children were in the school.

She included and others on the list of children in the school. The list was brought in by the children in the school in 1891-92.

There were many children in the school in 1891-92. The list was brought in by the children in the school in 1891-92.

1. The list of children in the school in 1891-92. The list was brought in by the children in the school in 1891-92.

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4. The list of children in the school in 1891-92. The list was brought in by the children in the school in 1891-92.

5. The list of children in the school in 1891-92. The list was brought in by the children in the school in 1891-92.

Mexico.

2. Textbooks used for the teaching of reading, teacher's manuals to accompany them, and from supplementary materials.

3. Minutes of the Albuquerque Board of Education and of the State Board of Education.

4. The New Mexico School Review and newspaper articles and in a few cases from scrapbooks of teachers.

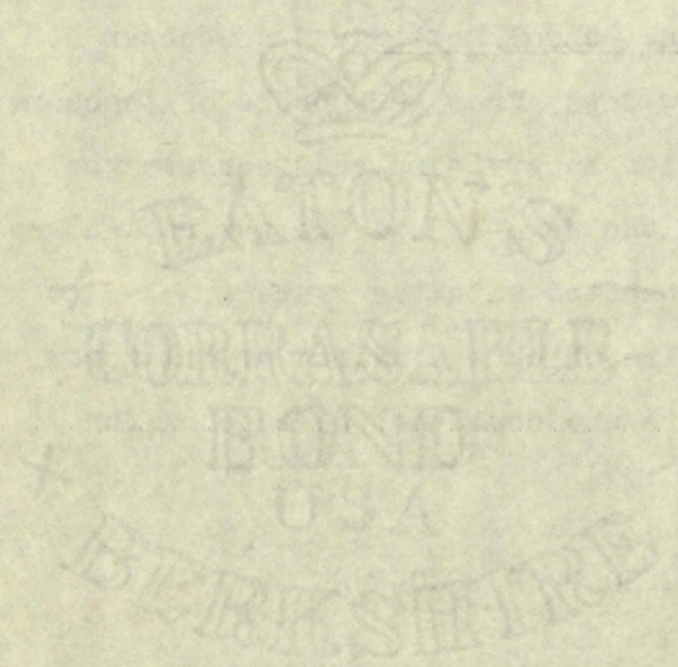
5. Interviews with supervisors and teachers who had been employed in the schools and are now retired and from teachers now connected with the system.

6. A questionnaire which was mailed or delivered personally to teachers who could not be reached for interviews.

6. METHODS OF PROCEDURE

For the earlier periods of the study chief reliance had to be placed on courses of study, textbooks, teachers' manuals, minutes, and newspapers and magazine articles. Any information gained in regard to the teaching of reading was noted and later arranged under appropriate chronological periods.

The supervisors and teachers who were personally interviewed gave the writer an overview of the general reading situation. Some of the teachers had had experience in teaching reading



to retarded or handicapped children and these gave the writer insight into the deficiencies of the general program of reading instruction. These personal visits brought out many interesting experiences and gave the writer a grasp of the problems encountered by teachers and how they were met by changes in technique and curriculum.

The questionnaire was used as a basis for the interviews and to get information from teachers who could not be reached personally. It was designed to ascertain what changes had taken place throughout the years in the methods and techniques of teaching reading in the Albuquerque Public Schools. The total number of questionnaires used was twenty-two and the number of usable replies received was twenty-two. There were twenty more personal interviews than questionnaires made.

The returned questionnaires were cut up and each answer pinned on a large record sheet so that they could be studied for conclusions. This gave a rather complete picture of the teaching of reading in the elementary grades throughout the period covered, that is from 1891 to 1947.

7. ORGANIZATION OF THE REMAINDER OF THE STUDY

This study covers a period of fifty-six years, that is, from the establishment of the Albuquerque Public Schools in 1891-1892 to the time of writing, 1947-48. It is an historical account of the methods, books, extra helps, interest builders and tests used in the teaching of reading during the entire period.

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The method of dividing the entire period into special periods is entirely arbitrary. It was decided to divide the total time into ten-year periods but there were six extra years. Since there were fewer data for the earlier years, it was decided to make the first period cover sixteen years and each of the following periods ten years.

Chapter II covers the period from 1891 to 1907. Chapter III extends from 1907 to 1917. Chapter IV continues from 1917 to 1927. Chapter V traces the development of reading from 1927 to 1937. Chapter VI brings it from there to the present, 1947. Chapter VII contains the summary and recommendations.

The period of 1914 to 1917 was a period of

periods of 1914 to 1917, 1918 to 1921, 1922 to 1925,

total time of 1914 to 1917, 1918 to 1921, 1922 to 1925,

since 1926 to 1929, 1930 to 1933, 1934 to 1937,

to 1940, 1941 to 1944, 1945 to 1948, 1949 to 1952,

1953 to 1956, 1957 to 1960, 1961 to 1964,

Chapter II covers the period of 1914 to 1917,

III covers the period of 1918 to 1921, IV covers the

to 1925, Chapter V covers the period of 1926 to 1929,

to 1933, Chapter VI covers the period of 1934 to 1937,

Chapter VII covers the period of 1938 to 1940,

PER CONTENT

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ILLUSTRATION

CHAPTER II

THE TEACHING OF READING FROM 1891-1892 to 1907-1908

1. INTRODUCTION

Public schools in New Mexico were authorized by a law of the territorial legislature in 1891. After the election and organization of the Albuquerque Board of Education for the purpose of putting the law into effect, Charles E. Hodgkin was elected superintendent for the purpose of organizing the city school system. The public schools were opened in the fall of 1891 and the superintendent had twelve teachers to assist him. The city had no buildings of its own and the public schools were held in inadequate rented buildings. During the year the Board of Education authorized the construction of four ward schools of four rooms each but none of these were occupied during the first year.

Superintendent Hodgkin organized the school system into five "departments": "First Primary, consisting of the first and second years, or grades; Second Primary, third and fourth years; First Grammar, or intermediate, fifth and sixth years; Second Grammar, seventh and eighth years; and a High School."¹ This was the situation in which reading was to be taught during the first years of the Albuquerque public school system.

¹ Charles E. Hodgkin, First Annual Report of the Public Schools of Albuquerque, New Mexico (Albuquerque Board of Education), 1892., p. 16.

2. THE COURSE OF STUDY

During the first half-year beginners were to be taught about 100 words mostly from the reader to be used through presentation on the blackboard and chart. In the second half of the first year about 50 pages of the first reader were to be read. In the second year the first reader should be completed by Christmas and the second reader to page 90 for the rest of the year. In the third year the second reader should be completed and the third reader studied to page 76. In the fourth year the third reader was finished and reviewed. The fifth grade studied the fourth reader to page 179 and the sixth grade completed it by Christmas. The sixth grade read the fifth reader to page 167 after Christmas. The seventh grade completed this reader. No textbook was listed for the eighth grade. Besides the textbooks used, pupils were to "do supplementary reading," but no books of this nature were listed. The pupils were also to make clippings for class reading. In the higher grades both supplementary and home reading were to be "encouraged," but no books or papers for this purpose were mentioned.²

The course of study in reading was simply an allocation of the contents of the series of five adopted textbooks to the different grade levels. It gave a few suggestions of how these contents should be taught and these will be considered below under methods of instruction. Later courses of study in 1898

² Ibid., pp. 28-32.

and 1903 showed a change of textbooks but little or no improvement over the original course of 1891-92, that is, the new textbooks were simply allocated to grade levels.

The Fifth Annual Report (1896) shows that the same textbooks were used and about the same methods of teaching were suggested.³ In 1898 the course of study recommended by the Territorial Teachers Association was adopted.⁴ The course of study for 1903 did not place reading first but put arithmetic in that position. There was now a primer and a reader for the first grade and a single separate reader for each of the other seven grades. The course of study simply allotted these textbooks to the different grades.⁵

The evidence from these courses of study indicate that the pupils in Albuquerque's first public schools read only the adopted textbooks in school. There were no supplementary readers and no references are made to library books available to pupils. Presumably the pupils read the assigned lessons only. Moreover, there are indications found in the reports that some children did not possess even textbooks for they had to be provided by the

³ Charles E. Hodgin, Fifth Annual Report of Albuquerque Public Schools (Albuquerque Board of Education, 1896), p. 29.

⁴ Manuel C. de Baca, Report of the Superintendent of Public Schools (Santa Fe: New Mexican Printing Company, 1898), p. 49.

⁵ A. B. Stroup, Twelfth Annual Report of Albuquerque Public Schools (Albuquerque Board of Education, 1903), pp. 28-48.

and 1907 passed a resolution of the Board of Education
ment over the original change of the Board of Education

books were being placed in the hands of the children

The Board of Education of the City of New York

books were used and the Board of Education of the City of New York

passed. In 1907 the Board of Education of the City of New York

for 1907 did not pass a resolution of the Board of Education

position. There was no resolution of the Board of Education

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The Board of Education of the City of New York

parents. With these limitations on the opportunities for reading, it is quite likely that many pupils did not learn to read well.

3. MATERIALS OF INSTRUCTION IN READING

Since there were no definite designations of other materials for the teaching of reading the best guide for what was read by the pupils is the adopted textbooks.

In 1891-92 there were two sets of adopted textbooks in reading for the primary grades, one for English-speaking children and the other for Spanish-speaking children. The McGuffey series of five readers was to run through all the grades. Spanish-speaking children should read McGuffey's English and Spanish First Reader⁶ and Mantilla's Spanish-First Reader and Spanish-Second Reader. It is presumed that they would then be able to read McGuffey's Third Reader. There were no primers for use before the first reader, but beginners were to be taught about 100 words from the first reader from the blackboard, chart, and letter cards.⁷

The McGuffey Spanish-English First Reader contained the English and Spanish alphabets in print and in script on pages 6-9, and reading lessons from page 10 to page 142. Pages 143 and 144 contained a phonetic chart divided into "long vocals" and "short vocals," "diphthongs," "aspirates," "subvocals," and "substitutes." Reading Lesson I was introduced by a picture of a dog beneath

⁶ Charles E. Hodgins, First Annual Report of Albuquerque Public Schools (Albuquerque Board of Education), p. 60.

⁷ Ibid., p. 28.

which was printed the words "dog," "the" and "ran," diacritically marked, and the letters a, o, n, d, g, r and th also diacritically marked. Beneath these stood two printed lines: "The dog" and "The dog ran." On the opposite page was the same picture of a dog and all the other printing in Spanish. This method is followed to page 103, after which the Spanish lesson is omitted.

The lists of words grow longer and several sentences are given for one reading lesson. No story in the book is as long as three pages. The stories were written for the purpose of building up a vocabulary rather than to interest the children. There are sixty-three lessons.⁸

The McGuffey series of five readers were each likewise divided into lessons. At the beginning of each lesson was a list of words. The lessons were divided into paragraphs and each paragraph was preceded by an Arabic numeral. The purpose of this was evidently for each pupil to read one paragraph orally to the teacher and class and then let another pupil continue. There was a rather well balanced alternation of poetry and prose and occasionally poems were written in script, the vertical system. The lessons were literary in character and were not of the nature of modern children's literature, though there is some evidence of attempts to appeal to children's interests. The fourth and fifth readers are progressively more literary and include what was then regarded as literary gems. Many of the prose and poetry selections

⁸ McGuffey's First Reader, English and Spanish (New York: American Book Company, 1879).

had a moral. There were such titles as "Perseverance," "Lazy Ned," "True Manliness," "Try, Try Again," "The Golden Rule," and "The Consequences of Idleness." There were several selections with science content, such as "Why the Sea is Salt," and "The Seasons." There were also historical selections, such as "Alfred the Great," and "Brandywine Ford."⁹

After 1896 the eighth grade read selected classics instead of the McGuffey Fifth Reader. These were: Whittier's Snowbound, Longfellow's Courtship of Miles Standish, Irving's Rip Van Winkle, Franklin's Autobiography, Lamb's Tales from Shakespeare, and McCaulay's Lays of Ancient Rome. This seems to have been the chief change made while Hodgkin was superintendent.¹⁰

After 1903 Wooster's Primer was used for beginners. This was followed by Graded Literature series in grades one, two and three and the Baldwin Readers in grades three to six.¹¹ The course of study simply allocated what books to read in each grade. Only the adopted textbooks were mentioned. No supplementary books were recommended. The seventh grade used Stepping Stones to Literature and the eighth grade studied "selections from American authors as literature."¹² There was no designation as to the source of these selections.

⁹ McGuffey, Readers (New York: American Book Company, 1879).

¹⁰ Charles E. Hodgkin, Fifth Annual Report of Albuquerque Public Schools (Albuquerque Board of Education, 1896), p. 29.

¹¹ A. B. Stroup, op. cit., pp. 28-40.

¹² Ibid., pp. 39-40.

had a novel. There were two. The first was "The
Hed," "The Happiness," "The Happiness," "The Happiness,"
"The Consequences of Happiness," "The Happiness," "The Happiness,"
with reference content, and the second was "The Happiness,"
Seasons." There were two. The first was "The Happiness,"
the first," and "The Happiness," "The Happiness," "The Happiness,"

After 1898 the change made in the selection of the
of the McGuffey Fifth Eclectic, which was a new
Houghton's Eclectic, which was a new
Franklin's Eclectic, which was a new
McGuffey's Eclectic, which was a new
chief change made in the selection of the

After 1898 the change made in the selection of the
was followed by the McGuffey Fifth Eclectic, which was a new
three and the McGuffey Fifth Eclectic, which was a new
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Only the adopted Eclectic, which was a new
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ture and the eighth, which was a new
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- 9 McGuffey, Eclectic, which was a new
10 Charles, McGuffey, Eclectic, which was a new
Public Schools (Albany), McGuffey, Eclectic, which was a new
11 A. B. McGuffey, Eclectic, which was a new
12 Ibid., which was a new

4. METHODS USED IN TEACHING READING

Hodgin gave a list of eighteen books on "Professional Reading" but none of them bore the title of the "Teaching of Reading." They were books on general pedagogy such as Page's Theory and Practice of Teaching and White's Elements of Pedagogy. But in his course of study, the superintendent gave some specific hints and suggestions for the teaching of reading. Among them were:

- (a) The teacher should encourage enthusiasm and insist on good body position and breathing exercises when reading.
- (b) Wasteful habits of reading should not be allowed to develop.
- (c) The word and phonic method should be the guide.
- (d) Beginners were to be taught the script form.
- (e) Meaning and accurate pronunciation should be insisted upon.
- (f) Diacritical marks were to be learned from the first.
- (g) Readers were to strive for good natural expression.
- (h) For practice on pronunciation occasionally read lesson backward rapidly.
- (i) Strive for flexibility of voice.
- (j) To test the thought of the lesson, sometimes have questions put on the board, and require written answers.
- ✓(k) Encourage definitions of words to be given in pupil's own language.
- (l) Vocal drills.
- (m) Insist on intelligent use of the dictionary.
- (n) Use choice verses and sentences for memory gems.
- (o) Practice reading with the eyes off of the book as much as possible.¹³

The course of study for 1903 gave the following suggestions to teachers in regard to reading instruction:

1. Teach pupils to grasp the sentence as a whole.
2. Have pupils learn to spell all the new words found in the readers.

¹³ Charles E. Hodgin, First Annual Report of Albuquerque Public Schools (Albuquerque Board of Education), p. 28.

3. Have silent reading.
4. Correct unpleasant speech.¹⁴

We do not know how well the teachers followed these instructions nor how closely they followed the instructions to teachers in front of the textbooks used. The author of McGuffey's readers stated that his textbooks were "especially adapted to the Phonic Method, the Word Method, or a combination of the two."¹⁵ The revised series (1896) "retained most of the favorite drill selections" and advised teachers to make "their pupils familiar with the diacritical marks after which they would be able to read "without any assistance from the teacher." All new words were given at the head of each lesson and the pupils were to "master" these before attempting to read the lesson.¹⁶ Each of the series of books contained an introduction consisting of explanations of diacritical marks, punctuation, pronunciation, articulation, accent, inflection, emphasis. These explanations became progressively more complicated as higher grade were reached.

The following is quoted from Wheeler's Graded Readers, A First Reader, page 4.

The authors believe that a first reader should be very simple indeed; that the vocabulary should be small; that each word should be repeated often; that the words used should be those that are already familiar to the child in conversation; that it is unwise to require the child to learn many new words at the same time as he is learning to recognize the printed forms of the words which are

¹⁴ A. B. Stroup, op. cit., p. 28.

¹⁵ McGuffey's First Reader (New York: American Book Company, 1879), p. 2.

¹⁶ McGuffey's Second Eclectic Reader (New York: American Book Company, 1896), p. iii.

3. Have all the
4. Correctly
We do not know

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teachers in front of the
readers stated that the
Phonic Method, the
The revised edition (1906)
selections and
with the description of
without any
given at the head of
these before

of books containing
classical
sent, instruction,
elves more
The following
First Reader,

The author's
single
each word
should be
in conversation
to learn
to recognize

14 A. B. ...
15 ...
pany, 1879),
16 ...
Book Company, 1879,

already near and dear to him; that the sentences and paragraphs should be short; that there should be frequent reviews; that the pictures should be what children call "cute and cunning"....¹⁷

The graded readers used in the first three grades were much more adapted to children's interests than the former textbooks. There were such stories as "The Three Goats," "The Two Little Kittens," "The Little Plant," "George's Trick," "Summer Woods" and many "Picture Studies" as well as classical selections. In each grade there were a number of "Memory Lessons," that is, poems to be committed to memory.

The Baldwin Readers used in the intermediate grades were more literary. There were selections from Longfellow, Blake, Morris, Thomas Moore, Emerson, George Eliot, Dickens and others for the fourth year. The fifth year reader had selections from Ruskin, Kingsley, Hawthorne, Tennyson, Bryant, Whittier, Irving, Webster, Bancroft, and Sir Thomas Malorey. The books for the sixth and seventh years were of similar character but more advanced. The main purpose was to acquaint the child with the masterpieces of English and American literature.

The purpose of Baldwin in preparing his readers is stated in his own language:

... the literary quality of all the selections; the adaptations from the classics of our language, introducing the pupil to certain famous books and their authors; the numerous lessons in nature study; the many stories of moral and ethical character which appeal to the child's better nature and strengthen his love of

¹⁷ Chicago: W. H. Wheeler Company, 1901.

already near and dear to him. The
paragraphs should be short; the
sentences should be simple; the
dail "note and counting."

The graded readers used in the
much more adapted to children's
books. There were such stories as
Little Litterer, "The Little
Wooden" and many "Little Stories".
In each grade there were a number
that is found to be suitable as

The Baldwin Readers used in the
more literary. There were collected
Harris, Thomas Moore, Shakespeare,
for the fourth year. The fifth year
Washburn, Kingsley, Hawthorne, and
Webster, Emerson, and the Indian
sixth and seventh years were of
various. The main purpose was to
masterpieces of English and

The purpose of Baldwin's
ted in his own language.
... the literary quality of the
adaptations from the classic
during the pupil's early years.
authors; the numerous legends and
stories of moral and ethical
the child's better nature.

right doing, lessons relating to the history of our country or to the lives of great men; short pieces to be memorized....18

The following instructions were given "to the young learner" in the Baldwin Reader, Fourth Year:

Before attempting to read any selection aloud, read it to yourself in order that you may acquaint yourself with its difficulties. If there is any part of it you do not comprehend, read it again and try to get at its meaning. Study to understand every peculiar expression and every difficult word.

From the Word List at the end of this volume, or from the dictionary, learn the meaning of every difficult word.

Practice reading aloud to yourself at home.

Try to discover and correct your own faults.

Be sure to pronounce, clearly and properly, every syllable and every word.

If any combination of sounds is hard to articulate, practice pronouncing it until you can speak it properly and without effort.

In reading aloud try to read in the same natural tones that you use in talking. Be careful to avoid all strained, harsh or discordant tones.

Remember that good reading is only conversation from the book, and that it should always give pleasure to both the reader and his hearers. 19

It is clear from these directions that the author had oral reading as the chief objective. There is not a single direction regarding silent reading.

Some light on the methods of teaching reading in this period can be gained from programs of teachers institutes. The program for 1902 provided for the explanation of the following methods of teaching reading: "ABC method, phonic method, picture method, object method, word method, and sentence method of teaching

18 James Baldwin, School Reading by Grades, Third Year (New York: American Book Company, 1897), p. 3.

19 James Baldwin, School Reading by Grades, Fourth Year (New York: American Book Company, 1897), p. 6.

right being... or to the... of...

The following...

new" in the...

Below...

yourself in...

difficult...

present, read...

Study to...

difficult...

From the...

dictionary, for...

Practice...

try to discover...

He must be...

and every word...

If any...

also...

without...

In reading...

you use in...

or dis...

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book, and...

reader and...

It is...

oral reading...

also regarding...

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period can be...

program for...

methods of...

method, object...

18 James...

York: American...

19 James...

York: American...

beginners to read. In another lesson, teachers were asked to "illustrate your method of assigning a lesson in reading; also your method of conducting the recitation." It was further explained that three processes are involved in reading-- eye training, interpretation of the printed page, and vocal expression of the ideas gained.²⁰

How these methods were explained and illustrations given is not known, nor do we know how much improvement in the teaching of reading was accomplished through the work of these institutes. Probably most of the teachers got whatever knowledge of better methods they had chiefly from this source. The compiler of the 1902 program gave as references McMurry's Special Method in Reading and the teacher's manuals for the adopted readers.

The discussions in the teachers institutes for 1904 were confined to three methods of teaching beginners to read--the alphabetic, the word, and the phonic. From the outline for discussion it appears that each method had its drawbacks. But the concept of reading readiness had appeared, although it had not yet been given this particular name. The concept is clear when one studies the following outline:

Important steps in learning the first word:

1. A preliminary conversational exercise.
2. Oral expressions leading to the use of the word.
3. Associating the written form with the idea and the spoken word.

²⁰ J. Frances Chavez, A Course of Study for Normal Institutes of New Mexico (Silver City: Enterprise Publishing Company, 1902), p. 15.

4. Discuss objects and pictures as aids in this direction.²¹

The foregoing ideas as to the teaching of reading continued to be discussed in the teachers institutes down to the close of this period, 1907.. How effective such instruction for a few days was in actual classroom practice we cannot accurately ascertain. No doubt some teachers did attempt to put some of these ideas about how to teach reading into practice but many teachers continued in the beaten paths of their predecessors.

The Territorial Superintendent of Public Schools tried to interest teachers in the improvement of reading instruction during the last five years of this period. In 1903 he sent a circular letter to active educators throughout the territory stressing the importance of skillful teaching methods in order to develop correct reading habits and skills. He wanted the institutes of the coming season to make concerted efforts to improve the teaching of reading.²²

The information collected on the questionnaires sent out in this study shows that there were some teachers in the Albuquerque Schools during this period who were teaching reading by the small group method, some by the individual method, while others used both group and individual methods. Pupils having reading

²¹ C. M. Light, Courses of Study for County Institutes (Santa Fe: El Boletín Popular Printing Company, 1904), p. 63.

²² Mrs. E. P. Hays, "Scrapbook of Early Education in New Mexico," n.d.

4. Discourse objects and relations as well as the way in which
The foregoing illustrates the tendency of reading teachers
to be dissatisfied in the teachers' initial efforts to teach
this period, 1907-1910, particularly with respect to the way in
which in actual classroom practice the tendency was to be
No doubt some teachers at this time were not aware of the
about how to teach reading, and the tendency was to be
tended in the better part of the country.
The Tarrington Experiment of 1911 is a good example
to interest teachers in the importance of reading in the
during the last five years of this century. In 1911, the
elementary teacher to give educational material for the
stressing the importance of reading in the elementary school
to develop correct reading habits and to make the reading
attitudes of the country as well as the tendency to be
prove the teaching of reading.
The information collected in the Tarrington Experiment
in this study shows that there was a tendency to be
the schools during this period, and the tendency to be
small group method, and the tendency to be
need both group and individual methods.

difficulties were sometimes given extra attention by permitting them to read at other times in addition to the regular class period. The very shy and backward child was sometimes motivated by questions concerning his experiences out of school or in his family.

Each grade did much more oral than silent reading. Books were to be provided by the parents and often they failed to do so. There were no school libraries either in the classrooms, individual buildings or central depository from which teachers could draw sets of supplementary books. Children were encouraged however to have home libraries, and this was about the extent of the supplementary reading done.²³

Much seatwork in reading was simply copying from the readers particular passages a definite number of times. Seatwork was not given to develop the reading skills. In many cases it was for busy work.

The outcomes and abilities were measured according to the judgment of the teacher. If the child read the words of the books for the grade well it was promoted; otherwise, retained to repeat the same work the following year. Remedial reading was not known as such but might have been called repeated reading as often the child was kept after school to reread the poorly read lesson until it was mastered.

The lack of expression due to word calling accompanied by

²³ Adah Vaughn, Reply to questionnaire.

a monotonous tone was a common bad habit of this reading period. Mumbling and the use of "and" between eye spans produced choppy reading. The sympathetic and better phonetically trained teacher had surprising results in teaching reading to pupils through encouragement and by building up a pride in being able to read.

5. SUMMARY

The evidence presented in this chapter points to the following conclusions:

1. Courses of study were bare outlines of what books and what pages should be read in each grade with a few general instructions about the methods of teaching reading.
2. The content of the textbooks constituted practically all that was read by the children.
3. The content of the textbooks was largely what we would call literary selections but many were taken from history and natural science.
4. Many poems were to be memorized.
5. Oral reading was predominant. Each pupil read the lesson or a section of it to the teacher and the rest of the class.
6. Diacritical marks were regarded as very important.
7. Pronunciation, enunciation, and punctuation were stressed.
8. Meaning could be gotten by rereading.
9. Word lists had prominent places in all readers.

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The evidence...
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5. Oral...
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class...

7. The...
Hearing...

8. The...
Word...

10. New words were spelled before reading them.
11. The phonic and word methods were recommended for beginners.
12. Remedial teaching consisted in repeating the work, that is, by failure of promotion.

