

# **AUDIO-VISUAL AVENUES TO READING**



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## AUDIO-VISUAL AVENUES TO READING

A Thesis presented in partial

Presented to the Faculty of the Graduate School

the Faculty of the Graduate School

Austin Peay State College

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In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

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August 1956

AUSTIN PEAY  
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To the Graduate Council:

We are submitting a thesis written by Dorothy Childs Crouch entitled "Audio-Visual Avenues to Reading." We recommend that it be accepted for six quarter hours' credit in partial fulfillment of the requirements for the degree of Master of Arts with a major in education and a minor in English.

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ACKNOWLEDGMENT

The writer wishes to express her appreciation to . . . . 8

Dr. Harold S. Pryor, major adviser, to Miss Catherine Beard, . 9

minor adviser, and to Dr. George W. Boswell for their motivation

and guidance in the preparation of this thesis. . . . . 10

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## CHAPTER I

### THE TRAIL BEGINS:

#### STATEMENT OF THE PROBLEM

The trail for this study began when teachers in the Hopkinsville City School System showed a special interest in the use of audio-visual aids in the teaching of reading.

Audio-visual aids have come into prominence as direct aids in learning in many fields of the school curriculum. Indirectly they have aided in the teaching of reading. It is believed they can make a direct contribution.

#### The Purpose of the Study

The purpose of this study was to develop a plan to encourage and increase the use of audio-visual aids in the improvement of the teaching of reading in the upper elementary grades in the schools of the Hopkinsville, Kentucky City System.

To achieve the general purpose of this study the following sub-problems were planned:

1. A summary of the history of the teaching of reading in this country.
2. A background for the use of audio-visual aids in the teaching of reading.

3. Detailed plans for the use of audio-visual aids in the teaching of reading.

### General Assumptions

The basic assumptions in this study were as follows:

1. That there was a need for improving reading in the upper elementary grades of the Hopkinsville Public Schools.
2. That audio-visual aids, used properly, would work toward the general improvement of reading in these grades.
3. That the middle of the road policy in the teaching of reading would be wise, using the best of all given methods for the teaching of reading.

### Definition of Terms

The writer feels that it is essential at this point to define certain terms which are peculiar to the field of audio-visual aids. It is the writer's hope that these definitions will clarify further reading and make the entire study more comprehensible. They are as follows:

Audiometer. This is a machine used to detect a child's ability to hear.

Diorama. This is a display in miniature of the people, homes, animals, etc. of a particular country. Actual models



are used with appropriate background.

Felt Board. This is a board covered with felt or flannel to which pictures with flannel or felt on their backs will adhere.

Films. This term will refer to 16 mm. moving pictures.

Filmstrips. These are continuous lengths of 35 mm. moving pictures.

Microprojector. These projectors are either attachments for a microscope or separate projectors with microscopic lenses. The microprojector show the entire class the same image at the same time.

Opaque Projector. This is a machine which will project onto a screen any nontransparent pictures including photographs, illustrations, hand-written material, maps, charts, sketches etc.

Realia. "Realia means real things; specifically, the characteristics, institutions, manners, and customs of a people whose language is being studied. Ex. An Indian arrowhead." <sup>1</sup>

Slides. These are 2 by 2 inches or  $3\frac{1}{4}$  by 4 inches pieces of material (usually glass or cellophane).

S.R.A. Accelerator. This is a machine which forces the child to read at a given speed by having a shutter come down over the page.

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1. William H. Hartley (ed.), Audio-Visual Materials and Methods in the Social Studies (Washington: National Council for the Social Studies, 1947), p. 61.

Tape Recorder. This is a machine which makes recordings on a magnetized tape.

Tachistoscope. This is a diaphragm-type shutter which can be used on the slide projector. By the use of this shutter a teacher can produce time exposures of figures, words, sentences, and paragraphs on a screen at exposure varying from 1 to one-hundredth second.

### Special Identifications

The following special identifications are given to make the thesis more comprehensible and to serve as references for persons wishing to use materials suggested.

Coronet. This is a film company located in the Coronet Building, Chicago.

Eastman Kodak. This is a film company whose address is Camera Club and School Service, 343 State Street, Rochester, New York.

Encyclopaedia Britannica Films. This is a film company whose address is 1150 Wilmette Avenue, Wilmette, Illinois.

Filmstrip-of-the-Month Club. This is a filmstrip company which is located at 353 Fourth Avenue, New York City.

Pocket Book. Pocket Book films may be obtained from the Division of University Extension, Champaign, Illinois.

Sound Ways to Easy Reading. This is a record company

Bremner-Davis-Phonics, 511 4th Street, Wilmette, Illinois.

Stillfilm. This is a film company located at 171 South Los Robles, Pasadena, California.

S.V.E. This refers to the Society for Visual Education. Filmstrips listed by S.V.E. can be purchased through Tom Rowlett, Murray, Kentucky.

Syracuse University Films. These films may be obtained from the Library Extension Service, Syracuse University, Syracuse, New York.

Teaching Aids Exchange. This company may be contacted at Post Office Box 1127 Modesto, California.

Teach-O-Filmstrip. This is a filmstrip published by Popular Science, 353 Fourth Avenue, New York.

United World. This film company is in Chicago at 542 South Dearborn Street.

#### Survey of Related Materials

After surveying the literature in the field it was found that much research has been done with the use of audio-visual aids in such fields as history, science, and geography; but very little has been done to show exactly how audio-visual aids can be used to improve reading.

In two chapters in the book, Effective Reading



Instruction,<sup>2</sup> the authors discuss the use of the metronoscope as an aid to improving the pupil's reading span. They also show how this machine will discourage regressive movements.

In the same study the authors show how the Flashmeter, a device similar to the tachistoscope, may be used as a substitute for flash cards to measure the width of the recognition span; to test speed of perception; and to detect faulty reading habits.

In another study, "Using Visual Aids in Reading," Frank M. Angell says:

Movies and filmstrips have come into such general use in education that there is now a tendency to consider these as the only audio-visual aids for classroom use. While this article will deal largely with films to meet reading needs, it will also consider such devices as illustrations from books, records, and recording devices, flash cards, psycho-drama and socio-drama, newspapers, magazines and chalktalks.

Audio-visual aids used in reading programs serve three primary purposes: (1) to create interest and background for reading; (2) to give instruction in necessary skills and techniques used in reading; (3) to aid a pupil in overcoming personal problems that may affect reading ability.<sup>3</sup>

The rest of the article tells how Angell carried out his purposes. In his concluding statement he says:

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2. M.E. Broom, Mary Alice Duncan, Dorothy Emig, and Josephine Steuber, Effective Reading Instruction (New York: McGraw-Hill Book Company, 1942), pp. 380-465.

3. Frank M. Angell, "Using Visual Aids in Reading," The Road to Better Reading (Albany, New York: New York State Education Department, 1953), p. 77.

The more usage teachers make of a variety of audio-visual experiences and the less dependence they put on one work-book or one audio-visual aid (such as films), the better will be the success of any reading program.<sup>4</sup>

So, although the field of audio-visual aids is fertile with research done in other subject-matter, the field of reading is yet uncultivated.

### Limitations of the Study

This study is delineated as follows:

1. This study is limited to the reading program.
2. This study is limited to grades four, five, six, and seven of the Hopkinsville, Kentucky, City Schools.

### Importance of the Study

The importance of this study is attested to by its effectiveness in helping the investigator, a Director of Audio-Visual Aids, to set up a definite program for the improvement of the teaching of reading in the upper elementary grades through the use of audio-visual aids.

The investigator also hopes the study may help teachers, principals and other directors of audio-visual aids who may desire

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4. Frank M. Angell, "Using Visual Aids in Reading," The Road to Better Reading (Albany, New York: New York State Education Department, 1953), p. 77.

to set up a similar program to improve reading instruction.

### Methods and Procedures

In making this study the writer has studied carefully all other research done in the field of reading and audio-visual aids.

Upon finding the field one in which very little research has been done, the writer began to read the books of many authorities in the field of reading to formulate from them the history of the development of reading in the United States.

Next the writer read and studied many books in the field of audio-visual aids to become familiar with the proper use of audio-visual aids. This reading led the author to believe there was real basis for the belief that audio-visual aids can improve reading.

From the experience of the writer, from actual use of audio-visual aids in the classrooms of the Hopkinsville City System and from suggestions by authorities in the field the writer formulated a plan giving specific examples of ways audio-visual aids may be used to improve reading.

The writer concluded the study with a summary of the history of reading in the United States, a summary of the belief of authorities about the use of audio-visual aids in a summary of the proposed plan for their use in the Hopkinsville City Schools to improve the teaching of reading.



## Organization of the Study

The remainder of this study is organized into chapters as follows:

Chapter II. THE TRAIL WIDENS: SOME BACKGROUND FEATURES

Chapter III. SIGNPOSTS ALONG THE WAY: AUDIO-VISUAL AIDS IN IMPROVING READING

Chapter IV. PLACES OF INTEREST: EXAMPLES OF USE OF AUDIO-VISUAL AIDS IN THE TEACHING OF READING

Chapter V. THE TRAIL ENDS: SUMMARY

## CHAPTER II

## THE TRAIL WIDENS:

## SOME BACKGROUND FEATURES

Reading is a road. It began in the United States as a cowpath in the early seventeenth century when the New England Primer<sup>1</sup> and the slate were all the materials necessary. The cowpath was narrow; the materials simple, because life was simple. There was little reading material available and very few people who could read well.

It is the purpose of this chapter to trace reading from early New England days up to the present time, presenting the different beliefs of each period and concluding with the most prevalent belief today of how reading should be taught.

## Early Books

What were these very first books in our country like? If they are compared with the readers of today it would be hard to realize they ever challenged anyone to read.

"The first printed books were religious in nature because

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1. The New England Primer, Original, 1660. Twentieth Century Reprint (Chicago: Ginn and Company, 1955).

religion furnished the only available material."<sup>2</sup> The cowpath led to the church for this was the meeting place for school children, for religious gatherings on Sunday, and for social gatherings on Saturday night. When The American Spelling Book<sup>3</sup> supplemented the New England Primer,<sup>4</sup> the cowpath became a narrow dirtroad. The only marker on the narrow dirt road is one which says Oral Reading All-Important.

In old methods reading was not related to living. At one time reading was approached through spelling, and children spent many an hour toiling over such dismal exercises in their "blue-back spellers" as the following:

ha ja ka

It was the exception, not the rule, for children to discuss what they read.<sup>5</sup>

### First Reading All Oral

Oral reading was important and children were taught to memorize what little they read. Often it was recited to adults in artificial situations.

The intention here is not to belittle oral reading. It

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2. M. E. Broom, Mary Alice Duncan, Dorothy Emig, and Josephine Steuber, Effective Reading Instruction (New York: McGraw Hill Book Company, 1942), p. 2.

3. Noah Webster, The American Spelling Book (Cincinnati: American Book Company, 1880 and 1908)

4. The New England Primer (See Footnote 1).

5. A. Sterl Artley, Your Child Learns to Read (Chicago: Scott Foresman, 1953), pp. 3-5.



has a definite place on our modern highway of reading. This belief is supported by Artley when he said: "Oral reading certainly does still have a place in the modern school program. Much of the finest in literature can be fully appreciated only if it is read aloud. Many stories have a singing quality that demands oral interpretations to catch their flavor."<sup>6</sup> Bond and Wagner have the same view:

While it is true but a small portion of the reading of a person is devoted to oral reading, this reading is usually done in a situation which is highly important to the reader. This situation may be compared with the supplying of a community with water. About one percent of the total water supply is used for drinking, yet surely this fact does not mean that little or no attention should be given to the quality of the water.<sup>7</sup>

#### People More Conscious of Need for Reading

From a period of few readers and those mainly concerned with oral reading we pass to a period when people felt the necessity for learning to read. The dirt road became a gravel road. Travel was wider. People were more conscious of a need for reading.

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6. Ibid., pp. 3-5.

7. Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (New York: The Macmillan Company, 1950, pp. 267-268.

A democratic society requires a public that can read. Victor Hugo in the year 1834 saw the necessity for a well-educated and reading public for France and advocated teaching the peasants to read. He saw the relationship between poor reading and social maladjustment when he said, "You are bent on economy; do not be so lavish in taking off the heads of so many during the year. Suppress the executioner; you could defray the expense of six hundred schoolmasters with the wages you give your eighty executioners. Think of the multitude; then there would be schools for the children, workshops for the men. Do you know that in France there are fewer people who know how to read than in any other country in Europe? Fancy, Switzerland can read. Belgium can read, Denmark can read. Ireland can read, and France cannot read! It is a crying evil."<sup>8</sup>

Not only did France realize the need for reading. The impact was felt across the ocean in the New World.

#### Thought Reading Becoming Important

More people began to go to school. More people began to learn to read. We were educating the masses in America. The road became macadamized when it occurred to readers that getting the thought from the printed page was important too. The National Society for the Study of Education realized this when it said:

Although the chief purposes for reading have varied from time to time, the methods used prior to 1900 in teaching pupils to read aimed largely to develop good oral readers. A detailed study of both the theory and practice of reading at the turn of the century led Smith to conclude that the aim of developing "an appreciation for and a permanent interest in literature was very permanent; that the aim of of getting the thought from the printed page was beginning

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8. Guy L. Bond and Eva Bond, Developmental Reading in the High School (New York: The Macmillan Company, 1941), p. 3.



to occupy an important place; and that the aim of cultivating expressive oral reading was still the order of the day."<sup>9</sup>

### More Readers, More Books

So our road is wider and there are more markers along the way. In addition to Oral Reading we see Silent Thought Reading, More Readers, and More Books. Nila B. Smith brings out this fact as she traces the development of reading.

As a result of social changes and world development between 1900 and 1920, the use of reading in adult life increased by leaps and bounds. Studies of the reading interest and habits of adults early in the twenties led to the conclusion that reading is "a most significant means of familiarizing adults with current events, with significant social issues, with community and national problems, and with American institutions, ideal and aspirations."<sup>10</sup>

More readers, more books--what turn would the road to reading take next?

### Standardization and Objectivity

As our reading road becomes even broader we see that it becomes popular to apply the scientific method of reading.

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9. National Society for the Study of Education, Forty Seventh Yearbook, Part II (Chicago: The University of Chicago Press, 1948), p. 27.

10. Ibid. p. 28.



The first period of scientific investigation into problems of developmental reading became possible with the development of the first standardized tests of reading. These were measures of a general ability to read, comparable in many respects to early measures of general intelligence.<sup>11</sup>

"Standardized objective tests, practice pads, drill devices, objective surveys of practice to determine what and how to teach and a deluge of 'scientific' methodologies all reflected the thought of the leaders. The slogan of the era was, 'Education Is A Science!'"<sup>12</sup>

Not only did reading become more objective and scientific. The leaders of this scientific movement began to say certain things had no value in the reading program. One of these was phonics.

#### Phonics Discarded

William S. Gray, in one of his books has this to say of the same era. "By 1920 such a revolt had set in against the old "phonic" readers that emphasis on visual word perception, whether by sight or by phonetic analysis, came to be considered almost disreputable among school authorities."<sup>13</sup>

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11. J. Harlan Shores, "The Nature and Scope of the Problem and the Attack on It," William S. Gray (ed.), Improving Reading in All Curriculum Areas (Chicago: The University of Chicago Press, 1952), p. 1.

12. Paul Witty and David Kopel, Reading and the Educative Process (New York: Ginn and Company, 1939), p. 3.

13. William S. Gray, On Their Own in Reading (Chicago: Scott, Foresman and Company, 1948), p. 26.

This lack of phonic knowledge was felt all during the depression years of the 1930's. However, writers of this time blamed the lack of reading ability on other things.

Is reading becoming too slow, too difficult an adventure for the modern child? An editorial in the April, 1935, Wilson Bulletin for Librarians warns that libraries have lost as borrowers and book readers a large part of the younger generation that has recently come of library age. Some of this loss of patronage may be attributed to depression budgets of public libraries, which have resulted in curtailed service, shabby books, and a paucity of fresh material. An even more serious factor is pointed out as being the direct claimants for the leisure of boys and girls. "The radio, the motion picture, and organized sport," concludes the Wilson Bulletin Editorial, have captured the child's world, laid hold on his imagination, excited his senses, so that he has little time and less patience for the printed word. Librarians and educators must work hand in hand to reacquaint children with the deep and abiding delights of literature."<sup>14</sup>

So, at this time a large Detour marker appeared. Sight reading had definitely come in and phonics was out of style. Sight reading had definite values, but the loss of phonic training was a detour which can still be felt by the children who are in our colleges today. It left them on the reading highway without the spare tire of Word Attack. Gray points out this fact when he says:

The results of the extreme viewpoints, however, were dramatized in the thirties and early forties in certain towns and cities by groups of young people who were disinterested and inefficient in reading, by the anomaly of intelligent illiterates in high schools and by large high-school remedial programs which attempted to correct the lack of systematic teaching in the early grades.<sup>15</sup>

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14. Witty and Kopel, op. cit., p. 29.

