A DIFFERENTIATED LANGUAGE-ARTS CURRICULUM
IN TERMS OF GROWTH LEVELS OF CHILDREN

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***

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>2</td>
</tr>
<tr>
<td>Need and importance of the study</td>
<td>3</td>
</tr>
<tr>
<td>Philosophical considerations on which the study is based.</td>
<td>3</td>
</tr>
<tr>
<td>Limitations of the study</td>
<td>5</td>
</tr>
<tr>
<td><strong>II. THE LOCATION OF THE STUDY</strong></td>
<td>8</td>
</tr>
<tr>
<td>The community</td>
<td>8</td>
</tr>
<tr>
<td>The school system</td>
<td>13</td>
</tr>
<tr>
<td>The professional staff</td>
<td>15</td>
</tr>
<tr>
<td>Administrative organization of the elementary-school program</td>
<td>22</td>
</tr>
<tr>
<td>Development of the language-arts curriculum now in use</td>
<td>25</td>
</tr>
<tr>
<td><strong>III. LITERATURE RELATING TO TEACHING AND LEARNING IN THE LANGUAGE ARTS</strong></td>
<td>31</td>
</tr>
<tr>
<td>The contribution of Gates</td>
<td>31</td>
</tr>
<tr>
<td>The work of Gray</td>
<td>41</td>
</tr>
<tr>
<td>Additional contributions to reading instruction</td>
<td>46</td>
</tr>
<tr>
<td>Contributions to the field of children's literature</td>
<td>57</td>
</tr>
<tr>
<td>Research in the literature of the communication skills</td>
<td>64</td>
</tr>
<tr>
<td>Other research studies in language arts</td>
<td>75</td>
</tr>
<tr>
<td>Courses of study</td>
<td>88</td>
</tr>
<tr>
<td>The work of the National Council of Teachers of English</td>
<td>101</td>
</tr>
</tbody>
</table>
CHAPTER PAGE

IV. SYSTEM-WIDE TESTING PROGRAM .............................. 108
   Instruments used ....................................... 109
   Organization of growth levels .......................... 123
   Class grouping ......................................... 127

V. THE GROWTH LEVELS OF ELEMENTARY-SCHOOL CHILDREN .......... 129
   The growth of language ................................. 129
   The nature of language development ...................... 130
   Relationships of language growth to other phases of
development ............................................ 133
   Continuity in the development of language ............... 136
   Grouping for instruction in language .................... 137
   Elimination of the grade-level concept .................. 139
   Growth levels of children .............................. 140
   Regrouping within the class for instructional purposes . 156
   Integration of the separate areas of the language arts . 157