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10. New York, New York, New York
11. The People's Republic of China
12. Communist Party of the United States
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CHAPTER III

IMPROVED TEACHING OF READING FROM 1907 TO 1917

1. INTRODUCTION

The improved views of the teaching of reading in the elementary grades of the Albuquerque Schools from 1907 to 1917 are given in this chapter. With this awakening as to the improvement of methods of instruction came a felt need for additional books.

2. THE COURSE OF STUDY

The course of study of 1906-07 required that more time be given to reading each day than any other subject.¹ Stress was placed on reading two or three periods a day in the primary grades in order to develop the power of gaining thought from the printed page before the pupil entered the grades where textbooks were used in nearly all subjects. It stated that much of the difficulty and discouragement that comes to the pupils of the grammar grades is due to their weakness in reading. Therefore an abundance of thoughtful reading in the primary grades prepares the way for pleasant, successful work in grammar, geography, history, and arithmetic in the advanced grades. By the end of ten or twelve weeks the pupils were expected to start

¹ J. E. Clark, Manual and Course of Study of the Public Schools (Albuquerque, New Mexico: Board of Education, 1906-07), pp. 24-30.

26

primer reading. The first fifty pages of the primer were expected to be rapidly read, as they consisted of the fifty words previously taught. After the completion of a primer, a first reader was used with definite pages to be completed in a given time.

The method employed was the "happy combination" of the "Thought," "Sentence," "Word," and "Phonetic" methods.² From the very beginning and continuing throughout the entire course, class periods quite independent of the reading class periods were to be given to thorough drill on phonics, word construction, study, and the study of the choice of words. The reading hour was not to be interrupted by any exercises of this sort. The use of the dictionary was to be started in the fourth grade, and aside from the International Dictionary furnished each room, every pupil should own and have in his desk for constant use, a reliable handy dictionary equivalent to Webster's Common School Dictionary.

In 1911-12 the course of study made for the city schools stated that the general plan of teaching reading in the few past years was a combination of several methods which had been quite satisfactory.³ Phonics, as presented by Ward's Manual had furnished the corner stone of the system. Experience had shown that a child well grounded in phonics and the blending of elements

² Ibid., p. 23.

³ John Milne, Course of Study, Albuquerque Public Schools (Albuquerque, New Mexico: Board of Education, 1911-1912), pp. 6-12.

into words had discovered a key by which he was soon able to master any word unassisted. It was also believed that in the process of acquiring a reading vocabulary and the constant phonic analysis and synthesis of words, the child acquired an accuracy of enunciation and pronunciation, a boldness in attacking, and a readiness in mastering new words that would have been secured by no other system.⁴

At the end of about ten weeks primary pupils were to begin the primer and to change from script to print reading. Both script and print were not to be used at the same time because that was believed to only develop dependency. Help was to be given on troublesome words only, and the pupils were supposed to be "weaned" from the script within a week. The pupils were to be trained in the habit of scanning sentences before trying to read them aloud. Sentence reading was demanded. All new words were to be learned through phonics. A very thoroughly explained direction for teaching phonics was given in this course of study.⁵

3. ADDITIONAL MATERIALS OF INSTRUCTION

In 1907 the requirement for the territory was: The first grade to complete Wheeler's Primer and First Book; to know "set one" and "set two" of 30 and 50 phonograms, respectively; to

⁴ Ibid., pp. 7-10.

⁵ Loc. cit.

These words had been used by the author in his book

master any and all other words.

process of acquiring a new language is a

phonetic analysis and synthesis of the

accuracy of pronunciation and the

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In 1967 the

grade to

one* and

have ear training, blending, phonics; and to know the alphabet in order.⁶

Second grade was to complete Wheeler's Second Reader, Graded Literature, Second Book, and supplementary texts as directed, and to require expression, full sentence reading, glancing ahead in oral reading, and phonetic drill.⁷

Third grade pupils were to complete: Wheeler's Third Reader and Home Geography as supplementary, other supplementary texts as required and to review phonograms, develop clear articulation, correct pronunciation, paragraph reading, and phonics.⁸

Fourth grade pupils were to complete: Graded Literature, Fourth Book; Baldwin's Fourth Reader; and Friends and Helpers as supplementary; language and geography texts for intensive reading; review phonics; and use of dictionary.⁹

Fifth grade pupils were to complete: Graded Literature, Fifth Book; Baldwin's Fifth Reader; Eadie's Hygiene, supplementary; phonic exercises, diacritical markings, and the use of the dictionary.¹⁰

Sixth grade pupils were to complete: Baldwin's Sixth Reader; Carpenter's North America, Mowry's First Steps in the

⁶ Clark, op. cit., pp. 28-29.

⁷ Loc. cit.

⁸ Loc. cit.

⁹ Loc. cit.

¹⁰ Loc. cit.

History of our Country; review phonics, and dictionary.¹¹

The 1911-1912 Albuquerque Course of Study listed Howe's Primer, Brooks' First Book, Wheeler's First Reader, and the Art Literature Reader for the first grade. Brooks', Wheeler's, and Art Literature Readers for the second grade. Brooks', Wheeler's and Home Geography for the third grade. Around the World, Book Three, Friends and Helpers and Brooks' Fourth Reader were to be read by the fourth grade. Carpenter's Geography Reader, Conn's Introductory Physiology and Hygiene, and Brooks' Fifth Reader for the fifth grade. Brooks' Sixth Reader, Geography Reader, and Montgomery's Elementary American History for supplementary reading in the sixth grade. The dictionary was to be used daily starting in the fourth grade.¹²

4. IMPROVED INSTRUCTION

The Clark Manual and Study Course¹³ directed teachers to teach beginners in reading from the blackboard exclusively for about ten weeks. By the "Thought," "Sentence," and "Word" methods; teach the vocabulary of about the first fifty pages of Wheeler's Primer consisting of one hundred words. Present the words in a variety of sentences using script only. The sentences of the text were not to be used. The troublesome words were to be written on cardboards or drawing sheets the size of

¹¹ Loc. cit.

¹² Milne, op. cit., pp. 6-12.

¹³ Clark, op. cit., p. 25.

History of our country; review of the Revolution, 1776-1783.
 The 1911-1912 Supplemental Series in English Literature
 Primer, Brooke's, English Book, English Literature, English
 Art Literature Reader for the English Book, English Literature
 and Art Literature Reader for the English Book, English Literature
 Wheeler's and some supplementary for the English Book, English Literature
 World, Book Series, English Literature, English Literature
 Reader were to be used by the English Book, English Literature
 English Reader, English Literature, English Literature, English Literature
 Brooke's, English Book, English Literature, English Literature
 Geography Reader, English Literature, English Literature, English Literature
 for supplementary reading in the English Book, English Literature
 was to be used as a reading book in the English Book, English Literature

The English Book, English Literature, English Literature
 to teach beginning to reading, English Literature, English Literature
 for about ten weeks, English Literature, English Literature, English Literature
 method; teach the English Book, English Literature, English Literature
 Wheeler's English Book, English Literature, English Literature, English Literature
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- 11 Loc. cit.
 - 12 Ibid., pp. 11-12.
 - 13 Ibid., pp. 11-12.

the phonic drill cards. Use these for daily drill. Let the "game" spirit prevail in all these drills; maintain interest. At all times insist upon full sentence reading. Allow no one to read until he knows every word in the sentence. Require this from the very first day. Soon all will understand that they are to read without hesitation.

Having completed the Primer thoroughly, begin Graded Literature, First Book. This text will be found to be easy reading for about two hundred of the words of its vocabulary were learned in the Primer. Continue persistence in the matter of "sentence reading." Following Graded Literature, the pupils will read Wheeler's First Reader, and such other supplementary texts as required. Exercises in phonics, ear training, blending, and phonic reading are carried along with all of these texts, but during different class periods, in the main.¹⁴

Beginning the first day, teach simple phonograms in exercises independent of the reading period. Teach f, m, n, l, r, and s among the first because they are easy--the sounds are prolonged. Later, teach compound phonograms, completing "set one" of thirty sounds during the first semester. Two exercises daily of two or three minutes each will accomplish this easily. Within a few days, word building should begin; f-an, r-an, m-an; l-and, s-and; f-ight, l-ight, m-ight; and others should be mastered. Tell interesting stories and pronounce certain important words phonetically. Give daily

¹⁴ Ibid., pp. 26-27.

exercises in blending. Teach "a" and "the" with words, not³¹ alone. Give frequent blackboard exercises in phonetic reading, using new words. Complete "set two" of fifty phonograms during the second semester. Be sure that you give the correct pronunciation of the phonograms or there will be much trouble in blending. Every pupil should feel willing to "attack" a new word. "Word telling is out of date."¹⁵

The 1911-12 city course of study¹⁶ repeated the same requirement in methods as the state course of 1906-07. Ten weeks of blackboard reading exclusively was to be done by beginners followed with teaching the first fifty pages of the Howe's Primer, containing one hundred words, by the "Thought," "Sentence," and "Word," method. Present the words in a variety of sentences. No printing or sentences of the text were to be used. Following a thorough completion of the Primer the Brooks' First Book with supplementary texts were to be studied. The method of teaching phonics remained the same as in 1906-07.¹⁷

The author stated this was only the minimum requirements as many grades would do much more.¹⁸ Right habits, drill, review of previous grade work, and phonics were stressed in thorough detail.

The following information was collected from the

¹⁵ Ibid., p. 28.

¹⁶ Milne, op. cit., pp. 6-12.

¹⁷ Clark, op. cit., pp. 25-26.

¹⁸ Milne, op. cit., p. 24.

questionnaires and personal visits made in this study. There³² was a great tendency in all elementary grades of the city toward hearing the lesson from a common text where the subject matter rather than the children were taught. The same material was used for all the pupils of a grade. The combination of "Thought," "Sentence," "Word," and "Phonetic" method prescribed by the state course of study was used. The phonetic method proved very successful. An explanation of this system can be better understood by repeating the note given by a very successful teacher of phonics in this period.

In teaching beginners to read we find there are three essential things to be taken into consideration. Namely: sight reading; word getting; phonic drill.

All of the short vowel words of a beginners book should be classified by the teacher and these used as word drill. Then for use as a basis for phonic work these familiar words may be divided into sounds, showing how each letter contributes to the making of a word.

After much drill the words may be introduced in simple blackboard reading lessons.

Then words with long vowel sounds may be taken up for word drill, and pupils may be shown the diacritical marking of the dictionary which give to letters a particular phonetic value.¹⁹

About 90 per cent of the reading done in the primary grades was oral while that done in the intermediate grades was about evenly divided between oral and silent reading. Thought getting was emphasized in the silent reading but sometimes neglected in oral reading.

The Beacon Chart was used for the preparation for reading. Sometimes word cards or letter cards were traced. Pictures,

¹⁹ Miss Dorothy K. Russell, 208 S. Stanford, Albuquerque, New Mexico.

questionnaire was sent to the
was a great success. It was
hearing the letter. The letter
rather than the letter. The letter
need for all the letter. The letter
"Sentence," "Word," "Word," "Word,"
course of study. The letter. The letter
ceasing. The letter. The letter
by repeating the letter. The letter
phonics in this letter.

In teaching reading, the letter
essential. The letter. The letter
about reading. The letter. The letter
All of the letter. The letter. The letter
be classified. The letter. The letter
Then for a letter. The letter. The letter
worse. The letter. The letter
classified. The letter. The letter
After which. The letter. The letter
blackboard. The letter. The letter
Then which. The letter. The letter
word drill. The letter. The letter
of the letter. The letter. The letter
the value.

About 20 per cent of the letter. The letter
grades was oral while the letter. The letter
about evenly divided between the letter. The letter
getting was emphasized in the letter. The letter
neglected in oral reading. The letter
The teacher. The letter. The letter
Sometimes. The letter. The letter

rhymes, and stories were used exclusively. The game spirit prevailed in drills for maintaining interest.

Reading was motivated by pictures, objects, stories, and mainly conversation. The intermediate grades added dramatization, word drills, and songs to what the primary grades used.

One fourth grade teacher of this period wrote in the questionnaire:

I recall preparing for a new reading lesson by placing on the blackboard new and difficult words with diacritical marks. After these had been drilled for pronunciation, we would read the new lesson aloud. I recall having dictionary drill, or rather, contests, for speed in finding words before we started reading the assigned pages.²⁰

The seat work for developing skills in reading was usually blackboard questions with emphasis on word recognition. Sometimes matching questions and answers were used.

The common outcome or ability expected was to learn to read one book well orally and one or more supplementary readers in the first year in each of the first six grades. Failure to read the first reader well the first year meant repeating the grade and material the second year.

Remedial reading was not known by that name, but some teachers recognized individual differences and tried to meet the needs by giving additional time to the reading period, repeating the same lessons or finding a new personal interest approach. Many teachers stayed in the classroom after school

²⁰ Miss Adah Vaughn, 3706 Georgia Street, San Diego 3, California.

closed in the afternoon to listen to the slow pupil re-read his lesson. More often the child repeated the grade the following year and no remedial help was given.

Lip movement, mumbling, pointing to words, hesitation over unfamiliar words, repetition of words and the insertion of words were common, but the sing-song word calling habit of reading was most common. The teachers did much to help the children to overcome these faults, but not many good texts were on the market to aid them. The language handicap of Spanish accent on words was a hindrance to the reading of this period in Albuquerque.

Units of study were not developed. The stories were taught as they appeared in the reader. One teacher wrote that she was always out of line with the practices of the period because she selected stories according to seasons and otherwise skipped about in the book according to the interest displayed in the classroom.

There were no school libraries and no central library where teachers in the city could draw sets of supplementary books. Mr. J. R. McCollum's idea of a loan shelf of donated books was an aid to the needy. The books were gotten from donations, gifts, and contributions and kept on this shelf. The schools could borrow them at any time.²¹

The following is from a reply on the questionnaire, written by a teacher who taught in this period:

²¹ J. R. McCollum, Albuquerque, New Mexico.



NOTARY
PUBLIC
STATE OF
NEW YORK

closed in the afternoon of the 1st day of May, 1914, at
his house, 121 West 12th Street, New York City, the
following year and no receipt was given for the same.
The movement, however, was not made until the 1st day of
over the summer months, and the receipt was not given until
of words were given, and the receipt was not given until
reading was not given, and the receipt was not given until
children to receive those books, and the receipt was not given
were on the 1st day of May, 1914, at the house of the
Spanish agent of the New York Public Library, and the receipt
this period in the summer months.
Units of study were not given, and the receipt was not given
taught in the summer months, and the receipt was not given
and was always on the 1st day of May, 1914, at the house of
cause the school was not open, and the receipt was not given
shipped about the 1st day of May, 1914, at the house of the
in the classroom.
There were no books in the school, and the receipt was not given
where these books were in the school, and the receipt was not given
books. Mr. J. E. Smith, the principal of the school, and the
books was an aid to the school, and the receipt was not given
donations, and the receipt was not given.
The school could not receive the books, and the receipt was not given.
The following is a list of the books received by the school,
written by a teacher who taught in the school in 1914.

I do not remember the names of textbooks used, except one, called "Friends and Helpers." This book appealed to me and to the pupils because it aroused an interest in animals and insects. I remember pupils getting birthday gifts of "Reddy the Fox," and dramatizing some of the stories for us.²²

One teacher of reading in the city at this time was so successful with the phonic method that she gave demonstrations for book companies, thereby receiving as a reward sets of readers which she used and loaned.

No workbooks were used. Some teachers made picture books with a few easy questions to which the children could write answers. This was a kind of teacher prepared home work. There was no special reading teacher or supervisor to aid the regular teacher. No children's magazines or newspapers were available, but some teachers brought articles cut from adult magazines and newspapers to school for use in the intermediate grades. Choral speaking was unknown, but some teachers taught Mother Goose Rhymes and Alphabet Jingles. Poems were pantomimed in the intermediate grades. Audience reading was never used for parents, visitors, other classes, or programs as today.

No reading clubs were organized. Occasionally an outstanding teacher had a committee to work at recess in reading a story together. They were usually slow, tiresome readers who at this time helped each other but too often memorized the story and supposed they had read well.

²² Adah Vaughn, in reply to questionnaire.

Charts were not experience charts but phonic, highly commercialized and to be used from year to year. Bulletin boards were few and those not used for reading. Occasionally a teacher pinned up a list of the words to be studied phonetically before hearing the children read the story.

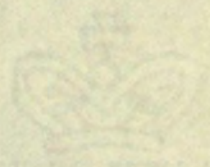
Standardized reading tests were not used in Albuquerque at this time. A teacher seldom made a reading test, and when it was made it consisted of a few sentences to occupy the child's time while another class or a group recited.

5. SUMMARY

Methods were as varied as the number of teachers teaching reading. Combinations of methods were used by experienced teachers. The inexperienced teachers interpreted the curriculum as requiring all the children at a given grade level to use the same textbook prescriptions regardless of capacities, needs, or interests. This was the period of the phonetic method. It seemed to fit the needs of that time very well. Oral reading was the dominant practice.

The most notable improvement of this period was the introduction of supplementary reading materials. Books were not so limited in the city as the state. The city cooperated in securing more than those adopted by the state. People of the city donated what books they had or could get. A teachers' manual was now furnished.

Charles was not a member of the church, but he was
considered as such by the people. He was a
boarder who had been in the house for some time.
A teacher visited him and found that he was
only a boarder and not a member of the church.
The church was not a member of the church, but
at this time, it was not a member of the church.
It was not a member of the church, but it was
the while another of the church.



Methodist church, and the people of the church
reading, and the church was not a member of the
church. The church was not a member of the church,
resulting in the church being a member of the church.
textbook, and the church was not a member of the church.
resulted. This was a result of the church being a member of the church.
to the church of the church, and the church was not a member of the church.
dominant, and the church was not a member of the church.
The church was not a member of the church, but it was
question of whether the church was a member of the church.
limited in the church, and the church was not a member of the church.
ing more than the church, and the church was not a member of the church.
donated what the church was not a member of the church.
was now turned.

Extra helps for building interest were unknown. Many teachers created their own to fit the need. Interest was usually supplied at home before the child came to school. The universal idea of parents was to send their children to school to learn to read. Reading was recalling the words of the printed page with some meaning. The eager child was interested only in the text he hoped to read.

Standardized tests were not used in the city. No mention was made of them in the state course at this time.

The child read the readers of his grade only and the books were all marked for the grade in which they were to be used. The development of comprehension suffered because only basal readers were used for the development of skills, and reading instruction was isolated from art, music, science, social studies, and mathematics.

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CHAPTER IV

THE DEVELOPMENT OF READING

FROM 1917 TO 1927

1. INTRODUCTION

Modified instruction and increased materials mark this period of teaching reading in the elementary grades of the Albuquerque Public Schools from 1917 to 1927. No definite outline of reading was followed during this period. But several methods were described to choose between. It was believed at this time that no outline could do more than suggest, for even the best was not good enough to be followed slavishly.¹

The 1918 State Course of Study fully outlined the Beacon Phonetic method with its necessary equipment for teaching beginners to read, also the outline for using the Riverside Primer, readers and teacher's manual. The required monthly page assignments were given. The Blodgett, the Wooster and Reading Literature Primers with monthly page assignments were the supplementary requirements for the first grade. The teachers were asked to make a careful study of the needs of the class and take up the work best suited to it, but not to neglect phonics. Phonetic tables and diacritical marks were required by stating which ones and what amount to be taught each month in the first three grades

¹ Isabel Eckles, New Mexico Common School Course of Study (Santa Fe, New Mexico: State Board of Education, 1923), p.115.

and to be reviewed in the fourth, fifth and sixth grades. More stress was given to motivation of the class recitations in each grade than was given in previous courses of study. The seasonal changes and home experiences were beginning to be recognized as interest builders in class recitations.²

Wagner's State Course of Study, written in 1919, had almost no change since the 1918 course was written. The first required reading vocabulary for the first grade pupils appeared in this state course of study. A maximum of 750 words and a minimum of 450 words were required. The 750 words were the different words found in the Riverside and Blodgett Primers.³

The 1923 State Course of Study gave more methods to choose from in teaching beginners to read than did the 1918 State Course of Study. There were more books and each had the procedures for using it fully explained. Page sixteen gave a daily program listing the time to be spent on each recitation of every subject per grade. More time was given to reading than any other subject. Sixty-five minutes per grade were to be given to the daily reading class of the first and second grades, sixty minutes per grade for third and fourth; fifty-five for fifth; and forty minutes for the sixth grade. It stated that in the above program it was not intended that teachers should adhere rigidly to the

² Jonathan H. Wagner, Manual of the Common School Course of Study (Santa Fe, New Mexico: Board of Education, 1918), pp. 36-37.

³ Ibid., 1919, pp. 70-81.

and to be reviewed in connection with the...
stress was given to make...
grade than was given in previous...
changes and some...
interest...
Wagner's...
most no...
quized reading...
this class...
was of...
words found in the...
The 1925...
from in teaching...
of study...
for...
gram listing...
subject per grade...
subject...
daily reading...
per grade for...
minutes for the...
it was not...
of study...
Johnston...
of study...
Table...

distribution of time. It was to be used as a guide to prevent the over-emphasis of some subjects. This state course of study suggested the use of the reading test for measuring the rate and comprehension. This was the test developed by Dr. William S. Gray. It was to be used as an aid in studying individual and class progress.⁴

The questionnaires and the personal calls made to teachers who taught reading in the elementary grades of the city schools during the period of 1917 to 1927 showed that the methods used in the teaching of reading in the city were far in advance of those given in the state course of study. The teachers were becoming interested in improving themselves through reading more books on how to teach reading, also through observing and by exercising more self initiative.

2. THE COURSE OF STUDY

In the 1918 State Course of Study a well described plan was given for the teachers who desired to teach beginners to read by the phonetic method. They were to use the Beacon chart outfit, the Beacon Primer and first, second and third readers. This was called the Beacon Method. If this method was not preferred the Riverside Primer and readers were to be used. In the latter system the number of pages and the time to complete them were given for each month of every grade. The Manual, How to Teach

⁴ Eckles, op. cit., p. 143.

distribution of ...
over-estimation of ...
gested the use of ...
presentation. ...
It was to be used ...
Gross.

The question ...
who taught ...
during the period of ...
the teaching of ...
given to the ...
interested in ...
how to teach ...
more self ...

In the ...
was given for the ...
by the ...
the ...
was called ...
the ...
system the ...
given for ...

Reading, by Frances Jenkins was to be used with the Riverside Primer and readers. Phonograms and diacritical markings, lesson assignments, and silent reading received much stress in the upper grades in this course of study.⁵

In the 1923 State Course of Study twenty pages were given to teaching beginners to read.⁶ This included outlines of procedure and illustrative lessons. An explanation of the transition from the chart to the primer was given.⁷ A story procedure outline was given to assist teachers in developing the words on the early pages of the original Beacon Reading Chart.⁸ Thirteen pages were devoted to the teaching of phonics.⁹ The following sixteen pages were given to the teaching of reading based on the Searson Martin Readers.¹⁰ Definite work was here outlined for each month of each year. The teacher who followed this plan was assured good results, but was left free to add to this plan from the riches of her own experiences. This was known as the "Universal Method." A descriptive outline with a list of reading aims by grades to be used with the Elson Readers followed.¹¹ Seventeen

⁵ Wagner, 1918, loc. cit.

⁶ Eckles, op. cit., pp. 65-84.

⁷ Ibid., p. 67.

⁸ Ibid., pp. 71-84.

⁹ Ibid., pp. 85-98.

¹⁰ Ibid., pp. 99-114.

¹¹ Ibid., pp. 115-124.

pages fully described the Beacon Reader plan for the first five years with emphasis placed on reading with expression, phonics, and word study. Beginning pupils in reading were to be ready for the Beacon First Reader about April or earlier, provided page seventy-five of the primer had been reached before doing so. If the New Beacon Primer was used, it was to be completed before the Beacon First Reader was begun.¹² It was thought better to read additional primers than to forge ahead too rapidly. A clear description was given for teaching reading using the Merrill Readers.¹³ The aims here given emphasized thought getting and the appreciation of literature. Teachers using this plan were asked to read Klapper, Teaching Children to Read; Huey, Psychology of Reading; Charters, Teaching the Common Branches, and Dyer and Brady, Suggestions to Teachers. It was recommended that the school board buy them for the teachers' use. The definitions of silent reading, oral reading, testing, dramatization and methods were fully explained.¹³ The use of the dictionary and library reading for intermediate grades and for the planning and developing of the upper grade lessons were given in detail.¹⁴

3. INCREASED MATERIALS

In 1918 the state course of study gave the following

¹² Ibid., pp. 125-141.

¹³ Ibid., pp. 142-150.

¹⁴ Ibid., pp. 147-148.

pages fully answer the question of the...
years with evidence...
and word study...
for the Reason First...
page seventy-five...
If the Reason First...
the Reason First...
read additional...
description was given for...
Readers...
the appreciation of...
asked to read...
of Reading...
Brady, Research...
board buy then for the...
reading, oral reading...
fully explained...
for interested...
the upper grade...
In 1913 the...

-
- 12 101A... 1-1-101
 - 13 101B... 1-1-101
 - 14 101C... 1-1-101

instruction: That if a phonetic method of teaching reading was desired the Beacon Method was to be used, consisting of the phonetic chart, reading chart, chart holder, letter cards, word builders, primer and first, second and third readers.¹⁵ The first grade had Riverside Primer, Blodgett Primer, Reading Literature Primer, Story Reader Primer, Wooster Primer and the second grade had Brooks' First Reader, Phonetic Reading, Beacon First with phonetic tables also Reading Literature, while the third grade used Brooks' Reader, Third Year; Reading Literature, Third grade; Beacon Third Reader Phonetic Reading and supplementary books from the library. The fourth grade used Brooks' Reader, Fourth Year; Reading Literature, Fourth Reader; and Farm Life Reader, Book Four. The fifth grade had Brooks' Fifth Reader; Reading Literature, Fifth Grade; Martin's Studies in Reading, Fifth Grade; Farm Life Reader, Book Five; Mace's Primary History; and Health Lessons, Book One. The sixth grade books were: Searson and Martin Studies in Reading, Grade Six; Reading Literature, Sixth Grade; Mace's Primary History; Health Lessons, Book Two.¹⁶

The Oil and Mineral Leasing Act passed by Congress on February 25, 1920, was the source of revenue for the free text--books for children in the elementary and secondary schools. Free texts were to be distributed to the children attending schools of the state, and the parents were responsible for the loss, damage,

¹⁵ Wagner, 1918, loc. cit.