15. Gray, op. cit., p. 27.



## Flesch's Capitalization on the Detour

The Detour was over in the 1940's and teachers began again to teach phonics along with their sight reading. But we are still having repercussions in such books as Rudolph Flesch's Why Johnny Can't Read and magazine articles as "Did You Stop Reading in the Third Grade?"<sup>17</sup>

Mr. Flesch, who is American by birth, made an attack on our teaching of reading when he said:

The teaching of reading--all over the United States, in all the schools, in all the textbooks is totally wrong and flies in the face of all logic and common sense. Reading means getting meaning from certain combinations of letters. Teach the child what each letter stands for and he can read.<sup>18</sup>

Mr. Flesch also hits the writers of our lower grade literature:

As long as you use that method you have to buy some thirty dollars worth per child of Dr. So and So's readers; as soon as you switch to the common sense method of teaching the sounds of letters, you can give them a little primer and then proceed immediately to anything from the Reader's Digest to Treasure Island.<sup>19</sup>

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17. Leonard A. Stevens, "Did You Stop Reading in the Third Grade?" Collier's Magazine (October 29, 1954).

18. Rudolph Flesch, Why Johnny Can't Read (New York: Harper Brothers, 1955), p. 2.

19. Flesch, op. cit., pp. 7-8.



Mr. Flesch is adept at turning a phrase and has no scruples turning a knife in the wound which is closest to a parent's heart. He is an extremist. He would have us turn around on this trip we are taking; go back to the cowpath and start all over again.

#### Answers to Flesch

Many authorities in reading all over the United States answered his attack. One authority, William S. Gray, in his book On His Own in Reading recognized the situation with alarm, "Shall we, in response to public demand, reinstate the old mechanical phonic drills and content that inevitably result in dull, word-by-word reading?"<sup>20</sup> He gives us the answer a little later.

The recent trend toward reinstating the purely mechanical word-perception programs of the old alphabetic or phonic method is viewed with alarm by educators who are interested in promoting growth in reading power. Skill in phonetic analysis is essential for independence in identifying new printed words, but this skill should be based on fundamental understandings of how sounds and their letter symbols function in our language.<sup>21</sup>

There were many responses to the attack, but Gray's response is typical of the viewpoint of men who have spent many years in the reading field.

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20. Gray, op. cit., p. 32.

21. Gray, loc. cit.

## Reading Today

The sanest policy at this point seems to be to follow neither the Tories like Mr. Flesch nor the "ultra-progressives" of the 1930's, who advocated casting aside the phonetic method. Let's take the middle of the road, teaching the child sight words which are made meaningful to him by experience, and sounds of the letters in those words to help them for future word attacks. This middle of the road procedure will bring us out on the four-lane highway of reading.

Our reading is complex. It is complex because we are living in an age which is complex. But even though cars are whizzing past us and jet planes are flying over our head we are taking time to read the markers along the edge of the highway--markers which have been put there by leading authorities in the field of reading such as Arthur I. Gates, professor of Education at Columbia University, Edward William Dolch of the University of Illinois, Dora Smith of the University of Minnesota, Ruth Strange of the University of Florida and many others. What are some of the markers that these people have given us for reading today after many years of careful research?

### Reading Readiness

On this four-lane highway of reading the child is all important. We wait until he has developed a reading readiness.



A child should have a mental age of six years six months before he is ready to read. He may reach this in kindergarten, or he may not reach it until he is seven or eight years old chronologically speaking. This is based of course on the assumption that the reading materials are fixed. Gates has shown that the necessary mental age for beginning readers will vary with the materials, the type of teaching, the skill of the teacher, the size of the class, the amount of preparatory work, the thoroughness of the testing program and the frequency and treatment of special difficulties, such as visual defects and other such factors. Gates also believes that the question should not be "What is the mental age at which a child should begin reading?" but "How and what is the pupil to begin to read?" The question resolves itself into the question of "How can the teacher adopt materials and methods to suit the differences in mental ability found in any first grade?"<sup>22</sup>

Reading Readiness then is an important marker on our road to reading. Terman has found that teachers make very inaccurate judgements of the intelligence of children in their classes. Therefore it is important to give children Reading Readiness Tests. Four of the best ones are suggested by Bond and Wagner in Teaching the Child to Read.<sup>23</sup> They are:

(1) Revised Stanford Binet Scale by Lewis M. Terman and Maude A. Merrill, Boston: Houghton Mifflin Company.

(2) California Mental Maturity Pre-Primer Battery, by Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, Southern California School Book Depository, Hollywood. This is a group test.

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22. Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (New York: The Macmillan Company, 1950), p. 116.

23. Ibid.



(3) Pintner-Cunningham Primary Mental Test, World Book Company, Yonkers on the Hudson, New York. This is a group test.

(4) Gates Reading Readiness Tests, by Arthur I. Gates, Bureau of Publications, Teachers College, Columbia University.

Dr. Edward Dolch, in his valuable little book, Helping Your Child with Reading, which is almost a plea to parents, says, "To a child learning to read, words all look alike. They have to learn to tell them apart. Some children learn earlier than others."<sup>24</sup>

### Phonics

The second marker is Phonics. The child will see this for the first time in the latter half of the first grade or the first part of the second grade.

In the first grade a pupil can get along by utilizing mainly the technique of identifying letters or familiar phonograms like "th" and translating them into sounds which are blended or combined to suggest the pronunciation of a word. As he gets into the second grade he will encounter a larger number of long polysyllabic words.<sup>25</sup>

Phonics should never be taught as a separate drill, but in connection with the words that a child has met in his vocabulary.

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24. Edward W. Dolch, Helping Your Child with Reading (Champaign, Illinois: The Garrard Press Publishers, 1954), pp. 2-3.

25. Arthur I. Gates, The Improvement of Reading (New York: The Macmillan Company, 1954), p. 33.

"There is always a probability that such skills, however well they may operate in the supplementary drill, may not function similarly in a different situation, such as ordinary reading."<sup>26</sup>

Artley, in Your Child Learns to Read, elaborates on the idea of phonics without meaning.

Printed words must be pronounced correctly, but they must also convey meaning. You would probably have no trouble for instance in saying, "I looked up and saw a pangolin," but you do not know what you are saying unless the word "pangolin" means something to you. Teaching children to read is not merely a phonics drill. They must learn from the first to associate sound and meaning.<sup>27</sup>

### Early Learning of Reading Skills

It is very important that the child learn all of the reading skills before the fourth grade if possible. If he has not acquired them by this time and is capable of doing so he should be retained, at least for a reasonable length of time.

Dr. Dolch suggests another way of being sure the child has learned the reading skills.

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26. Arthur I. Gates, New Methods in Primary Reading (Columbia: Bureau of Publications, Teachers College, 1928), p. 39.

27. A. Sterl Artley, Your Child Learns to Read (Atlanta: Scott, Foresman Company, 1953), p. 7.



The primary school is the most recent suggestion. In the primary school there are not three grades, but a large number of groups at different levels of development. Each group progresses at its own rate. When the child finally comes to the end of primary school he is ready for fourth grade reading and so goes on.<sup>28</sup>

#### Fourth Grade Hill and Intermediate Years

At the beginning of the Fourth Grade our reading highway suddenly becomes much broader and steeper. Some authorities speak of it as "the fourth grade hurdle." It is truly a road block, for a child must pull away from his primary reading habits; he must improve his comprehension; he must increase his speed. He must learn to read for different purposes. Gates shows these purposes a child must learn in grades fourth through sixth:

Among the types of comprehension are ability to read rapidly with the purpose of selecting certain information, such as that which answers a specific question; ability to read rapidly to note the outline and organization of the material; ability to read to detect specific details; ability to read very thoroughly for full memory, as in the case of reading to master the directions for operating a device; reading more slowly with thorough analysis, as in the case of "studying" school lessons; thorough-going reading of various types of symbolic or specialized materials, such as problems in mathematics.<sup>29</sup>

Russell thinks the reading in the fourth through eighth grades should be built on the children's abilities.

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28. Edward W. Dolch, A Manual for Remedial Reading (Champaign, Illinois: The Garrard Press, 1939), p. 42.

29. Gates, op. cit. p. 36.



The reading program in the fourth through eighth grades is best built upon the abilities acquired in the primary grades, the nature and needs of middle-grade children, and the demands of in-school and extra-school activities, in which the children participate. Children at these levels are becoming more independent of their homes and of adults. In accord with the increasing maturity of children, the school curriculum often demands more independent, varied reading.<sup>30</sup>

One caution sign that we must watch for in this intermediate stage is the fact that there will be a wide range in reading ability. "The range in reading ability is not to be decried. The fact that we do not always adjust our materials to their ability is the sad part."<sup>31</sup>

The adjustment of reading to children's ability is important in the intermediate grades and it continues to be important through Junior High and Senior High. We must have available and on display reading from fourth grade level up in all the grades. We will always aim high, but if a child is not capable of reading the classics in true form we will give him the benefit of the simplified editions on fourth and sixth grade level. The Globe Book Company and Webster Publishing Company have made these available.

The child who has attained Junior High level, but has not acquired primary reading habits is a problem. Suitable

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30. David H. Russell, Children Learn to Read (Chicago: Ginn and Company, 1949), p. 164.

31. Guy L. Bond and Bertha Handlon, Adapting Instruction in Reading to Individual Differences (Minneapolis: University of Minnesota Press, 1952), p. 82.

reading materials must be provided. They are so sensitive to their group that they have negative and discouraged attitudes. Junior High boys do not want to read books about boys in short pants. They want books about model planes or "hot rods."<sup>32</sup>

Meeting the Child Where He Is is an all important marker throughout these middle years. We must never forget it. We must always be aware of it.

Bond and Wagner bear out this belief when they say, "Nobody would take forty youngsters out to the middle of the lake, tell them to jump in, without a knowledge of the ability of each to swim. Educationally we do this every day with results almost as drastic."<sup>33</sup>

### Interest

Another marker which is all important throughout all the years of teaching reading is Interest. Without interest we run off the highway completely and are bogged down in a ditch of indifference and lassitude.

The best way to find a child's interest is to look at his needs. G. R. Carlsen describes these as:

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32. Una Dell Lutz, "Books for Severely Retarded Junior High School Readers," English Journal, XXXIX (October 1950), p. 440.

33. Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (New York: The Macmillan Company, 1950), p. 403.



(1) Need of assurance of status of human beings. To fill this need the teacher will suggest such books as Rawlins', The Yearling; Ricky, Ticky, Tacky by Kipling and John Mason Brown's Daniel Boone.

(2) Assurance of his own normality. Seventeenth Summer will help.

(3) Need for Role Planning. Try Betty Cavanna's Going on Sixteen.<sup>34</sup>

A very excellent guide for books to fill definite needs of children can be found in Reading Ladders for Human Relations.<sup>35</sup>

These books have been arranged as four ladders: (1) primary (2) intermediate (3) high school and (4) mature. The theme of the book and its usefulness to a teacher who is ever alert to motivate reading may be found in the words of its authors:

In modern schools books are used for obtaining information, for enjoyment, for the cultivation of aesthetic taste, and for the development of critical ability. Biography, fiction, and drama--types of literature to which students are introduced before the end of the secondary school have one thing in common with studies in sociology, psychology, and anthropology; they present concrete examples of many kinds of human relationships.<sup>36</sup>

Books are no substitute for living, but they add immeasurably to its richness. When life is difficult they give us momentary relief. They are a source of entertainment and information. This is true of children as well as of adults.

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34. G. R. Carlsen, "Behind Reading Interests," English Journal, XL (January 1954), pp. 7-12.

35. Intergroup Education in Cooperative Schools. Reading Ladders for Human Relations. (Washington: American Council on Education, 1949, 1950).

36. Ibid. p. 1.



How can you judge a good book for children?

1. A book is a good book for children only when they enjoy it.

2. A book is a poor book for children if it is not enjoyed by children, even though adults consider it a classic.<sup>37</sup>

### High School Reading

Now while we pause for refueling we must think about the place of the high school in the total teaching of reading program.

Until recently high schools have not accepted any of the responsibility for the teaching of reading. Now many educators are realizing that the formal teaching of reading must go on at the high school level.

When the entire staff understands the reading problems in all areas and at all levels (including secondary) and unites in attacking them, reading improvement is bound to follow. Goals are agreed upon and this gives a sense of direction. Students get increased individual attention. Secondary school teachers stop blaming elementary for faulty teaching of reading and start stressing those mastery of their own content field. Ways of evaluating the program are considered. The number of failures decline. Drop-outs are reduced.<sup>38</sup>

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37. Mary Hill Arbuthnot, *Children and Books* (Atlanta: Scott, Foresman and Company, 1947), p. 2.

38. North Central Association Quarterly, "Second Attack on High School Reading" (Menasha, Wisconsin: George Banta Publishing Company, April 1947).

Ruth Strang in her Study Type of Reading Exercises<sup>39</sup> has developed a booklet which has a dual purpose. It will increase the high school students speed of reading and comprehension and at the same time its content is filled with meaningful suggestions about the improvement of reading skills:

No one ever became a star baseball player or musician or dancer except by developing skill. The member of the school baseball team spends hours in the afternoon and on Saturdays on the baseball diamond. The musician practices daily. Katherine Bacon, the English pianist, practiced regularly every morning during the summer before she played Beethoven's thirty-two sonatas in the Town Hall Auditorium. Success as a dancer depends on keeping fit and keeping in practice. In these professions, no one would expect success if he neglected to practice. Neither can we expect success in reading if we do not give time to it.<sup>40</sup>

The high school must take its place in the total reading program.

#### Summary

Let us stand for a few minutes on the summit of the high-school level, take our strongest binoculars and look back over the way we have come.

1. We started on a little cowpath. There we found that the influence of early books such as The New England Primer

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39. Ruth Strang, Study Type of Reading Exercises (New York: Bureau of Publications, Teachers College, Columbia, 1954).

40. Ibid. p. 96.



and Noah Webster's "Blue-back Speller" were mainly religious. Even today, however, people when speaking of someone who isn't very smart say, "He doesn't even know to 'baker'!" "Baker" was the first word on page 25 of the old "blue-back" speller.

2. We found that most early reading was oral.

3. As time progressed people realized that to live well in a democracy they should learn to read silently as well as orally and to comprehend what they read.

4. Books became more plentiful and the masses began to read.

5. In the early 1930's phonics was considered passe' and consequently we had many poor readers in our school today who have learned to read during that era.

6. Many critics have arisen, attacking our present-day teaching of reading. Chief among these is Rudolph Flesch.

7. Reading authorities have made sane and intelligent replies to the attack on our teaching of reading.

So the road to reading which began as a cowpath in New England has wound its way over these United States, gradually becoming broader and more complex until now we are really making time on a level four-lane highway of reading. As we roll along and take the children of these United States with us we will be ever mindful of the markers along the way--Reading Readiness, Phonics with Meaning, Caution During The Middle Years,



Needs of the Child, One to Twelve Year Program and last, but most important of all Interest. We must, in our reading program, get "Deep Down Beneath"<sup>41</sup> where the child really lives.

As we drive out on the super-highway, we see a large signpost which points us toward interesting things to come. This signpost is painted black, and when the flashing on and off show up the signposts we are sure we are having Purposeful Experiences, Field Experiences, Exhibits, Television, Motion Pictures, and Verbal Symbols. Surely we will spend our time wisely as we drive along this new super-highway of

experience, and you see at once that each division of the highway is between the two extremes--between direct and indirect experience. If you travel upward from the bottom of the order of increasing directness, you will find that the experiences are more direct than those below them. Similarly, if you travel downward from the top of the order, you are in the order of increasing indirectness. The experiences are more abstract than those below them. The experiences of radio and still pictures are more direct than those of television and motion pictures, but because they

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41. G. R. Carlsen, "Deep Down Beneath, Where I Live", English Journal, XLIII (January 1954), pp. 7-12.

## CHAPTER III

### SIGNPOSTS ALONG THE WAY:

#### AUDIO-VISUAL AIDS IN IMPROVING READING

Signposts along the way! As we come out on the super-highway of present-day reading we see a large signpost which points out to the traveler interesting things to come. This large signpost is in the form of a cone. It is painted black, and fluorescent lights flashing on and off show up the signposts we will meet along our way--Direct Purposeful Experiences, Dramatized Experiences, Field Trips, Exhibits, Television, Motion Pictures, Visual Symbols and Verbal Symbols. Surely we will spend many interesting days as we drive along this new super-highway of reading.

Looking at the cone, you see at once that each division represents a stage between the two extremes--between direct experience and pure abstraction. If you travel upward from the base you move in the order of decreasing directness. Thus "contrived experience" is one step more direct than "field trips;" and so on. Similarly, if you travel downward from the pinnacle of the cone, you move in the order of increasing directness; "verbal symbols" are more abstract than such "one-sense" aids as recordings, radio and still pictures.<sup>1</sup>

Increasing abstractness does not mean increasing difficulty. Exhibits are nearer to the pinnacle of the cone, not because they

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1. J. Edgar Dale, Audio-Visual Methods in Teaching (New York: The Dryden Press, 1954), p. 42.