VI. A PROPOSED CURRICULUM IN THE LANGUAGE ARTS ................ 159
   Subject matter ......................................... 159
   Growth levels for instruction .......................... 161
   Subgroups within the growth levels ...................... 161
   Long-range purposes inherent in language instruction ... 162
   The content of the curriculum .......................... 163
   Pre-school readiness for instruction .................... 163
   The program of the first growth level ................... 165
   Objectives for the first year ........................... 166
   Grouping in the first year .............................. 167
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and procedures in the first year</td>
<td>167</td>
</tr>
<tr>
<td>Evaluation in the first year</td>
<td>170</td>
</tr>
<tr>
<td>Materials for instruction at the first-year level</td>
<td>170</td>
</tr>
<tr>
<td>The program of the second growth level</td>
<td>172</td>
</tr>
<tr>
<td>Objectives for the second year</td>
<td>173</td>
</tr>
<tr>
<td>Grouping in the second year</td>
<td>174</td>
</tr>
<tr>
<td>Activities and procedures in the second year</td>
<td>175</td>
</tr>
<tr>
<td>Evaluation in the second year</td>
<td>181</td>
</tr>
<tr>
<td>Materials for instruction at the second-year level</td>
<td>182</td>
</tr>
<tr>
<td>The program of the third growth level</td>
<td>183</td>
</tr>
<tr>
<td>Objectives of the third year</td>
<td>184</td>
</tr>
<tr>
<td>Grouping in the third year</td>
<td>185</td>
</tr>
<tr>
<td>Activities and procedures in the third year</td>
<td>186</td>
</tr>
<tr>
<td>Evaluation in the third year</td>
<td>191</td>
</tr>
<tr>
<td>Materials for instruction at the third-year level</td>
<td>192</td>
</tr>
<tr>
<td>The program of the fourth growth level</td>
<td>193</td>
</tr>
<tr>
<td>Objectives for the fourth year</td>
<td>194</td>
</tr>
<tr>
<td>Grouping in the fourth year</td>
<td>195</td>
</tr>
<tr>
<td>Activities and procedures in the fourth year</td>
<td>196</td>
</tr>
<tr>
<td>Evaluation in the fourth year</td>
<td>206</td>
</tr>
<tr>
<td>Materials for instruction at the fourth-year level</td>
<td>209</td>
</tr>
<tr>
<td>The program of the fifth growth level</td>
<td>211</td>
</tr>
<tr>
<td>Objectives for the fifth year</td>
<td>212</td>
</tr>
<tr>
<td>Grouping in the fifth year</td>
<td>213</td>
</tr>
<tr>
<td>Activities and procedures in the fifth year</td>
<td>214</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Evaluation in the fifth year</td>
<td>221</td>
</tr>
<tr>
<td>The program of the sixth growth level</td>
<td>223</td>
</tr>
<tr>
<td>Objectives for the sixth year</td>
<td>224</td>
</tr>
<tr>
<td>Grouping in the sixth year</td>
<td>225</td>
</tr>
<tr>
<td>Activities and procedures in the sixth year</td>
<td>225</td>
</tr>
<tr>
<td>Evaluation in the sixth year</td>
<td>232</td>
</tr>
<tr>
<td>The program of the seventh growth level</td>
<td>234</td>
</tr>
<tr>
<td>Objectives of the seventh year</td>
<td>235</td>
</tr>
<tr>
<td>Grouping in the seventh year</td>
<td>236</td>
</tr>
<tr>
<td>Activities and procedures in the seventh year</td>
<td>236</td>
</tr>
<tr>
<td>Evaluation in the seventh year</td>
<td>243</td>
</tr>
<tr>
<td>VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>245</td>
</tr>
<tr>
<td>Summary</td>
<td>245</td>
</tr>
<tr>
<td>Results of the testing program</td>
<td>245</td>
</tr>
<tr>
<td>Child development approach</td>
<td>247</td>
</tr>
<tr>
<td>Growth levels of elementary-school children</td>
<td>247</td>
</tr>
<tr>
<td>Instructional materials</td>
<td>250</td>
</tr>
<tr>
<td>Conclusions</td>
<td>252</td>
</tr>
<tr>
<td>Recommendations</td>
<td>253</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>255</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>267</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Educational Preparation of the Professional Staff in the Elementary Schools of the Cleveland Heights City School District, 1955-1956</td>
<td>17</td>
</tr>
<tr>
<td>II. Number of Years of Professional Experience of the Teachers of the Cleveland Heights Elementary Schools, 1955-1956</td>
<td>18</td>
</tr>
<tr>
<td>III. Educational Preparation and Professional Experience of the Central Administrative Staff of the Cleveland Heights City School District, 1955-1956</td>
<td>20</td>
</tr>
<tr>
<td>IV. Educational Preparation of the Personnel Serving as Auxiliary Services to Classroom Teachers, 1955-1956</td>
<td>21</td>
</tr>
<tr>
<td>V. Range in the Ability of Children in Cleveland Heights Elementary Schools on the Metropolitan Readiness Tests, 1952-1956</td>
<td>111</td>
</tr>
<tr>
<td>VI. Interpretation of Intelligence Quotients in Relation to the General Population on the California Short-Form Test of Mental Maturity</td>
<td>113</td>
</tr>
<tr>
<td>VII. A Comparison of the I. Q.'s of 4,168 First-Grade Children in Cleveland Heights with Those Representing the General Population, 1952-1956</td>
<td>115</td>
</tr>
<tr>
<td>VIII. A Comparison of the I. Q.'s of 3,199 Children in the Third Grade in Cleveland Heights with Those Representing the General Population, 1952-1956</td>
<td>116</td>
</tr>
</tbody>
</table>
IX. A Comparison of the I. Q.'S of 2,919 Sixth-Grade Children in Cleveland Heights with Those Representing the General Population, 1952-1956 ........................................... 117

X. Ranks of 981 Children in Five Tests Administered in First and Third Grades in the Cleveland Heights Elementary Schools, 1952-1956 ........................................... 126

XI. Classification into Instructional Groups of 981 Children Taking All Five Tests in the City-wide Testing Program, Cleveland Heights Elementary Schools, 1952-1956 ........................................... 127
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distribution of Grade-Level Equivalents of Scores on the Gates Primary Reading Tests Administered to 2,904 Children in the Cleveland Heights Elementary Schools, 1952-1956</td>
<td>120</td>
</tr>
<tr>
<td>2. Distribution of Grade-Level Equivalents of Scores on the Stanford Reading Tests Administered to 3,208 Third-Grade Children in the Cleveland Heights Elementary Schools, 1952-1956</td>
<td>122</td>
</tr>
<tr>
<td>3. Distribution of Grade-Level Equivalents of Scores on the California Reading Tests Administered to 2,915 Sixth-Grade Children in the Cleveland Heights Elementary Schools, 1952-1956</td>
<td>124</td>
</tr>
</tbody>
</table>
The area of the school program represented by the language arts forms the center of the elementary-school curriculum. This group of studies, to a greater degree than any other, provides children with the fundamental learnings upon which are based all other phases of intellectual development. A major part of the public criticism of education and disagreement with public-school policies and achievement of the past several years has revolved about the language arts.