¹⁶ Ibid., pp. 36-46.

Instruction: That if a student is not at the school in the morning
he should be notified by the teacher. The teacher should also
phonetic chart, reading chart, chart, chart, chart, chart, chart,
builders, first, second, third, fourth, fifth, sixth, seventh, eighth,
grade had Riverdale, Riverdale, Riverdale, Riverdale, Riverdale,
Primer, Story Reader, Primer, Story Reader, Primer, Story Reader,
had books, First Reader, Second Reader, Third Reader, Fourth Reader,
phonetic tables also books, First Reader, Second Reader, Third Reader,
used books, Reader, First Reader, Second Reader, Third Reader, Fourth Reader,
Bascom Third Reader, Fourth Reader, Fifth Reader, Sixth Reader, Seventh Reader,
the library. The books are used in the library, and are used in the
Reading class, First Reader, Second Reader, Third Reader, Fourth Reader,
The fifth grade had books, First Reader, Second Reader, Third Reader,
Fifth Grade, Reading, Reading, Reading, Reading, Reading, Reading, Reading,
Reader, Book Five, Book Six, Book Seven, Book Eight, Book Nine,
Book One. The fifth grade books were, First Reader, Second Reader, Third Reader,
In Reading, Book Nine, Book Ten, Book Eleven, Book Twelve, Book Thirteen,
Primary History, Book One, Book Two, Book Three, Book Four, Book Five,
The Old and New Testament and the Bible, Book One, Book Two, Book Three,
February 22, 1930, and the books of the Bible, Book One, Book Two, Book Three,
books for children in the library, and books for children in the
texts were to be distributed to the children in the library, and
the state, and the books were to be distributed to the children in the library,

15 Wagner, 1914, Book One
16 Ibid., 1914, Book One

or destruction of the books issued to their children. No books were to be demanded or distributed unless in the opinion of the board the parent was financially unable to pay. If the parent desired to furnish textbooks to the child he could buy them at the same price charged to the school district.¹⁷

The adopted textbooks in reading for a six year period, beginning June 15, 1921, were Elson Readers for each grade including primer, Studies in Reading, Searson Martin primer, with readers for grades one to eight, teacher's manual, phonetic cards, word drill cards, perception cards, phrase cards, and chart strips; the Merrill Readers for each grade including rhyme cards, perception cards and reading charts; the Beacon Readers for the first five grades included the chart outfit, Bolenius Readers for fourth, fifth, and sixth grades, teacher's manual and Rand, McNally Readers. Four sets of readers were adopted as basal: The Beacon and Bolenius were to make a complete set.¹⁸ The Story Hour Reader Primer and first three books were to be used. The Winston Primer and first three readers, also Wheeler fourth, fifth and sixth were to be used. Literature Readers for the six grades including primer, primary manual, intermediate manual, and advanced manual were used. Elson-Laing Books one, two, three, four and five with the introductory book and Little American History Plays for Little

¹⁷ S. P. Nanninga, The New Mexico School System (Albuquerque, New Mexico: The University of New Mexico Press, 1942), p. 192.

¹⁸ Eckles, op. cit., p. 61.

or destruction of the books. I have in mind the books which
were to be destroyed or destroyed before the books were
board the vessel and I have in mind the books which
desired to find a place in the library of the
the same place changed to the same place.
The subject of the books is the subject of the
beginning June 15, 1921, and the subject of the
cluding papers, History of the, History of the,
readers for the first time, and the subject of the
word drill of the, History of the, History of the,
subject; the History of the, History of the,
perception cards and reading cards; the History of the,
first five grades included the History of the,
fourth, fifth, and sixth grades, and the subject of the
History of the. Four sets of books were
and Holman keys to the History of the,
Primer and first three books were to be
and first three books, and the subject of the
were to be used, History of the, History of the,
primer, primary manual, History of the, History of the,
were used. History of the, History of the,
the introductory book and History of the, History of the.

17 E. F. Manning, History of the,
New Mexico: The University of New Mexico Press, 1921.
18
New Mexico, 22, 1921, 1922.

Americans and Stories Pictures Tell, Carpenter's books, one to eight, and American Leaders Book for fifth grade with book two for the sixth grade, Health Series, Wiley Book one, two and three and the Spanish Readers were popular also.¹⁹

4. MODIFIED INSTRUCTION

The choice of methods given in the 1918 Course of Study were Beacon Method or the method of teaching reading from Riverside Primers and the procedure was given earlier in this writing. Phonics was not to be neglected. The approach to the art of reading by the Beacon system was through the phonetic chart with its accompanying phonograms and cards and through the reading chart with perception cards of sight words. The work covered by these two charts was very different. It was kept as entirely separated as was the work in the upper grades in arithmetic and grammar. The drill upon the phonograms should not in the least degree intrude upon the pupil's consciousness when he was learning certain words from the reading chart by the word and sentence method. Before beginning the work upon the phonetic chart the teacher was to read carefully the preface to the primer and the directions to teachers on the chart and primer. This preparation work should be done before the opening day of school. The drill upon phonic tables was to be distinct from the reading lesson. Printed characters were put on the blackboard in increased rapidity. Individual

¹⁹ Ibid., pp. 61-65.

work was emphasized. Concert work was considered useless. The stories on the phonogram cards were to be mastered. The symbol "s" was to be mastered completely. At the climax every eye was to be fixed upon the symbol while every ear was intent upon the sound. The story was to excite interest. Every child in the class was to be able to recognize the symbol "s" and to give its sound without hesitation before anything further was attempted. The other consonants were to be taught the same way. The vowel "a" was taught as it sounds in "fan." Drill was given until each pupil could recognize them instantly and sound them correctly. The next step was to teach the blend of the two-step sounds. Teaching the blend of the consonant and the vowel was an essential feature of this method. In the Jenkins method of teaching reading to beginners the first twenty-two pages of the Riverside Primer, fifteen pages of Blodgett Primer and ten pages of the Reading Literature were to be completed the first month of the first grade.²⁰ This was a tremendous assignment to be accomplished and quite contrary to what was expected of a first grade child in 1943 as given in the following sentences:

No child should enter his first reading book until he has a sight vocabulary large enough and rich enough in ideas to insure him success in this initial period of reading. The preservation of the child's self integrity is²¹ dependent upon success and freedom from worry at this time.

²⁰ Wagner, 1918, op. cit., pp. 36-48.

²¹ Lillian A. Lamoreaux and Dorris May Lee, Learning to Read Through Experience (New York: D. Appleton Century Company, 1943), p. 145.

In the second month of the first grade ten to fourteen assigned pages from each book were to be read. By the eighth month two more primers were started and were to be finished by the end of school.²² The second grade was to complete the Brooks first and second readers, Reading Literature, First Reader with optional phonetic readings. All definite page assignments by the month were stated as requirements.

The third-grade pupils were to be given much drill in articulation, diacritical markings, difficult phrasing, smooth paragraph study, and occasional silent reading for thought. The use of the macron and breve in the vowels "a," "e," "o," and "u" were to be studied the first month; the long and short "i" and "y" and the hard and soft "c" in the second month, "wh" and "th" indicated by the lower bar, "th" indicated by the transverse bar; "n" indicated by the lower bar and its equivalent "ng"; "s" unmarked and "s" indicated by the suspended bar was to be taught the third month. The "x" unmarked, and "x" indicated by the suspended bar; "ph" and "gh" as equivalent of "f"; "ir," "si," "ti," as equivalent of "she"; "si" as an equivalent of "zh," "qu" as an equivalent of "kw;" the "a" as indicated by the dieresis above and below, and the semi-dieresis and its equivalent the short "o" were to be taught in the fifth month. The tilde "e"; caret "e" as equivalent of caret "a"; long "a"; long "ee"; "oi" as equivalent of "oy"; "ou" as equivalent of "ow" were to be taught in the sixth month. The teaching

²² Wagner, 1918, op. cit., p. 37.

of sounds, with markings continued throughout the third and reviewed in the fourth, fifth, and sixth grades. By this time the independent use of the dictionary was expected. It was stated that by this time a child should be able to use words intelligently that he was not capable of defining. It was considered better to accept the correct use of a word than to insist upon his learning a definition that meant nothing to him. The recitations were preceded with conversations relating experiences similar to those found in the lesson. After oral reading of the lesson a pupil was called upon to stand and tell the story to the class.²³

A suggested daily program was given. The first grade was to recite reading from 9 to 9:10 A.M.; second grade from 9:10 to 9:20 A.M. and 1:20 to 1:30 P.M.; third grades 9:25 to 9:45 A.M.; and 1:40 to 2 P.M.; fourth grades 9:40 to 10 A.M.. Fifth and sixth grades had no definite reading schedule.²⁴

In 1923 the State Course of Study gave several methods to choose from in the teaching of reading. Schools wishing to use a phonetic method were to use the New Beacon Reading chart, phonetic chart and perception cards, letter sheets and holders, the manual for teachers and the primer and readers.²⁵ The lesson procedure was outlined to develop the sentence and words through

²³ Ibid., pp. 37-42.

²⁴ Ibid., p. 9.

²⁵ Eckles, op. cit., p. 62.



EATON'S

CONFIDABLE

BOND

U.S.A.

BERKSHIRE

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23 1918, 1919, 1920
24 1921, 1922, 1923
25 1924, 1925, 1926

script forms on the blackboard, by using flash cards and charts for transition from script to the printed forms and by devices of fixing word and phrase forms. The very first lesson could start with script and print from the blackboard. The illustrative lesson given for the reading chart started with interesting questions about pictures, such as: "Do you like to talk about pictures? Do you know what is even better than talking about the picture? It is to be able to read and find out for yourself all about them. Who would like to start to read now? Why can't we learn to read this?" The teacher points to the words below the picture. "I am sure it will tell us about this picture. First, we must learn some words. Look here and tell me what this is." The teacher points to the picture of the kitty and asks a child to tell what it is. Billy says, "It is a kitty." "I am going to write kitty on the blackboard." As the teacher writes she says, "a kitty." "What is this, Betty?" The teacher points to the picture of the kitty, getting for an answer, "a kitty." "And what is this, Betty?" The teacher points to the written form of a kitty on the blackboard. "This word on the blackboard says just what Betty said, doesn't it? Watch and see what the chalk is going to say to you this time." The teacher writes "a kitty" again and asks a child to give it. "And what does this say? And this?" The teacher writes the words several times. She then points to the picture of the kitty and asks, "What do you see?" Try to get the complete sentence, "I see a kitty." Ask several

script form on the blackboard, and then for
for translation into English. The teacher
of timing word and phrase. The teacher
start with script and give them a
five lesson given for the first lesson with
questions about structure. The teacher
pictures. The teacher gives them a
pictures. It is to be a picture of a
about them. The teacher gives them a
learn to read. The teacher gives them a
pictures. It is to be a picture of a
we must learn to read. The teacher gives them a
The teacher gives them a picture of a
to tell what it is. The teacher gives them a
write Kitty on the blackboard. The teacher
a Kitty. The teacher gives them a picture of a
turn of the blackboard. The teacher gives them a
is this, Betty? The teacher gives them a picture of a
Kitty on the blackboard. The teacher gives them a picture of a
what Betty said. The teacher gives them a picture of a
going to see to the blackboard. The teacher gives them a picture of a
again and asks a little to the blackboard. The teacher gives them a picture of a
And that. The teacher gives them a picture of a
points to the blackboard. The teacher gives them a picture of a
try to get the picture. The teacher gives them a picture of a

children the same question and work for the same response. "I see a kitty," says Billy. "I see a kitty, now watch to see what the chalk is going to say." The teacher writes plainly, "I see a kitty," on the blackboard. "I am going to tell you first what the chalk says." The teacher reads, "I see a kitty," as she draws her finger or pointer along under the sentence. She must not "hitch" the pointer from word to word, but let it slide along smoothly, keeping it a little ahead of the reader's voice. If the teacher prefers to begin with the full sentence, "I see a kitty," before teaching the phrase, "a kitty," she will not find it difficult to do so. The order given above, however, seems to many teachers the simpler way. Thus the first unit taught is a complete thought whichever plan is followed. Let several children read in turn as the teacher slides the pointer along under the words. Then call attention to each word as the teacher writes it and have children pronounce them. Ask a child to erase each word as the teacher pronounces it. Place the words back again in a row on the blackboard and play the following game to erase. This sentence should be supplemented by as many others as the teacher is able to construct from the several words taught. The above plan is the general procedure for developing the sentences and words found on the chart through the medium of the script forms.²⁶

Page one of the new Beacon Primer should not be undertaken until page five of the chart has been completed. Page two of the primer

²⁶ Ibid., pp. 63-67.

should not be read until page seven of the chart has been completed, etc. until page sixteen of the primer calls for page twenty-five of the chart. In no case should the primer be read without the proper preparation of the reading chart or blackboard.

Do not ask the child to hold the book but have a place to rest it. One way is to have children sit in a circle, each holding his book in his lap. If chairs are not available the children may stand around a table with their books resting on it. Give the children two or three minutes of freedom. They want to compare the pictures. Give the child a cardboard marker. After the recitation the child is given scissors and a picture to cut out while others read. The following recitation started with review. The children then played the story.²⁷ The New Beacon Phonetic Chart and primer stated the four distinct steps in teaching phonics were: teaching the elementary sounds of the English language; teaching the phonograms which represent these sounds; teaching the blending of the sounds into monosyllables; and teaching the pronunciation of polysyllables. The method concerns itself with the way or plan in which these steps are presented to children. The principles for the procedure should be understood by every teacher of primary reading. The elementary sounds were taught through imitation. The teacher must be very careful to give correct sounds. Teach sound by giving correct position of the organs of speech.

The "Universal Method" was used with the Searson-Martin

²⁷ Ibid., pp. 67-68.

should not be read until the child is able to read the words
etc. until the child is able to read the words
of the story. In no case should the child be allowed to
proper preparation of the story.
Do not ask the child to read the words
read it. One way to do this is to have the child
his book is his own. The child should be allowed to
stand around the book and read the words
children to read the words. The child should be allowed to
the pictures. The child should be allowed to
fession the child is able to read the words
others read. The child should be allowed to
children then play the words. The child should be allowed to
and primer stated the words. The child should be allowed to
teaching the child to read the words. The child should be allowed to
the phonogram which represents the words. The child should be allowed to
of the sounds in the words. The child should be allowed to
of polyvocalism. The child should be allowed to
plan in which there are the words. The child should be allowed to
plan for the words. The child should be allowed to
primarily reading. The child should be allowed to
fession. The teacher should be allowed to
teach sound by giving the words. The child should be allowed to
The University of Chicago Press

Readers in teaching beginners to read and in developing true reading skill in the upper grades. Silent reading, how to study, natural expression with correct pronunciation drills, articulation exercises, and enunciation drills are provided for throughout the entire series. The teacher was to read Studies in Reading, Teacher's Manual, Chapters I and II. In connection with the primer, she was to study carefully the plan of "Teaching Beginners to Read," as clearly set forth in Chapter III. She was to have at hand the set of primary helps and devices described in Chapter XIII of the manual. This manual had more than sixty lessons outlined with the necessary word drills, phonic drills and games, expression drills and seat work. The fifth month was to start the first grade reader according to the suggestion in the teacher's manual, pages 133 to 137, after a careful review of "The Aims of the First Grade Reading," page thirteen.²⁸

The Elson Reader's method emphasized giving beginners independent control of the mechanical problems involved. The plan was to insure thought getting from the printed page. This method was described in the manuals accompanying the Elson Primer and Elson Readers books one and two.²⁹

The Beacon First Reader following the Beacon Primer about April, will have been prepared for by the stories told and dramatized. These stories may have had a slight difference in wording

²⁸ Ibid., p. 99.

²⁹ Ibid., pp. 115-124.

Readers in searching for a...
reading skill in the...
natural expression of...
tion excretion, and...
out the entire...
Inc. Tashiro's...
the primary, the...
timers to...
to have a...
Chapter XII of...
some outline...
Gomez, ex...
start the...
Tashiro's...
The Aims of...
The...
Independent...
plan was to...
method was...
and Elton...
The...
April, will...
tired. These...

to insure the prevention of memorization. When the class assembled the pictures were studied and questions were asked about the pictures. If a word puzzled a child he was asked to sound the first letter. He was given the vowel sound and led to sound the final letters himself. If the word proved unphonetic, he was told what it was and drill was given him upon it, but in most cases there was less trouble with the consonant than with the vowel sounds. The children were allowed to read only after having been given drill on all difficult words. Pupils who read stood before the group.³⁰

In using the Merrill Readers the teacher of the primary grades was to make use of whatever methods she found to be successful in her own experiences in teaching reading. But care was taken to make reading easy, thorough and interesting. The manual with the Merrill Readers contained details. The following things were to be kept in mind: the pupils must get the thought; they should connect what they read with their own experiences; they should appreciate the author's way of putting things; they should value their imagination; they must use their own judgment; in oral reading and conversation they should use the voice properly.³¹

The information from the questionnaires and personal

³⁰ Ibid., p. 126.

³¹ Ibid., p. 143.

to insure the preservation of the original
died the picture was not of the original
picture. It was a copy of a copy of a copy.

First letter: "The picture was not of the original
final letter: "The picture was not of the original

told what it was the picture was not of the original
cannot there was a copy of a copy of a copy

vowel sound. The picture was not of the original
been given before the picture was not of the original

In using the picture, the picture was not of the original
Graham was to have a copy of a copy of a copy

successful in his attempt to have a copy of a copy of a copy
was taken to have a copy of a copy of a copy

manual with the picture was not of the original
the things were of the original picture was not of the original

thought; they thought the picture was not of the original
experience; they thought the picture was not of the original

things; they thought the picture was not of the original
their own judgment; in their own judgment the picture was not of the original

see the voice picture. The picture was not of the original
The picture was not of the original picture was not of the original

30 1914
31 1914

calls from the teachers who had taught reading during the period from 1917 to 1927 in the elementary grades of the public schools of Albuquerque show that the city teachers were using whatever method they desired. Many were teaching by the one large group method using the same book for all the children at the same time. Some teachers were dividing their classes into small groups, and reading sets of books with each child in a group having the same kind of book. A few teachers were using the individual method or a combination of methods that would bring satisfactory results to the child. A strong definite amount of phonics, diacritical markings, phonograms, and dictionary word drills were distributed among the grades by monthly requirements in the city as well as the state. The correct use of a word was considered more important than the definition. The common practice was for the class to read the same lesson silently before recitation and for each child to read a paragraph at a time orally during recitation. Then, one pupil was asked to stand before the class and tell the story just read. There was still more than 50 per cent oral reading in all but the sixth grade where more than half the reading was done silently. Manuscript writing was not in use and teachers did not make experience charts to use in teaching reading. Lesson motivation was mainly conversation connecting children's experiences with the experience in the lesson. Seat work was used only in the primary grades. Most seat work was busy work

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from 1915 to 1917 ...
of Alaska ...
method they ...
method using the ...
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reading rate of ...
kind of book ...
a combination ...
the child ...
markings ...
among the ...
the state ...
that when ...
to read ...
will to read ...
Then, one ...
every first ...
reading in ...
ing was done ...
teachers did ...
ing. Lesson ...
children's ...
was used only ...

and did little to develop skills. A few teachers tried original ideas for individual children which they found very beneficial. These were usually puzzles or word cards. Bad reading habits remained as in the first period. In many cases children did too much sounding out of words to read at an interesting rate. This was believed to be a result of the phonetic method of learning to read. Phonics was still taught distinctly separate from reading and care was taken to keep phonics fully abreast of the reading. The Beacon Method was very popular in the city. Units of study were developed by the end of this period by only a few of the more progressive teachers. This was years before the State Course of Study mentioned the unit method of teaching. This method consisted of one center of interest with all available related material centering around that interest as subject matter for reading. Some teachers required each child to buy a dictionary for himself but more teachers had only one or two per room. A few teachers asked the children to bring one from home. Extra help for teachers was very limited, but Albuquerque had two opportunity rooms in the schools that needed them most at that time. The opportunity rooms included children from grades one to six inclusive, regardless of age, with extreme range of abilities. The teachers were well trained and experienced in teaching reading. The reading of children in school consisted almost entirely of oral reading. The individual method of teaching was used with a wide range of interesting teacher-made seat work. There were

no newspapers or magazines in the classroom. Choral speaking was still unknown. Nursery rhymes and nonsense verses were often enjoyed and committed to memory. Audience reading was used only by a few teachers using their initiative in making children feel the satisfaction of having read before visiting parents or to help overcome shyness of a particular student. Dramatization was used in all the grades. Lessons in the Riverside Primer furnished material for dramatization in the first grade. Stories told by the teachers furnished material for the lower grades. The upper grades furnished stories for themselves and the dramatization was a demonstration of how well they could read. Charts and bulletin boards were used much the same as is stated in the second period of this study. Not all classrooms had bulletin boards. Charts were usually used only in the first grade. Standardized tests were not being used in all the grade schools in Albuquerque during this period. If individual teachers preferred using them and secured what they needed for their classes they could do so. Some of the teachers of the intermediate grades used them for self satisfaction.

5. SUMMARY

Beginning with the 1920's silent reading was emphasized. More attention was given to the integration of reading with the various school activities. Phonics continued to be emphasized

although a few teachers were becoming critical of its value. This modified instruction demanded more books of different kinds and more were available.

The critical thinking and the making of decisions as to what methods were best to use in teaching reading to children created a need for books on reading for the teacher's use. This started the progressive step of research and investigation. More books were available on how to teach reading.

The belief was universal that if reading was properly taught it would enable the reader to get the thought from the printed page both quickly and accurately, thereby eliminating much of the drudgery and waste of time so common because of improper habits of study.

The first required reading vocabulary for first grade pupils appeared at this time. Dramatization received much stress in all grades. Reading tests for measuring rate and comprehension had their beginning during this period in the Albuquerque Public Schools.

Two opportunity rooms where expertly trained and experienced teachers taught the retarded readers of any grade and age operated during this period.

The unit method of teaching was being practiced in some city classrooms. This was far in advance of the state course of study requirements.

although a few teachers were devoted critics of the system.
This modified method was used for many years.
Kinds and more were available.
The original thinking of the system of books was to
what methods were used in the past. The system was
created a need for books in reading for the teachers and the
started the preparation of books in reading for the teachers and the
books were available in the form of books.
The system was improved. The system was improved.
taught it would enable the teacher to read the books in the
printed page both directly and indirectly. The system was improved.
such of the teachers in the form of books in reading for the teachers and the
proper habits of study.
The first method was used in the form of books in reading for the teachers and the
pupils appeared at the time. The system was improved.
stress in all respects. The system was improved.
comprehension and their habits of study. The system was improved.
Alphabetic method of study.
Two opportunities were given to the pupils in the form of books in reading for the teachers and the
periodic teachers taught the method of study. The system was improved.
and are opened during this time.
The unit method of learning was used in the form of books in reading for the teachers and the
some city classrooms. The system was improved.
course of study was improved.

CHAPTER V

FURTHER DEVELOPMENT

1. INTRODUCTION

This chapter covers the third period extending from 1927 to 1937. This was a period of more investigation in the teaching of reading. In 1930 there was indicated a need for emphasis of silent reading and for an increase of materials for silent reading in the intermediate grades.¹ In 1935 a study of the fourth grades in Albuquerque showed the individual plan of reading instruction produced somewhat better results than did a group scheme of instruction.² Educational magazines were publishing the results of experimentation in the teaching of reading, and each year brought new books written by experts on the subject. The Albuquerque school system was eagerly taking advantage of every new contribution to this all important phase of teaching. Consequently the methods used in teaching reading were changing and improving.

¹ Harlan Sininger, Reading Survey (Albuquerque, New Mexico: The University of New Mexico Press, 1930), p. 89.

² Elizabeth Westerfield, "A Comparison of Individual and Group Methods of Teaching Work-Type Reading in the Fourth Grade of the Albuquerque Public Schools," (unpublished Master's thesis, The University of New Mexico, Albuquerque, New Mexico, 1936), p.29.

2. THE COURSE OF STUDY

The course of study in 1930 did not require a certain number of pages of reading per week and month in a definite book, because it was now realized that no two grades have equal ability nor have any two teachers equal skill. The objectives in teaching reading taken from the Twenty-fourth Yearbook, Part I, pp. 9-16, were: to give rich and varied experiences; to build strong motives for, and permanent interests in reading; and to build desirable attitudes and economical, effective habits and skills.³ The table of contents were no longer divided by grades or into lessons as the previous courses had been. It was divided into large headings of: arts, natural sciences, social sciences and language arts. The language arts section included the reading program which was separated into three divisions: The first division was preparation including pre-school age, the kindergarten, and frequently the early part of the first grade. Its primary purpose was to provide the training and experience which prepare pupils for instruction in reading. The purposes of initial reading instruction were to introduce pupils to reading as a thought-getting process and to develop ability to read independently and intelligently very simple passages such as were found in the first readers in common use.⁴ The purposes of the rapid progress section were

³ Atanasio Montoya, New Mexico Course of Study for Elementary Schools (Santa Fe, New Mexico: State Department of Education, 1930), pp. 116-207.

⁴ Ibid., pp. 116-148.

The court is of the opinion that the
per of pages of evidence in this case
cause it was not a trial but a hearing
not have any effect on the result of the
regarding the fact that the court found
verdict to be a nullity and the case
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to develop attitudes, habits, and skills on which intelligent interpretation, fluent, accurate oral reading, and rapid silent reading depend. These were to be attained in the second and third grades. The purpose of the wide reading section was to extend and enrich experiences and to cultivate important reading attitudes, habits, and skills. These were to be realized in grades four, five and six.⁵ The kinds of reading were listed as silent, oral, work type, and recreational.