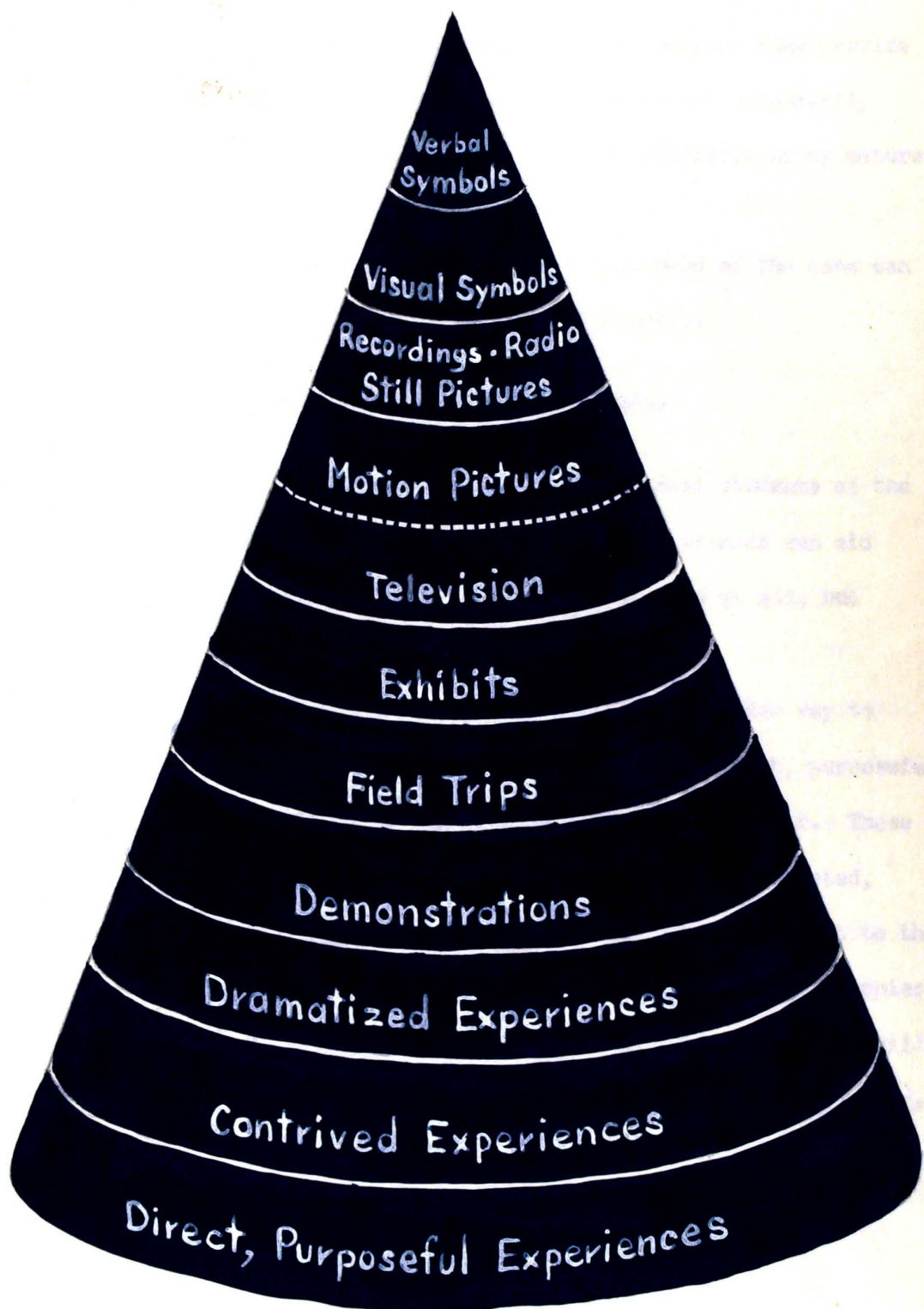


Figure 1.



are more difficult than field trips, but only because they provide a more abstract experience. "An abstraction is not necessarily difficult. All words, whether used by little children or by mature adults, are abstractions."<sup>2</sup>

In this chapter will be shown how each band of the cone can aid in the improvement of the teaching of reading.

### Direct, Purposeful Experiences

It is the belief of many of our most ardent students of the teaching of reading that direct, purposeful experiences can aid a child not only before he actually begins to read at all, but also after he is well on the road to reading.

"If the comprehension is low, there is no quicker way to improve it than to broaden their vocabularies."<sup>3</sup> Direct, purposeful experiences will give a vocabulary to the beginning reader. These experiences are the experiences that are seen, handled, tasted, touched, felt and smelled. If the little child makes a visit to the farm; if he sees the cow, smells the hay; tastes the ripened apples in the orchard, and feels the soft fur of the farmer's cat, it will be much easier for him to learn to read the words: cow, hay, apple, and cat.

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2. Dale, op. cit., p. 42.

3. Luella Cole, The Improvement of Reading, (New York: Farrar and Rinehart, 1945), p. 125.

If a student in the sixth grade visits a bank he may be allowed to handle a safe-deposit box. He will see the vault, hear the burglar-alarm, and feel the quality of greenbacks. These words will be added to his vocabulary and they will be used later with their true meaning. Hubert J. Davis agrees with this when he says:

We cannot force pupils to read, but we can cause them to want to read. Interest and attention provide the basis for all reading. Pupils must have a background of experiences to give real meaning to new ideas and words. Their immediate world of direct experiences, those that result from seeing and feeling and hearing is necessary for the development of meanings for words and ideas.<sup>4</sup>

Center and Parsons also share this belief: "Difficulty lies more often in ideas than in words. Wordsworth said, 'The child is father of the man.' A second grader could read this--but some high-school pupils would not understand it."<sup>5</sup> They would not understand it because they had not had enough varied, purposeful experiences.

In the teaching of phonics direct experiences are helpful.

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4. Hubert J. Davis, "Teaching Reading the A.V. Way," Educational Screen, XXXI (December, 1952) pp. 417-419.

5. Stella S. Center and Gladys L. Parsons, Teaching High School Students to Read, (New York: The D. Appleton-Century Company, 1937) p. 32.



William Kottmeyer says,

Sound blending is made understandable through some preliminary auditory, conditioning. He may be asked to listen for the sounds in words as familiar monosyllables are pronounced slowly to exaggerate the sounds. A second step is to pronounce the word naturally and have the child repeat the word very slowly, listening to hear the different sounds in his own voice.<sup>6</sup>

This is auditory training, but it is also direct, purposeful experience. Dale says, "All words are not equally difficult to learn. Words must be seen on rising levels of abstractions. The closer a word is to some possible concrete presentation--to showing the object to which it refers--the easier it is to teach and to learn."<sup>7</sup>

"Experience is such a vital thing. Everything we see and hear and feel is interpreted on the basis of our own experiences. We can understand only in terms of understanding already developed through our own experiences."<sup>8</sup>

Lamoreaux and Lee suggest that the teacher check all the books which are to be used in kindergarten and first grade and be ready to give children the experiences necessary for their basal

6. William Kottmeyer, Handbook for Remedial Reading, (St. Louis: Webster Publishing Company, 1947) p. 80.

7. Dale, op. cit., p. 350.

8. Lillian A. Lamoreaux and Dorris May Lee, Learning to Read through Experiences, (New York: D. Appleton Century Company Inc., (1943) p.



vocabulary. They suggest trips to other school-rooms, to the principal's office, to the furnace room; trips to the school yard to watch various stages in plant growth; to watch birds build their nests and teach the young birds to fly, and to watch ants in an ant hill.

J. N. Hook thinks this idea is just as important for the high-school child.

Words, however pretty, however sonorous, can be no stronger than the thoughts behind them. We who teach words must always remember that fact, if we are not to divorce words from action. The Bible says, "Who is this that darkeneth counsel by words without knowledge?" Hamlet buried in his grief read only "words, words, words," because his troubles were much more intense than printed symbols.<sup>9</sup>

As reading becomes more advanced and complicated, the needs and interests of the reader may appear in sharp contrast to his experience and yet there are both constant need for new experience and lack of words by which to gain it. Often this lack is a matter of depth rather than mere definition. An illustration occurred recently with a New York class reading Sandburg's The Prairie.

On the left-and-right-hand side of the road, marching corn--  
I saw it knee high weeks ago--now it is head high--  
Tassels of red silk creep at the ends of the ears.  
The cornhuskers wear leather on their hands.  
There is no let-up in the wind.  
Blue bandannas are knotted at the ruddy chins.

Explanations and definitions could not give to this city-bred group the picture of the husker, the sharp edges of the corn blades, the thud of the ears against the high wagon-side. They could not read the poem, for Sandburg's important meaning

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9. J. N. Hook, The Teaching of High School English, (New York: The Ronald Press, 1950), p. 389.

depends upon having his reader visualize and feel a scene with him, and from that picture and feeling derive the larger meaning.

Here, as is often true, the personal experience of the reader determines what he can read, despite the fact that limitations of his experience point to a need for the reading material he finds so difficult.<sup>10</sup>

"Words like money have little value in and of themselves.

They are important because they stand for real things--objects, sections, sounds, thoughts and feelings."<sup>11</sup>

The instructor can never be sure in using words to convey an idea that the images in the minds of her students are identical with or even similar to, her own mental image. Unless the students have images corresponding to the words used, the idea is not transferred to their minds and they are unable to interpret the thought.<sup>12</sup>

"Reading Readiness" is a term usually applied to the beginning reader, but it is just as meaningful wherever reading is to take place. A child is not ready to read in the first grade or the twelfth if he has not had direct, purposeful experiences. Gates realizes the vital importance of experiences when he suggests as a first step to a program for building or developing a reading vocabulary, "rich and varied experiences with the things, situations,

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10. Lou La Brant, "Personal Factors Influencing Reading," Reading in An Age of Mass Communication (New York: Appleton-Century-Crafts Inc., 1949), p. 46.

11. Paul Witty, How to Become a Better Reader (Chicago: Science Research Association, 1953), p. 105.

12. Frances Norene Ahl, Audio-Visual Materials in the High School (Boston, Massachusetts: Christopher Publishing House, 1946), p. 76.



events, activities, and other phases of reality which the words mean or represent." 13

By the above quotations from leading authorities the writer has attempted to show how vital direct purposeful experiences are to the child who is trying to learn to read. These experiences are necessary and vital from the first grade through the high school years and without them reading is a mere colorless repeating of abstractions called words.

### Contrived Experiences

Real experiences are best and form the base of our cone, but sometimes it is impossible for a child to have real experiences. If it is impossible for him to have the real experience to color his background for reading the teacher must contrive experiences. Dale agrees with this when he says:

A contrived experience is, therefore, an "editing" of the reality, an editing that becomes necessary when the real thing cannot be clearly perceived directly: when it is too big or too minute, when the things we are interested in are obscured or confused or concealed. In such circumstances the imitation is better for teaching purposes than the reality.

A city area presented through models often helps immensely in the study of city planning. As a beginning it is a better teaching method than traveling over miles of streets and

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13. Arthur I. Gates, The Improvement of Reading, (New York: The Macmillan Company, 1947) p. 178.



viewing scores of buildings, parks, and the like. It summarizes a great deal of information, making the area of many square miles "see-able". Such a contrived experience is an effective teaching device.<sup>14</sup>

If we are going to teach a child to read a story about South America we cannot actually take him there by ship or plane, but there is something that we can do. We can let him have a contrived experience. Marjorie East is aware of the importance of such experiences when she says:

Students might learn a lot about the earth if they could sip a magic drink, as Alice did in "Alice in Wonderland", and grow even bigger than Alice did--big enough to hold the world in their laps and look it over. But they can't of course, and so instead they use a globe, a model of the earth, that reduces its size and simplifies its details.<sup>15</sup>

So we cannot take the child to South America, but we can show him South America on the globe. It will help him to realize the location and distance. It will make his reading more meaningful. Chandler and Cypher also believe in the importance of globes as contrived experiences. "Globes are needed to keep before the student the picture of the world as it is; globes bring the world itself into the classroom for interpretation and consideration."<sup>16</sup>

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14. Edgar Dale, Audio-Visual Methods in Teaching, (New York: The Dryden Press, 1954) p. 44.

15. Marjorie East, Display for Learning, (New York: The Dryden Press, 1952) pp. 34-35.

16. Anna Curtis Chandler and Irene F. Cyper, Audio-Visual Techniques, (New York: Noble and Noble, 1948) p. 25.

If we are going to read a story about a post-office we can, with the help of the students, set up a miniature post-office. We can let some of them sort the mail, which can be made up of envelopes on which we will write thyming words. Children can address the envelopes and this will teach them new words. The parts of the post-office can be labeled--"Air Mail", "Special Delivery," "Money-Order," etc. By means of the model the children will learn many new words and the experience will be a happy one.

If children cannot actually go to the farm before they read Fun with Dick and Jane,<sup>17</sup> they can play with a model of a farm, learning to read the names of the buildings and the animals and machinery used on the farm. This will enrich the vocabulary and they will be delighted to find that they can recognize the words in their basal readers. Dale carries the idea of contrived experiences further:

Did the school you attended provide terrain models, globes, specimens of fish, animals and birds, or a miniature whaling ship? Did you learn to tell time with a mock-up: a clock whose hands you could turn to speed up the minutes and hours? If you learned through such contrived experiences, you already know their value in teaching.<sup>18</sup>

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17. William S. Gray and Mary Hill Arbuthnot, Fun With Dick and Jane, (Atlanta: Scott Foresman, 1946)

18. Dale, op. cit., p. 46.



Contrived experiences are like looking in a mirror. It is not the real person you see there but the image seen is the next best thing to reality. If we cannot have reality we must substitute with contrived experiences. They create interest. They build vocabularies. They make abstract words more meaningful. They aid in comprehension. If you cannot give a child a real experience a contrived one will help him learn to read.

### Dramatized Experiences

Peggy could stand before a group and talk, but when she picked up a book to read orally she read very slowly and with monotony. The children in the room looked at her with knowing glances. She was definitely a remedial reading case, but what was even worse she had lost the respect of the class. She was a sixth grade child with an I.Q. of 100, but somewhere, along the way, she had missed the skills and techniques of reading.

Before the teacher could begin to help the child her self-respect with the class had to be re-established. Dramatization was the answer. Peggy could not stand on her feet and read orally, but she could play a "role" well. Gradually her confidence was restored and the teacher was able to work with her on her reading difficulties.

"The failure in reading often seems to have had all of his desire to do taken out of him. The teacher's first task is

to overcome this inertia by discovering some 'spring' of interest and developing it."<sup>19</sup> In Peggy's case dramatization may have been the "spring" of interest.

Most children enjoy playing a part. They are willing to read much informational material to write a script if they may only play a part. As new words are encountered in that reading they may be added to vocabulary lists kept by the children. By listening to their playmates play a part they will enrich their experiences and get new meanings for words they may not have understood.

Dale recognizes the value of dramatization. "We must distinguish between participating in a dramatization and watching it. Both experiences can be fruitful, but a student who plays a part in a dramatic reconstruction gets closer to the direct experience than his classmate who merely looks on."<sup>20</sup>

Angell also stresses the importance of dramatization, especially psycho-drama and socio-drama.

In using psycho-drama or socio-drama, a child can actually act through or literally "feel" his way through some bothersome problem. Many wise teachers have used the technique of taking a child who is bothersome in class, carefully preparing the child for success in the planning role, and then allowing that child to teach the class occasionally. In such a role playing the child learns what it is like to have to "control"

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19. E. W. Dolch, A Manual for Remedial Reading, (Champaign, Illinois: The Garrard Press, 1939) p. 3.

20. Dale, op. cit., p. 47.



a class. There is new sympathy created for the teacher, new insight into a problem, and if properly done, new self-confidence and self-evaluation gained. The same technique applied to the quiet one in the class can help that child gain new confidence and group acceptance.<sup>21</sup>

He goes on to explain how this technique can be very effective with children who have problems in reading.

Children with reading problems can give any teacher real insight into their problems if, in groups of three or four, they can play out their roles. The teacher and the rest of the class become the guidance while one child plays the mother of a child with a reading problem, another plays the father, another the teacher, and another child assumes the role of a poor reader. It helps to select the characters of the drama carefully. Select a girl whose mother you suspect is domineering to play the role of mother. Select a boy whose relations with his father are troublesome to act the father.

The children are told only which characters they are to assume and the situation in which the characters find themselves. All dialogue is spontaneous. For this drama suppose the teacher is making a home call to talk over the boy's reading problem. Inevitably the audience will participate in the act too. One or more audience members will say, "No, that's not the way the father would act," and then proceed to project his own problem before the group. No scenery, no props, no expensive equipment are necessary. This technique with variations is applicable to all grade levels.<sup>22</sup>

George and Naomi Wright also stress the importance of dramatization. "Dramatics are the natural expression avenue of activity on the part of pupils. Humanized education through dramatizations seeks to build the child's instincts, impulses, and

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21. Frank M. Angell, "Using Audio-Visual Aids in Reading," The Road to Better Reading, (Albany, New York: State Education Department, 1953), p. 76.

22. Angell, loc. cit.

interests and enrich his experiences through interpretation of emotions."<sup>23</sup>

Dramatization shows the teacher the true child, so, if he is retarded in reading, she can know some of his feelings. If the dramatization is read it gives time for oral reading and helps the child place proper emphasis on words. Winifred Ward tells of an interesting experience with dramatization.