The whole field of reading instruction, to which there has been so much lay and professional attention, is the core of the language arts. The skills of usage, grammar, punctuation, spelling, and handwriting are all parts of that area of the school curriculum which is designated by the term language arts.

The wholly aesthetic phases of language which come under the general classification of literature, including poetry, prose fiction, and biography, are included as a part of the language arts. An additional phase of the language arts about which teachers and administrators are becoming more and more concerned is that group of skills under the broad category of listening: the ability to give attention to oral information by which people learn to a greater degree today than at any time since the invention of printing. Before the era of printing and the mass production of books, most of the learning that took place was gained by listening. Later, and very gradually, the use
of the sense of sight took precedence over hearing, and learning became a problem of reading. With the advent of radio, listening became once more a major avenue of learning. Teachers were not prepared for this, and courses of study still fail to make adequate provision for learning and teaching in this important area. Now with the addition of television, in which both listening and seeing are important, teachers are faced anew with a unique learning situation requiring the use of language skills.

Statement of the problem. The present study is concerned with a program in language arts for young children. The writer has for many years been concerned with the teaching and learning of young children. He has been a teacher, a supervisor, and has worked in teacher-education programs. Always it has seemed imperative to provide better ways of meeting the needs of young children in the area of the language arts. The teaching of the present day must be concerned with the instruction of the masses of children who come each year to the public school. That these children are all different is an axiom which teachers now accept without question. And, yet, schools are not thought to be doing an adequate job of differentiating instruction to meet the varied needs of children. This study attempts to devise a program in the language arts to meet the need of differentiating instruction according to the growth levels of children.

The curriculum for the young child, furthermore, must be developed to meet the needs of specific children. It must be built after careful study of the community in which it will have its use. The
curriculum developed by the present study is based on the very special needs of the children of the Cleveland Heights, Ohio, City School District. In this, as in every community, there are unique factors which govern the content of the curriculum. In order to provide the most effective and useful curricular experiences for the children of any community, it is necessary to study the personal and social background of the children as well as their record of prior achievement so that further steps for their educational development can be based on what has gone before.

Need and importance of the study. The community with which this curricular study is concerned has been known for its good schools. The curriculum in the language arts, however, has not changed over the years to keep up with what is known about the ways children learn most effectively, about the changes in the content of the language arts, and, particularly, about the methods which teachers may use to work with individual children most efficiently. The importance of this study, then, was found in the development of a practical and functional program which could be used in this community to make learning in the language arts more effective for children.

Philosophical considerations on which the study is based. This statement of philosophy aids in approaching the subject-matter content of the curriculum by both teachers and children. After careful study of the literature of the language arts and the deliberation of the curriculum committees of the school system, the writer developed the following list of considerations upon which to base the language-arts
program designed for these schools:

1. The language pattern of the young child must develop along two pathways: that of the individual and that of the individual's development as a part of the total social situation in which he finds himself.

2. Language is a medium of communication. As such it becomes the unifying force of the elementary-school curriculum. It will draw its content from the experiences of the learners and from other subject-matter areas.

3. Language is the major vehicle for building understanding among peoples. It is the means of democratic living. Young children must become equipped to use language skillfully in a functional manner.

4. Effective expression in language is based upon the ability to think clearly. Young children must be helped to think effectively by experiences in problem solving, reasoning, and planning in accordance with their individual intellectual abilities and maturational levels.

5. Each individual's development can begin only from that point which has already been reached. This renders false the organization of the school by grade-level standards. To assure continuity of development, language experiences must be related to individual maturation.

6. Experience in language activities should allow for the highest possible development of the individual. This implies a program of instruction geared to each child's unique capacities. Attention must be given especially to the recognition and development of special talents of children in creative language.

7. Personal incentive is a major factor in successful learning. Children must be stimulated both by the content of the language-arts program and by the quality of teaching to desire an optimum development of their language powers.

8. Children must lay the foundations for the ultimate ability to read intelligently in the elementary school. This includes the development of intellectual curiosity and personal interests for the enrichment of living through reading.