The correlation of subjects in the fourth, fifth and sixth grades was given much stress.⁶ This course of study gave a list of the standardized reading tests on the market.⁷ Pages 191 to 205 gave the state texts and other reading books for each grade. The textbooks were the basal, supplementary and the story books. A list of seventeen magazines with addresses was given.⁸ The names of three encyclopedias and thirty-one teacher's references for the teaching of reading were given with addresses of the companies from which they could be purchased.⁹

The State Course of Study at this time gave the attainments for pupils who satisfactorily completed the initial period,

⁵ Ibid., pp. 149-172.

⁶ Ibid., pp. 163-168.

⁷ Ibid., pp. 186-190.

⁸ Ibid., p. 205.

⁹ Ibid., pp. 206-207.

to develop...
 Interpretation...
 reading...
 Grades...
 and...
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 grades...
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 A list of...
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and for each grade in all phases of reading much broader than had been given in any course before. The desirable attainments given for the first grade were: The pupils who had satisfactorily completed the initial period of reading instruction should become completely absorbed in the content of interesting selections when reading independently. They should read silently with few or no lip movements, read aloud clearly, naturally, and in thought units rather than by individual words, and ask questions about and discuss intelligently the content of what was read. They should handle books with care, open and turn pages properly, know the order of paging, and be able to find readily what they were looking for. First-grade pupils were to be able to reproduce very short stories, or parts of stories, be able to listen to and comprehend what was being read, be able to follow directions, be able to dramatize a simple story and act out its meanings, and be able to adjust one's self to a group situation. The attainments and progress of first grade pupils were to be determined from time to time through the use of standardized reading tests.¹⁰

Pupils who completed satisfactorily the requirements of the second and third year of reading instruction were to reveal the following characteristics: They were to have thoroughly established the habit of reading independently, to interpret effectively the reading materials assigned in connection with other school activities and be able to discuss or to make use of the

¹⁰ Ibid., pp. 116-207.

and for each subject...
been given in...
for the first time...
cluded the...
completely...
reading...
lip movement...
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even intelligible...
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content of what they read. They would inquire about or independently seek for reading materials which related to the problems or activities in which they were interested. They were to read more rapidly silently than orally. They were able to read orally at sight with ease and effective expression, provided the materials assigned did not contain word difficulties or difficulties of meaning.¹¹

The fourth grade attainments were: At least 500 words should be added to the reading vocabulary. Any factual matter suitable for the grade should be read silently at a rate of 140 to 162 words per minute and understandingly reproduced or illustrated. They should sight read any material suited to the fourth grade without gross error and capably recall the points in the selection. They should use the table of contents and index of all the books used. They should show ability to read and follow directions and to enunciate clearly and distinctly when reading orally. Pupils should have the ability to read and understand a fourth grade arithmetic problem and recognize words accurately and independently.

The fifth grade attainments were: To pronounce all common words at sight, to name the topic sentence in a paragraph or to give the central thought in a paragraph or to get the thought quickly from the printed page, to give pleasure to an audience by oral reading, and to appreciate humor or pathos in a selection;

¹¹ Ibid., p. 162.

also to appreciate beautiful descriptions. Pupils should have the ability to use the dictionary and reference books, and to read silently suitable factual material at the rate of 162 to 185 words per minute. They were to use a pleasing voice and expression in oral reading and have stored in their memory a large number of literary gems of both prose and poetry, and be able to give from memory several short poems. Fifth graders were to be able to attain the standards set up in standardized tests for comprehension, vocabulary, and speed.¹²

Sixth-grade pupils were to read any book of sixth-grade difficulty with ease and understanding and to get the central thought of a paragraph. They were to follow directions accurately and to read silently factual material suited to the grade at a rate of 185 to 210 words per minute and be able to reproduce the substance of a simple story, news item, or lesson. Pupils should be capable of arranging a lesson in good outline form, to use the dictionary and other reference books, and pronounce words without hesitation. Sixth graders should have acquired a love for good reading, using the library frequently to satisfy that desire.¹³

¹² Ibid., p. 171.

¹³ Ibid., p. 172.

also to appreciate the value of the
the ability to use the same
read clearly. The
words per minute
also in order to be able to read
number of lines
five lines
able to read
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3. ADDITIONAL EQUIPMENT

The basal texts furnished by the state were: Elson, Beacon, and Thought Test Primers and first readers and the Elson and Beacon second, third, fourth, fifth and sixth readers.

The supplementary state texts were: Bobbs Merrill, Story Hour, Merrill, Lincoln, Searson-Martin, Learn to Study, Wheeler and Moore-Wilson primers and first readers. There were also fifty-seven additional books of rhyme, poetry, and stories for the first grade. In addition to the basal texts the second grade had thirteen supplementary and twenty-nine additional readers. The third grade had ten supplementary and twenty-one additional readers. The fourth grade had eight supplementary and thirty additional readers. The fifth grade had seven supplementary and forty-two additional readers. The sixth grade had seven supplementary and twenty-nine additional readers.¹⁴

An attractive reading table was an added feature in this period. Children were taught to do wide and varied kinds and amounts of reading. Teaching the child instead of teaching the book demanded such a great variety of books that even with the great increase there were more needed, as evidenced by a magazine article which appeared in 1934 in which Mrs. Nanninga was seeking an answer to the solution. "Some of the Parent-Teachers groups in Albuquerque are helping to conduct a "drive" to obtain

¹⁴ Ibid., pp. 191-201.

The first group of children, consisting of 150 and Thomas, were the first to be placed in the second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first, thirty-second, thirty-third, thirty-fourth, thirty-fifth, thirty-sixth, thirty-seventh, thirty-eighth, thirty-ninth, fortieth, forty-first, forty-second, forty-third, forty-fourth, forty-fifth, forty-sixth, forty-seventh, forty-eighth, forty-ninth, fiftieth, fifty-first, fifty-second, fifty-third, fifty-fourth, fifty-fifth, fifty-sixth, fifty-seventh, fifty-eighth, fifty-ninth, sixtieth, sixty-first, sixty-second, sixty-third, sixty-fourth, sixty-fifth, sixty-sixth, sixty-seventh, sixty-eighth, sixty-ninth, seventieth, seventy-first, seventy-second, seventy-third, seventy-fourth, seventy-fifth, seventy-sixth, seventy-seventh, seventy-eighth, seventy-ninth, eightieth, eighty-first, eighty-second, eighty-third, eighty-fourth, eighty-fifth, eighty-sixth, eighty-seventh, eighty-eighth, eighty-ninth, ninetieth, ninety-first, ninety-second, ninety-third, ninety-fourth, ninety-fifth, ninety-sixth, ninety-seventh, ninety-eighth, ninety-ninth, and one hundred.

books for needy children who are unable to purchase them, as the free text book fund is inadequate to supply all children with texts."¹⁵

My Weekly Reader newspaper was an addition to this period of teaching reading. It was used according to the teacher's judgment. Some ordered enough copies for every child to have one, others ordered only a few copies to be passed around. Magazines, encyclopedias, and many teachers references were listed in the state course of study. A number of good standardized reading tests were available.¹⁶

There were no special reading teachers, but a general supervisor was appointed for the elementary grades. This supervisor made an intensive study of all the reading taught in the city and gave advice to teachers when needed. No commercial workbooks were used, but primary teachers made a great amount of mimeographed work sheets. Children collected the pictures they could find at home from magazines and brought them to school to paste into scrap books.

4. CHANGES IN APPROACH

Classroom teachers were endeavoring to understand how the children learned to read most easily and why some failed

¹⁵ Mrs. S. P. Nanninga, "Parent, Teachers Aid in Providing Free Texts," New Mexico School Review, 14:16, 1934.

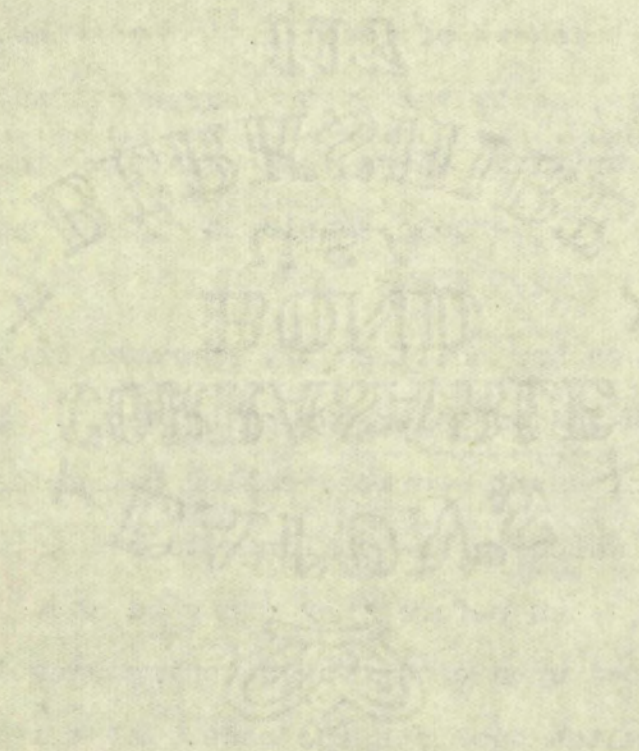
¹⁶ Ibid., pp. 186-207.

to learn to read as rapidly as others. Thus the teaching of reading had become a much more varied process than ever before in the history of Albuquerque. Sample outlines with explanation of type lessons were given in the 1930 course of study for each grade as a suggestion to the teachers of reading.¹⁷ Even though no mention was made of methods, as in the State Course of Study in preceding periods of this writing, there is a resulting influence from a combination of all methods enveloped within each lesson.

The following plan shows how children may approach reading through the use of booklets based on their own experiences. The unit is introduced by means of short stories, called bulletins, accompanied by illustrations which enable children to recognize to what the bulletin relates, even before they can read about it. The same content is then placed upon cards for matching exercises and on sheets of paper from which booklets are made. At this stage pupils will not actually read every word but will be able to identify pages by recognizing the word which is illustrated. From this method of recognition, pupils are led to finer types of discrimination and recognition. Their booklet pages with illustrations should contain very little printed matter at first. A title for a picture is enough to lead children to realize that the printed matter is associated with the illustration. The incidental use of a single line of print on a page may soon give way

¹⁷ Montoya, op. cit., pp. 116-207.

to learn to read...
reading had become...
in the history of...
of type...
grade as a...
no mention...
in preceding...
finance...
lesson...
The following...
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The same...
and on...
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to identify...
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illustrations...
A...
The printed...
dental...



to pages on which there is room for a picture which will illustrate one of a number of related sentences. These booklets are doubly interesting to the pupil if they are true records of an actual group experience in which he has participated.

The above plan was illustrated in a series of lessons based on a trip to the farm where the following steps were taken:

- a. To associate meanings with symbols.
- b. To cultivate a thoughtful reading attitude, and
- c. To establish desirable reading habits.

In the above the teachers were asked to see how they might use this same or similar idea based on some topic or class experience other than a trip to a farm.¹⁸ In the trip to the farm the lesson started with planning before the day of going.¹⁹ The teacher wrote a notice on the blackboard which read:

We are going to a farm. If the weather
is pleasant, we shall go on Thursday.
What will you expect to see?

The teacher read and discussed with the children what the notice said. The decision was made to go so the following message was written and pictures were added:

All aboard for the farm!
How shall we go?
Shall we ride in a train?
Shall we ride in a bus?
Shall we ride in a street car?
Shall we ride in automobiles?
Shall we ride in a big boat?
Clipperty! Clipperty!
How shall we go?

¹⁸ Ibid., p. 121.

¹⁹ Ibid., p. 122.

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The following bulletin of sentences and pictures appeared on the blackboard on the morning of the trip:

The weather is pleasant.
 This is the day of our trip.
 All aboard for the farm.
 What shall we see?
 (picture of a farm)
 Who will tell us what
 We want to know about the farm?

The teacher and children identify word differences and likenesses. On the trip the children's attention should be called to significant things. Upon returning from the trip, the teacher and pupils may engage in many interesting activities. When the trip is discussed the teacher should write statements made by the children.

After the trip the blackboard has the following message:

Draw a picture of the farm house or
 one of the animals.

A simple record or report of the visit also appears on the blackboard.²⁰ Except for a change in tense it is like the announcement of the proposed excursion. Practically the only new element is the word "did." The phrases "Shall we go" and "Did we go" should be compared on cards. The teacher calls on the children to read the sentence cards. Tell the children to read as though they were talking to you. Shuffle cards and one child may have answer cards to use in response to the questions. They compare with what is written on the blackboard. After the practice give all of those who have succeeded a copy of the trip record or a sheet of paper containing one sentence about the farm. Suggest

²⁰ Ibid., p. 123.

The following matters of importance were discussed at the meeting held on the 14th of the month of June 1914.

The first matter discussed was the proposed amendment to the constitution of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the name of the Association from the "American Association of Geographers" to the "International Association of Geographers". The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The second matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The third matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The fourth matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The fifth matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The sixth matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The seventh matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The eighth matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The ninth matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

The tenth matter discussed was the proposed amendment to the rules of the Association, which was presented by the Secretary, Mr. J. H. Smith. The amendment proposed to change the rules regarding the election of members. The amendment was discussed at length and it was finally decided to refer it to a committee of three members to report on at the next meeting.

that they make appropriate drawings on these sheets of paper.

Practice Phrases

shall we	we saw
did we	what we saw
did we go	on the way
how did we	what did we see

During the following week the children review what they previously read.²¹ A permanent cover may be made for this bulletin and it may be kept for future review. The outcome will show many lessons of sentences, pictures and free hand drawings by the children.²²

Since most pupils do not have the opportunity to go to kindergartens, first-grade teachers should provide similar experiences for children. Failure to provide activities that enrich experience and prepare for reading may result in postponing the time when pupils are prepared to make rapid progress in learning to read.²³

The plan follows an earlier primer lesson showing how a selection was introduced and how rich meanings were attached to sentences and phrases before the printed material was used. It also shows how meaningful practice was given after the first reading of a selection.

²¹ Ibid., p. 124.

²² Ibid., p. 125.

²³ Ibid., p. 126.

that they make appropriate choices of these words of paper.

Procedure

How did we
did we go
and the way
what we saw
and the way
how did we

During the following week the children review what they

previously read. 21 A paragraph chosen by the class is read

again and it may be kept for future review. The children will

show many lessons of sentences, words and lines and groups

by the children. 22

Since most pupils do not have the opportunity to read

kindergarten, first-grade lessons would provide similar ex-

periences for children. It is to provide activities that are

rich experience and prepare for reading. This is most easily

the time when pupils are prepared to read again. It is

ing to read. 23

The plan follows an earlier first lesson and may be

selection was introduced and the rich words were stressed

sentences and phrases before the pupils read the text. It

also shows how meaningful exercises are given after the first

reading of a selection.

- 21 Ibid., p. 128.
- 22 Ibid., p. 129.
- 23 Ibid., p. 130.

a. Materials: Story Hour Primer, "Humpty Dumpty's Fall." Flash cards made by the teacher.

b. Aims: To secure fluent use of meaningful words from reading the book.

c. Preparation: The story has been told, dramatized and retold, by the children. Phrases have been practiced in a blackboard lesson.

d. Introduction: The teacher says, "So many children have asked me to read 'Humpty, Dumpty' from their books that we are going to read it now. Open your books and we will look at the pictures to see whether they tell the story of the rhyme we know." Children then study the three pictures.

e. Main lesson: Phrases like those given below have been printed on cards with block letters or written plainly by hand. The teacher says, "Turn to the first page of the story and we shall play a little hunting game before we read. When I show you a card, find what it says as quickly as you can in your book. When you have found it, you may stand." (Vary this by telling part of a sentence and having the children who find that part stand and read the whole sentence, or ask a simple question which the book answers).²⁴

Illustrative phrases used for the above are:²⁵

Sat on a wall	In the corn
Along came	Fast asleep

f. Reading the story:

(1) In thought-units. Let one child read the sentences that tell about Little Miss Muffet. Let another one read about Humpty Dumpty and Boy Blue. Let another one tell what Humpty Dumpty did, what the dog did, etc. Allow children to stop of their own accord when they have finished reading the part asked for.

(2) As a whole. Let one child read the whole story, the other children following with their books

²⁴ Ibid., p. 131.

²⁵ Loc. cit.

1. Reading the story:

Let us read
the story

(1) In the first part of the story, the children are told that they have found a new place to live. They are very happy and excited. They have found a new place to live. They are very happy and excited. They have found a new place to live. They are very happy and excited.

(2) As a whole, the story is very interesting. The children are very happy and excited. They have found a new place to live. They are very happy and excited. They have found a new place to live. They are very happy and excited.

open. Let another child read while other children listen with books closed in order to select the part of the story they wish to illustrate. Let one child read while others point to the pictures to show what is being read.

g. Comment: Such stock expressions as "Read it again," "See if you can do better," and "next" are entirely absent. Another distinctive feature of the lesson is the variety of directions by means of which the teacher secures purposeful reading.²⁶

An illustration for teaching a silent reading lesson of the work type to a first grade child after he is able to do initial reading from a book was given in the following steps: Materials, objectives, points of contact, locating the selection, directions, procedures, checks, children's illustrations the following day, review, informal tests and variations for future activities.²⁷ Silent reading practice games were encouraged, giving full details to help the teacher. Even the teachers without creative imagination should have been able to do well with the instructions given if they followed them.²⁸ The procedure given for playing the silent reading game stated: Write or print the commands on the blackboard one at a time. Children of Group I are chosen to act out the commands while others clap. Group II follows slightly changed commands, such as "Hop to the window," "Run to the blackboard," so that it will not be a memory lesson for them. Group III reads shorter commands, such a "Fly away,"

²⁶ Ibid., p. 132.

²⁷ Ibid., p. 146.

²⁸ Ibid., p. 147.

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26 10/15/54 p. 102
27 10/15/54 p. 103
28 10/15/54 p. 104

"Run to me," etc.²⁹

The morning reading period for second and third grades called for such activities as: silent reading, careful directed study, class discussions and practice. The practice was to improve the form and quality of oral reading, to increase accuracy and independence in word recognition and to increase the rate and span of recognition in self-directed intelligent interpretative reading.³⁰

The afternoon reading period was to be used for simple material to make good reading habits permanent. This type of lesson was: oral reading at sight, sight reading for specific information, silent reading for enjoyment, audience reading in which each pupil reads interesting selections to the class as a whole or to smaller groups, and dramatization.³¹ This was the first State Course of Study to mention a difference in morning and afternoon reading.

Oral reading activities were not to be discontinued because of the increased emphasis on silent reading, but it was all to have a purpose. Much stressed was audience reading.³² Silent reading received less emphasis than oral reading in the primary grades, but by the end of the third grade it was to be the

²⁹ Ibid., p. 148.

³⁰ Ibid., p. 150.

³¹ Loc. cit.

³² Ibid., p. 151.

"Run to me" said
 The teacher
 called for me
 study, clear thinking
 prove the fact and
 and independence in
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The 1st annual
 material to read
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dominant type. As a rule all material was read silently before oral reading. Every selection was to be read for a purpose whether for work-type, for stories, for parts of stories, or for skimming, and should be checked by informal tests.³³

Some purposeful reading illustrations of the stories, "The Hare and the Hedgehog" from the Merrill Second Reader, and "The First Umbrella" from Elson Second Reader were given.³⁴ An outline of five different types of silent reading lessons was given:

Type 1. Choose a simple story that falls easily into parts. Introduce the story in such a way as to arouse interest and to create the proper atmosphere. Place the outline on the blackboard. Read the story to the class once. Read the story again. Have one child tell the whole story.

Type 2. Choose simple material and introduce it as in type one. Have the children read the story silently. Plan an outline on the board which has been prepared in advance. Have one child read aloud the part of the story coming under the first topic. The children and the teacher should judge whether he has covered or run over his topic. Proceed until all the topics have been completed. When the children are more familiar with the process, let them relate the story by topics, warning them not to "run over" into the next part.

Type 3. Choose and introduce as in types one and two and give such directions as follows: This story falls into four parts. What are they? Let us make a list of the important happenings to be used as a guide in telling this story. Have the children read the selection, keeping the directions in mind. Help the children develop an outline, writing it on the board.

Type 4. Choose and introduce material, as in the above types and have children read the selection and make individual outlines. Have the class discuss these outlines.

Type 5. Choose, introduce and outline more fully the material giving simple sub-topics.

³³ Ibid., pp. 153-154.

³⁴ Ibid., pp. 155-156.

dominant type. ...
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 Type 4. ...
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Illustrations of lessons were given for types two and three. "The Stone Cutter" from Elson Third Reader, p. 28 and "A Little Lad of Long Ago" from Elson Third Reader, p. 174; also "The First Thanksgiving Day" from Merrill Third Reader, p. 62, were given for an illustration of type three.³⁵

From the third grade on silent reading was established for the major portion of the time. By the time the fourth, fifth and sixth grades were reached the relative time allotted for formal training in oral and silent reading was as follows:

Grade	Oral Reading	Silent Reading
4	27%	73%
5	20%	80%
6	10%	90%

An outline for written book reports for grades four, five and six was suggested. The points to develop the outline were: the title of the book, the kind of book, characterization of the book, the scenes, chief characters, telling short paragraphs, giving brief synopsis and telling why they liked the book.

Recreational reading here meant the enjoyment of leisure time. Most of the basic readers at this time were publishing stories for recreatory reading. Examples of "Roland, the Noble Knight," "The Wild Swans," "Aladdin, or the Wonderful Lamp," "Ceres and Persephone," and "Where Love is, There God is Also," were given as good stories from the readers for recreational use.³⁶

³⁵ Ibid., pp. 156-159.

³⁶ Ibid., p. 167.

The work type reading demanded was that used to gain information which would be of value in the various school subjects of the curriculum. There were readers specifically designated as work type readers. Such examples were:

"The Story of Homes," (Learn to Study, Fourth Reader.)

"The Old Beekeeper," (Lincoln Fourth Reader.)

"Cheating the Squirrels," (Bolenius Fifth Reader.)

"The Discovery of America," (Moore-Wilson Fifth Reader.)

"Peter Stuyvesant," (Merrill Sixth Reader.)

"Air Transportation," (Moore-Wilson Sixth Reader.)³⁷

Pupils should be encouraged to apply methods of study learned in the silent reading class to the work done in the other subjects. (Germane and Germane, Silent Reading, p. 296.) The process of correlation was described as to how it may be applied in correlating reading with arithmetic, geography, and history.³⁸ Suggestions for constructing informal tests were given with samples of: completion exercises, multiple choice, true-false and judgment tests accompanied with a definite story, page and book in which to find each sample.³⁹

Studies were made by Harlan Sininger⁴⁰ in 1930, and by

³⁷ Ibid., pp. 167-168.

³⁸ Ibid., p. 168.

³⁹ Ibid., pp. 169-171.

⁴⁰ Sininger, op. cit., p. 89.

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Studies were made by the Commission on the

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- 37 Jan. 1937-1938
 - 38 Jan. 1938-1939
 - 39 Jan. 1939-1940
 - 40 Jan. 1940-1941

Mrs. Elizabeth Westerfield⁴¹ in 1935 concerning the reading done in the Albuquerque Public Schools. The rate in silent reading proved low. Because of some language defect the comprehension and rate ran lowest for Slavic and Spanish pupils than for Anglo. The children were tested on individual and on group methods of reading. The children in the group read more books. The individual method of teaching reading produced somewhat better results than the group method. The library or reference work was the same in both individual and in group methods.

The information collected on the questionnaires and from the personal visits to teachers who successfully taught reading in the Albuquerque elementary grades during this period shows that the city teachers spent a varied length of time on the preparation for reading before the children were initiated into the reading process itself. Usually this period was much longer than in recent years. Conversation, interest building activities, learning children and names, developing constructive habits in the use of paper, scissors, crayolas, and clay were all included in this getting ready for reading. Experimenters found that the age of beginning reading depends upon the materials and methods used which made radically different demands upon the reader.⁴²

⁴¹ Westerfield, op. cit., p. 29.

⁴² William S. Gray, "The Language Arts Reading," The Implications of Research for Classroom Teachers, 318: 128-141, February, 1939.

Mr. Elizabeth Westcott, in 1933, was the first to
in the Alpine region. The first of these was
proved low. Because of the low level of the
and the low level of the water in the lake
The children were taken to the lake and
reading. The children in the group were
and the children in the group were
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The information collected was
the personal visits to the lake
in the Alpine region. The children
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in recent years. The children
learning children and the children
the use of paper. The children
in this reading room. The children
age of beginning reading. The children
used which were the children

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at the lake, in the lake
at the lake, in the lake
at the lake, in the lake
February, 1933

The social habit of listening when being read to and helping to care for materials were important features in preparing the child for initial reading. After the children were acquainted with the characters and the words to be presented in the pre-primer they were ready to read. Charts, blackboard, and pictures were the devices used for this accomplishment. Drill periods were devoted to perception cards with questions and devices. Drills were never longer than ten minutes. The teachers had many original games to fit the class and to hold attention. In the initial reading in the first grade the group method was used. The number of groups varied according to sizes of classes, time, equipment, readiness to read, and ability. While one group was reading the other groups were engaged in seatwork which was usually of a reading nature, but sometimes constructive. Children moved about and chatted to each other about their work without fear of being punished. This freedom was an advancement in the methods of teaching. The group method of teaching usually continued through the second, third, and sometimes fourth grades, occasionally through fifth and sixth, depending on the teacher's desire. Silent reading received more stress than oral in the upper grades starting with the third. Teacher and pupil planning and evaluating lessons had its beginning in this historical period in the city schools. The teacher carefully led the children's planning into desired channels. This usually meant the teacher had done much visualizing in careful planning before she met the class in a

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recitation. Motivation received great stress in this period of reading. Activities in building houses, stores, garages, post-offices and farms in the school room were much used in the first and second grades to create a need for reading. Excursions were used in the elementary grades followed by playing the trip and using charts or books to read from where possible. Children made booklets showing what they saw while on the excursions. Appeals to the instincts of manipulation, play, curiosity, and rivalry were used to motivate the reading lessons in all of the six grades. The sand table was used extensively.