An opportunity room in a certain grade school was an indiscriminate mixture of fourteen boys and four girls with I. Q.'s ranging from 51 to 92. There was a man-sized Negro boy, Douglas, who sat half-asleep and mumbling to himself much of the time; a small Negro boy, Clarence, a bully and a boss whom the others were afraid to have as an enemy; Joseph, a psychopathic white boy of nine with pitiful home conditions, who hated everyone and expected everyone to hate him; and fifteen others of varying degrees of laziness, instability, and trouble-making propensities.

Their teacher had attempted to use dramatics, but knowing little about it, had made the mistake of choosing material that was lacking in dramatic possibilities and of expecting results that were too formal. While taking a course in creative dramatics, she saw demonstrations by expert teachers and learned more about technique and choice of material. Being an understanding and sympathetic teacher, she knew at once how to apply the method to her children; and she introduced it in the following way:

The pupils in this opportunity room had been reading a simple story about a boy, Johnny, who dreamed that he took a fascinating trip to a strange land and was entertained by a king and princess. As the children seemed to like it very much, she introduced the idea of dramatizing it by asking them about dreams they had had. This awakened such a lively response that she gave each one a chance to "act out" his dream. They were delighted, even big Douglas coming alive and

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23. George W. and Naomi D. Wright, "Humanizing Education through Dramatization," Educational Screen, XIII (April, 1934), pp. 95-96.



surprising the others by the effectiveness of his dramatization. The next day the teacher asked them if they would like to play the story; and with elation born of the fun they had had with their own dreams, they were unanimous in wanting to dramatize Johnny's. What followed in the various periods in which they developed the dramatization was a revelation even to the teacher who knew them so well. Douglas was alert every minute, giving opinions and making suggestions. When the girls tried playing the mother who was making pies in the kitchen, he criticized them for not making a thing! Later he volunteered to do the part himself, and he gave so perfect a pantomime of mixing dough, peeling apples, and putting pies in the oven, that the whole group praised him highly. Thereafter he was unwilling to relinquish the mother's part to anyone else. 24

James C. Kinder add his sanction to dramatization: "Classroom work offers great opportunities for such specific dramatizations as pantomime, puppetry, dancing, pageantry, impersonations, brief dialogues, portrayal of moods, tableaux, skits or rehearsed spoken drama. If dramatizations are kept within the subject content of the class, unquestionably both actors and audience are benefited." 25

Dramatization can play a part in the teaching of reading. It can help the teacher to find out what is bothering the child who is a remedial reader. It can give opportunity for oral reading. It can stimulate class interest which is so essential before reading can be taught.

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24. Winifred Ward, Playmaking with Children, (New York: Appleton-Century-Crafts, Inc., 1947) pp. 206-207.

25. James C. Kinder, Audio-Visual Materials and Techniques, (Chicago: American Book Co., 1950) p. 369.

## Demonstrations

Demonstrations, too, can be used effectively in the teaching or reading, but before we go into how they can be used let's think first of a good definition for a demonstration. Kinder gives us this one----"A demonstration is a form of illustration to make some idea, fact, or relationship clear to the learner. The term 'demonstration' is applied to a process rather than to a thing."<sup>26</sup>

It is quite often important that we show a younger reader how to read. McClusky feels that this is important too:

The learner will make progress in the development of behavior patterns when he observes good demonstrations of the patterns to be learned. How often have you heard a coach say in desperation, "I have told him time after time how to do it, but he still does not learn." Students make little progress in developing behavior patterns by being told how or by reading how. They learn to do by doing and by imitating the behavior of others who are skilled. Demonstrations make for accurate communication.<sup>27</sup>

Several other leading authorities voice their opinions on the helpfulness of demonstrations.

The rather hackneyed phrase, "I'm from Missouri, you've got to show me," implies that one should demonstrate rather than talk about it. Although teachers consider the demonstration method as just another technique of teaching, it includes the use of the real tools, machines, charts, models, and Aids, apparatus pertinent to the subject, and is therefore an Company.

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26. Ibid. p. 363.

27. F. Dean McClusky, "Values in Audio-Visual Instruction," Annual Bulletin, Connecticut Audio-Visual Education Association, 1950, pp. 6-8.



excellent form of visual instruction.<sup>28</sup>

"One of the chief difficulties of retarded readers is that they have no system or plan by which they can make an independent identification of a word."<sup>29</sup> This statement by Betts bears out our contention that the retarded reader can be greatly helped by demonstrations.

Why not demonstrate a plan for word identification by use of the chalkboard or the feltboard?

Bond and Wagner suggest the following word recognition techniques:

- (1) Use of general characteristics of words
- (2) Use of striking characteristics of words
- (3) Use of small words within large words
- (4) Use of large known parts within words
- (5) Use of careful visual study of words
- (6) Use of syllabification<sup>30</sup>

These techniques may be illustrated by use of the chalkboard or feltboards.

Oral reading has a place in a discussion of teaching by demonstration. We can demonstrate to the child how different a

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28. Gilbert G. Weaver and Elroy W. Bollinger, Visual Aids, Their Construction and Use, (New York: The D. Van Nostrand Company, Inc., 1951) p. 28.

29. Emmett Albert Betts, The Prevention and Correction of Reading Difficulties, (Evanston, Illinois: Row, Peterson and Company, 1936) p. 222.

30. Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read, (New York: The Macmillan Company, 1950) pp. 225-226.

sentence sounds if we read it without pausing at punctuation marks. We can also demonstrate the proper emphasis of word and proper inflection. With older groups it will be valuable to invite a radio announcer into the classroom to demonstrate his reading. "In many communities such persons will be pleased to demonstrate their valuable techniques in the classroom including that of reading-ahead-of-where-you-are-speaking." 31

The above demonstrations refer to the skill of reading, but reading vocabulary can be increased by demonstrations in any subject area. For example: you may be teaching fractions in arithmetic by using colored paper plates which have been cut to stimulate the parts of a fraction. If the demonstration is effective the child will learn such words as "numerator," "denominator", "mixed fractions," "improper fractions," and "proper fractions."

In cases of reversals the opaque projector with the lighted arrow could be used to point to the words from left to right on the printed page. This would be much more meaningful to the child than having him use a marker or his finger. This method of demonstration might help a child to master the left to right procedure which is so necessary if he is to read well.

Haas and Packer also believe in demonstrations as a form of teaching. "Learning by doing through student demonstration gains

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31. Angell, op. cit., p. 76.



active participation. It assures interest and increases your success." 32

Demonstration helps the child to read by making reading more meaningful; by making it more interesting because the child is actively participating, and by showing the child certain skills for word recognition and for effective oral reading. Don't pass up the demonstration method when teaching the child to read!

### Field Trips

Field Trips have become a vital part of visual aid instruction and these field trips can be helpful in teaching reading in many different ways.

Dent points out some of the ways that a field trip can be helpful when he says,

The school journey or field trip, as it is often called, is a school exercise designed to provide sensory experiences relative to such phenomena as cannot be brought into the classroom. It involves the conducting of pupils to places where the subject matter of instruction--scenes, objects, situations, relationships, etc. may be studied to the greatest advantage.<sup>33</sup>

Dale points out the advantage of the field trip as a bridge between the school and actual living.

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32. Kenneth B. Haas and Harry Q. Packer, Preparation and Use of Audio-Visual Aids, (New York: Prentice Hall, 1950) p. 269.

33. Ellsworth C. Dent, The Audio-Visual Handbook, (Chicago: The Society for Visual Education, 1946) p. 31.

Life is too short to permit us to learn all of it on this doing or participating level. We must of necessity learn about life less directly, more vicariously. Though we cannot ourselves do all things, we can learn by observing others doing them. Because much of this observed doing takes place outside the school and in the community, it offers an excellent bridge between the work of the school and the work of the world outside. Observing of this kind may be the prelude to doing. <sup>34</sup>

One of the main purposes of a field trip, if you are viewing it as we are in the light of teaching a child to read, is the building of word meanings. A second purpose is to help the child become a good listener and observer.

If we are to build word meanings we must make careful plans before we take the trip. "What are we going to look for? What are some of the terms we have heard in connection with this place we are going to visit? Let's look and listen for their meanings." These might well be the words of the teacher in preparation. And when they return from the field trip she will ask the boys and girls to give to the class new words they have learned and words they are interested in learning more about. This will, of course, give excellent chance for more reading through research.

Listening has a definite connection with reading and girls and boys can be taught to listen carefully to the things that will be explained to them by the guide for the place they visit. Dale emphasizes the importance of listening.

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34. Dale, op. cit., p. 156.



A good listener is usually a good reader, and vice versa. Paul McKee points out in "The Teaching of Reading in the Elementary School" that "In general, beyond the third grade level, the pupil who does not understand a statement which he attempts to read does not understand that statement when it is read or spoken to him." 35

Field trips make our context subjects more meaningful, if they are directly related to what the students are studying or if they are used to introduce a new unit.

Chandler and Cyper in their book Audio-Visual Techniques term the "field trip" a "treasure trip".

A child may read about an old fireplace and see a book illustration of it, but he will not gain the feeling of reality which comes from standing in front of a big, three-dimensional fire-place in a real room with its heavy-beamed, low ceiling, a room which actually came from a Pilgrim home. The brass warming-pan reflecting on its polished surface each passing light, the Betty-lamp, pewter dishes, desk boxes, which held the Pilgrim Bibles, andirons, colorful cushions, common utility and beauty and reveal much of the early American way of living. Any boy or girl can people these rooms with Pilgrim men, women and children in simple homespun costumes, living frugally on a new, untried shore.

How quickly and vividly such a visit stimulates observation and thought, as the young observers follow clues, solve problems and find treasures! The actual treasures, realia, vitalize history and geography, humanize and socialize them. In connection with these trips stereoptican and kodachrome slides carefully selected and related add to the vividness of the experience. 36

Miss Catherine Beard, head of the Language Arts Laboratory at Austin Peay State College, tells about trying to teach

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35. Edgar Dale, "Learning by Listening," The News Letter, XVI, (November, 1950) pp. 1-4.

36. Chandler and Cypher, op. cit., pp. 118-119.

Robert's Rules of Order<sup>37</sup> to a group of high-school seniors. She says the class was dull and uninterested. Then they decided to take a trip to the Tennessee State Legislature. After the trip the seniors were inspired. They set up their own legislature and argued over a local issue. Robert's Rules of Order was a book much in demand. The field trip had served as a powerful stimulus for reading and studying.

Haas and Packer point out the impressions made on students by field trips.

Students are greatly impressed by the hustle and bustle in a receiving room, and the orderly confusion of a Saturday afternoon in a busy retail store. The student remembers the damp, clean smell of a dairy, the breath-taking heat of a glass furnace, the metallic hum of a weaving room; the damp chill of a walk-in refrigerator in a meat-packing house, or the sharp pungent odor of a tanning room.<sup>38</sup>

Dale, in discussing the value of the field trip tells of an interesting experience.

Dr. George Hoke once led me to the window of his office at the Eastman Kodak Company in Rochester, New York. Pointing to the surrounding city, he remarked: "You know, out there is a profitable, exciting year's work for a high-school class. Field trips would show interesting applications of the principles of physics, geography, chemistry, economics, health, citizenship. Students could study the Genesee River. Look how it has eroded its bed and made that deep gorge! It's the same principal that's involved in the Grand Canyon, or simple erosion on an Ohio farm. Students could study the city waterworks and how the city has provided a healthful water supply.

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37. Henry Martyn Robert, Rules of Order, (Chicago: Scott, Foresman and Company, 1921).

38. Haas and Packer, op. cit., p. 179.



They could learn many new things in human relationships. They could interview workers, public employees. They could write reports that meant something to them and their classmates -----not meaningless themes. They could give assembly programs on what they have learned. They could go to books to find answers to many of the difficult problems that they meet.

They could visit factories and study how mass production has made it possible to increase our production many, many times in the last fifty years. They could study housing and see how well or how poorly workers are housed. We need to learn to link the school with life.<sup>39</sup>

Let us summarize then the value of the field trip in the teaching of reading. It stimulates interest in further reading. It teaches new words and makes them meaningful. It improves listening, which in turn will improve reading. It develops the perceptual powers. It links school activities to real life and gives the child a purpose for reading.

### Exhibits

What part can the school exhibit play in teaching a child to read? A child's real interest is caught by the display. In it he sees some things that he knows and understands, but he also sees some things that he does not understand. He will be spurred on to read about these things.

Kinder says this about exhibits:

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39. J. Edgar Dale, Audio-Visual Methods in Teaching, (New York: The Dryden Press, 1954), pp. 156-157.

School exhibits serve to acquaint the public with the work of the schools, to familiarize the student body with work done in certain departments, and to advise the student body of important activities of the school and community. Museum materials of a permanent nature may be on exhibit continuously, but the changing exhibit, and special exhibit, are more stimulating both to the students who prepare them and to those who view them. Few city school districts can afford a large and significant art exhibit in every school building. A small collection can serve many schools if it is rotated periodically. Students are eager for each new exhibit to arrive.<sup>40</sup>

To show that exhibits really do further reading interest Chandler and Cypher tell of a librarian who wished to call attention to the library's collection of reading materials about Greece. She developed a simple set of displays on five glass shelves. "There were modern Greek coins, two dolls (one costumed in the Island of Corfu fashion, the other in a Royal Guard's dress), an egg cup and five beautifully decorated plates from Athens, and six dessert plates from Attica. At the end of two weeks the increased circulation of books about Greece proved that the display had achieved its purpose."<sup>41</sup>

Teachers may make a display upon the bulletin board or the reading table using the jackets from new books or the actual books themselves. The children can be encouraged to make posters bringing out the important idea in a book they have read. These will be a

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40. Kinder, op. cit., p. 357.

41. Dale, op. cit., p. 174.



stimulus to their classmates. Like the billboard in front of a theater they will make the child see what is on the inside.

Children should build displays in connection with unit work. This will show the teacher whether they have comprehended what they have read, discussed and studied.

Sometimes these displays or exhibits will take the form of a diorama. "The diorama is one of the most helpful of visual aids when it is desirable or essential to create an illusion of reality. By means of this small group it becomes possible to set up in the classroom, scenes of life in the far corners of the earth, recreations of scenes from the past and representations of life or countries which might otherwise be hard to describe and picture."<sup>42</sup>

This will increase the experiences of the reader and will make the reading more meaningful. It will also help the pupil to retain the material read.

Reading by thought units is one of the skills we would like for our students to acquire. The exhibit is one of the best methods of teaching this skill. Haas and Packer bring out this thought.

"The countless number of billboards spread across the country has only one purpose--to put across an idea in one fleeting glance. Posters accomplish the same purpose."<sup>43</sup>

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<sup>42</sup>. Chandler and Cypher, op. cit., p. 85.

<sup>43</sup>. Gates, op. cit., p. 334.

The use of posters in the room, either bought ones or ones which the children have made will teach the children to read in thought units. Gates stresses the importance of this. He says, "Ability to read by thought units is essential for increasing the speed of reading."<sup>44</sup>

The chalkboard is very valuable for display. The chalkboard is sometimes used to display materials for certain periods of time. A chalkboard "mural," for example, is commonly a class enterprise created to celebrate an important event or holiday or season of the year. The mural may also be a pictorial presentation of a process. One class, for example, used the chalkboard in their study of pulp lumbering. Their colorful scene of a lumbering camp was tied in with the main stages of the process, from manufacture of the final product. Sometimes the chalkboard mural is the background for a larger display that includes table displays of various kinds.

The chalkboard can be effectively used for highlighting critical questions or captions in a unit under study. Key sentences may remain on display for several days so that attention may be focused upon them.

Skill in reading is most important and much can be gained by displays of prefixes, suffixes, word origins, small words in larger

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<sup>44</sup>. Gates, op. cit., p. 334.



words, the putting of words into syllables etc. These can be placed on the chalkboard with colored chalk to make them more effective.

Dale brings out the idea of display helping the language arts work.

Display encourages expression. Anyone who looks at a good display is helped to learn. But the person who prepares the display is even more likely to learn.

You may be planning to help your individual pupils express what they are learning. If each member of your class has a different wild flower, each of them might make a colored slide showing its leaves and blossoms. The process of transferring their knowledge to the drawing on the slide will help pupils to learn about the structure of the plant. This form of expression-----communicating to others what each has learned-----will reinforce in each the knowledge he has already gained.<sup>45</sup>

The museum can serve as a teaching device and as a device which will broaden the vocabulary and increase the reading interest of children. Several authorities agree with this idea.

Marjorie East in a Display for Learning, says "'A bird in the hand is worth two in the bush,' is an old adage, but it takes on new meaning when it is applied to those objects, specimens and models in effective teaching procedures."<sup>46</sup>

Rutz brings out the importance of the museum to the school.

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<sup>45</sup>. Dale, op. cit., p. 195.

<sup>46</sup>. Marjorie East, Display for Learning, (New York: The Dryden Press, 1952), p. 10.

The purpose of the museum in education is to present to the child concrete examples of materials and objects with which they would not ordinarily come in contact. Objects which may be included are animals, birds, plants, and minerals as well as replicas and models of all sorts. The museum is to aid the teacher to present more vividly and more interestingly much of the information included in the various lessons.<sup>47</sup>

There are state and national museums and school museums. The children may be taken to the museum or traveling displays may be borrowed. The educational museum is gaining in popularity. looks

Rutz explains fully the meaning of the educational museum.

An educational museum is a museum laid out solely from the viewpoint of the educational needs of the child and in accordance with the best educational and psychological practice. An educational museum is set up primarily for the benefit of the children and teachers within a school system, rather than for the general public.<sup>48</sup>

The writer had occasion to take ten third-grade boys to visit a "Children's Museum." All the way home--a seventy mile trip--they played a game taking turns naming things they had seen at the museum. When it became your turn and you could no longer name a new item you were "out." It was amazing how long the game lasted and how interested the boys were. What an opportunity the next day to teach those boys to read the verbal symbols for the objects they had named.

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47. A. W. Rutz, "The Educational Museum," The Educational Screen, XII, (January and March, 1933), pp. 6-9, 43-44, 73-74.

48. James S. Kinder and F. Dean McClusky, editor, The Audio-Visual Reader, (Dubuque, Iowa: W. C. Brown and Company, 1954) pp. 65-66.



Exhibits spur children to further reading. They teach reading by thought units. They help with comprehension and retention. They increase vocabulary and make the words more meaningful.

### Television

"Johnny doesn't even read any more. He just sits and looks at television." Does Johnny's mother have cause for real alarm? Is television an asset or a hindrance to the reading of a child? Dale says it is definitely an asset.

What will television do to reading? Kill it? Don't be too sure. A teacher in South Chicago told a friend of mine the other day about a boy in her room who had gone to the library to take out a set of encyclopedias which had been discussed and displayed on his home television set. He even took his sister along to help him carry them home.<sup>49</sup>

Everywhere we read we read more about educational television and its benefits. An article in the Louisville Courier Journal, "Full Education by T. V. is Hinted Soon," tells us:

Any year now the first student to take all his college courses in his own living room may step up and get his diploma from television university. The verdict from Dr. Ralph Steetle, executive director of the Joint Committee on Education Television: "Education by television definitely has arrived." The statistics look impressive all right. Around 12,000 students have enrolled in 170 academic courses given over T. V. by 44 different institutions. Fifteen educational T. V. stations are on the air, and more are coming.

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<sup>49</sup>. J. Edgar Dale, "Television and Education," The News Letter, XIV, (May, 1949), The Audio-Visual Reader, op. cit., p. 155.

In St. Louis, the public schools plan to try subjects as varied as second-grade spelling and ninth-grade composition by television.<sup>50</sup> In Memphis, an attack is planned on illiteracy by using T. V.<sup>50</sup>

Does this mean the college student will no longer have to read? Indeed it does not. Cumming points out that if anything their reading will be increased.

Non credit enrollees receive a copy of a course syllabus, but submit no written work and take no examinations. The syllabus includes a course outline and assigned reading.

Credit registrants get the syllabus plus homework assignments and are entitled to take a final examination. Regular written assignments must be turned in by these students, and several courses have required term papers. Assignments vary from course to course, but home study, written work, requirements in general are four to five times as heavy as for comparable campus classes.<sup>51</sup>

Dale too stresses the value of educational T. V.

Remember that one of the reasons why people don't read certain materials is that they lack the concrete experiences, the vocabulary, the background. Television can improve reading by supplying this rich background of concrete experiences and can help build a living vocabulary as varied as life itself. But teachers and librarians will have to be on their toes to take advantage of this situation and to meet this new challenge.<sup>52</sup>

Television can improve the reading of the masses who cannot attend school. It can further reading interests of the many who do attend school. It can teach new words. It can be a stimulus for

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50. Arthur Edson, "Full College Education by T. V. Hinted Soon," The Louisville Courier Journal, (July 29, 1955), p. 19.

51. William Kenneth Cumming, This is Educational Television, (Ann Arbor, Michigan: Edwards Brothers Inc., 1954), pp. 126-127.

52. Dale, op. cit., p. 181.



all reading if the teacher is alert and will guide her boys and girls in its proper use.

### Motion Pictures and Filmstrips

Of all the audio-visual aids which can be used in helping the child to read the writer believes the film and filmstrips can be the most profitable if presented and used in the right manner. Many authorities agree with this viewpoint and point out their value.

"The motion picture has the power to communicate concepts involving motion. The film has the unique advantage of depicting action or behavior with its illusion of life and reality. No other teaching device except the field trip can equal the motion picture in this respect."<sup>53</sup>

What are the values of the motion picture in the teaching of reading?

1. The motion picture gives the child a background of new experiences.

McClusky agrees with this:

By means of the motion picture, the allegory of the race between the lazy hare and the persistent tortoise, enacted by live animals, comes to life on the screen. That same screen and projector can enable us to observe undersea life as though

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53. F. Dean McClusky, "Characteristics and Use of Educational Films," The Audio-Visual Reader, op. cit., p. 103.

we were present in person. The screen and projector can enable us to experience the rhythmic art fantasy of 'Fiddle-De-De' or of 'Fantasia.' Through the medium of the motion picture we can see and hear an illustrated lecture on soil. By means of animation we can take a ringside seat and watch the movements of the earth and moon in relation to the sun, see for ourselves how an eclipse occurs, what causes the seasons and night and day. But why labor the point further. You know the scope of the experience that the motion picture and screen can present.<sup>54</sup>

2. Certain films have been prepared which will help to develop the skills and techniques of the reader.

Coronet has several films which would actually help a child in the upper grades or high school to become a better reader. They are: How to Study, How to Read a Book, It's Fun to Read Books, Improve Your Reading etc.

There are filmstrips which will do the same thing for the lower grades. Tell Us About It by Popular Science. Reading Is Fun by Eyegate. Society for Visual Education's series to go with the Laidlow readers--Reading Readiness, Skill Development, We Learn to Read, Up the Reading Road, and Way to Story Land, Part 1 and Part 2.

3. Makers of films and filmstrips are correlating their films and filmstrips with the basal textbooks. This gives the teacher an opportunity for repetitive teaching which will aid comprehension. The Roe Peterson Company perhaps has a very complete list of filmstrips to accompany their readers. These are made by S.V.E.



4. Films make more vivid what teachers are trying to teach in the content areas.

Frances Norene Ahl would agree with this point. "Motion pictures make the subject far more vivid and meaningful than the textbook or the lecture. They have the power to portray life without the restriction of time and place. Thus they are able to make real for the student all the ages of history, all the lands and peoples of the world."<sup>55</sup>

5. "Film versions of the life of persons who have made great contributions to the world can help in the intangible area of building ideals as well as creating interests. Louis Pasteur and the story of John Peter Zenger, The Story that Couldn't Be Printed, are two examples."<sup>56</sup>

6. A film can be used to introduce or close a unit. If it is introducing the unit it will serve as a stimulus for reading and research. If it is closing the unit it will help as a review and check on comprehension.

"Loon's Necklace or Washington Irving are useful to open a unit on legends and folktales. Exploring Space is a good opener for science fiction reading. Literary appreciation can be launched

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55. Frances Norene Ahl, Audio-Visual Materials in The High School, (Boston: The Christopher Publishing Company, 1946) p. 46.

56. Angell, op. cit., p. 74.

with such films as Literature Appreciation--English Lyrics, or films versions of the classics." 57

7. Speed in reading may be increased with the use of filmstrips and an attachment to the filmstrip projector, known as the Tachistoscope. The Society for Visual Education has special Speed-i-o-Strip filmstrips to use with this attachment. They are: One to Three Letter Words, Three to Four Letter Words, Five to Eight Letter Words, Phrases Group 1, Phrases Group 2, Sentences etc.

Norman Lewis in his book, How to Read Better and Faster,<sup>58</sup> has developed a little device--a flashmeter card--that is used in a way similar to the tachistoscope.

The S.R.A. Accelerator is also beneficial in teaching the child to increase his speed of reading. A child will enjoy keeping his own record and trying to beat it by use of this machine.

8. Reading to help a child to decide what vocation a child will enter is very important. There are numerous vocational films that could be shown in connection with this reading. Angell says, "In each instance the film should be related to the printed material available to pupils, whether it be newspaper, books, brochures, or magazines. To create an interest and then have no

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57. Ibid., p. 74.

58. Norman Lewis, How to Read Better and Faster, (New York: The Thomas Y. Crowell Company, 1944).



materials to satisfy that interest is a deadly mistake."<sup>59</sup>

9. Films and filmstrips may help to teach phonics.

Angell points out the value of this when he says:

Since the use of phonics is one of the important word-attack techniques, it is well to look at some of the materials. Films such as Improve Your Pronunciation and Your Voice are good starting points. Chalktalks about our five English alphabets are helpful. Every child becomes acquainted with printed capital letters, lower case printed letters, cursive capitals, cursive lower case letters and phonetic (sound) English alphabets. Many poor readers have never learned this fifth or sound alphabet.<sup>60</sup>

10. Films may be used for remedial work. Gates suggests their use in his chapter on "Teaching and Remedial Methods."

Visual aids to lead the eye from left to right across a word could also be devised. The use of sound in connection with the picture might be helpful. Some devices of this kind have been prepared by Dearborn and his colleague in Harvard Films (Dearborn, W. F., I. H. Anderson and J. R. Brewer, "Controlled Reading by Means of a Motion Picture Technique," Psychological Record, 1938, pp. 219-222. Words could be printed on slips and exposed part by part by the use of a mechanical control. (Metronoscope.)<sup>61</sup>

All in all the filmstrips and films can be used very effectively to better the teaching of reading if they are used in the methods described above. Kinder says: "If the motion picture is the medium with the commonest denominator, then two problems loom ahead: (1) the production and distribution of films with

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59. Angell, op. cit., p. 75.

60. Ibid., p. 75.

61. Gates, op. cit., p. 327.

real understanding of all peoples everywhere, and (2) the intelligent utilization of these films as they become available."<sup>62</sup>

### Recordings, Radio, Still Pictures

#### Tape Recordings

One of the busiest little machines in our schools today is the tape recorder. It has supplanted the old wire recorder and has fast found a very satisfying place in our teaching program.

People all over the country report its wide use.

Kinder says,

The uses of tape recording that are currently being made may be classified under the broad areas of Creative, Corrective, and Recall.

Teachers have added sound to silent filmstrips. Scripts recorded on tape add objectiveness to opaque projection. Original class plays, skits, programs, contests and lessons recorded for either immediate playback, or radio consumption add reality and incentive to school life.

At the present time twenty-one states have libraries of tape recordings for distribution to the schools within the state. Almost all areas of the curriculum have recorded material available to help enrich the program of instruction.<sup>63</sup>

The writer feels that perhaps the most valuable service the tape recorder performs in the teaching of reading is in the teaching of oral reading. The child's reading may be recorded several times during the year, as often as every three months, if

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62. Kinder, op. cit., p. 59.

63. Arthur F. Byrnes, "Getting the Most From Your Tape," The Instructor, (January, 1953)



possible. It should then be played back. The child can be trained to listen for his errors and to start his own campaign to improve them. Boys and girls who are remedial reading cases show increased interest when they can actually "hear" that they are improving.

Gates and other leading authorities in reading show the importance of praising the least amount of success. This will build up the child's self-confidence. The tape recorder gives you an excellent chance to do this.

### Radio

We often hear the question. Of what value is the radio in teaching? Radio has real value in teaching if the programs are used to supplement work and if out-of-school listening can be supervised by the cooperation of parents and teachers showing the child how to listen discriminantly.

As an illustration of a radio unit taught as such, there is a summary of a rather elaborate five week unit planned for an eighth grade class by Delight Philips. (Delight Philips, "A Unit on the Use of Radio," English Journal, XXVI, January 1937.)

The class held a preliminary discussion on favorite programs, types of programs, qualities of announcers, sponsors, and the differences between radio and stage plays. A "radio stock company" was organized to present dramatized news, literature, travelogues, episodes from history and science, biography and original and standard plays: these plays were evaluated on the basis of their theme, originality, sincerity, speech, preparation, and "sponsorship." The class chose a staff to prepare a radio magazine. Class discussions covered such topics as mood expression, the relation of the radio to leisure time, and the present and future possibilities of the radio play.

Individuals reported on favorite types of drama, advertising, television, sound effects, radio stars and their training, radio music, a visit to a radio studio, possibilities for improving radio programs, comedians and staging the radio play.

Students wrote opinions of favorite programs and announcers, and wrote letters to studios asking for scripts, pictures, or information about how to become an announcer; they also wrote original radio programs and developed rating sheets for programs. Individuals kept notebooks for scripts, pictures, or information about how to become an announcer; they also wrote original radio programs and developed rating sheets for programs.

It is noteworthy that in a well-planned unit of this sort, students do more than learn about radio; they concurrently improve their skill in writing, reading, speaking and listening. <sup>64</sup>

For a year the author helped plan a series of Radio programs called "Reading, Writing and Rythm" which were used over WHOP, Hopkinsville, Kentucky. These programs were made at the culmination of units of work in the various classrooms of the city system. They were taped and later played back at the regular program hour. This gave the children much incentive for reading well orally and sent them to their books to do much silent reading in preparation for these programs.

Some cities have Educational Radio and planned programs are listened to on certain days of the week in the classroom. These programs are often built so that they will increase interest in further reading. The Minnesota School of the Air is an example of such programs.

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64. Hook, op. cit., pp. 226-227.



All in all radio can have real value in the teaching of reading if the teacher is alert and correlates her work with the radio programs.

### Records

Records can also be used in the teaching of reading. Dale says, "To report what people think about an issue is both difficult and subjective. The record, on the other hand, enables a class to hear the discussion at first hand. Because the communication is more direct than it could be otherwise, its educational meaning is enhanced." <sup>65</sup>

Records can be used to enrich the background for reading. Such records as the Columbia "You Are There," and "I Can Hear It Now" series are particularly valuable in the teaching of history. We can also teach a child auditory discrimination by listening to records. This is an all-important asset in reading.

You have heard of the hostess whose unlistening guests only murmured polite thank-you's as she served cookies and explained that the pink ones were flavored with arsenic and the green ones were flavored with Paris Green. In countless homes the unheeded radio is only an accompaniment to the activities of the day. In classrooms, although voices go on and on, many students could not repeat a single thing spoken just sixty seconds earlier.

Listening, like reading, is one of the four aspects of communication. We listen approximately three times as much

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65. J. Edgar Dale, Audio-Visual Methods in Teaching, (New York: The Dryden Press, 1954) p. 301.

as we read, five times as much as we write, and one and one-half times as much as we speak. <sup>66</sup>

If you would like to stimulate class interest in the reading of poetry buy some of the records put out by the National Council of Teachers of English. Basil Rathbone reading "Annabel Lee" or Norman Corwin reading a selection will do much to stimulate further reading.

### Still Pictures and Visual Symbols

We live in a world of pictures. They are ever before us in books, magazines, brochures, placards and many other forms. If these materials are used correctly meanings in reading are often clarified.

Children should be helped to become picture conscious. Discussion of pictures in newspapers, magazines, and books, which are related to on-going interests should become a regular part of the reading program.

Diagrams, charts, and various other graphic means of presenting materials should find more frequent use, especially in the intermediate and upper grades. Most baseball fans of these grades want to be able to read the box scores. While a teacher explains to them how to read such a chart, the value of the chart as a form for presenting facts should also be discussed.

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66. Hook, op. cit., pp. 216 and 195.



More illustrative material may need to be added to school libraries and better illustrated books may be required in some situations if this aid to the development of more adequate comprehension is utilized.<sup>67</sup>

Pictures may be used to increase "Reading Readiness." Kinder and McClusky hold this opinion also.

All pupils come to a reading activity with a vocabulary and an abundance of experiences. However, so little of this is common to the whole group that projected materials are needed to provide a common denominator. When projected materials are used each child may participate in a common experience and each respond to the same stimuli.<sup>68</sup>

One of the easiest ways to project material is by the use of the opaque projector. It will project anything from a postage stamp to a picture 8" by 11".

Non-projected pictorial materials, long used in the school program, have proved their usefulness also in the reading program. "They provide experiences which stimulate oral language development, evoke discussion, develop a desire to talk, and teach pupils how to use picture clues in reading."<sup>69</sup>

Pictures can be very helpful in the teaching of phonics. Kottmeyer is in accordance with this belief. "A picture sound-chart is helpful to use during the teaching of sounds. Children

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67. Roma Gans, Guiding Reading through Experiences, (New York: Teachers College Bureau of Publications, 1941) pp. 60-61.

68. Kinder and McClusky, op. cit., p. 184.

69. Ibid. p. 185.

who are learning sounds for the first time may profitably draw their own pictures to make a sound dictionary."<sup>70</sup>

Lamoreaux and Dorris suggest many ways that flat pictures may be used:

The most common visual materials, other than objects, of course, are pictures. Some specific examples for showing pictures are:

Show pictures which answer definite questions or solve definite problems which the children have.

Help the children to use these pictures to find the answers to these problems.

Choose a few good pictures to be carefully studied rather than many to be casually observed.

Select pictures which make their point clearly without too much extraneous detail to distract from the significant facts.

Show enough pictures to give a child a balanced understanding and familiarity, but not so many as to be confusing.

The child, often, when making a picture has much more in mind than shows in the finished product. He should be given opportunity to tell his story from his pictures.

Help children associate stories with pictures. Show them the pictures that accompany a story, so they may follow the story from them.<sup>71</sup>

Dale and Haas and Packer are also of the opinion that the use of flat pictures or visual symbols can add much to the meaning of reading.