The seatwork to develop reading skills consisted of black-board questions, questions in the text, and mimeographed sheets made by the teacher or a committee of teachers, as checks on lessons, excursions, or building activities. The teacher's aim at this time was to train pupils in habits of independent study and in the thoughtful interpretation of what they read by supervised seat activities. Self-directed seat work with appropriate check tests were used. The most important outcomes and abilities in the teaching of reading as stated on the questionnaire were: To create a love for reading; to develop some degree of smoothness, and natural expression in reading; and to teach the child to comprehend what he had read. Some teachers very conscientiously checked the attainments of their pupils with the attainments for each grade given in the State Course of Study.⁴³

⁴³ Montoya, op. cit., pp. 116-207.

motivation. Motivation received great stress in this country. Activities in building houses, bridges, playgrounds, offices and farms in the school room were much used in the first and second grades to create a need for reading. Illustrations used in the elementary grades followed building the house and using charts or books to read from when possible. But these books showed what they saw while on the playground, and to the teachers of handwriting, play, civility, etc. Illustrations were used to motivate the reading lessons in all of the grades. The same table was used extensively.

The secretary to develop reading ability consisted of board questions, questions in the text, and questions asked by the teacher or a committee of teachers. The lessons, exercises, or building activities. The secretary at this time was to write pupils in order of achievement and in the thoughtful interpretation of what they had read. Read and activities. Self-directed reading was encouraged and check books were used. The most important outcome was that in the teaching of reading as stated in the curriculum. To create a love for reading; to develop some degree of responsibility and natural expression in reading; and to teach the child to read. The secretary had read. Each response was noted. The attendance of each child with the secretary. Each grade given in the State Census of 1910.

There was a recognition of individual differences but the tendency was to bring up all the children to grade standards rather than to help the individual child. To bring the weak ones up to meet those needs required some extra help. In some instances that help was through word study on the blackboard and by the use of cards. Some teachers had remedial work to improve all phases of reading. They divided the class into four groups. Group I was treated on the assumption that, though they read very well, due to their mental capacity, they were doubtless capable of working independently to a large extent, but needed thoughtful stimulation and supervision on the part of the teacher. Their reading work was handled satisfactorily through the use of rather difficult, varied material accompanied by carefully worked out assignments designed to increase skill in the various phases of reading ability. Assignments of the following types were used for Group I:

- a. A story or piece of factual material supplemented by five or six thought provoking questions to be answered in writing was given for the purpose of developing comprehension.
- b. Directions calling for very accurate reading with close attention to details to develop accuracy were used.
- c. Reading under time pressure with thought or fact questions to be answered in writing to increase the rate and comprehension was also practiced. No comment was made that too much stress was ever placed on the rate of reading for some children, which could easily happen as an authority stated.

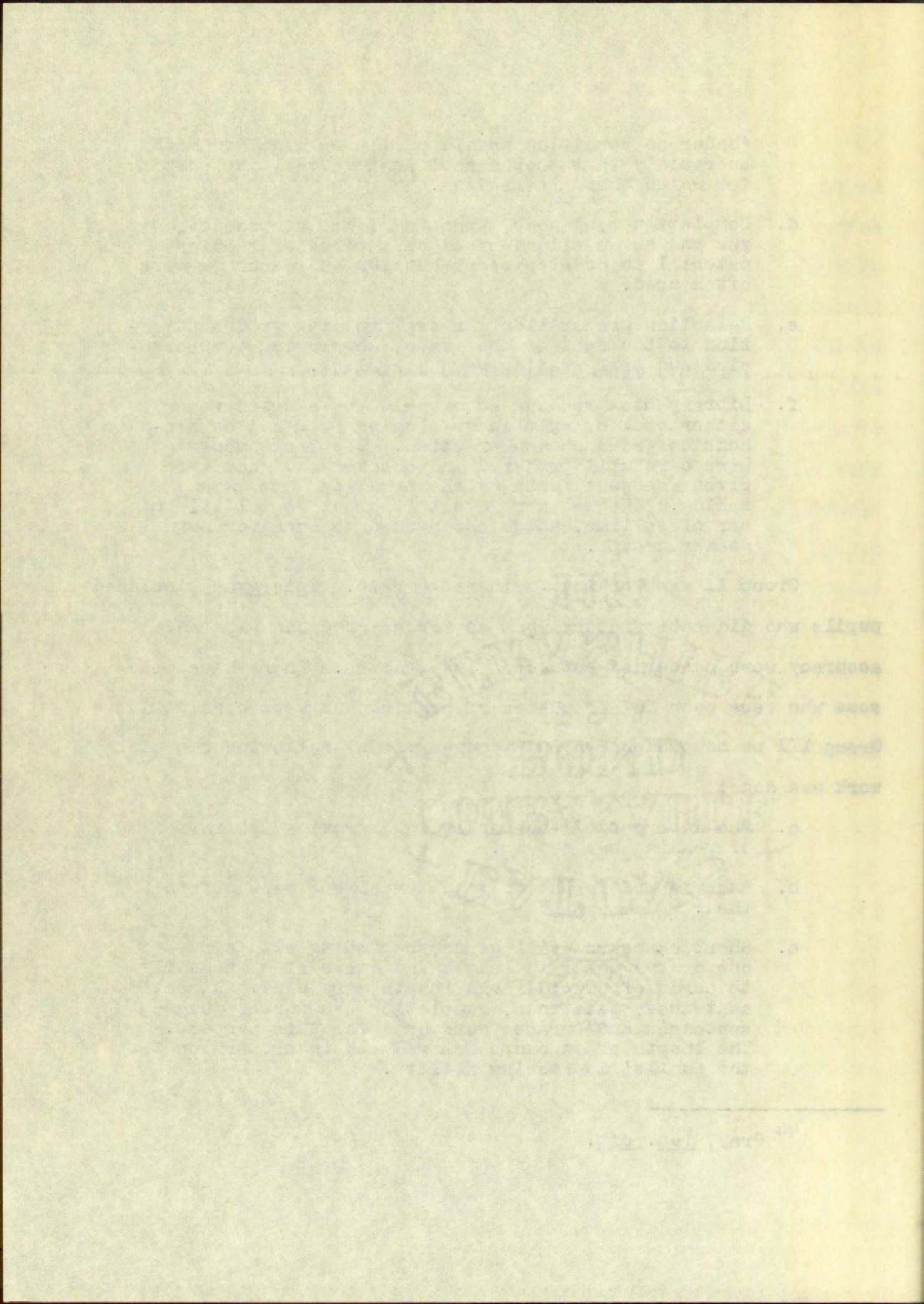
"Under no condition should pupils be urged to read so rapidly that they cannot achieve well the purpose for which they are reading."⁴⁴

- d. Completion sentences, true and false statements, or yes and no questions based on a piece of reading material to develop comprehension and accuracy were often used.
- e. Selection preparation for oral reading or dramatization to the rest of the grade, developing comprehension and oral reading were prevalent.
- f. Library book reading accompanied by a brief report either oral or written developing rate and comprehension was a common practice. The assignments were carefully prepared and checked and they were given frequent tests on the progress they were making. The teacher gave this group very little of her class time, which she needed so much for her weaker groups.

Group II was working to increase rate. This group included pupils who did satisfactory work so far as comprehension and accuracy were concerned but were slow readers. There were also some who were poor in all phases of reading but were working in Group III on comprehension and accuracy. The following remedial work was done:

- a. The interest of the pupils in improving the rate of reading was set up.
- b. Records and graphs of importance were kept before them.
- c. Short exposure drill cards, beginning with cards of one or two words in length and increasing gradually to cards of considerable length were used. Direction sentences, questions, completion sentences, judgment sentences and phrases were used for this purpose. The length of exposure was reduced in proportion to the pupils' increasing ability.

⁴⁴ Gray, loc. cit.



- d. Oral reading was in limited amounts. The persistence of oral reading habits in silent reading is doubtless responsible to some extent for slow silent reading habits.
- e. Simple reading material was used in which the pupils encountered few difficulties. Frequent reading was done under time pressure followed by the testing of comprehension for the preventing of careless reading.
- f. Re-reading was encouraged to improve eye movement.
- g. Phrases from old not used readers were cut and pasted on cards. Each child took about a dozen cards and practiced reading the phrases silently until he could read them orally with great rapidity to the teacher.
- h. Discouragement of all inner movements was given.
- i. Eyes were watched for any indication of confusion.
- j. Teachers often read orally to them a little faster than their rate and they followed with their eyes.
- k. After the silent reading of a selection, the teacher gave practice in rapid location of sentences by reading the beginning of a sentence and letting the group race to find and complete the sentence.
- l. Phonetic drill was given if slow rate was due to inability to sound unfamiliar words rapidly.

Group III was working for better comprehension and accuracy. This group was composed of pupils who read fairly rapidly, but either did not fully comprehend what they read or were inaccurate in comprehending due to lack of attention to details. Also, those who were deficient in both comprehension and rate were receiving remedial work in rate with Group II. Exercises to improve the general comprehension and accuracy of comprehension were given to this group as follows:

- a. Each child was encouraged to improve his own comprehension. Pupils were led to understand it was

1. The first group of people who were...
2. The second group of people who were...
3. The third group of people who were...
4. The fourth group of people who were...
5. The fifth group of people who were...
6. The sixth group of people who were...
7. The seventh group of people who were...
8. The eighth group of people who were...
9. The ninth group of people who were...
10. The tenth group of people who were...
11. The eleventh group of people who were...
12. The twelfth group of people who were...
13. The thirteenth group of people who were...
14. The fourteenth group of people who were...
15. The fifteenth group of people who were...
16. The sixteenth group of people who were...
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18. The eighteenth group of people who were...
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24. The twenty-fourth group of people who were...
25. The twenty-fifth group of people who were...
26. The twenty-sixth group of people who were...
27. The twenty-seventh group of people who were...
28. The twenty-eighth group of people who were...
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34. The thirty-fourth group of people who were...
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36. The thirty-sixth group of people who were...
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39. The thirty-ninth group of people who were...
40. The fortieth group of people who were...
41. The forty-first group of people who were...
42. The forty-second group of people who were...
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46. The forty-sixth group of people who were...
47. The forty-seventh group of people who were...
48. The forty-eighth group of people who were...
49. The forty-ninth group of people who were...
50. The fiftieth group of people who were...
51. The fifty-first group of people who were...
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53. The fifty-third group of people who were...
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55. The fifty-fifth group of people who were...
56. The fifty-sixth group of people who were...
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100. The hundredth group of people who were...

nonsense to have rapid reading that was not thoughtful reading.

- b. Simple interesting reading material was used and the difficulty of it was increased as rapidly as they were ready for such.
- c. Careful attention was given to the motivation using stimulating introductions containing thought provoking problems to be solved in silent reading.
- d. Comprehension tests were frequently made and given to be answered orally or in writing. Five or ten thought provoking questions were used for this test.
- e. Emphasis was on main ideas and not on minor details.
- f. Pupils prepared good thought questions, involving the interpretation of the material read, to test the rest of the group.
- g. True and false questions were used for seatwork. Yes and no questions, direction sentences, completion sentences, and judgment sentences based on the material read were given.
- h. Phonetic drill was given to those who failed to read intelligently due to lack of ability to comprehend new words.
- i. Questions were asked to be answered by reading a sentence from the story. Speed was encouraged in finding correct answers.
- j. Detailed assignments were written on the blackboard.
- k. The meaning vocabulary was improved through study of context.
- l. Stories were prepared in the silent reading period to tell to the class in the story telling period.
- m. Pupils set up their own reading problems as suggested by the title or pictures of the story.
- n. Disarranged sentences were used by letting the pupils arrange the words in them to give meaning to the sentence.

Group IV was made up of the problem cases of very poor

readers and non-readers. This group was usually small and had usually been the poor readers in previous grades. They scored very low or not at all on tests but otherwise seemed to be normal children. There were reasons for the failure of these pupils in learning to read which may be summed up as follows:

- a. Poor foundation due to irregular attendance during the first grades
- b. An indifferent attitude toward reading, due to the use of the teaching methods and materials not interestingly used
- c. Immaturity due to home training
- d. Poor understanding of the English language due to the language they heard in their homes
- e. Physical defects such as adenoids, poor eyesight, deafness
- f. Nervous instability

The following general principles were observed in the remedial work of these cases with problems:

- a. A study of the child's particular interest was made and the approach was based on it.
- b. Following the child's interest material was selected that would point out to the child what an abundance of interesting material was waiting for him as soon as he acquired the ability to read better.
- c. Simple interesting material well illustrated and new to the child was used.
- d. The child was made to become interested in himself so that he would improve his scores in his tests, in the increasing number of flash cards he could read per minute, and in making his graphs rise and not fall.
- e. The teacher praised every success no matter how trivial.

readers and non-readers. This group was usually small and usually been the poor readers in previous grades. They showed very low or not at all on tests but others as seemed to be

normal children. There were reasons for the failure of these pupils in learning to read which may be viewed as follows:

- a. Poor foundation due to irregular attendance during the first grades.
- b. An indifferent attitude toward reading, due to the use of the reading method and materials not interestingly used.
- c. Inactivity due to home training.
- d. Poor understanding of the English language due to the language they heard in their homes.
- e. Physical defects such as abnormal, poor eyesight, deafness.
- f. Nervous instability.

The following general principles were observed in the

remedial work of these cases with proposals:

- a. A study of the child's personality interest was made and the approach was based on it.
- b. Following the child's interest material was selected that would point out to the child what an abundance of interesting material was waiting for him at home as he acquired the ability to read better.
- c. Single interesting material well illustrated and new to the child was used.
- d. The child was made to become interested in himself so that he would improve his scores in his tests, in the increasing number of flash cards he could read per minute, and in making his grade rise and not fall.
- e. The teacher praised every success no matter how trivial.

- f. Short intervals of individual help were given but not to the point of tiring the child.
- g. The methods were adapted to the child and sometimes many experienced ones were used until the successful one was found

The bad habits during this period were about the same as in the preceding period, but the reasons now believed to have caused them were the failure of reading preparedness before initial reading in the first grade and the difficult content of the readers. Therefore, every opportunity was used to enrich the experience of the pupils, to train them in the use of ideas, to develop a reasonable command of sentences, to enlarge the vocabulary, to improve enunciation and pronunciation, and to arouse a keen interest and general readiness for reading.

Phonics received less stress but was not neglected during this period. A difference of opinion now arose as to the value of phonics. The teacher who was experienced in teaching phonics continued teaching it, while the new teachers starting in the profession used it sparingly as a tool for word attack.

At this time reading was changing from the formal to more interesting, purposeful reading usually with well planned lessons centered around a definite title with project and problems and involving constructive activity which developed into the unit study in the next historical period. The city teachers were using methods in teaching reading which were far in advance of the State Course of Study at the time.

1. Short intervals of individual work were given out
not to the point of being the chief

2. The methods were adapted to the child's condition
and the experienced ones were used until the necessary
one was found

The new habits during this period were about the same as

in the preceding period, but the reasons now believed to have

caused them were the failure of teaching independent before the

final reading in the first grade and the difficulty of

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Those who received less stress but were not neglected

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At this time reading was changing from the

interesting, personal reading results with

some centered around a definite title with

and involving constructive activity which

study in the next historical period. The

using methods in teaching reading which were

The State Course of Study at the time.

Choral reading was being talked about but not in practice in the city. Poems were taught by a method given in the Course of Study. The poem was first introduced to the children in a pleasurable way by connecting the essential elements of the poem with the child's experiences. Then some interesting incidents in the author's life were given and followed with questions and discussions. A problem was set for the purpose of securing attention. Some concrete illustration, as a picture or object, was shown. The teacher read the selection to the class with the greatest degree of excellence of which she was capable. A good pupil-reader re-read the poem orally while the other pupils followed silently. All the children were expected to recite the poem together in the next recitation.⁴⁵

Audience reading started in this period by one group reading to another, but seldom to parents or to other visitors, depending on the teacher's desire. Clubs and committees were not used to create and encourage independent reading. The charts and bulletin boards were used in developing preparedness for beginning reading. The intermediate grades used them for pictures and progress charts.

The first standardized reading tests were used in Albuquerque in 1926-27. The Monroe Standardized Silent Reading Test and Haggerty Ability Tests were given. The following year the Thorndike-McCall Reading Scale was given. In 1932-33 a city-wide test,

⁴⁵ Montoya, op. cit., p. 77.

General reading, and being asked to read in class.

In the city, books were found to be scarce, and in the

of study. The new was first introduced to the children in

pleasure, and by connecting the reading with the

with the child's experience. When some interesting material

in the author's life were given, and followed with a question

discussion. A problem was set for the purpose of securing

attention. Some concrete illustration, as a picture or object

was shown. The teacher read the selection to the class with

expressed interest and enthusiasm, and when the class

pupil-teacher read the book orally while the class

listened silently. All the children were asked to write the

book together in the next session.

Audience response, and in this way the child is

ing to another, and called to attention in a new way.

ending on the teacher's reading, and the child's

used to create and encourage interest and enthusiasm.

and bulletin board were used in developing the

beginning reading. The interest in reading was

tures and progress charts.

The first class, and the second class were

in 1925-26. The second class was in 1926-27.

Gertrude Adams were given the following question

McCall Reading Book was given to the class.

made by a committee of teachers and principals, was substituted and used for about three years, a new test being made each year. This proved very satisfactory. These informal tests were check-up devices constructed from daily subject matter to determine progress, rank, and weakness within the class. The tests were composed of a variety of types: The recall; the true-false, yes or no; and the right and wrong answers were used. The multiple response matching exercises, re-arrangement, and correlation types were popular.

5. SUMMARY

To summarize this period from 1927 to 1937 the emphasis was placed on the following:

1. This was a period of investigation and research.
2. The number of text books had increased greatly but still were inadequate to meet the great change in the way reading was now taught.
3. Extra helps had increased by the addition of a general supervisor, of newspapers, the use of the reading table and more educational books for the teacher's improvement in methods and child psychology. More easy reading books were secured to develop rate in silent reading with comprehension and interest.
4. It was customary not to allow children to begin reading until the chronological age of six years,

made by a committee of teachers and administrators...
used for about three years... a new text book...
proved very satisfactory...
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rank, and was made within the district...
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The right and wrong answers were...
matching exercises...
popular.

To summarize this period from 1971 to 1973...
was placed on the following...

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4. It was...
5. It was...

the age of admission to public school.

5. Drill was imposed upon all children regardless of the need in many cases, but a few teachers drilled only those in need of it. Drills were conducted in short periods of time and usually accompanied by the game spirit.
6. The reading program was divided into the periods of preparation, initial reading instruction, rapid growth in the fundamentals, wide reading to extend and enrich experiences and to develop refinement of specific reading attitudes, habits and tastes.
7. Audience reading as we think of it today started in this period.
8. The 1930 State Course of Study had many more attainments expected for each grade. The speed of reading was emphasized especially.
9. Fully defined and illustrated lessons were given in the State Course for the teacher's benefit.
10. The city teachers were still abreast of the time in methods and materials used in the teaching of reading in the elementary grades.

- the age of admission to public school.
5. Drill was imposed upon all children regardless of the need in many cases. The need for drill is only those in need of it. Drill was continued in short periods of time and usually accompanied by some form of drill.
6. The reading program was divided into the following categories: initial reading instruction, reading in the fundamentals, reading in the advanced and reading in the specialized. Reading in the fundamentals was divided into reading in the fundamentals and reading in the advanced. Reading in the advanced was divided into reading in the advanced and reading in the specialized. Reading in the specialized was divided into reading in the specialized and reading in the advanced.
7. Assistance needed in the form of a reading program in this period.
8. The 1930-1931 period was a period of transition. The reading program was expanded for each grade. The amount of reading was expanded for each grade. The amount of reading was expanded for each grade.
9. Fully defined and illustrated reading program for the 1930-1931 period.
10. The only reading program was the reading program in the elementary grades. The only reading program was the reading program in the elementary grades. The only reading program was the reading program in the elementary grades.

CHAPTER VI

ELEMENTARY READING 1937 TO 1947

1. INTRODUCTION

This was a period of individual development where equipment expanded greatly to meet the required demand. Individual differences in the classroom were recognized as providing opportunity for rich living. In a democratic society these differences are regarded as assets.¹ The emphasis in teaching had consistently shifted from teaching subjects to teaching activities and accordingly there was flexibility to work around large centers of interest. This in turn called for large blocks of time to permit following a vital interest through to a satisfactory conclusion in contrast to the many brief periods of teaching and having recitations on a group of unrelated subjects.² The teaching of reading was affected by the conditions of the country as brought out in the greetings given by Governor John J. Dempsey to the teachers of the state:

In these war times the job of the teacher has been particularly trying. With unsettled conditions, changes in teaching methods and courses in the higher grades

¹ Emmett A. Betts, "Approaches to Differentiated Reading Instruction," The Appraisal of Current Practices in Reading, 255: 93-100. December, 1945.

² Georgia Lusk, Curriculum Development in the Elementary Schools of New Mexico (Santa Fe, New Mexico: The Santa Fe Press, Inc., 1944), p. 6.

SECRET

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This is a report of activities for the year 1954. The report is divided into two main sections: the first section deals with the general situation in the country, and the second section deals with the specific activities of the various organizations. The first section is divided into three parts: the first part deals with the political situation, the second part deals with the economic situation, and the third part deals with the social situation. The second section is divided into four parts: the first part deals with the activities of the various organizations, the second part deals with the activities of the various organizations, the third part deals with the activities of the various organizations, and the fourth part deals with the activities of the various organizations.

In these two sections, the report deals with the activities of the various organizations. The first section deals with the general situation in the country, and the second section deals with the specific activities of the various organizations.

1. General situation in the country. The report deals with the political, economic, and social situation in the country. The second section deals with the specific activities of the various organizations.

to fit war conditions, loss of students in some areas and gains of students in others, rationing, and, of course, the ever-present cost of living problem, the teachers of New Mexico are deserving of a sincere note of gratitude.³

In 1937 the "Teacher's Handbook for the Elementary Schools of Albuquerque, New Mexico" was issued. It sprang from a desire to reach a common understanding of the trends in the modern program of education and to weave into that program a unified experience for each school child -- experience with an abundance of vitality and one that will omit nothing needed in the evolutionary process of a child's complete physical, intellectual, and spiritual development. That education must face a changing world boldly is agreed. This committee has met the challenge by its recognition of the fact that the basis of growth rests on meaningful activities and experiences. This is sound educational philosophy.⁴

"Experiences in Elementary Classrooms" pertaining to the public schools in Albuquerque was issued in 1938.⁵ In the same year the second volume of Materials of Instruction was mimeographed and placed in the hands of the teachers of the State to fulfill a long-felt need in serving as an aid in promoting educational

³ Ibid., p. xv.

⁴ John Milne, "Teacher's Handbook for the Elementary Schools," (unpublished handbook, Albuquerque, New Mexico, September 1, 1937.)

⁵ "Experiences in Elementary Classrooms," (Public Schools, Albuquerque, New Mexico, May, 1938.)

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activities for children during the non-recitation period.⁶

The 1944 State Course of Study stated that reading serves an indispensable means of stimulating and directing individuals, and increasing social understandings. Teachers realize the importance of reading in the child's program of development but they still are puzzled over what should be the nature of the reading program, how the children should be introduced to its many phases, and what materials are most suitable. The schools still face a discouraging situation with regard to reading. In critical periods of our history we realize that the armed forces simply cannot use men with third-grade or lower reading ability. Another generation should never be allowed to develop into adults that are incompetent because of inability to read. Such people are unable to deal intelligently with life's issues.⁷

The State Course also said that in some of our schools, reading receives major attention in the primary grades and is grossly neglected in the intermediate and upper grades. In other cases the reading material provided and the various methods used are poorly adapted to the varying needs of the pupils in the respective classrooms. In still other instances much attention is given to reading problems during the reading period, but receives no recognition in the content fields. The library materials

⁶ Materials of Instruction, Number Two, Activities for the Non-Recitation Periods (State Curriculum Laboratory at the University of New Mexico, Albuquerque, April, 1938), pp. 34-77.

⁷ Lusk, op. cit., p. 25.

available are often so meager that pupils are unable to develop a reasonable degree of efficiency in reading or to secure many of the experiences essential for rapid growth at their respective levels of development. Teachers were urged to scrutinize the nature and scope of their reading programs, the level of reading efficiency exhibited by their pupils and the complete understandings, interests, attitudes, modes of thinking, and patterns of behavior that pupils acquire through reading. In order to provide an adequate reading program much attention should be given to the flexible grouping of pupils, according to their different abilities so that each child will progress at his own rate of development. Reading is one of the essentials of intelligent growth. Social growth takes place in discussion groups which report and evaluate that which has been read. Attitudes of both joy and enthusiasm, as well as of effort and concentration can be developed if the reading material is really interesting, and every effort should be made to make it so, both by preliminary preparation and by the selection of materials. Reading, the fundamental learning skill, should be given ample time throughout all the elementary grades. The amount of time will vary from grade to grade and from lesson to lesson according to interest, 90 to 120 minutes per day is a safe time investment for the subject.⁸

In 1947 a revision of the 1944 Curriculum Development

⁸ Ibid., p. 26.

available are often so meager that while the results are valuable, a reasonable degree of skepticism is required as to the accuracy of the experience essential for the study of their development. Five levels of development. The nature and scope of their reading progress, the level of reading efficiency exhibited by their pupils and the amount of understanding, interest, attitude, and self-direction, and the terms of behavior that pupils acquire through reading. In order to provide an adequate reading program and efficient instruction given to the flexible grouping of pupils, according to the different abilities as they are able to do different things, the level of development. Reading is one of the most important in the development of growth. Social growth takes place in a classroom group which report and evaluate their work and progress. It is a process of joy and enthusiasm, as well as of effort and concentration on the part of the teacher. The reading material is selected for the child and every effort should be made to make it as attractive as possible. Preparation and by the selection of material. Reading is the fundamental learning of life. It is given while the child is in all the elementary grades. The amount of time will vary from grade to grade and from season to season according to the needs of the child and the level of development for the child.

In 1947 a revision of the 1934 Guidelines for Reading

was published giving very few changes. There were more divisions in the contents than ever before.⁹

The changes made in the reading of the elementary grades of the Albuquerque Public Schools in this period are stated in this chapter. The methods were to develop each individual and the materials were expanded to carry out those methods.

2. THE COURSE OF STUDY

The "Teacher's Handbook" represented the co-operative efforts of the entire elementary teaching staff of the Albuquerque Public Schools in 1937.¹⁰ Two generalizations were given regarding reading readiness: If any learning is begun before the organism is mature, the development cannot possibly attain normal maturation levels. Irrelevant material is always beyond the child, and if we wait instead of forcing the development of the organism, the proper connections are made, and the normal child can then proceed "on his own steam."¹¹ The reading objectives and situations emphasize intelligent, voluntary reading as a big resource a child should acquire in the primary grades to draw from for pleasure and use through life.¹² Since silent reading

⁹ Charles L. Rose, Curriculum Development in the Elementary Schools of New Mexico (Bulletin No. II, revised, State Board of Education, 1947.)

¹⁰ Milne, op. cit. p. 22.

¹¹ Ibid., p. 24.

¹² Ibid., p. 26.

was published giving very few changes. There were some changes in the contents than ever before.

The changes made in the reading of the elementary grades of the Alphonse Fabia School in this book are stated in this chapter. The methods were so changed each individual and the materials were expanded to carry out these methods.

2. THE COURSE OF STUDY

The "Teacher's Handbook" represented the effort of the entire elementary teaching staff of the Alphonse Fabia School in 1937. The generalization was that reading readiness is not learning to read but the development cannot possibly be made in nature. Invariant material is given in the child, and if we wait instead of forcing the development of organic, the proper connections are made, and the child can then proceed on his own terms. The reading of letters and syllables emphasize intelligent, voluntary reading of the resource a child should receive in the primary grades so that from for pleasure and use through life.

Charles L. Rose, Curriculum Development in the Alphonse Fabia School of New Mexico (Bullock No. 11, revised, 1937).

- 10. Alphonse, et. al. p. 22.
- 11. ibid. p. 23.
- 12. ibid. p. 24.

is the type most used from the fourth grade on, the child must start to imitate right habits in the first grade. This was followed by the aims for silent reading.¹³ Three general and eleven specific approaches to reading were given followed by a page of discussion concerning excursions as an excellent means to initiate units. One page of word analysis, three pages on the criteria for experience charts, one page on the criteria for seatwork and two pages of the objectives and situations for the intermediate grades were given to reading in this handbook.¹⁴

The "Experiences in Elementary Classrooms" contained experiences carried on in Albuquerque, which were classified under several headings: Fine Arts, Language Activities, Poetry Activities, Science, and Miscellaneous. Among those experiences were the following on reading: "The use of Words in Dictionary Land," and "Describing a Word Game,"¹⁵ "Our Class Magazine,"¹⁶ "A Third Grade Magazine," "A Third Grade Newspaper," "School Newspaper,"¹⁷ "Choral Reading," "Teaching Poetry,"¹⁸ "Creative Expression by Poetry,"¹⁹ and "Handling of Children and Materials

¹³ Ibid., p. 27

¹⁴ Ibid., pp. 30-36.

¹⁵ Public Schools, op. cit., p. 15.

¹⁶ Ibid., p. 16.

¹⁷ Ibid., p. 17.

¹⁸ Ibid., p. 19.

¹⁹ Ibid., p. 22.

of Individual Instruction."²⁰ This was definitely a period of activity teaching for developing the individual.

In 1938 the second volume of "Materials of Instruction" was published. It gave useful information to teachers on the activities fostering the development of skills in reading which were:

1. Indirectly supervised activities for the just-beginning-to-read child.
2. Indirectly supervised activities for the child who has acquired some reading ability.
3. Indirectly supervised activities for the children in grades four, five and six, who have acquired miscellaneous reading activities for the indirectly supervised period.²¹

The vocabulary and print was easier to read than in any of the previously used books.

The Course of Study in 1944 divided the content by subjects. More pages were devoted to social studies with reading following second. The pages called "The Reading Program" were broken up into seven divisions as follows: Pre-First and Grade One, Vocabulary List for Primary Grade, Grades Two and Three, Grades Four, Five and Six, Grades Seven and Eight and Remedial Reading.²² A list of illustrations added interest to this book. It was the first appearance of picture illustrations in the State

²⁰ Ibid., p. 37.

²¹ Materials of Instruction, op. cit., pp. 34-77.

²² Lusk, op. cit., p. vii.

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Courses of Study. The Steering Committee in making this course was guided in its thinking by the fact that the primary objective of elementary education is to insure opportunities for physical, emotional, intellectual, and social growth of children. The elementary school should achieve the objectives by:

1. Providing opportunities to promote emotional stability
2. Providing opportunities for healthful living at all times
3. Providing wholesome environment that is conducive to the maximum physical and social growth
4. Providing opportunities for intellectual growth in understanding and mastery of those skills and abilities used in life situations.
5. Providing opportunities for the development of each child to the maximum of his capacity, interests, and aptitudes
6. Providing opportunities for developing an understanding and an appreciation of the democratic way of living.²³

Five major reading objectives were given as follows:

1. To extend and enrich the child's experiences, and to deepen his understanding through the unlimited possibilities in providing various experiences through reading
2. To build desirable interests and tastes which will lead to the habit of voluntary reading of a wide range
3. To cultivate desirable attitudes and appropriate ideals which reading may stimulate, such as honesty, love of country, international friendship, justice, kindness, perseverance, and appreciation of beauty.

²³ Ibid., p. xxi.

Course of Study. The Reading Committee is working this course was guided in its thinking by the fact that the primary objective of elementary education is to insure opportunity for physical, emotional, intellectual, and social growth of children. The elementary school should achieve the objectives:

1. Providing opportunities to develop stability
2. Providing opportunities for individual living at all times
3. Providing wholesome environment and its maintenance to the maximum physical and social growth
4. Providing opportunities for intellectual growth in understanding and mastery of basic skills and abilities used in life situations
5. Providing opportunities for the development of each child to the maximum of his capacity, talent, and aptitude
6. Providing opportunities for developing an understanding and an appreciation of the democratic way of living.

Five major reading objectives were given as follows:

1. To extend and enrich the child's experience, and to deepen his understanding through the utilization of possibilities in providing various experiences through reading
2. To build desirable interests and habits which will lead to the habit of voluntary reading of a wide range
3. To cultivate desirable attitudes and appropriate ideas which reading may stimulate, such as respect, love of country, international friendship, justice, kindness, perseverance, and appreciation of beauty.

4. To develop the necessary skills for successful oral and silent reading.

5. To develop rich and stable personalities.

Fifteen general reading objectives were given as follows:

1. To educate pupils to handle and care for a book
2. To develop efficiency and facility in the use of table of contents
3. To drill on and review essential words in silent reading
4. To provide vocabulary training
5. To improve oral reading
6. To emphasize clear enunciation and pronunciation
7. To teach pupils to read smoothly and fluently
8. To develop the habit of looking for meaning in all reading
9. To give training in reading to get the main idea
10. To follow directions, recall, find a special part, prove a statement, or to dramatize a lesson that pupils like exceptionally well
11. To teach sequence of event
12. To develop habits of observation and discrimination
13. To utilize in further activities ideas gained from the story
14. To provide incentives for discussing and re-reading selections of the story
15. To stimulate interest in a wide range of reading activities.²⁴

In comparing these reading objectives with those given

²⁴ Ibid., pp. 26-27.

4. To develop the necessary skills for successful oral and silent reading.

5. To develop rich and stable personality.

Fifteen general reading objectives were given as follows:

1. To educate pupils to handle and care for a book.

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3. To drill on and review essential words in silent reading.

4. To provide vocabulary training.

5. To improve oral reading.

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7. To teach pupils to read smoothly and fluently.

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10. To follow directions, recall, find a special word, prove a statement, or to dramatize a lesson that pupils like exceptionally well.

11. To teach sequence of events.

12. To develop habits of observation and discrimination.

13. To utilize in further activities ideas gained from the story.

14. To provide incentives for discussing and re-reading selections of the story.

15. To stimulate interest in a wide range of reading activities.

In comparing these reading objectives with those given

in other periods of this study we see a much broadened growth. A suggested number of readers for the accelerated, average and slow pupils in each grade to be covered in reading was given.²⁵ The outcomes and abilities for the pre-first and first-grade were given in a manner easy to read.²⁶ The reading readiness program gave a detailed description of the games and exercises used in developing visual abilities, auditory abilities, motor abilities, speech and language abilities, the evidences of reading readiness, steps in chart-making approach to book reading, seatwork to increase skills, vocabulary lists and interests which might be stimulated by the teacher.²⁷ An evaluation of a reader's table for each grade was included. The suggestion was made that reading instruction in the lower grades be made more "preventive" than "remedial." Remedial work is much harder than initial teaching, because not only must new habits be established, but undesirable ones must be broken.²⁸ A bibliography for remedial reading of fourteen books concluded the reading section of this State Course of Study.²⁹

The revised edition of the Curriculum Development in the Elementary Schools of New Mexico was published in 1947 with very

²⁵ Ibid., p. 28.

²⁶ Ibid., p. 29.

²⁷ Ibid., pp. 30-45.

²⁸ Ibid., p. 75.

²⁹ Ibid., p. 76.

in other periods of this study we used a more intensive reading
A suggested number of minutes for the suggested, even though
allow pupils in each grade to be covered in reading and give
The outcome and ability for the first and second grades
were given in a manner easy to read. The reading is done
program gave a detailed description of the program and the
used in developing visual, auditory, and kinesthetic abilities for
abilities, speech and language ability. The outcome of each
ing readiness, there is a chart showing progress in book reading
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25	Table 1. p. 28.
26	Table 2. p. 29.
27	Table 3. pp. 30-31.
28	Table 4. p. 32.
29	Table 5. p. 33.

little change. The reading program was given for pre-first to and including grades seven and eight. The reading section closed with a description of remedial reading.³⁰ The courses of study of this period have expanded greatly, emphasizing the development of every individual.

3. EQUIPMENT EXPANDED

Five books were on the bibliography list concluding the phase of reading called approaches to reading in the "Teacher's Handbook." A bibliography of ten books was given for work analysis, two on charts, two for seatwork, and five for the pre-primary.³¹ No materials of instruction were given in the "Experiences in Elementary Classrooms."³²

In 1938 the "Materials of Instruction" gave special recommendations regarding practice materials that foster the development of reading ability and non-recitation period materials. A criteria for the selection of materials and activities for the indirectly supervised time were given in nine points:

1. Materials and activities provided should be of such nature that it is possible for the children to work either individually or in groups.
2. Materials and activities provided should allow for quiet work at desks and tables, and work that involves moving about or other distinct change of position.

³⁰ Lusk, op. cit., pp. 25-75.

³¹ Milne, 1937, op. cit., pp. 28-37.

³² Public Schools, op. cit., pp. 1-40.

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2. Materials and activities provided should allow for quiet work at desks and tables, and work that involves moving about or other distinct change of position.

³⁰ Laak, op. cit., pp. 25-26.

³¹ Wine, 1937, op. cit., pp. 28-32.

³² Public Schools, op. cit., pp. 1-40.

3. Materials and activities provided should be in great variety to meet the needs and interests of individuals and groups.
4. Materials and activities provided should be of varying degrees of difficulty and to provide for growth on their part.
5. Materials and activities provided should stimulate effort but not be so difficult as to prove discouraging.
6. Materials and activities provided should be of such nature that the children can proceed without the direct help of the teacher.
7. Materials and activities provided should stimulate creative ability and problem solving as well as afford practice in the tool subjects.
8. Materials and activities provided should be closely related to group and individual needs and interests, and to the classroom projects and enterprises.
9. Materials and activities provided should strengthen³³ good study and work habits, and good social habits.

Dolls, tables, doll dishes, scissors, abundance of crayons, paper, clay, paste, paint, containers for all things, fish, terrarium, bird seed, furniture for dolls and young children, painting easel, cupboards, filing case, needle and thread and colored paper were mentioned a number of times throughout the book as needs to carry on the reading program. Worktable, reading table, bulletin boards and movable desks or tables with chairs for the children were materials used in this period. Apple boxes, orange crates, heavy brown paper, whatnot or display shelves, pans, bottles, buckets, numerous posters, hectograph and ink, magazines, photographs, maps, workbooks, record

³³ Ibid., pp. 3-4.

Materials and activities provided should be in great variety to meet the needs and interests of individuals and groups.

Materials and activities provided should be in varying degrees of difficulty and be provided for growth on their own.

Materials and activities provided should be such that effort may be as difficult as to grow and encourage.

Materials and activities provided should be such that the children are provided with the direct help of the teacher.

Materials and activities provided should be such that creative ability and problem solving as well as afford practice in the field concepts.

Materials and activities provided should be such that related to group and individual needs and interests and to the classroom projects and materials.

Materials and activities provided should be such that good study and work habits, and good mental habits.

Books, tables, doll houses, materials, equipment, paper, clay, paste, paint, containers for all things, etc.

Construction, bird seed, furniture for dolls and young children, painting tools, cupboards, filing cases, books, and materials.

colored paper were mentioned a number of times throughout the books as needed to carry on the reading program. The books,

reading table, bulletin boards and movable desks or tables and chairs for the children were materials used in this program.

Apple boxes, crates, crates, heavy brown paper, sheets of oil-play shelves, pans, bottles, baskets, many more things, books,

graph and ink, magazines, photographs, maps, workbooks, record

charts, riddle cards, primer typewriter and tagboard paper, were all materials used in teaching reading. Many easy as well as difficult books were used. Many supplementary books were used for independent reading. Pets and toys were useful in pre-reading groups. Permanent seatwork was stressed. Workbooks were highly recommended. Story books were numerous and the teacher aided the children in choosing them as related to the unit of work being studied. H.Y.A. help was used in making hectographed workbooks or practice sheets in reading.³⁴

By 1944 the state adopted book lists were so large it was no longer given in the State Course of Study. Evaluations of readers were given in table form for each grade. This table stated the name of the book, its publisher, and the manual if there was one, and gave helpful comments.³⁵

Each city public school had a library and could draw books from the central school library. In most schools the increased enrollment allowed too small a space in the room which sheltered the books to have tables for reading. In such cases the books were handled in the class room. The special sets of books in a classroom were changed according to the work and interests of the children in the room. Visual aids and a recording machine were used in the teaching of reading by some teachers.

In 1945 the Albuquerque Public Schools had 45,000 books

³⁴ Ibid., pp. 5-77.

³⁵ Lusk, op. cit., pp. 25-26.

charts, tiddie cards, primer typewriter and ledger paper were all materials used in teaching reading. Many of the well as difficult books were used. Many supplementary books were used for independent reading. Tests and toys were useful in reading groups. Permanent notebook was stressed. Handbooks were highly recommended. Story books were numerous and the teacher aided the children in choosing them as related to the unit of work being studied. N.Y.A. help was used in making photostatic workbooks or practice sheets in reading.

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30 Ibid., pp. 5-7.

31 Ibid., pp. 22-23.

not counting the common texts used in classroom work.³⁶

Some remarks made by teachers concerning the library were:

"The library is the central power house of the school," Presbesky.

"The library is indispensable," Mitchell.

"It is the heart of the school," Linthicum.

"Without library books a course of study would be very meager," Calkins.

"Wherever you ask the reply comes that the library is good," Harrington.³⁷

In 1946-47 the city schools added 100 primer, 53 first-, 64 second-, 48 third-, 56 fourth-, 47 fifth-, and 30 different sixth-grade texts and supplementary books to what they had in stock for the elementary grades. The fourth, fifth, and sixth grades were provided dictionaries, but in limited amounts.

In 1939 Mrs. Georgia Lusk was quoted as saying in reference to books, students would naturally take more interest in their work, when they have something to work with.³⁸ The supply did increase until it was very adequate and of quality as well as quantity.

Workbooks were used by some teachers in various grades especially in the two lower grades. This depended largely on the teacher's choice. Some were for development, some for

³⁶ E. R. Harrington, "Everyone Must Learn to Read, Then Read to Learn," Journal of the Albuquerque Public Schools, Vol. I, No. I, November, 1945.

³⁷ Ibid., p. 7.

³⁸ News item in the Albuquerque Morning Journal, October 31, 1939.

diagnosis usually under teacher's supervision with great care for individual needs. The writer has found a very useful list. Betts has given a list of reading readiness workbooks, which should develop the whole child.³⁹ Workbooks to accompany a given basal reader and a list of workbooks to be used independently are also given.⁴⁰

My Weekly Reader was used in all the elementary grades. Some teachers arranged to have children's magazines in the classroom for recreational reading. Four grade schools cooperatively published a newspaper within their classrooms in 1947.⁴¹

4. INDIVIDUAL DEVELOPMENT

The following statements were on the first page of the "Teacher's Handbook" in 1937.

We realize that the teachers of Albuquerque are guided by a science of real things that are intangible and unseen. This is what we believe the philosopher calls Truth. . . . The place of the teacher is to provide . . . experiences which will make of the child a personality integrated to ultimate truth and which will lead to the harmonious adjustment of the individual to the social group, as well as to a feeling of responsibility for sharing in the social control of our democracy.⁴²

The unit method was very popular at this time. The

³⁹ Betts, 1946, op. cit., p. 528.

⁴⁰ Ibid., p. 529.

⁴¹ Maud Crosno, "Four Grade Schools are Now Publishing News Sheets," Journal of Albuquerque Public Schools, Vol. I., No. 3, April 1, 1947, p. 4.

⁴² Milne, op. cit., p. 1.

diagnosis usually under teacher's supervision with great care for individual needs. The writer has found a very useful list of books has given a list of reading readiness workbooks, which should develop the whole child. 39 Workbooks to accompany a basal reader and a list of workbooks to be read independently are also given. 40

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39 Better, 1946, op. cit., p. 282.

40 Ibid., p. 329.

41 Ward Cronin, "Four Grade Schools are Now Publishing News Sheets," Journal of Alhambra Public Schools, Vol. I, No. 3, April 1, 1947, p. 4.

42 Milne, op. cit., p. 1.

criteria for a unit were given as follows:

1. Activity should be related to the child's life-- the child's experiences and interests.
2. It must offer a variety of experiences which call forth earnest effort and response from the different individuals of the class.
3. The group as a whole should have a strong desire to launch the unit and to carry it to completion.
4. The content of a unit must be broad enough and rich enough to provide and stimulate creative outlets.
5. The content of the unit must furnish opportunity for cumulative growth on increasingly higher levels.
6. It must contain certain socially valuable experiences as well as subject matter which will in turn arouse the desire for further knowledge and experimentation.
7. It should develop attitudes of tolerance and understanding.
8. It should develop right attitudes toward a changing civilization.
9. It should furnish leads into other units.⁴³

Even though the word reading is not mentioned it is involved in every part of the unit. Many upper grades had no other reading scheduled than that required in the unit. Where other readings were done, they were selected because of their relationships to the unit of interest. Individual and group reading for facts, answers to questions, entertainment of stories, for plays and dramatizations and for evaluation was done in all grades in the unit method of reading.⁴⁴ Reading is not a single subject in

⁴³ Ibid., p. 8.

⁴⁴ Ibid., pp. 9-10.

and of itself. It is closely inter-related with all phases of the language arts.⁴⁵ The reading readiness was determined from seven points accepted in 1937 as follows:

1. Mental age--six or more
2. Chronological age--readiness tests
3. Ability to express himself intelligently
4. Ability to concentrate
5. Ability to associate and match objects and words
6. Ability to understand a story, to sense sequence of events, and to give evidence of appreciation and enjoyment
7. Ability to recall stories or experiences in proper sequence.

The following seven points indicate the child's interest and readiness for reading:

1. Looking at picture books
2. Making booklets
3. Pretending to read
4. Seeking information
5. Asking what things say
6. Noticing labels and signs
7. Wanting to write names, etc.⁴⁶

The trend in method today is toward a combination of several methods. Most authorities combined word-form clues with the thought-getting process of reading. They thus place word analysis in its natural setting of normal reading activities.⁴⁷ An everyday procedure of a child beginning the first grade is the experience chart using the following steps: Free discussion; encouraging the timid child to talk; group conversation written

⁴⁵ Ibid., p. 24.

⁴⁶ Ibid., p. 25.

⁴⁷ Ibid., p. 30.

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⁴⁵ Ibid., p. 24.

⁴⁶ Ibid., p. 25.

⁴⁷ Ibid., p. 30.

on the chart used for the reading lessons; first-hand acquaintance with pets or something to provide mass of material by connecting these interests with the child's life; excursions, parties and games are used to develop vocabulary unconsciously.⁴⁸

The criteria for seatwork given at this time were as follows:

1. It should be on the level of pupils' ability.
2. It should contain only known words.
3. It should drill on the part of the lesson that needs drill.
4. It should provide for individual differences.
5. It should be interesting and worthwhile.
6. It should force the child to think through a problem.
7. It should provide an opportunity for initiative and originality.
8. It should require a limited amount of writing.
9. It should be easily checked.⁴⁹
10. It should provide for repetition.

The following gives a picture of reading which may have been seen at this time in any school. All members in the classroom are actively engaged in worthwhile pursuits. A small group is reading with the teacher; another group is seated at their desks working quietly on a study project or practice exercises. Two children at the library table are chuckling together over the antics of a new book friend; four children are busy in the far corner working with cardboard boxes that are to become buildings representative of the different materials used in the construction of the homes in the community. One older girl

⁴⁸ Ibid., p. 32.

⁴⁹ Ibid., p. 34.

on the chart used for the reading lessons; first-hand acquaintance with facts or something to provide mass of material by connecting these interests with the child's life; excursions, parties and games are used to develop vocabulary unconsciously.

The criteria for selection given at this time were as follows:

lowest:

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2. It should contain only known words.
3. It should drill on the part of the lesson that needs drill.
4. It should provide for individual differences.
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7. It should provide an opportunity for initiative and originality.
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9. It should be easily checked.
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The following gives a picture of reading which may have been seen at this time in any school. All members in the classroom are actively engaged in worthwhile material. A small group is reading with the teacher; another group is seated at their desks working quietly on a study project or practice exercises. Two children at the library table are studying together over the notes of a new book found; four children are busy in the far corner working with cardboard boxes that are to become buildings representative of the different materials used in the construction of the house in the community. One older girl

works with needle and thread to repair the doll's everyday dress.⁵⁰ Among the first reading experiences of the child is that of making a record of his own activities. Chart after chart is dictated to the teacher who prints it for later reading. One of the seatwork activities in which young children can engage as an outgrowth of this reading is that of making illustrations for the charts. If the chart should tell what is done at school, each sentence telling of an activity could be illustrated.⁵¹

Children like to hear and should hear many stories told and read. They may illustrate them in sequence.⁵² The more we discover in regard to the methods by which children learn, the more we are impressed with the variety of methods employed.⁵³ Reading interest can be fostered through reading clubs, records of books read, review of books liked, dramatization of favorite stories, and the careful introduction of new books and other materials.⁵⁴ Sheets of hectographed seatwork should have relationship to each other, even though one may be given to the pupil today and another tomorrow.⁵⁵

⁵⁰ Rodgers, op. cit., p. 5.

⁵¹ Ibid., p. 35.

⁵² Ibid., p. 38.

⁵³ Ibid., p. 43.

⁵⁴ Ibid., p. 44.

⁵⁵ Ibid., p. 53.

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work with people and things. It is a
green. 50. It is a green. It is a green.
that of nature. It is a green. It is a green.
about in his hand. It is a green. It is a green.
ing. One of the things. It is a green. It is a green.
eager as an outburst. It is a green. It is a green.
visions for the future. It is a green. It is a green.
at school. It is a green. It is a green.
traded. 51. It is a green. It is a green.
California. It is a green. It is a green.
and reach. It is a green. It is a green.
discovery. It is a green. It is a green.
more we are. It is a green. It is a green.
Reading. It is a green. It is a green.
of books. It is a green. It is a green.
stories. It is a green. It is a green.
material. It is a green. It is a green.
tionship. It is a green. It is a green.
today. It is a green. It is a green.

50. It is a green. It is a green.
51. It is a green. It is a green.
52. It is a green. It is a green.
53. It is a green. It is a green.
54. It is a green. It is a green.
55. It is a green. It is a green.

A bulletin entitled "Teaching Reading to Slow-Learning Children" to be used as helps for teachers was prepared by the Longfellow School in 1944. The method found the most successful for each grade was explained. Evidences showed that the small-group method with much individual help was the method most used throughout the grades.⁵⁶

5. TYPICAL LESSONS

The 1944 Course of Study gave a type lesson for phonetic analysis which was as follows:

Aim:

To strengthen the ability to recognize the similarity in sound appearance of words like that and than, then and them, feel, feed.

Maturation:

Today we will need to have very sharp eyes and ears, too, when we play our game.

Procedure:

Write the words that and than. Have them pronounced. Have pupils look for the parts that do not look alike or sound alike, then frame the parts that do not look or sound alike. Write the word then and have it pronounced. Compare then with the other two, in the same manner. Erase the "n" and substitute "m" and have the word them pronounced.

In like manner, write each of the following words and change the final consonant to form the word given in parenthesis: is (in), him (his), up (us), feet (feed). Then write the following sentence on the blackboard. "How did Ann feel when her doll was lost?" Then tell the group they will find one word in the sentence which looks like a word they know except for the last letter. Have the sentence read while the children look and listen carefully,

⁵⁶ Longfellow School, Teaching Reading to Slow-Learning Children, Teachers Helps (Albuquerque Public Schools, 1944), pp. 1-40.