Without pictures the world today would not be as meaningful as it is now to most of us. Pictures crystallize ideas and

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70. William Kottmeyer, Handbook for Remedial Reading, (St. Louis: Webster Publishing Company, 1947), pp. 82-83.

71. Lillian A. Lamoreaux and Mary Lee Dorris, Learning to Read Through Experiences, (New York: D. Appleton Company, 1943), p. 36.



form much of the basis for thinking. Successful planned teaching depends upon the effective use of pertinent pictures. In teaching, pictures may be used to (1) arouse interest (2) introduce new subjects (3) illustrate specific steps in the job (4) develop appreciation (5) test the student's knowledge (6) review units of subject matter. Each year industry and commerce spend millions of dollars for advertisements in newspapers and magazines because pictures put their story across. Use of pictures in teaching will bring similar profitable returns.

The unlimited supply of good pictures, the ease with which they may be obtained and their extreme economy make them one of the most valuable teaching aids.<sup>72</sup>

Diagrams, charts, graphs, maps, and other visual symbols are abstract materials that use a special language of their own. The pupil must, of course, learn to read the visual symbols, for although some of them resemble the objects for which they stand, most of them do not. Perhaps our greatest obstacle in using charts, graphs, and maps is our failure to realize how difficult it is for some students to manage the language of visual symbols. If we are sometimes surprised to hear that a class cannot read a simple graph, let us remember that a graph must be explained through ordinary language until its special language can make sense to the class.<sup>73</sup>

### Verbal Symbols

We have come to the peak of the cone--verbal symbols. They are the most abstract, but this does not mean they are any less important. Words are very important. Just as the picture will clarify the words, so too will use of words clarify the picture.

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72. Haas and Packer, op. cit., p. 111.

73. Dale, op. cit., p. 378.

Words and audio-visual aids must go hand in hand. We must learn and understand the words if we are to read and that, of course, is all important.

Dale says:

Our cone of experience has shown the various stages of experience in terms of decreasing directness from the base upward. We began with direct, purposeful experiences--the learner tastes, feels, handles, sees, smells, experiments at first hand. When we entered the second band on the cone, in which experience is abridged and to some degree abstracted. With each successive band, abstraction is greater. But at every stage the learner builds verbal symbols. Even though verbal symbols stand at the top of the cone, they are also involved in every other type of audio-visual experience. Thus we might show their relationship to direct experience as a two-way process or a cycle.<sup>74</sup>

Audio-visual Aids will improve the teaching of reading.

The two go hand in hand. One compliments the other!

Let us take a backward glance for a moment and summarize some of the values to be gained by the use of audio-visual aids to improve the teaching of reading.

- (1) They give valuable experiences and enrich background.
- (2) They teach new words and make other words more meaningful.
- (3) They can be used as repetitive devices.
- (4) They increase comprehension.

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74. Dale, op. cit., p. 346.



- (5) They aid in the teaching of phonics.
- (6) They help teach techniques and skills.
- (7) They increase the speed of reading.
- (8) They help in the teaching of oral reading.
- (9) They help with remedial reading.
- (10) They stimulate interest in further reading.

Reading is indeed a road. A child may make it down the road without the help of audio-visual aids, but if he has a wise teacher who uses them in an appropriate manner and at the right time he will reach the goal of his journey with more ease and more understanding.

#### Films in Use

#### Interest

Get in our car and drive down the road until we reach a place where we stop. No such could be seen. We are here for a long time, enough to visit the place and they are welcome. The first one is a place where we have just finished reading a chapter,

## CHAPTER IV

### PLACES OF INTEREST:

#### EXAMPLES OF USE OF AUDIO-VISUAL AIDS IN THE TEACHING OF READING

We have been traveling down the Road to Good Reading for three years. Suddenly, as we reach the middle grades, our car begins to sputter. We stop at a filling station to see what is the matter. We get out the road map showing Ways to Arouse Interest Along the Road to Reading. This is just what we need. Our interest has lagged. Even some of the good readers do not read with the enthusiasm they once did. Our road map points out many places of interest along the way. We see Filmstrips, Films, Recordings, Records, Radio, Flat Pictures, Radio and Television listed. Perhaps it will improve reading if we quit the hum-drum of continuous travel and visit some of these places of interest.

#### Filmstrips in Use

##### Filmstrips Create Interest

We get back in the car and drive down the road until we see the sign Filmstrips. Here we stop. So much could be seen here that we could spend days, but we stop long enough to visit several classes and see what they are doing. The first one is a Fourth Grade Class. They have just finished reading a chapter,



"The Wright Brothers," in their history book, Heroine and Holiday.<sup>1</sup> The teacher is using the filmstrip, "Fifty Years to Flight," a Teach-O-Filmstrip, which is in color. We see that man began to fly first by making huge wings which he attached to his body. Next we see how he used the balloon and the glider. We see scenes about the Wright Brothers and their work in Dayton, Ohio, and Kitty Hawk, North Carolina. We learn about the different kinds of aircraft the armies used in World War II. We see scenes of the big dirigibles which carried passengers across the Atlantic Ocean. We see Charles Lindbergh and his plane The Spirit of St. Louis. We see parachute jumps and are reminded that it was an airplane that carried the first atomic bomb. Lastly, we see pictures showing some of the uses of the airplane such as for policing a city, spotting vessels in distress, spraying tobacco fields with insecticide, etc.

When the filmstrip is over the teacher asks the children if they saw any new unfamiliar words that they would like to add to their lists of new words. Lots of hands are raised and it is decided that the words, glider, dirigible, helicopter, atomic, insecticide, and parachute should be added to a spot on the blackboard which they have labeled Our Word Corner.

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1. Eleanor Thomas and Mary G. Kelty, Heroines and Holidays (New York: Ginn and Company, 1947).

After this a lively discussion is begun. The children show so much interest that a committee is sent to see if there are additional filmstrips on aviation in the library. They soon return and announce that the following can be obtained for their use:

- "Transportation-Air"--Stillfilm Inc., Hollywood
- "Coast to Coast Geography from the Air"--S.V.E.
- "Seeing the Airport"--S.V.E.
- "Airport Activities"--S.V.E.
- "Air Passenger Service"--S.V.E.
- "Air Mail, Express, Freight and Baggage"--S.V.E.

Another committee is appointed to preview the filmstrips and make out discussion questions. The use of filmstrips result in more interest being shown in aviation. But what has this to do with improving their reading?

As the filmstrips are shown the students are asked to jot down people, places or terms that they didn't understand fully. Special reports are given on these later which require many trips to the encyclopedia. The teacher has selected from the library, books, linked with some phase of aviation.

The Aviation Dictionary for Boys and Girls<sup>2</sup>

Aviation from the Ground Up<sup>3</sup>

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2. Leslie E. Nevin, editor, The Aviation Dictionary for Boys and Girls, (New York: McGraw-Hill Book Co., 1944).

3. John Joseph Flaherty, Aviation from the Ground Up, (Philadelphia: Lippincott, 1950).



Young America's Aviation Manual<sup>4</sup>

Heroes of the Air<sup>5</sup>

If You Want to Fly<sup>6</sup>

Straight Up<sup>7</sup>

Straight Down<sup>8</sup>

It was interesting to see how quickly these books were chosen from the reading table and how eagerly they were read when time was provided for the pupils to read. Filmstrips do further interest in reading.

At the close of the unit on aviation some child suggested that it would be fun to study about transportation of all kinds. Committees are again set up and it is decided that this time the previewing committee will pick out words which they feel their classmates might not understand. These words will be put on the board and explained by different class members before the filmstrips are shown. Some of the words chosen from the filmstrips were

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4. David C. Cooke, Young America's Aviation Manual, (New York: The McBride Co., 1951).

5. Chelsea Fraser, Heroes of the Air, (New York: Thomas Y. Crowell Co., 1930).

6. Alexander Lemin, If You Want to Fly, (New York: Coward McCann, Inc., 1929).

7. Henry B. Lent, Straight Down, Straight Up, (New York: The Macmillan Co., 1944).

8. Henry B. Lent, Straight Down, Straight Up, (New York: The Macmillan Co., 1944).

panorama, pullman, electronic microscope, complicated, dispatcher,  
hydroplane, cargo, barges, sedan chairs and llamas.

The following filmstrips will be used:

"Going Places Safely by Rail"

"Working on the Railroad"

"Railroads and the Foods We Eat"

"Railroads and the Clothes We Wear"

"Tommy Takes A Train Trip"

(These filmstrips may be obtained for the asking from the  
 Association of American Railroads, Transportation Building,  
 Washington, D. C.)

"Ocean Freight"--Stillfilm Inc.

"Highway Transportation--The Miracle of Motorized  
 America"--S.V.E.

"Transportation--Land No. 1"--Stillfilm Inc.

The last mentioned filmstrip shows the early caravan routes,  
 the Roman roads, the ox-cart (the train of the pioneer), covered  
 wagons, stage coaches, one of the vehicles which led to the im-  
 provement of roads in America, the Pony Express and the development  
 of the railroad from the first train in Massachusetts to our  
 present deisel engines.

"Transportation--Land No. 2"--Stillfilm Inc.,

This filmstrip shows the Chinese carried their own burdens.  
 It shows the sedan chairs of French Indochina, the camels used in



the Himalyan Mountains, the llamas used in Chile for carrying silver and copper ore, oxen carrying cork bark in Spain, donkeys carrying vinegar and oil in Portugal, and the people of the Azores using wooden sledges.

"Transportation Water--No. 1 --Stillfilm, Inc.

This filmstrip carries out the evolution of crafts for water transportation beginning with the hollow log, going on to the raft, the Roman galleys, the pirate ships, Robert Fulton's Clermont, the clipper ships, the cutter-bear, the modern passenger steamer, and the latest battleships.

"Moving America's Millions" --Filmstrip of the Month Club

The children seem to enjoy this filmstrip more than any in this series. The first scene shows people hurrying to their jobs, children being transported to schools, people traveling to vacation spots. To move America's million a great transportation system has been established. We see Mr. Robinson as he goes from his home in the suburbs to his job in the city. He takes a train to the city. He takes a ferry from the train to the city. In the trip across the river we see the work of the harbor police and the fire boats. Later on in the day Mr. Robinson has to make a trip out of town. He takes a taxi to the airport and a plane to his destination. From his airplane he can see the highways and bridges that link our nation. At the close of the filmstrip there are

interesting discussion questions such as "Name the different kinds of transportation Mr. Robinson used in his busy day."

The use of these filmstrips affords pleasant reading, leads to other avenues of reading, creates interest in reading, and increases vocabulary.

### Filmstrips in Remedial Reading

As we go about this place of interest we see a room with several children who have fallen out of the car by the side of the road. They have received various injuries such as Lack of Word Recognition, Lack of Knowledge of Phonetics, Lack of Use of Context and Picture Clues and Slow Speed. There's a guide at this point who shows us some ways a filmstrip may be used in teaching remedial reading.

Here we see a group of children who have gotten to the Fourth and Fifth Grades, but still do not know some of their First Grade words. It would be embarrassing for them to be put back in a First Grade reader, but it is fun for them to learn these words from a filmstrip. The teacher is using the S.V.E. series called "Primary Graded Word Phrases." These come in different levels beginning with Level A for the Primer or First Grade and going up to Level K for the Sixth Grade. The teacher says she also will use with these boys and girls a series by S. V.E. called "Words."



"One-to-Three Letter Words"

"Three and Four Letter Words"

"Four Letter Words"

"Four to Eight Letter Words"

"Five to Eight Letter Words"

As the children show progress from day to day she will use the Tachistoscope, a device that may be used with this series to increase the speed of reading.

The statement has been made by many users of the Tachistoscope that all students should have tachistoscopic training. These students may be divided into two classes. First, there are those students, who either because of their initial steps in learning to read have not acquired basic skills or have acquired certain wrong habits of reading or because of some emotional or psychological factors are poor readers. Tachistoscopic training has been found very effective in aiding both these groups to become good readers. Such reading is usually designated as remedial reading training.<sup>9</sup>

As a child goes through the middle grades his work has increased so much that he finds it important to learn to read faster. The teacher tells us that the older boys particularly enjoy using the S.R.A. Accelerator to increase their speed of reading. She explains to us that they are especially interested in their comprehension keeping pace with their speed.

As a child goes through the middle grades he has many new

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9. George E. Hamilton, "The Tachistoscope, The Audio-Visual Reader (Dubuque, Iowa: W. C. Brown and Company, 1954), p. 153.

problems, but it is also a period when he learns easily and is easily molded. Alvina Treut Burrows holds this view also when she says

Psychologically the years of middle childhood seem a potentially golden age for educational progress. A review of studies done to date in the fields of children's interests, intellectual capacities, language power, and emotional development leads to the point of view that for many kinds of learning this period can be one of great productivity.<sup>10</sup>

The writer remembers some of the answers given on an Interest Test given to children in grades four through seven. It is an age when ball games begin to be of great interest--football, basketball,, kickball and baseball. It is an age of collections--stamps, rocks, buttons, dolls, arrow-heads, airplanes and boats. It is the age of Scouting, Cub and Boy Scouts; an age for reading series of books which show much action, hero stories, and books on Indian craft and lore. Science and Geography are the favorite school subjects. Favorite T. V. programs are "Texas Ranger," "Little Rascals," "Cartoon Carnival", "Disneyland," "Meet Milly," and "I Love Lucy." It is an age when the trading of comic books is all important. When asked what they would like if they could have one wish come true, many interesting answers were given from "a golden Palamino horse with a saddle and bridle," to "I wish that everyone believed in God." The most common wish was for "longer recesses." A teacher can truly further reading if she will

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10. Alvina Truet Burrows, Teaching Children in the Middle Grades, (New York; D. C. Heath and Co., 1952) p. 47.



capitalize on the interests of these children of the middle years.

Our guide tells us that the next place has quite often been called the "Grunt and Groan" Room for here we listen as children are listening to sound words. Filmstrips are in use here, too. The teacher shows us the series she is using. They, too, are by S.V.E.

"Rhyme Time"

"Beginning Sounds"

"Letters And Sounds"

"Your Eyes and Ears Are Good Helpers"

There was a time along our road of reading that we had a large detour sign. Phonics was lost completely. We are glad to see that teachers are not going to let that happen again.

Betts, in his book, The Prevention and Correction of Reading Difficulties,<sup>11</sup> gives twenty-one rules for use of phonics, stressing the fact that "skill learned in isolation should be practiced immediately in context reading."<sup>12</sup> This seems to be the general belief in the teaching of reading among foremost authorities today.

### Filmstrips, Source of Meaningful Information

We have seen then that filmstrips help to create interest

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11. Emmett Albert Betts, The Prevention And Correction of Reading Difficulties, (Evanston, Illinois: The Row Peterson Company, 1936)

12. Ibid. p. 217.

and increase the vocabulary; that they can be used to teach word recognition and phonics, but our guide tells us we must stop at one last place and see how filmstrips can really give meaningful information. Here the boys and girls are watching a filmstrip called "The Meaning of Fractions."

In this filmstrip valuable information teaching the child the meaning of the terms "denominator" and "numerator" is given through the use of interesting and meaningful pictures. The filmstrip also shows how fractions are used in our work-a-day world by such people as the baker, the carpenter, and the grocer. At the close of the filmstrip eight very pertinent questions are asked. If the children do not understand fully the answer to these questions the teacher explains that it is very easy for her to turn the filmstrip back to the part that is not thoroughly understood.

As the children progress in their knowledge of fractions there are other valuable filmstrips in this series which may be used with them.

"Changing the Terms of Fractions"

"Adding Like Fractions and Mixed Numbers"

"Adding Unlike Fractions and Mixed Numbers"

"Subtracting Like Fractions and Mixed Numbers"

"Subtracting Unlike Fractions and Mixed Numbers"

"Multiplying Fractions and Mixed Numbers"



"Dividing Fractions and Mixed Numbers" (All by S.V.E.)

Textfilms

Our guide, last of all, takes us to a place which he tells us is rapidly becoming a very important spot in the little center called Filmstrips. The caption on the door says, Textfilms. Our guide explains to us that many companies now are realizing the importance of films to accompany the books they publish. At this particular time the boys and girls in a Fifth Grade class are enjoying one of the textfilms that accompanies their reader, Engine Whistles.<sup>13</sup> They are looking at the textfilm, "Engine Whistles," and then they will see "How They Traveled in Engine Whistles, Part I and Part II."

Dale feels that textfilms are important. "Many filmstrips today are designed to accompany textbooks. When they are related to the text and amplify it in a planned way, they may be extremely useful. Before presenting such a lesson, be sure to study the teaching guides to see precisely how the text and accompanying filmstrips have been interrelated."<sup>14</sup>

The little town of Filmstrips has been most educational.

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13. Mabel O'Donnell, Engine Whistle, (New York: Row, Peterson and Company, 1942).

14. Edgar Dale, Audio-Visual Methods in Teaching, (New York: The Dryden Press, 1954) p. 264-265.

We dislike to leave. We would like to see the pictures that all these little round filmstrip boxes contain. We hope that when we get back home we can get our teachers to realize that they can't afford not to take their children to see Filmstrips.