A bulletin entitled "Teaching Reading to Blind Children" to be used as help for teachers was prepared by the Longfellow School in 1940. The method found the most success for each grade was explained. Evidence showed that the small-group method with much individual help was the method most used throughout the grades.

2. TYPICAL LESSONS

The 1940 Course of Study gave a type lesson for each grade analysis which was as follows:

Aim:

To strengthen the ability to recognize the similarity in sound appearance of words like feed and lead, mean and lean, lead, lead.

Material:

Today we will need to have very sharp eyes and ears, too, when we play our game.

Procedure:

Write the words lead and lean. Have the children have pupils look for the pairs that do not belong or sound alike. Then trace the pairs that do belong. Look or sound alike. Write the word lead and lean. It pronounced. Compare them with the other two. the same manner. State the "e" and "a" sounds. and have the word lead pronounced.

In like manner, write each of the following words and change the final consonant to form the word given in parentheses: lead (lean), lean (lead), lead (lean). Then write the following sentences on the blackboard: "How did the group that will find the word in the sentences which looks like a word they know except for the last letter. Have the children read while the children look and listen actively."

then have them find the word feet and feed.⁵⁷

A type lesson was given in supervised reading for the second grade which was as follows:

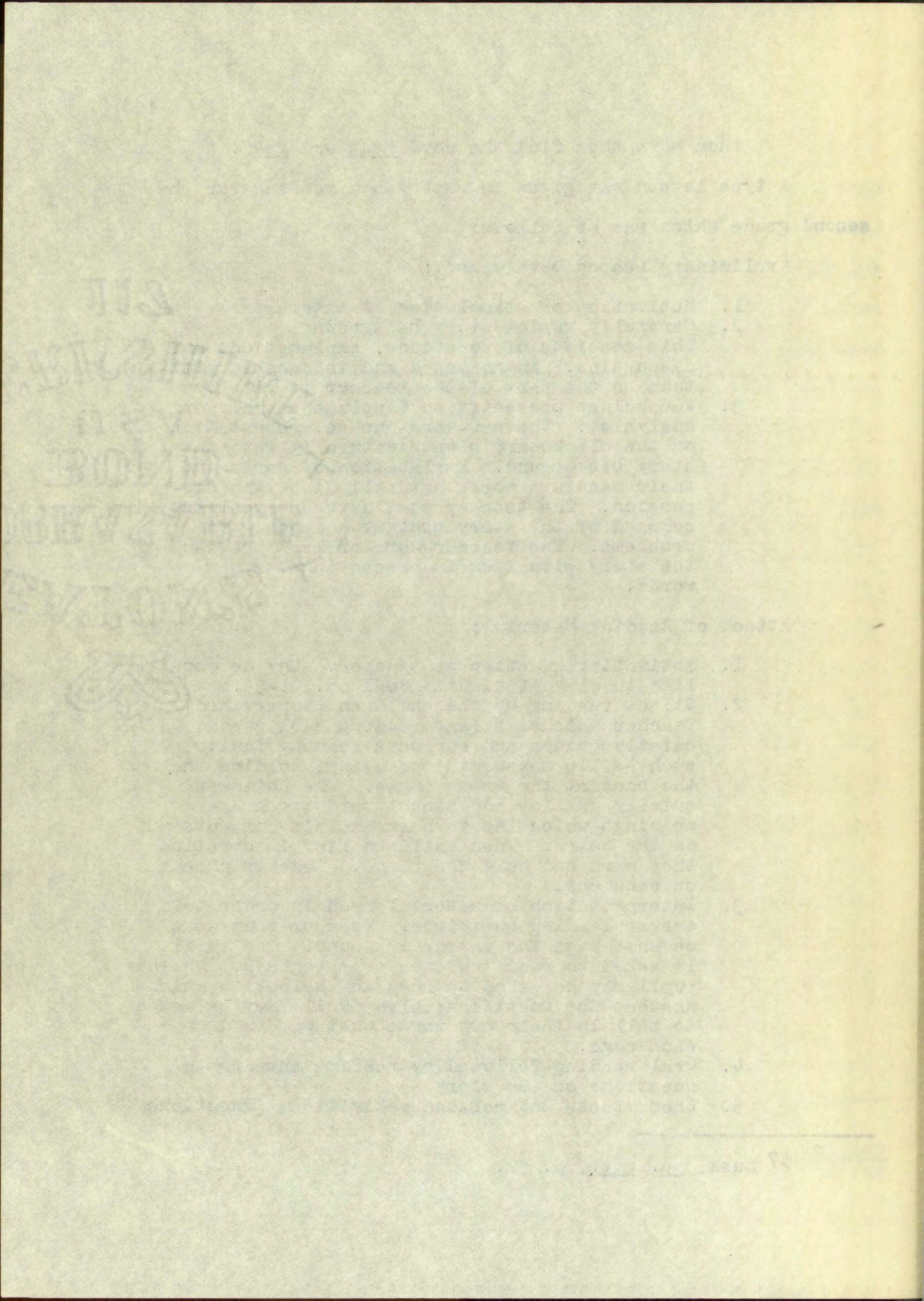
Preliminary Lesson Development:

1. Motivation or stimulation of interest
2. Carefully worded story background
This consists of questions, explanations and discussion. An animated and interested attitude on the part of the teacher is vital.
3. Vocabulary presentation (include casual word analysis). The new-word phrase presentation on the blackboard blends naturally into the story background. Explanation of words and their meanings works naturally into the discussion. The teacher must have an excellent command of the story content and new word problems. The teacher more or less previews the story situation in presenting the new words.

Attack of Reading Material:

1. Motivating question by teacher. Why do rabbits like to play at night? Read pp. 31-35.
2. Silent reading by the children (supervised). Teacher watches silent reading habits and quietly guides and corrects reading faults, such as lip movements, pointing, holding the the book at the wrong angle. The children quietly ask for additional word or phrase meanings which the teacher explains or puts on the board. When children find information they mark and hold the place. Teacher checks on each one.
3. Interpretation of material read in order to answer leading questions. Teacher then asks on what page the answer is found. One pupil is asked to read sentence or paragraph. Another pupil may be asked to read the selection which answers the questions; also pupils may be asked to tell in their own words what was read on each page.
4. Oral reading followed by reading answers to questions on the story.
5. Check tests and related activities. Questions

⁵⁷ Lusk, op. cit., p. 52.



on board or seatwork based on the lesson. Children write numbers and answers, with the use of the books. The questions were planned so that the answers would use all phrases introduced at the beginning of the lesson. It is necessary that some type of check test be given at the close of any directed reading lesson, for within the test lies the only tangible means which the teacher has for determining the success of the lesson as far as the pupil is concerned.⁵⁸

The attention was all focused on the individual and any method which proved satisfactory to develop each child from where he was found mentally, onward to broader intelligence was used. The unit method was believed to fit this kind of broadening a little better than any other method because it required smaller groups, individuals, and larger groups working toward a definite goal with drill placed upon the skills of reading for each individual according to his particular need.

6. METHODS ACTUALLY USED

The information collected on the questionnaires and personal visits made to the teachers during this study shows that more city teachers used the group method in the primary grades than any other method. Their reasons may be explained in the following sentences from Gray.

The merit of instruction to small groups lies in the opportunity provided for making the lesson more nearly fit the level, rate of progress, and interests of the individual pupil. The important thing to remember, regardless of the procedure used, is that definitely planned, and

⁵⁸ Ibid., pp. 54-55.

differentiated instruction is absolutely essential at all levels of elementary education.⁵⁹

The uniqueness of each individual under well trained competent teachers was brought out by the method which gave the best results, therefore the individual and group methods were both used. In this period the child was taught reading while in the previous periods reading was taught to the child.

Gray stated that there was a trend to stress silent reading more than oral. It was believed that more silent reading was used in adulthood. In the latter part of the period oral reading was again stressed because a new interpretation was placed upon it which may be explained in this way. Conversation is the oral reading of something in your own mind, after reading silently what is in the other fellow's. Oral reading in its strictest sense assumes an audience and a reader who has prepared a selection so well that he interprets the author's meaning to his listener.⁶⁰

Oral-reading programs, however, have not always been successful. There are many dangers to guard against. Among them are:

1. Pupils often attempt to read material too difficult
2. Careless preparation
3. Failure to establish a purpose
4. Lack of understanding on part of teacher as to what constitutes good reading.

⁵⁹ William S. Gray, "Appraisal of Contrasting Types of Reading Programs," The Appraisal of Current Practices in Reading, p. 35.

⁶⁰ Loc. cit.

differentiated instruction is absolutely essential to all levels of elementary education.

The uniqueness of each individual must be recognized. Competent teachers was brought out by the fact that they gave the best results. Therefore the individual and group methods were both used. In this period the child was taught reading while in the previous periods reading was taught in the child's own way.

Gray stated that there was a trend to teach reading more than oral. It was believed that early silent reading was used in adulthood. In the latter part of the year, reading was again stressed because a new introduction was placed upon it which may be explained in this way. Gray stated that the oral reading of something in your own mind was not the same as the oral reading of something in the other fellow's. Gray stated that the student needs to assume an audience and a reader. He stated that a selection so well that he interpreted that and his own reading to his listener.

Oral-reading program, however, have not always been successful. There are many dangers to avoid. Among them:

1. Pupils often attempt to read material too difficult.
2. Overdone repetition.
3. Failure to establish a purpose.
4. Lack of understanding on part of teacher as to what constitutes good reading.

Dr. William S. Gray, *Journal of Contrasting Types of Reading Programs, The Journal of General Psychology*, 1931, p. 35.

Oral reading to help determine reading difficulties is just as important in the intermediate as in the primary grades. In discussion periods or "sharing" periods there is ample need for oral reading.⁶¹

The development of reading readiness before initial reading was considered very important preparation in all first grades of the city. This is indicated in the following statement. "By taking the precaution of not giving children formal reading instruction until they are ready for it, much of the present retardation in reading can be prevented."⁶² When we speak of "reading readiness" we usually refer to that stage of maturity which a child has attained when he is ready to enter into the task of learning to read. This readiness, or ripeness, for undertaking beginning reading has been a matter of very little consideration. Very recently, however, much discussion and investigation has been centered on this important aspect of reading instruction.⁶³

Manuscript writing was used by all city teachers of the first grade. It facilitates progress in learning to read because of the marked similarity between manuscript forms and print.⁶⁴

⁶¹ Lillian C. Poukner, "Appraisal of Contrasting Types of Reading Programs in the Middle and Upper Grades," The Appraisal of Current Practices in Reading, 255: 37-43, December, 1945.

⁶² Ibid., p. 33.

⁶³ Emmett A Betts, Foundation of Reading Instruction (New York: American Book Company, 1946), p. 252.

⁶⁴ William S. Gray, "The Language Arts-Reading," The Implications of Research for Classroom Teachers, 318: 128-134, 1939.

There was no set technique of motivation for reading in this period because the more varied the devices used the wider scope of interests. Movie slides, pictures, tangible objects brought into the school room, visiting speakers, discussions, and questions were the most common. When students become interested in reading they plan and suggest their own units. The seatwork most used to help develop skills was mainly a check test at the close of some phase of the work, blackboard or mimeographed questions preceding lessons, instruction sheets, and teacher-made tests.

7. ABILITIES AND OUTCOMES

The abilities and outcomes for the first grade were:

1. To dictate own experiences to the group using complete sentences
2. To read from left to right and from one end of a line to the beginning of the next
3. Recognition of words by general configuration
4. Ability to follow oral directions
5. Habits of looking for meaning in all reading
6. To be able to recognize words and phrases through association, context, likeness and differences
7. Habit of reading phrases rather than words
8. To read without unnecessary physical movement with a pleasing voice
9. Ability to locate a specific part of a story
10. To be able to tell the story, discuss or answer questions.
11. Ability to recognize the common words

There was no set technique of activities for reading in this period because the more varied the devices used the wider scope of interest. Movie slides, pictures, tangible objects brought into the school room, visiting speakers, dramatization, and questions were the most common. When students became interested in reading they plan and suggest their own units. The teacher's most used to help develop ability was mainly a card test at the close of some phase of the work. Blackboard or mimeographed questions preceding lessons, instruction sheets, and teacher-made tests.

7. ABILITY AND OUTCOMES

The abilities and outcomes for the first grade were:

1. To identify and experience the group using concrete sentences
2. To read from left to right and from one end of a line to the beginning of the next
3. Recognition of words by general configuration
4. Ability to follow oral directions
5. Habits of looking for meaning in all reading
6. To be able to recognize words and phrases through association, context, likeness and difference
7. Habit of reading phrases rather than words
8. To read without unnecessary physical movement with a pleasing voice
9. Ability to locate a specific part of a story
10. To be able to tell the story, discuss or answer questions
11. Ability to recognize the common words

12. To be able to handle the book properly.

The abilities and outcomes for the second and third grades were:

1. To enthusiastically and smoothly read to gain information, for enjoyment, and to express the essential thought of the story
2. To work independently the recognition of new words
3. To be able to reproduce orally
4. To know how to use the table of contents
5. To use library material, follow directions, and use childrens newspapers and magazines.

Abilities for the fourth grade:

1. To know how to skim rapidly to locate answers, to select facts which prove statements, and to attack the pronunciation of new words
2. Ability to use the index, glossary, and dictionary
3. To get the thought and give it in a statement or a report.

Abilities for the fifth and sixth grades:

1. To gather information for a definite purpose from encyclopedias or other reference books
2. To be able to summarize a selection or give definite parts
3. To evaluate facts and intelligently use them
4. To be able to read maps, graphs, and daily newspapers.

The above outcomes and abilities compare well with those of each of the four periods showing progress through a continuous climb of growth.

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The above objectives and activities are...
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only to the individuals who needed it most by providing greater meaningful experiences, much easy, interesting ungraded material, more drill and varied forms on the individual's ability level. Appraisal of effective remedial work shows that to a large extent the methods used normally by efficient teachers can be used to advantage in teaching poor readers.⁶⁵ The idea was to teach reading so efficiently from the very beginning of the school life that no remedial program would be needed.

The bad habits to overcome during this period were: pointing to words, too much visual and vocal attention to the beginning of words and therefore neglecting comprehension, lip reading, and monotonous tone during reading. The attempt to develop speed in reading should be postponed until good form has been achieved.

The unit method grew out of the project method, which is purposeful, experience, work-type reading on which emphasis is placed on the social studies in the city schools. Here reading is developed and improved through use in functional situations. Reader material, stories, and content material from many sources are selected and used as needed or as interest demands. Interest is the keynote of a successful reading program in which the leads dictate the kind of reading that is brought into use--intensive, extensive, skimming, reading for appreciation. Many reading skills are brought into functional use.⁶⁶

⁶⁵ Ibid., p. 140.

⁶⁶ Ibid., p. 41.

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65 Ibid., p. 140.
66 Ibid., p. 41.

Choral reading was used by some teachers to break down shyness of some pupils, to develop clearer pronunciation, articulation, and voice quality. Other teachers had much memorization of rhymes and poems for entertainment at programs. Much audience reading was done in culminating activities of the social-studies units. The pupils of one room often visited another room to read for each other, and parents were encouraged to visit the classrooms to hear their children read. Reading clubs were organized to create needs for independent reading. Charts and bulletin boards of this period were for displaying news, making announcements, recording room duties, making progress graphs and exhibiting pictures. Experience records dictated and revised by the group were a dual means of building attitudes of reading for meaning and of anticipating thought. First, the pupils established the "feeling" for what authorship means; and second, the reading or re-reading of the record on various occasions gave the pupils at least one "slant" on the purpose of reading materials.

Standardized reading tests were used in the sixth grade throughout the city in 1945 and in the third grade in 1947. Other grades gave tests but not in all the city schools. The Stanford, Metropolitan, Progressive, and Gates reading tests were used. They were given to show the administration where they stood in rank of reading and to help the individual teacher to know where more emphasis was needed to strengthen the various

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 to know where more emphasis was needed to strengthen the various

abilities in reading. Tests improve teaching and help adjust pupils⁶⁷ Approximately 800 children were tested in grade six in 1947. The Weekly Reader Tests were given at the beginning and at the end of each year's work.

8. SUMMARY

In summary of this period there was a program of instruction set up in the elementary grades of Albuquerque Public Schools which proposed to give every child those experiences which were suited to his needs and interests and would develop him to the maximum degree. This program recognized individual differences of children, accepted them as they were, and helped them grow in every desirable way. Children read at various levels of difficulty within the same room and not all children worked together on the same problems. A combination of methods was used but the group method was most popular in the primary grades.

The teacher estimated the quality and quantity of work expected of each child and stimulated growth for him. It was recognized that education meant growth of the whole individual, his mental, physical, social and emotional development.

Since reading was regarded as the most important experience in a child's school life, it received a large share of the time allotment of the school day. The reading course started with

⁶⁷ Marian Eller, "Tests Improve Teaching and Help Adjust Pupils," Journal of Albuquerque Public Schools, Vol. I, No. 1, June, 1946, p. 6.

admission to the school. The school is a private school and as the end of each year is reached...

in the month of July, 1955, the school was closed for the summer vacation. The school is a private school and as the end of each year is reached...

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June, 1955, p. 6.

readiness before initial reading. Some children started reading long before others because children mature at different rates. Audience reading became very popular in culminating programs, reading clubs, room visiting and reading to parents. Formal reading was from pre-primers and primers. Many books were read. The child expanded through reading levels covering first, second, and probably some third readers. The use of reading as a tool began with third grade and continued throughout the elementary grades. The main phases of this period were study reading, recreational reading or literature, and oral reading. The development of reading skills continued throughout the grades. They were: word recognition by seeing and hearing likenesses and differences, familiarity with sight words, mastery of phonic elements. Meaning, not word calling, was emphasized; organization, evaluation, location, and memorization were also stressed.

The schools constantly improved their methods and materials of instruction until both were adequate. Visual aids, including picture files, film rolls, slides, and a recording machine where children might hear their own voices repeated, were available for use in the teaching of reading. A testing program was set up in the schools attempting to improve reading instruction.

Even in the most recent manuals for readers, the value of phonics was still recognized. The child was taught to use both context and word-form clues, thus emphasizing meaning. The skills

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formerly taught as ends in themselves during this period were taught as a means to an end.⁶⁸

⁶⁸ Erna Schroeder, "Schools Aim to Help Pupils Solve Life's Problems," Journal of the Albuquerque Public Schools, Vol. I, No. 1, July, 1947.

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68 From Webster, "Schools and the State," Life's Problems, Journal of the American Life Society, Vol. I, No. 1, July, 1907.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

1. SUMMARY

Improvements in the teaching of reading in Albuquerque Public Schools have not come by leaps and bounds but by gradual and constant adaptation to meet the demands of the times. Such improvements have ever been one of the major aims of the instructional staff and this has generally met with the approval of the people of the city. The modern school reading program with its emphasis upon community living, differentiation in terms of readiness and needs, purposeful learning and meaningful experiences is the result of thoughtful, patient, resourceful cooperation among all those concerned.

The results of this historical study of the teaching of reading in Albuquerque Public Schools may be summarized in the following points:

1. The Course of Study. The first courses of study were mere outlines designating what pages of the textbooks were to be read in a given time and with very few directions as to the methods to be used. In the present course every child is given those reading experiences best suited to his particular needs and interests in order to develop his reading capacity to a maximum.
2. The Textbooks. When the public schools were first opened there was a series of five reading textbooks to be read by eight grades of pupils. No other reading materials were provided. These books contained literary, historical, scientific selections in prose and poetry. Much emphasis was given to

Improvements in the teaching of reading in American public schools have not been by means and methods in general and constant adaptation to meet the needs of the children. Improvements have been one of the major aims of the instructional staff and this has generally met with the approval of the people of the city. The common subject of reading with the emphasis upon community living, citizenship, and service of mankind and needs, particularly in the field of the experiences in the field of knowledge, culture, and the cooperation among all these concerns.

The results of this educational study of the teaching of reading in Albuquerque public schools are summarized as follows:

1. The courses of study. The first course in reading was a course designed to give the child a basis for the study of reading in a given time and with the child's interest as to the subject to be studied. In the present course every child is given the opportunity to study the subject in a given time and with the child's interest as to the subject to be studied. In the present course every child is given the opportunity to study the subject in a given time and with the child's interest as to the subject to be studied.
2. The textbooks. When the public schools were first opened there was a lack of the reading textbooks to be used by the children of the city. The first course in reading was a course designed to give the child a basis for the study of reading in a given time and with the child's interest as to the subject to be studied. In the present course every child is given the opportunity to study the subject in a given time and with the child's interest as to the subject to be studied.

memorization and word drill. Today many different textbooks, supplementary readers, library books, and weekly newspapers and magazines are provided and extensive reading is carried on in all the grades.

3. Other Reading Materials. In addition to the regular reading materials, most teachers now make more or less use of workbooks, picture files, film rolls, recording machines, experience charts and reading tests.
4. School Libraries. Each public grade school now has its own general library for the use of all the grades in the building and there is a central library from which books may circulate to the different buildings.
5. The Quality of Reading Materials. Writers of textbooks and other books for children have greatly increased the quality of their output. The vocabularies are carefully graded according to the findings of research. The reading matter is suited to children's interests and maturity levels. The illustrations are beautiful creations of art that appeal to children. The print and quality of paper are greatly superior to the old books.
6. Uses of Workbooks. Some teachers use workbooks along with textbooks; others use them instead of textbooks. Some teachers use them to diagnose reading difficulties and to improve reading skills.
7. Improvement in Methods of Instruction. When the schools were first established, teachers generally taught beginners to read by the alphabet method supplemented by instruction in phonics. A few teachers used the word method with beginners. Later the phrase and sentence methods had their advocates. Instruction in reading was usually given by classes but later the individual and group methods came to be used. Emphasis came to be placed on teaching the child to read with understanding rather than for the acquaintance with literary masterpieces. Memorization of poetry was largely dropped.
8. The Method of Reading. In the beginning oral reading predominated in the first six grades. After 1927 silent reading received more emphasis in grades three to six. Owing to the increased use of the radio and to the social demands of modern adult life, oral reading has had a revival during the last decade.

memorization and word drill. Texts, supplementary readers, library books, and weekly newspapers and magazines are provided and extensive reading is carried on in all the grades.

Other Reading Materials. In addition to the regular reading materials, most teachers now make use of the use of textbooks, picture films, film strips, recorders, and other aids in reading.

School Libraries. Each public grade school has its own general library for the use of all the grades in the building and there is a central library from which books are circulated to the different buildings.

The Quality of Reading Materials. With the books and other books for children have greatly increased the quality of their output. The various series are carefully graded according to the level of the child. The reading matter is selected by children's interests and naturally follows the child's development. The child's level of reading is not to be overlooked. The child's level of reading is not to be overlooked. The child's level of reading is not to be overlooked.

Use of Textbooks. Some teachers use textbooks along with textbooks; others use them exclusively. Some teachers use them as guides in reading materials and to improve reading skills.

Improvement in Methods of Instruction. When the schools were first established, teachers generally taught by the method of the school. A few teachers used the word method with learners. Later the method of sentence method had their advantages. In reading was usually given by the teacher and the individual and group work was used. The individual came to be placed on the basis of the child's reading with understanding rather than for the acquisition with literary appreciation. A great deal of energy was lavished on the child.

The Method of Reading. In the beginning of the twentieth century in the first six grades, after 1900, the method of reading was changed. In the first six grades, after 1900, the method of reading was changed. In the first six grades, after 1900, the method of reading was changed.

9. Reading Readiness. In the first public school a pupil was regarded as ready to read when he knew all the words in the first ten pages of the textbook. During the last decade readiness to begin reading was regarded as a combination of mental, physical, social, and emotional factors which could be measured by the administration of standardized reading readiness tests.
10. Writing. The cursive script was used by teachers for a long time after the establishment of public schools. During the last two decades manuscript writing has been generally introduced because it is believed that its similarity to print facilitates reading.
11. Motivation. Little attempt was made to motivate children to read until in the 1930's when activities, such as constructing houses, conducting post offices and running school stores, came into general practice. Experience charts, sand tables, excursions, and audience reading were also used to get children to want to read. Efforts were made to get the child to feel the need for skills, abilities, and information.
12. Seatwork. The nature of seatwork changed from blackboard questions and matching of words to check questions and carefully directed work. In the last two decades many mimeographed exercises in informational reading, pleasure reading, appreciative reading, vocabulary, tests and other forms have been developed.
13. Outcomes. When the schools were first established the objective of the teacher was to get the pupil of each grade able to read well enough orally from the textbook to be promoted to the next grade. If these outcomes were not attained a pupil had to repeat the grade. By 1930 the objectives were: to create a love for reading; to have good expression; to comprehend; and to read smoothly, orally. By 1940 the reading program had been so broadened as to offer the pupil rich experiences in purposeful reading in order to better prepare him for living better in a democratic society.
14. Remedial Reading. At first remedial reading consisted of re-reading the text or repeating the grade. By 1927 an effort was being made to bring all children up to the grade norms established by standardized

tests in reading. By 1947 the teacher was endeavoring to give each child help where and when he needed it. More thorough diagnosis was being made and a better balanced program of reading was being provided for each child.

15. Language Handicaps. Spanish speaking children experienced more difficulties in learning to read English than do English speaking children. At first primers were provided containing the reading materials in both languages. Later an additional year was added at the bottom of the school grades and called the pre-first. During this year the Spanish speaking child is prepared to take up the work of the first school year.
16. In the earlier part of the period studied phonics had the approval of teachers, and instruction was given beginners in a period separate from the regular reading period. During the last two periods studied phonics received much less attention and was believed to be of use to the pupil only in attacking new words. It no longer received a separate place on the daily schedule.
17. The Unit Method. During the last two decades the practice of building reading units around the child's interests has developed. The child reads all available materials related to his center of interest in order to broaden and deepen his understanding and comprehension of it. This method requires a greater variety of reading materials, especially more books. Much more purposeful reading was done in the social studies period wherein reading was used as a tool for the development of the pupil's personality. He used the process to locate information, to gather data, to distinguish between the true and the false. He was to appraise the ideas and facts gathered and to voice his understandings and attitudes toward peoples and cultures in other parts of the world. Considerable experiences in audience reading were provided in the culminating activities of these units.
18. Choral Reading. The practice of reading selections aloud in unison began the last decade of this study. It was used for entertainment at programs and the aims were to develop clear enunciation, pronunciation and to express esthetic feelings through rhythmic variations.