"Sometimes one is reluctant to use that which is unfamiliar and new. Any classroom teacher can easily use filmstrips if she has the minimum necessary equipment. Many times during the showing of a filmstrip a child has exclaimed, 'Oh, now I know what you mean.' Remarks like this help us realize the worth of filmstrips."<sup>15</sup>

Teachers sometimes say they do not have time to use filmstrips. These same teachers are very interested in increasing the child's interest in reading and his reading ability. How can they afford not to have time?

Many authorities hold this view. In speaking of use of filmstrips Theodore R. Wright says, "I know of no other source that furnished as many good teaching pictures as do these little strips of magic which so easily provide for the imaginative child a flying carpet to the far corners of the earth."<sup>16</sup>

We learn to read by reading. Filmstrips create further interest in reading. They increase vocabulary. They can be used to teach phonics, word recognition, to give valuable information,

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15. Eva S. Lloyd, "Filmstrips? We Use Them," The Audio-Visual Reader, op. cit., p. 168.

16. Theodore R. Wright, "Filmstrips As An Educational Aid," The Audio-Visual Reader, op. cit., p. 144.



and to increase speed. They afford a pleasant avenue of learning. Dull is the room of children whose eyes will not light up at the mention of seeing a filmstrip!

### Films

Reluctantly we ended our visit at Filmstrips. We left feeling that there were many other things that we could have seen if we had had the time to stay longer. Ahead of us we see another sign pointing to another large place of interest called Films. We stop with anticipation to see what is happening here.

"According to Charles F. Hoban Jr., in his book, How to Run a Film Library, 'films have a range of seven grades, and some films have a range of fifteen grades at which they can be used to advantage.' " 17

### Films to Introduce a Unit of Work

Our guide is calling to us. He wants us to see first of all how a film can be used to create interest for further reading. We are entering a Fourth Grade Room. The teacher is using as a text, Our World Today.<sup>17</sup> She is just beginning the study. This is a

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17. Frances Morene Ahl, Audio-Visual Materials in the High School, (Boston: The Christopher Publishing House, 1946) p. 17.

18. De Forest Stull and Roy W. Hatch, Journeys Through Many Lands, (New York: Allyn and Bacon, Inc., 1955)

group of children who have never had Geography before. They have been studying the globe. Each child has had a chance to see how it turns on its axis--where the poles are; to trace with his finger the equator--notice the big bodies of land called the continents and the wide blue spaces which represent the ocean. Let's listen to what the teacher is saying.

"Wouldn't it be a wonderful thing if we could leave our classroom this morning--let's see what time it is--8 o'clock. Let's pretend that we can leave our classrooms and go to several other different parts of the world to see what time it is there when it is eight o'clock in the morning here. Well, we're going to do just that by looking at a film. We're going to start in New York--you watch closely and see if you can tell me what countries we visit and what time it is there. That's one thing that I want you to watch for."

"There's something else I want you to look for. In the film we are going to start at the North Pole and visit some of the countries between the North Pole and South Pole and see what different kinds of climate they have. I want to see if you can tell me what countries we visit and why they have different kinds of climate."

With this introduction we see Coronet's "Our Big Round World", one reel in length. After the children have enjoyed it the



teacher begins the lively discussion brought on by her pertinent introduction.

"It was late afternoon in Spain when it was eight o'clock in the morning in New York," volunteered one child.

"I know," responded another student, "And it was sundown in Iran."

"And it was midnight in Tokyo, Japan--think of it," said still another child.

"The sun was just rising in San Francisco," a little girl chimed in.

"Do you know why we have all these different times?" the teacher asked.

"Yes," quickly replied an alert little boy, "it's because the earth revolves around the sun."

Interest had really been aroused here. The children scarcely noticed our leaving. They were anxious to read more in their geography books.

"Very soon," said the teacher, "we will begin our study of the chapter called 'Why the Seasons.' I will introduce this with the film 'Why the Seasons' by Young America. At the close of each of these units I will probably show the film again. It helps to summarize the material in the child's mind."

Yes, we agree with her, films do arouse interest in further study reading. But, what else can films do?

### Films to Further Reading of Literature

Our guide was ready to answer that question. "Wait," he said, "until you see what they are doing in some of the other rooms."

In the next room that we visited the teacher is trying to stimulate the reading of fairy tales. She is showing the film Snow White and Rose Red. She begins by holding up before the class two very attractive copies of fairy tales. "This film," she goes on to say, "is a sample of the stories found in these two books."

After enjoying the film the children were interested in reading other fairy tales. Each time interest lagged another film was shown. Sometimes it would be a film of a fairy tale the children had read. Other times it would be one with which the children weren't familiar. Many fairy tales can be obtained now on film. The following may be obtained from the Audio-Visual Extension Service of the University of Kentucky at Lexington:

"Goldilocks and the Three Bears"

"Hansel and Gretel"

"Little Red Riding Hood"

"The Ugly Duckling"

"Rumpelstiltskin"



### Informational Films

There are many films whose purpose it is to give us information on a certain subject we are studying. We now come to a room where a teacher is using informational films. The guide tells us that this is a Seventh Grade Class and that they are studying plants. Evidence of their study brightens all their windows. Each child has been experimenting with the growth of plants. Now the teacher has planned for them a series of films which will broaden their knowledge of plant life. They first see a film called "Garden Plants and How They Grow." This is by Coronet. This film shows through time-lapse photography the actual growth of a seed plant and the phototropic nature of plants. Close-ups show us the veins through which water is carried and the pores where air enters. The film also covers seed dispersal, and the importance of proper soil and sunlight to plant growth.

After an interesting discussion, she shows "Gardening," an Encyclopedia Britannica Film. This shows how a boy and girl undertake a carefully planned garden-raising project. Attention is directed to aspects of soil, growth, role of the sun, and insect pests, and to the various parts of plants used for food.

The teacher shows us a list of films that she plans to use in this study of plant life. We wish that we could stay to see them all.

"Climbing Plants," a United World Film, which shows how speeded-up photography can make clear to the children how weak-stemmed plants, grow, entwine and attach themselves. The plants shown are the sharp-thorned climbers, aerial rooted ivy and the tendril clinging pea.

"Fungus Plants," an Encyclopedia Britannica Film, shows the reproduction of mushrooms and other fungi. Details of structure are given special consideration.

"From Flower to Fruit," Eastman Kodak, is a silent film, but the children will not need sound. They will be breathless as they watch by time-lapse motion photomicrography the development of the rose, lily and apple. The film shows the functions of sepals, petals, stamen and pistils, and close-ups of anthers, stigmas, pollen grains, bee, pollen basket on hind leg with pollen. Various methods of pollination are shown. Living pollen grains are seen under the microscope. Animation shows the process of fertilization. Time lapse photography shows the development of fruit in the rose, lily and the apple.

"These children," continued the teacher, "will gain much information from these films. Words like fungus, seed dispersal, project, phototropic, tendril, aerial, photomicrography, pollination, fertilization, stamen and pistil have been introduced to them and for many they will have new meaning. I hope to interest them



in reading about such men as Luther Burbank and George Washington Carver, who were vitally interested in the growth of plants. Yes, informational films will broaden general reading knowledge and increase the vocabularies of my students."

### Films That Improve Reading Techniques

Before entering the last place on our itinerary for the day our guide explains that there are some films which actually increase the reading techniques of boys and girls.

Some people read too slowly. A film called "Better Reading," Encyclopedia Britannica, shows a boy who is handicapped because he is a slow reader. It explains how the boy overcomes this reading difficulty. Children who read too slowly will be encouraged by this film and the help of their teacher to speed up their own reading.

"How Effective Is Your Reading?" (Coronet) will help children to see how they must learn to read for different purposes. They will learn to skim for an overall view, to read faster for a general understanding and to read more slowly and carefully if they are seeking information.

The guide explains that children in the sixth and seventh grades especially will enjoy "How to Read a Book," a Coronet film which shows two boys, one who does know the techniques of reading a book and one who doesn't. They study together and the

boy who knows how to read a book explains how books are organized--the preface, table of contents, date of publication, author, etc. These techniques will help children to become more careful readers, a habit which will better their reading in high-school, college and later life.

This film will lead to the use of another one by Coronet, "How to Read Newspapers." Many children today read only the out headlines and the comics and a great many of them read only the comic section. This film will show them some of the things to help look for in reading the newspapers. If the teacher is wise, newspapers will be available in the class-room and the techniques learned can be carried out in further class work.

Sometimes children simply do not realize the errors they are making in their method of reading. They simply are unaware of their poor habits. A film called "Improve Your Reading" (Coronet) will make vivid on the screen and in the minds of the children, some of these errors such as pointing to words, reading one word at a time, etc.

A good companion film for "Improve Your Reading" is "It's All Yours" (Pocket Books). In this film Ralph Bellamy, popular movie star shows all of the adventure children can find in the world of books. The best technique of all is to read and read some more.



"Poems Are Fun" (Coronet) will open a new avenue of reading to boys and girls by showing them the different things of interest they can find by reading poetry.

Teaching Aids Exchange is the source of a film called "Speed Your Reading." This film is best used with seventh grade boys and girls, as it points out to them how they waste their time reading by making too many fixations per line, spelling out words, and vocalizing.

"Build Your Vocabulary" (Coronet) is a film which will help the boys and girls to see how they can really add to their vocabularies as they read. "It's Fun to Read Books" (Coronet) is another film that should be included in this series. Its title speaks for itself. If we can get children to realize the real joy of reading most of their reading problems will be cured, because children and fun are synonymous.

All of the films mentioned have been to help the children with their techniques. "Why Can't Jimmy Read?", a Syracuse University film, will help the teacher see some of the problems she will face in helping children to read.

Our guide has explained all of these interesting places to us. We can never thank him enough for showing us that films can be used: to further study reading; to further reading of literature; to gain information; and to better reading techniques. All of these

things we have seen and all the information our guide has given us will help us to speed on our way as we travel down the Road to Better Reading.

### Recordings, Records and Radio

As we drive our car into the city known as the Three R's, "Recording, Records and Radio, we realize that in the new place of interest we are going to use our ears more and our eyes less."

"The critical listener realizes that there are three kinds of listening: active, marginal and inattentive. Whenever we listen, we are in one of these three stages. The critical listener knows when he is attentive and when his mind wanders; he does not confuse the two. A study made in one class at the University of Chicago showed that even able students listened actively only about half of the time. Intelligent listening is, therefore, anything but a passive process; it is an activity in itself, as reading is an activity."<sup>19</sup>

Three of the best ways to teach children to listen is through use of recordings, records and radio. These three are a vital part of any audio-visual department and may be used to improve reading.

### Recordings

"The Tape Tells the Tale" might be a slogan for the teacher who is interested in improving the oral reading of the children

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19. Dale, op. cit., p. 295.



she is teaching. As we come into this new place of interest we are allowed to watch a group of children who are interested in improving their oral reading. The teacher has each child to read two paragraphs from a story with which he is familiar. After the recording is done each child is told to get out a sheet of paper. At the top of the page he is instructed to write "Words I Missed." Halfway down the page he is told to write "Words Others Missed." On the back of the sheet the teacher has the children write "How I Think I Can Improve My Oral Reading."

The children open their books and follow what they have read jotting down the errors. They are reminded that words added, words omitted or words called one thing when they are another are errors also.

After they have finished listening to the recording words missed are put on the board. Last of all they enjoy reading their paragraphs telling "How I Can Improve My Reading." The teacher's eyes gleam as she remembers the many times she has said to them, "Read more slowly." "Don't read one word at a time." "Be careful not to repeat." They have heard her say these things many times but strangely enough their errors are far more evident to them if they "hear" them for themselves. Then too, it will give them something especially to look forward to. The next time they record their reading, it will be easy to see if they have improved.

"The tape recorder has other value in the teaching of reading," our guide tells us. "There are many places now that you can send for recordings. You send them the blank tape and they will record the programs you wish. Educators' Progress Service has a catalogue available now called Educators' Guide to Free Tapes, Scripts and Transcriptions."<sup>20</sup>

Our guide takes us to the next place of interest. Here these children are having a readiness experience before making a visit to a museum. They are listening to a tape called "Guides to The Past."<sup>21</sup> They are learning about early pioneers, archeology, and anthropology. Tomorrow when they actually make their trip to the museum, these words will have meaning for them. Later they will become part of their reading and speaking vocabulary.

Some of the State Universities have tape service. One of these is the service available from the University of Illinois at Champaign, Illinois. In the next classroom we visit the teacher who is using two tapes which she has obtained from this service. These are "From Pine Cone to Seedling" and "Bread for Tomorrow." This is part of a unit on conservation, but the teacher explains she

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20. Walter A. Wittuch, Educators' Guide to Free Tapes, Scripts and Transcriptions, (Randolph, Wisconsin: Educators' Service, 1955).

21. Wittuch, op. cit., p. 69.



is using the tapes with a two-fold purpose: (1) to give the students further information on conservation, and (2) to teach comprehension in listening, which she believes will carry over to comprehension in reading. She has listed some questions on the board which they will discuss after they have listened to the tape.

She may make this unit as narrow or as broad as she wishes. The University of Illinois lists eighty-two tape recordings under conservation that are suitable for use in grades four to eight. Some of the titles invite listening and learning:

- "Smoke Chasers"
- "Magic of the Underwater World"
- "With Pack Sack and Paddle"
- "Leaves from Nature's Story Book"
- "Beneath the Snow of Winter"
- "Forgotten Acres"

The teacher explains to us that the tapes may be used with special attention to increasing vocabulary; to further discussion; to further reading on conservation; to see how much a child comprehends what he hears. All of these things directly or indirectly will further his reading ability.

One of our fellow travelers tells of an interesting way she uses tapes to further reading. She watches the list of radio programs carefully and when the story of a book is to be given she records part of the story, takes it to class the next day

along with the copy of the book. There is always a long list who are waiting their turn to read the book to "see what happened." This is a challenge even to the most indifferent reader.

The traveler continues, "I want my children to be familiar with the folklore of our country. One tape which they especially enjoy is American Strong Men--'Mike Fink, the King of the Keel-boatmen.' I also like for them to be familiar with legendary characters of other countries. They would enjoy a story of a Norse Hero--'Lief, the Lucky,' and Greek Heroes--'Odysseus' Ten Years of Wandering.' These heard on tape invite further reading, and increase general knowledge."

We travellers all conclude that the tape recorder will be a "must" in our classroom when we get home, for we have been shown that it will help us to show children how they can improve their oral reading; it will help us to teach comprehension and listening which will carry over into reading and it will help us stimulate independent reading.

### Records

Stopping at our next place of interest the guide points to sign Records and puts his finger to his lips in a signal for us to be quiet. Before we enter we read a notice which has been put on the door.



Records are used in this room for enjoyment, to enrich what has already been read, to develop listening habits and to teach phonics.

As we enter the teacher is using the record "Davy Crockett," which is one of a series of four called, "Skys the Limit, The Tall Tales of America," Audio Visual Education, Inc. After they have finished listening to the rest of the series they will be given an opportunity to read a tall tale from some of a series of collections of tall tales which the teacher has made available for them on the reading table:

Milton Rugoff's A Harvest of World Folk Tales<sup>22</sup>

Percy Mackaye's Tall Tales of the Kentucky Mountains<sup>23</sup>

Eva March Tappan's Folk Stories and Fables<sup>24</sup>

Franklin Meine's Tall Tales of the Southwest<sup>25</sup>

We see the boys and girls as they sit down happily and choose the collection from which they will read. This group thus

22. Milton Rugoff, editor, A Harvest of World Folk Tales, (New York: The Viking Press, 1949).

23. Percy Mackaye, Tall Tales of the Kentucky Mountains, (New York: George H. Doran, 1926).

24. Eva March Tappan, Folk Tales and Fables, (Boston: Houghton Mifflin Co., 1907).

25. Franklin J. Milne, editor, Tall Tales of the Southwest, (New York: Alfred Knopf, 1946).

interested in further reading, the teacher turns her interest to a group of children who need special help in phonics. She now chooses a series of records called the "Sound Way to Easy Reading."<sup>26</sup>

These records help the child who has gotten lost on the reading road to develop some skills which he needs so badly. The children do not consider this a punishment, but rather a privilege, as they practice their phonetic skills to records. After using these the teacher allows these children to read more simple collections of folk tales, for here she has found a child can read it without any stigma as to what grade book he is reading from and in the simple language of the folk tale she finds words the slow reader can understand and get pleasure from. Some collections which are simple enough for remedial reading are:

Mona L. Pratt, Aesop's Fables<sup>27</sup>

Maude Barrows Dutton, The Tortoise and The Geese  
and Other Fables of Bidpai<sup>28</sup>

Joseph Jacobs, The Fables of Aesop<sup>29</sup>

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26. The Sound Way to Easy Reading, (Wilmette, Illinois: Bremner-Davis-Phonics, 511 Fourth Street).

27. Mona L. Pratt, Aesop's Fables, (Philadelphia: David McKray Company, 1929).

28. Maude Barrows Dutton, The Tortoise and The Geese and Other Fables of Bidpai, (Boston and New York: Houghton Mifflin Company, The Riverside Press, 1908).

29. Joseph Jacobs, The Fables of Aesop, (New York: The Macmillan Company, 1950).



Rachel Field, Eliza and the Elves 30

As we are getting ready to leave we see an attendant getting the recordings ready for an incoming class. He explains to us that they have been studying about early colonial days and will listen to a record called "Landing of the Pilgrims." He shows us the disc-cabinet of enrichment records which are available to any teacher who may be interested. They include such titles as:

"Voyages of Christopher Columbus"

"California Gold Rush"

"Riding of the Pony Express"

"Paul Revere and the Minute Men"

"Wright Brothers: Pioneers of American Aviation"

"Lee and Grant at Appomatox"

"Sam Houston, The Tallest Texan"

All of these and more are available from Children's Reading Service, 1078 St. John's Place, Brooklyn 13, N. Y. Another group, during the next hour will use records to improve their comprehension. A part of the record will be played; the children will write down what they have remembered, and then the same part will be replayed to show them how much or how little they have comprehended what they have heard.

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30. Rachel Field, Eliza and The Elves, (New York: The Macmillan Company, 1926).

We leave this Record Room with a feeling that records have a definite place for the teacher who is interested in furthering reading, enriching reading which has been read, teaching phonics and improving comprehension.

### Radio

As we walk toward the next place of interest one traveller on remarks, "I'm surprised to see Radio included in this tour. I thought it was a thing of the past!"

"Oh no," the guide replies. "Radio has many uses in the school. Some states such as Minnesota have educational radio. Minnesota calls its programs, 'Minnesota School of the Air.' The teachers know when the programs will be and they tune in on the ones they feel will be helpful."

"That is excellent," replied the traveller, "But some states have no such educational services; what value can radio have to them?"

"Let me take you into this next place of interest and you will see."

Radio and Oral Reading. Here, first of all, we see a radio announcer as a guest of a class which is interested in improving its oral reading. The announcer is showing the class how he has learned to read ahead, grasping large thought units before he



actually says them. He also shows them how he has learned to put proper emphasis on certain words. He also explains to them how important it is that he read a great deal.

"My job depends, boys and girls, on my ability to keep up with everything. I must read the daily newspapers; keep up with articles running in the magazines, and know about the latest books. The fifteen minutes I spend talking to you over the air quite often means hours of reading."

The announcer cordially invites the class to visit the radio station and give a program. This would certainly be an incentive to students to improve their oral reading through practice and preparation for the time they will spend on the air.

Use of Radio to Increase Vocabulary. After the announcer had left the teacher said, "We have had an excellent reader show us how valuable it is for us to read well. One of the first things we can do to improve our oral reading is to increase our vocabulary. The radio can help us to do this. Now we are going to listen to a fifteen minute program. I want you to enjoy the program, but I also want you to copy down any words that are used with which you aren't familiar. Perhaps you won't know how to spell the words. If you cannot spell them perfectly put them down the way you think they should be spelled and we will look up the correct spelling later."

We could see that the children were really concerned with

building their vocabularies and the radio would be a valuable help to them.

To Introduce Books. The teacher explained to us that once each week the children listen to a program called, "Let's Talk about Books." She said she always contacts the station ahead of time so that she could have in her classroom the books that would be talked about. She showed us a chart kept with each pupil's name listed and little miniature books in different colors opposite their names showing how many books they had read. "Many of these books," she explained, "are ones the children first heard about on this weekly program, 'Let's Talk About Books.'"

### Program Planning

"I think all of these activities will be very helpful toward furthering reading, but will you actually let the children give a radio program?" one of the travellers inquired.

"Yes, I plan to do that," the teacher explained. "I have borrowed scripts from the local station and ordered some commercial scripts. We will have a committee to select a script. This alone will involve much reading. In addition to this I will bring into the classroom as many books as I can find on the techniques of radio. I hope that the children will find some form of radio production in which they are interested. We feel that radio is very helpful to us."



We had to agree with her, for we could see that Radio definitely has a place in the teaching of reading. It can act as an incentive to the improvement of oral reading. It can aid in building better vocabularies. It may be used as a means of introducing new books, and radio production itself will lead a class on many roads to reading.

### Flat Pictures

As we ride down the highway we see billboards on every side. "We really live in a world of pictures, don't we?" remarks a companion. "Yes, and pictures exert much power over our thinking. There are pictures everywhere, hanging in our homes, on the highways, in the magazines and books we read, on the pages of our newspapers and in the buses and trains we ride." "Look," the traveller continued, "the next place we are coming to is called Picture Panorama."

"Yes," the guide picked up the conversation. "In Picture Panorama we will see that pictures have a power in the teaching of reading also."

### Flat Pictures Motivate Reading

As we walk along near the entrance to this place of interest we overhear a little boy talking to a friend, "I just got a good book out of the library--it's got lots of pictures in it."

Truly pictures are a motivation to reading. The very number of pictures and their attractiveness often help us to choose the book we will read.

As we enter Picture Panorama we notice a large signpost Pictures Pave the Way. We stop and look at a large lighted bulletin board in the foyer of the school.

"You will notice," the guide points out, "that people in this place make much use of bulletin boards. They believe the pictures displayed there will cause the children to become so interested they will want to read more."

This bulletin board is bright with the jackets from several new books. The caption Adventure Awaits You will bring the children closer to the board. The colorful pictures on the jackets will send them scurrying to the library in search of "that book they took the cover off of--you know the one that's on the bulletin board."

As we enter the first classroom we see the teacher is making use of textbook illustrations. We have had textbook illustrations since the McGuffey Readers but they have changed from pale, lifeless illustrations to colorful prints which capture our imagination. We listen to the teacher for a few minutes. "Let's look at the pictures in this chapter before we read the words and see if we can find some hints about what we are going to read. There follows a discussion period which is very alive. It sets the



stage for the actual reading of the chapter. Teachers omit a very basic teaching tool when they fail to make the most of textbook illustrations.

In the second room we visit the teacher is using a group of pictures from the series--"Life in Other Lands" (ancient Egypt).<sup>31</sup> The pictures are large enough that they can be shown in front of a group. The class is beginning a unit on Egypt and the teacher is using the still pictures as motivation for further reading about the Pyramids, the Sphinx, the Nile, etc.

The children begin by pointing out the large objects in the picture, but as the discussion progresses they talk about more detailed things. They list on the board some of the things they will want to find in their reading about Egypt.

"As the reading progresses," the teacher continues, "we will ask the children to bring in all of the pictures they can find on Egypt and we will make booklets using their pictures and the information they have learned."

#### Pictures Used to Summarize Material

"In this next class," the guide continues, "the teacher has just about completed her unit on The Netherlands."

We learn during the course of the unit the children have

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31. "Life In Other Lands," Ancient Egypt, Informative Classroom Pictures, Racine Wisconsin.

collected a lot of excellent pictures from magazines. Now a committee has linked these pictures together after they have been pasted on heavier paper and they are planning a session in which they will show the pictures by using the opaque projector. As they show each one they will tell all that they have learned about these different pictures. After the discussion period is over they will decide on further independent reading about Holland. Thus pictures, in this case, will help the students to summarize facts they have learned and will help them to decide on areas for further reading.

### Pictures for Meaningful Experiences

As we continue on our tour around Picture Panorama we are especially impressed by the work which is going on in a place called Remedial Reading.

Here the teacher has much patience. The children have not come in for their daily remedial work so she shows us some of the ways she is using pictures in her remedial work.

"We are trying to follow here," she explains, "the Chicago non-verbal method of teaching reading. Children are naturally attracted by pictures, so why not use this medium to teach them words. First of all we have selected a vocabulary of common words. For each word we have found a picture to symbolize this word. The word and picture have been put on flash cards. After



the child has said these flash cards, he is shown the same words without the picture. The picture makes a concrete impression on his mind and helps him remember the word."

After showing us the picture word cards the teacher shows us a picture sound chart that she uses with the children. Words with short vowels such as "hatchet", "craft" and "catcher" are pictured as are words with long sounds such as "spade," "rake" and "boat".

After the child has had the practice with the sound chart the words are written into stories for him to read. These stories have been duplicated and fixed in booklet form. After the children read these they can usually recognize the words when they see them in their every day reading.

The teacher also explains to us that she tries to use readers which have a great deal of picture appeal for children can be taught a lot about word recognition just through use of the pictures in the textbooks.

Older children look at pictures of labeled parts of machines. These words are added to their sight vocabulary. Older children also are given magazines and asked to make a picture file. When these pictures are mounted, labeled and filed many words are added to limited vocabularies.

We spent too long a time in this Remedial Reading Room, for one cannot help but be very concerned for children who are

stumbling along the Reading Road. Pictures can surely help them along their way.

Our guide summarizes our visit to Picture Panorama. "I have shown you how flat pictures can motivate reading; how they can add to sight vocabulary and finally how they can help with remedial reading cases."

Flat pictures surely have their place on the road to reading for as Marjorie East says, "Whether or not you are finding it hard to concentrate on these words, you did notice the drawings on this page."<sup>32</sup>

Other authorities agree with this view. Haas and Packer say, "Without pictures the world today would not be as meaningful as it is to most of us. Pictures crystallize ideas and form much of the basis of thinking. Successful planned teaching depends upon the effective use of pertinent pictures."<sup>33</sup>

#### Realia

Our journey has been long and we are fast coming to the end of our way, but we save one afternoon for a short trip to a little place called Realia.

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32. Marjorie East, Display for Learning, (New York: The Dryden Press, 1952), p. 5.

33. Kenneth B. Haas and Harry Q. Packer, Preparation and Use of Audio-Visual Aids, (New York: Prentice Hall, 1950), p. 111.



The guide takes us first to the town's large storage warehouse for Realia takes up a vast ammount of space. We see rows of stuffed birds, old pistols, spinning wheels, Indian arrowheads, coffee grinders, and many, many other things.

"What can these things possibly have to do with the Road to Reading?" This question is on the lips of all in our party.

A principal in one of the schools we visit answers the question for us. "In Realia we feel that anything which will make reading more real is important. Some of our teachers have a hodge-podge of realia in their rooms. Children often bring objects into the classroom. They are allowed to show these objects to the other children. This creates interest but does not always further reading. We believe in the alert teachers who will take an arrowhead brought in by a small boy's grubby hands and turn it into an interesting unit on "Indian Life." One little arrowhead has sent a roomful of boys and girls to encyclopoedias for hours of research and to books for hours of adventure. This is the right use of Realia."

We are led into many interesting rooms. We see a table in one room which has displayed, dolls dressed in national costumes, a ribbon leading from the doll's hand to a spot on a large globe where the country which the doll represents is located. Behind the table we see the flags of these nations displayed. The teacher tells us this realia has brought about much reading of books about different nations.

In another room we see a diorama with a colonial scene depicting John Alden and Priscilla. This has concluded the reading and study of "The Courtship of Miles Standish." Miles Standish, John Alden and Priscilla have become real to these children. The words of the poem have come to life in the tiny statues of this diorama. Seventh Grade children's hands have fashioned.

Still another room is getting ready for a study of coal. The teacher has asked the children to bring in different samples of coal. They are just beginning their study. Later on, the teacher explains they will bring in the samples of the by-products of coal to add to their display. This will be after reading and research have made these by-products clear in their minds. The words anthracite, bituminous, peat, and other words connected with the study will become a part of their reading and speaking vocabulary.

We could go on and on listening to our guide tell us about Realia, but our time is short and we feel that we have learned by demonstration that Reading and Realia can go hand in hand.

#### Summary

As we come to the end of our visits to Places of Interest we summarize that we have seen in Our Diary of Our Trip.

We saw in Filmstrips examples of filmstrips:

Creating Interests

Helping with Remedial Reading



Giving Meaningful Information  
Used as Textfilms.

In the little town of Films we saw films being used to:

Further Study Reading

Further Reading of Literature

Give Valuable Information

Improve Reading Techniques

Recordings, Records and Radio can do much to improve reading.

We were shown that Recordings will:

Tell the Tale in Oral Reading

Give Readiness Experiences

Teach Comprehension in Listening

Increase Vocabulary

Test Comprehension

Motivate Further Reading

Records, we have seen may be used:

For Enjoyment

To Enrich What Has Been Read

Develop Listening Habits (Good listeners are usually

good readers.)

To Teach Phonics

Improve Comprehension (Another carry-over quality into

reading)

We have discovered that the radio has valuable uses in the teaching of reading:

To Increase Vocabulary

Give Example of Good Oral Reading

Motivate Reading of Books and Other Materials

We will never forget our visit to Picture Panorama. Here we saw flat pictures used:

To Motivate Reading

To Summarize Material Read

To Give Meaningful Experiences

To Aid in Remedial Reading

Last of all we visited Realia and learned that Realia can make reading more meaningful as:

An Introduction to Reading

An Activity During Reading

A Conclusion to Reading

We close our diary carefully. In it are many things we will read again and again, for our trip to Places of Interest has been one of the most interesting and suggestive rides on our Road to Reading.



## CHAPTER V

### END OF THE TRAIL:

#### SUMMARY

As we come to the end of our trail we pause for a moment and look back over the road we have traveled. It has been a long journey from the cowpath in New England to the broad super-highway of Reading Today. There have been many Signposts and many Places of Interest along the way, but as we come to Trail's End we can see our way clearly and visualize the important audio-visual avenues to reading.

It has been the purpose of this study to determine the implications of audio-visual aids to improve the teaching of reading in the upper elementary grades of the Hopkinsville, Kentucky Public Schools. To reach this objective three sub-problems have been investigated:

A Review of the Literature Related to the Teaching of Reading.

A Review of the Literature Related to the Use of Audio-Visual Aids in the Teaching of Reading.

Suggested Techniques and Practices in the Use of Audio-Visual Aids That Have Value in the Teaching of Reading.

Data was collected for this study through the reading of books, brochures, reports and periodicals on this subject and through actual classroom observation.

Point of View Found Predominant in  
the Teaching of Reading

Many authorities have voiced their opinions in the teaching of reading. A few take extreme views, but the majority believe in following the middle of the road.

They believe in considering the child's interests and his readiness to read, whether it is in the first or in the twelfth grade. If the child is not ready for the reading you want him to do they believe it is necessary to build that readiness.

These authorities believe in the use of phonics in the teaching of reading as long as it can be closely associated with the material read.

They believe in caution during the middle years. These years are very important in the growth of the child and they are also just as important in his reading growth. It is this period that word recognition techniques must be re-taught until they are well-learned. Reading as to purpose must be introduced. Oral reading must be practiced until smooth and comprehension must be taught to keep pace with increased speed.

Last of all they believe that the teaching of reading is a one-through-twelve grades procedure and that each teacher in each grade must realize this and cooperate with the one who has preceded her in teaching the child.



These are the general beliefs of men and women who have devoted their lives to the improvement of the teaching of reading.

### Point of View Found Predominant in the Use of Audio-Visual Aids in the Teaching of Reading

It has been found in the reading of authors who have made a careful study of the use of audio-visual aids in the teaching of reading that there are certain very definite values to be gained by their use.

They give valuable experiences and enrich background.

They teach new words and make old words more meaningful.

They can be used as repetitive devices.

They increase comprehension.

They aid in the teaching of phonics.

They help teach techniques and skills.

They increase the speed of reading.

They help in the teaching of oral reading.

They help with remedial reading.

They stimulate interest in further reading.

It is the belief of leading authorities that all of these values may be gained by the use of the audio-visual aids in the teaching of reading.

## Uses of Audio-Visual Aids That Have Value in Teaching Reading

A proposed plan for the use of certain audio-visual aids has been set up. It is believed that filmstrips, films, recordings, records, radio, flat pictures, realia and television can be made meaningful and effective in the teaching of reading.

The conclusions to this study are as follows:

That the use of filmstrips will create interest; help with remedial reading, give meaningful information; and through use of textfilms give important supplementary material to textbooks.

That the use of 16mm. films will also help along the Road to Reading. They can be used to further study reading; to further the reading of literature; to give valuable information; and to improve reading techniques.

That recordings, records and radio can do much to improve the teaching of reading.

That tape recordings can be used to "tell the tale" in oral reading; to give reading readiness; to teach comprehension in listening; to increase vocabulary; to test comprehension and motivate further reading.

That records can be used for enjoyment; to enrich what has been read; to develop good listening habits; to teach phonics and



to improve comprehension.

That the radio has valuable uses in the teaching of reading by increasing vocabulary; by giving examples of good oral reading, and by motivating the reading of books and other materials.

That flat pictures if used properly and as suggested will motivate reading; summarize material read; give meaningful experiences and aid in remedial reading.

That Realia also has value in the improvement of the teaching of reading when used as an introduction to reading; as an activity during reading, and as a conclusion to reading.

That television can aid in the teaching of reading by sending the students for further study in the encyclopedia; by building readiness for further reading; by giving excerpts from good literature which will challenge further reading, and by increasing the general sight vocabulary of the reader.

It is believed all of these methods and procedures will improve the teaching of reading in the upper elementary grades.

#### Values to be Gained by This Study

It is hoped that certain values will be gained by this study. They are as follows:

It is hoped a general improvement in the teaching of reading in the Hopkinsville, Kentucky upper elementary grades will come through the use of suggested techniques and procedures.

It is also hoped that other teachers, principals, and directors of Audio-Visual Aids may desire to set up similar programs in their systems for the improvement of reading through the use of Audio-Visual Aids, as a result of this study.

### Trail's End

Trail's End comes with a feeling that Audio-Visual Aids can lead the way to a continued smoothly paved road--the Road to Better Reading in the upper elementary grades!

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