19. Reading Clubs. In recent years reading clubs have been organized in many classrooms for the purpose of developing enthusiasm for independent reading. Committees were organized to give help to dependent readers as well as to develop the natural readers.
20. Standardized Reading Tests. During the last two periods of this study it has been quite common to use standardized tests for comparative purposes and to enable teachers to see where improvement in reading is needed.

2. RECOMMENDATIONS

The Albuquerque teachers are fortunate in having this fine progressive reading program in the elementary grades which is the product of a tremendous piece of work developed since 1891 and challenging teachers today who are indebted to those in the past for the methods and materials of instruction which are now enjoyed. Evidence accumulated throughout this study shows that the changes in reading came about by the demands of the time. It is likely that the demands of the future will likewise necessitate further changes.

1. Good teachers. Reading is in no danger of being superseded by other modes of learning--radio, field trip, film strip, or motion picture--however valuable each may be; but merely surrounding a child with a book and providing occasions for using it will not guarantee efficiency in reading. Books and other printed materials are still the most personal, economical, adaptable, accessible, and perhaps reliable sources of learning. And while there are some few gifted persons who claim

19. Reading Clubs. In recent years reading clubs have been organized in many instances for the purpose of developing enthusiasm for independent reading. Committees were organized to give help to less-able readers as well as to develop the interest of better readers.

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to have learned to read independently, the majority attained proficiency in reading by slow degrees, under the guidance of skillful teachers. Whatever the demands in the future may be the greatest will be for teachers well trained to teach reading to children of the grade in which they teach and who consider each child's problems as a battlefield on which they are fighting for the child's chances for future success and happiness. A teacher who can appreciate and feel that warm glow of satisfaction that comes when a child is transformed from a frustrated and defeated individual into a person who has mastered a severe handicap and can look forward to the meeting of other difficulties with confidence and expectation of success, is the person the public should demand to carry on the reading program. Those teachers teach children as individuals, respecting their individuality, studying their difficulties in aptitudes and learning ability, and adapting instructional practices to their needs. Into the hands of such teachers, parents can safely entrust the education of their children. People of such caliber were responsible for the development which has been made in the reading program and none less capable should be accepted to expand this development in the future.

2. All Teachers Should be Reading Teachers. Since it is known that a reading program, wisely motivated, does produce highly acceptable results, it is recommended that the programs of tomorrow will not be called reading programs, as such, because

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of instruction will not be called reading program, as such, but

the subject matter and method of motivation will be so in the ascendancy that a highly polished and keen tool of reading instruction will result. Continuity and sequence will be stressed. Every teacher in all subjects of the elementary grades should also be a teacher of reading, since one significant part of each content field is the psychological process used by the pupil in building socially significant content of mind.

3. Guidance. Continuous guidance must be provided in helping pupils to develop reading ability in comprehension, critical thinking, locating reliable information, drawing conclusions, and work-study or reference skills.

4. Reading in Arithmetic. Pupils should be encouraged to spend more time in the reading of examples and problems in arithmetic for reasoning in written problems is impossible without the ability to read with meaning.

5. Developing Reading Readiness. Kindergarten activities such as excursions, picture films, picture maps, charts, and graphs include little actual reading, yet all contribute to interest in content reading. They contribute also to the child's realization of the value of reading as a method of communication, a method of meeting his needs and solving his problems. This kind of readiness-building could well be thought of as a part of the reading program at all grade levels. Much value would be realized in the upper grades but there should be some available means of transportation provided for excursions. The location

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literature for pleasure in written material as well as in
out the ability to read with ease.
5. Developing reading habits. Individualized
time soon as appropriate, before the pupils are able to
and grade include little extra reading, yet all should be
interest in content reading. This content should be in the
verification of the value of reading as a method of communication.
a method of reading the words and solving the problems. This
kind of reading-building will be brought to the
of the reading process at all grade levels. When the pupils
be related to the upper grades and lower grades in the
also means of transcription practice for the pupils. The teacher

of Albuquerque gives outstanding opportunity for such practices. A school bus may some day be the answer.

6. Individual Conferences. All grades should have more individual conferences of teacher and pupils in which the student reviews his initial reading status and the progress that he has made in reading the subject thoughtfully and efficiently.

7. More Wide Reading. There is still need of developing wider reading in some grades by supplying the stimulant of a more pleasant room with science corners, library unit, hobby and special-interest unit.

8. More Careful Planning. Careful planning reduces confusion and over stimulation and directs the children's attention to one thing at a time. This will be as necessary for the future as it is today.

9. Continuous Pupil Improvement. In order to continue to improve pupil's reading in the content fields, as time marches on, the teacher must continue to be concerned with the building of interest and purpose in reading in the field. With a keen interest and a clear purpose, the pupil is ready to take responsibility for ascertaining how he reads. Some points at which improvement is necessary are backgrounds of experience and lack of technical vocabulary, that are interfering with his best performance. Knowing this, he is ready to improve. The teacher then must continue to serve as a consultant, and be resourceful in furthering the student-initiated program.

of Alphonse give outstanding opportunity for each of us.
A school bus may not be the answer.

6. Individual Conferences. All grades should have more individual conferences of teacher and pupils in which the student reviews his initial reading status and the progress that he has made in reading the subject thoughtfully and intelligently.

7. Home Wide Reading. There is still need of developing wider reading in some grades by supplying the stimulus of more pleasant room with science corners, library table, hobby and special-interest units.

8. More Careful Planning. Careful planning reduces confusion and over stimulation and directs the child's attention to one thing at a time. This will be as necessary for the future as it is today.

9. Continuous Pupil Improvement. In order to continue to improve pupil's reading in the content fields, as time marches on, the teacher must continue to be concerned with the building of interest and purpose in reading in the field. With a keen interest and a clear purpose, the pupil is ready to take responsibility for ascertaining how he reads. Some points at which improvement is necessary are background of experience and lack of technical vocabulary, which are interfering with his best performance. Knowing this, he is ready to improve. The teacher then must continue to serve as a consultant, and as resource in furthering the student-initiated program.

The entire emphasis should not be placed in the primary grades in reading. Reading to learn must take place from the beginning of preparatory experience, but it should continue with the addition of new readiness, new skills, new learning aids, new content, and new interests throughout the whole of life.

10. Study of Individuals. More stress should be placed on the observation and study of each individual as to what is happening physiologically when the human being reads.

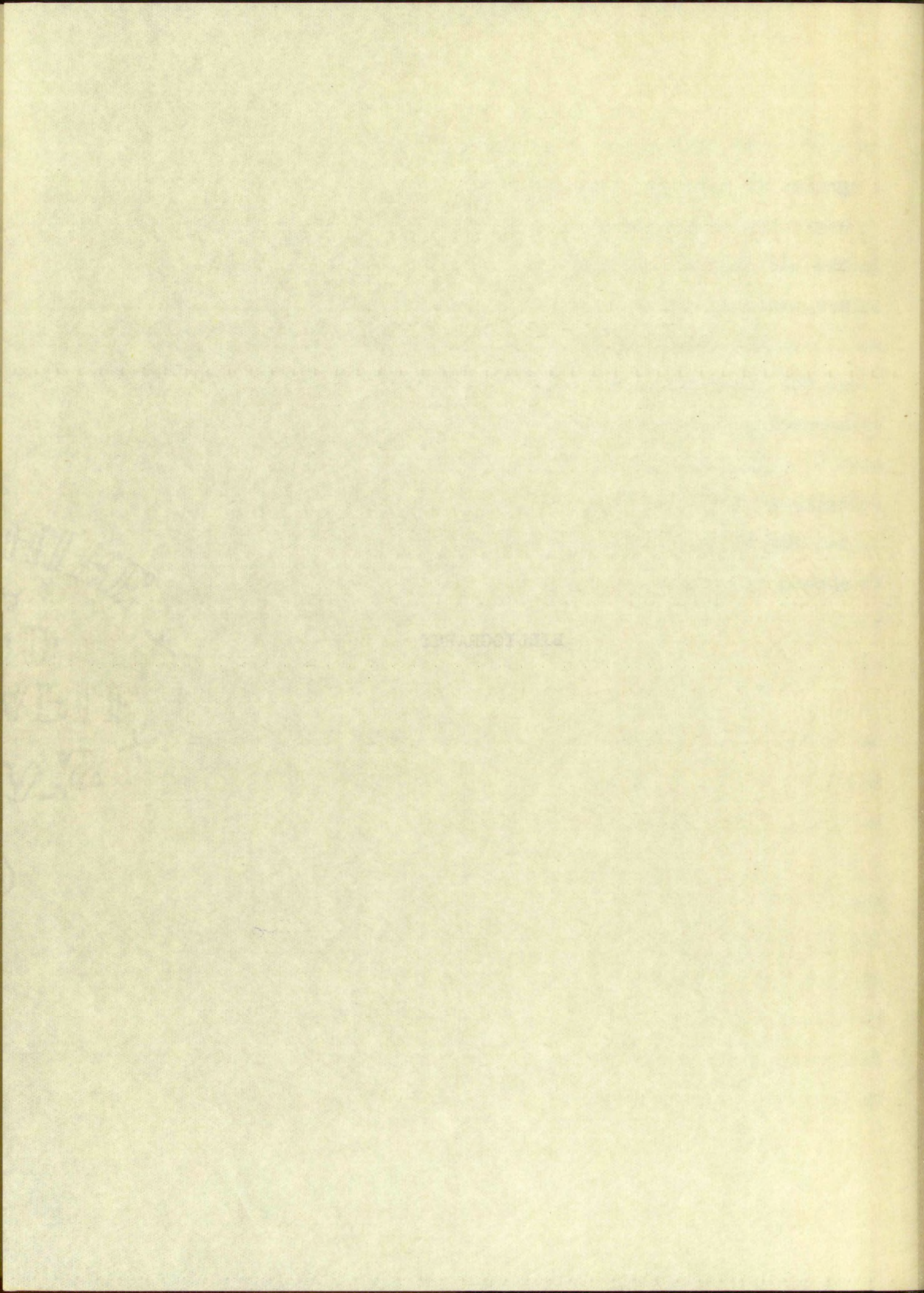
11. Use of the Dictionary. There is pride in ownership. Based on this fact and because a dictionary is a necessity from the fourth grade through life, the writer believes every child should be required to own one.

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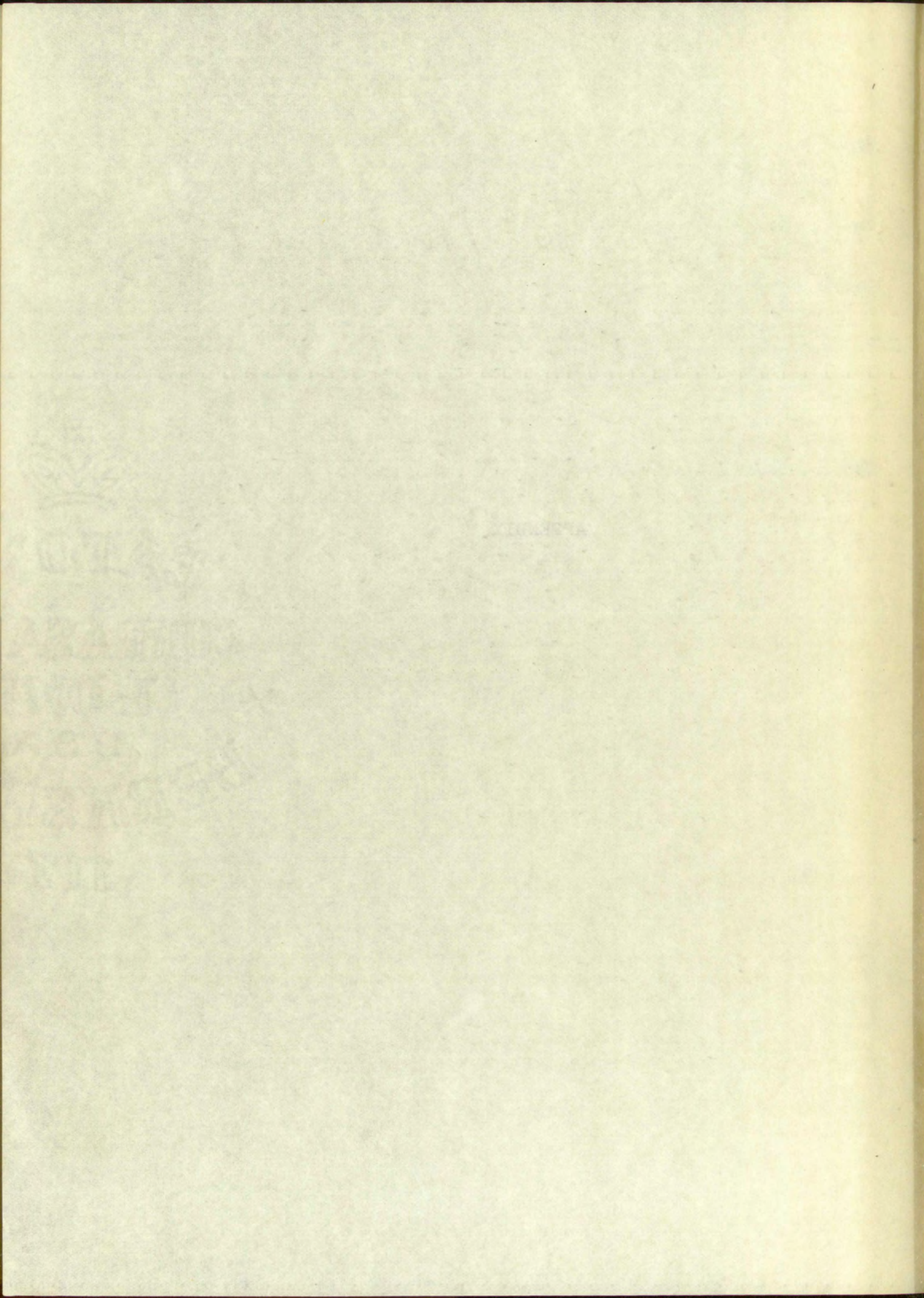
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APPENDIX

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APPENDIX

QUESTIONNAIRE

What changes in Elementary Reading were made in your teaching career? Please indicate by number which period you are writing about.

Period	I	Any time before 1917.
Period	II	From 1917 to 1927.
Period	III	From 1927 to 1937.
Period	IV	From 1938 to 1947.

Some questions refer only to a certain grade; therefore answer only the ones fitting what you taught. Your grade was _____ in _____ school.

I. METHODS

- A. Did you use group, individual or both types of reading to provide for individual differences or did you teach them as one large group? Briefly explain.
- B. About what was the percentage of oral and silent reading or was it evenly divided?
- C. Did you develop reading readiness as an approach to book reading? Briefly explain.
- D. Did you use manuscript print in teaching beginners to read?
- E. What were some of your ways of motivation?
- F. What kind of seat work did you use to help develop the reading skills?
- G. Briefly tell the most common outcomes and abilities developed in your grade.

APPENDIX

QUESTIONNAIRE

What changes in Elementary Reading have been made in your country?
Please indicate by number which period you are referring to.

- Period I Any time before 1912
- Period II From 1912 to 1917
- Period III From 1917 to 1927
- Period IV From 1927 to 1937

Some questions refer only to a given period. Only the ones fitting shall be marked. (Indicate in which period.)

I. METHODS

- A. Did you use any special methods or devices in teaching reading?
If so, please describe them as briefly as possible.
- B. About what age was the child when he began to read?
What was the average age?
- C. Did you develop reading readiness in any way?
If so, how?
- D. Did you use any special method in teaching reading?
If so, please describe it.
- E. What were some of your aims in teaching reading?
- F. What kind of book did you use in teaching reading?
What was the level?
- G. What kind of material did you use in teaching reading?
What was the level?
- H. What kind of material did you use in teaching reading?
What was the level?

- H. Was remedial reading for individual retardness in use? If so how was it taught?
- I. What were some of the bad reading habits your children had to overcome?
- J. How did you train children for phonic readiness?
- K. Did you develop units of study, as the farm, birds, etc., or follow the stories in the order they appeared in the reader?

II. BOOKS

- A. Did you use free text books?
- B. Were you expected to complete more than one reader? Do you recall the name of the text or texts?
- C. Were supplementary and library books available and required?
- D. Did each child provide his own dictionary? _____
Were they provided by the school? _____ In
limited or sufficient numbers?
- E. About what was the spoken vocabulary and comprehension of your grade at the time of promotion?

III. EXTRA HELPS

- A. Did you use workbooks as supervised or independent work?
- B. Was there a supervisor or special reading teacher to aid you?
- C. What magazines or newspapers, if any, did the children read?

- 1. The respondent was born on [illegible] at [illegible].
- 2. The respondent was educated at [illegible].
- 3. The respondent was employed by [illegible] from [illegible] to [illegible].
- 4. The respondent was married to [illegible] on [illegible].
- 5. The respondent has [illegible] children.
- 6. The respondent has [illegible] other relatives.
- 7. The respondent has [illegible] other interests.
- 8. The respondent has [illegible] other activities.
- 9. The respondent has [illegible] other connections.
- 10. The respondent has [illegible] other affiliations.

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IV. INTEREST BUILDERS

- A. Was choral speaking used to increase the child's appreciation?
- B. Was much reading done before an audience, as in programs?
- C. Did your grade organize a club within your room to encourage and create a need for independent reading?
- D. For what were your charts and bulletin boards used?

V. TESTS

- A. Did you use reading tests? Is so, for what purpose?
- B. Do you recall the name of the tests?
- C. Were intelligence tests used? _____ If so, do you recall if the results of the two kinds of tests were similar?

NAME _____

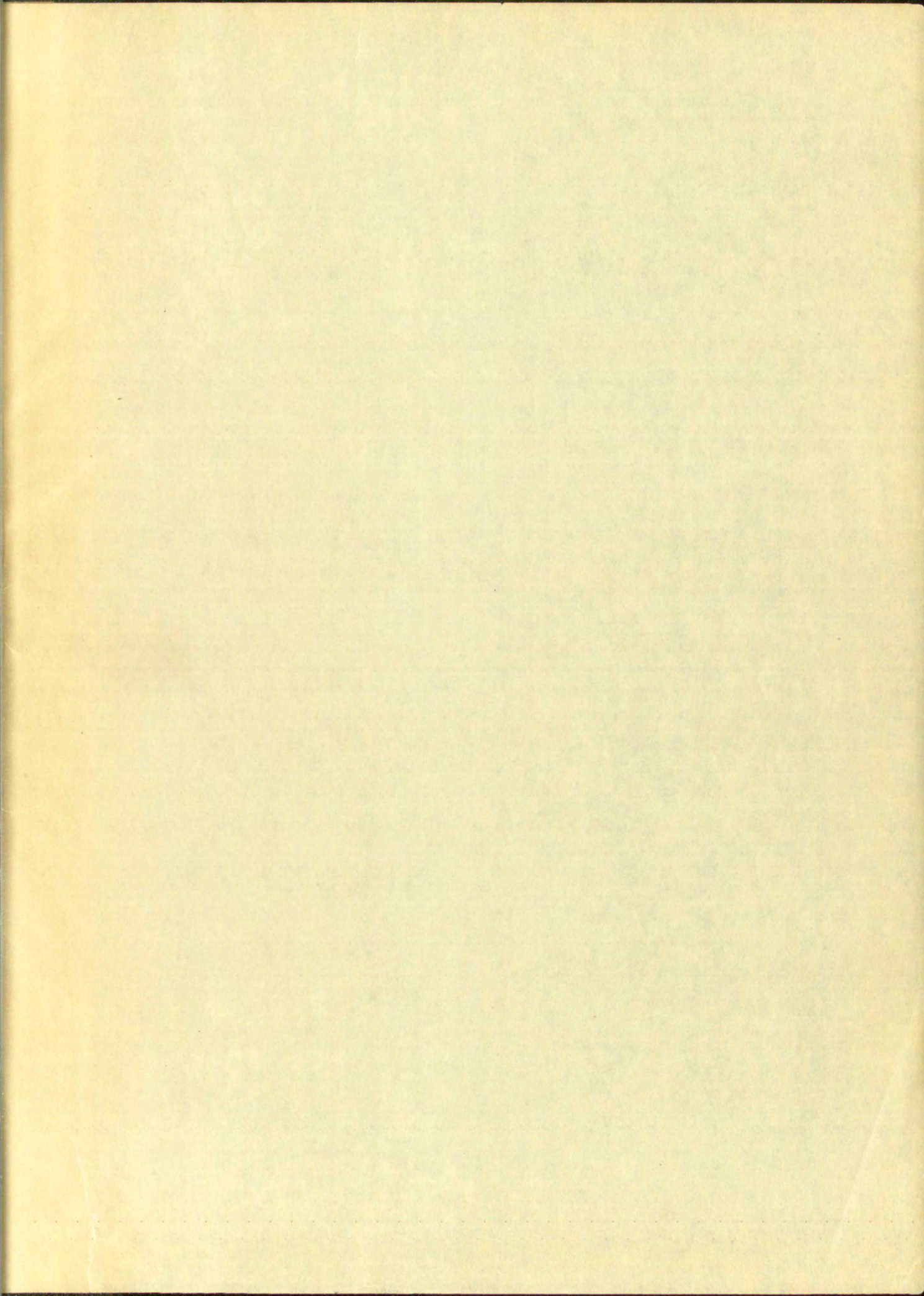
IV. INTERVIEW QUESTIONS

- A. Was there any special need to increase the child's appreciation?
- B. Was there reading done before or after, as in program?
- C. Did your grade organize a club within your room to encourage and create a need for independent reading?
- D. For what were your charts and bulletin boards made?

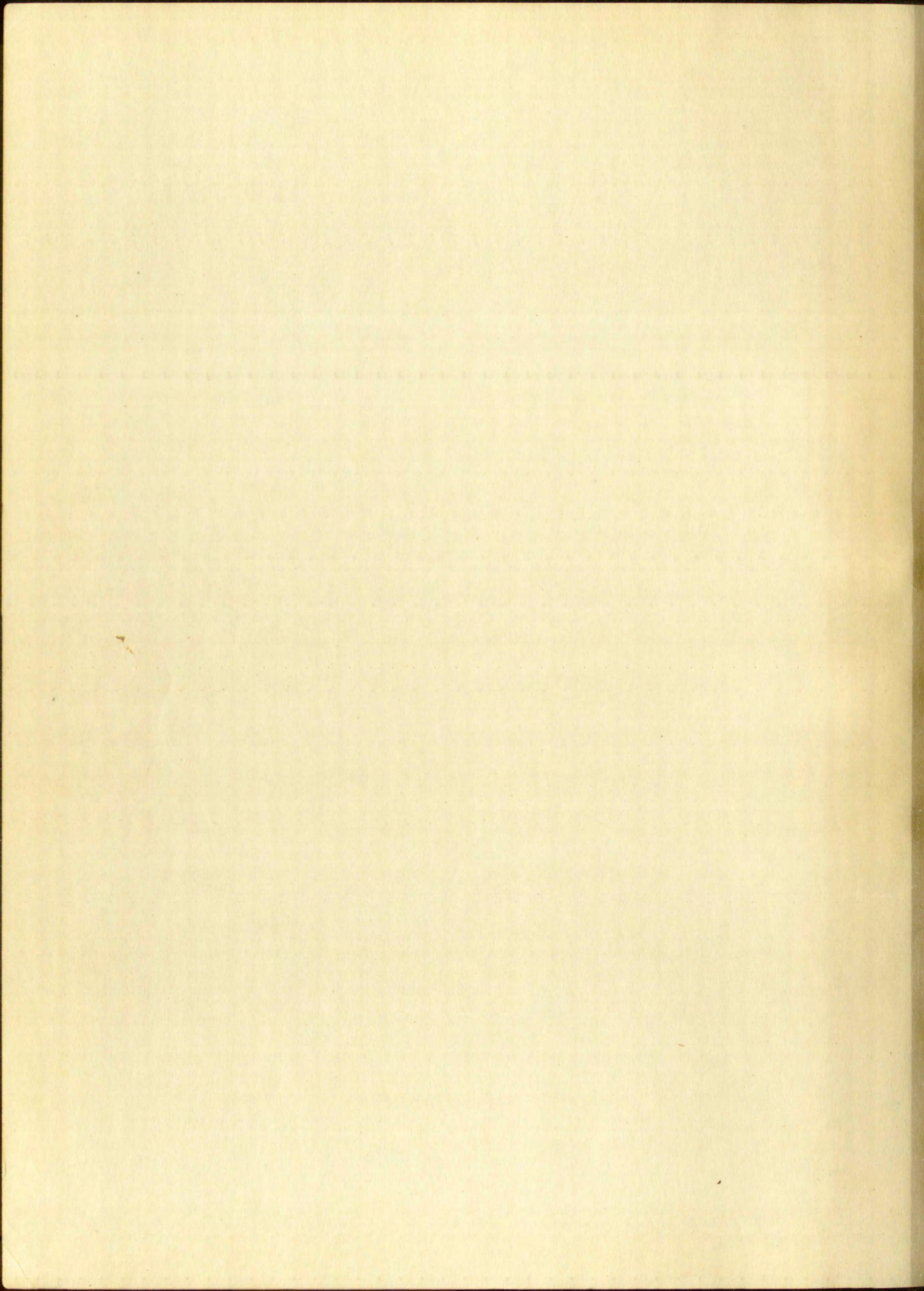
V. TESTS

- A. Did you use reading tests? If so, for what purposes?
- B. Do you recall the name of the tests?
- C. Have intelligence tests been used? If so, do you recall all the results of the two kinds of tests were similar?

NAME _____



10. T.



IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.