9. Children must be helped to see in literature the reflection of human experience and, by their own use of literature, develop their understanding of other people. Knowledge gained through literature should become the primary source for the understanding of the past and present and a basis
for planning in the future.

10. It is essential for the individual to attain mastery over the mechanical skills inherent in adequate personal expression in speech and writing, reading and listening.

11. In addition to the skills of communication, children need to learn to use language creatively as an expression of their own thoughts and feelings. Creative self expression represents a high level of language competency.

12. Children must begin the long developmental task of straight thinking in the elementary school. This can best be done in the language-arts areas as children learn to gather facts, to examine them critically, and to organize them for effective communication to others.

**Limitations of the study.** In this study the writer proposed to develop a curriculum in the language arts which include seven years of the young child's educational development. This is the span of time traditionally assigned to the kindergarten and the first six grades of the public-school program which is known as the elementary school. To remove one hazard to the continuity of learning, the concept of grade-level standards which is traditional in most American schools, was eliminated. The program was organized to adhere to the recognized growth levels of children by the organization of the school into chronological age groups. These, in turn, were further subdivided into smaller groups according to individual maturation in order that teachers could more nearly approach individual teaching within the framework of mass education to which, in America, elementary education is committed.

Because any curriculum must reflect the needs and the nature of the community in which it is to be used, this program was based on the testing program which the writer directed over the four years from 1952 to 1956. The data derived from this program included test results in
the field of reading readiness, reading achievement, and intelligence. On the basis of these data, three parallel groups of children were organized. The highest group of intelligence and achievement, the group of gifted children, was presented with the most advanced program in the areas encompassed by the language arts. The middle group, or average children, was organized for a less advanced program. The third group was classified as slow and a curriculum geared to their particular needs was planned.

Because of the nature of the community and the intellectual ability of the children, the groups listed did not correspond with the averages in the general population. The gifted group was in a somewhat higher classification than that in which gifted children are considered usually. The middle group was somewhat above the average of the general population, while the slower-moving group did not consist of slow learners in the usual sense but, rather, approached the level of the average of the general population. The few children in this school system who fall in the dull group of learners are cared for through special classes outside the regular classroom and do not constitute a problem to the classroom teacher.

The program planned in this study was limited to the language-arts area. The study was necessarily broad and by its nature included in its content subject matter from the other academic disciplines.

Another limitation was the fact that in the area of creative language there was a loss in objectivity. The material of curricular content in this phase of the program was based on the work of children
and was judged subjectively by the classroom teacher and the writer. The selection of the material came from several thousand pieces of children's writing collected over the school year, 1955-1956.

The dissertation is divided into five parts. First, the community which is served by the school system was described carefully with relation to its effect on the school's program for young children. The school system was examined, with attention given to the professional staff, the physical plant, and the make-up of the pupil population. The language-arts program was described in terms of how it developed, what it became, and ways in which changes were attempted.

Second, the professional literature which bears on the development of the language-arts area of the elementary-school curriculum was surveyed. Here the contributions of recognized authorities in the field were examined and their particular validity for the study pointed out.

Third, the testing program on which the objective factors of the study rest was described. A fourth section presented the curriculum as worked out for the practical use of teachers and children. The fifth, and final, section was devoted to a summary together with recommendations for the ultimate implementation of this program in the schools of the community.
CHAPTER II

THE LOCATION OF THE STUDY

The study described here was undertaken in the public schools of two residential suburban communities in the metropolitan area of Cleveland, Ohio. The people of these two cities, Cleveland Heights and University Heights, consolidated their efforts to provide good schools for their children in the belief that neither city alone could provide educational advantages equal to their combined endeavor. The Cleveland Heights City School District is the result of that consolidation.

The community. Cleveland Heights was incorporated as a village in 1903 and became a city in 1921. Today its population is estimated to be 64,000 and it covers an area of about eight square miles. It is located to the southeast of the city of Cleveland and borders Cleveland on its western boundary. The city has the city manager form of government with a charter which provides for the popular election of a city council.1

University Heights, a newer and smaller residential city, borders Cleveland Heights to the southeast and became a city in 1940. Its population, estimated at 8,000, continues to grow with some areas yet to be built up.

1. The League of Women Voters of Cleveland Heights, Know Your City (Cleveland: The League of Women Voters of Cleveland Heights, 1956).
In many ways these two communities are so much alike that they can, for all practical purposes, be discussed as one. Rather generally Cleveland Heights, since it is the older, has located in it the old mansions and estates, built thirty, forty, and fifty years ago, which made this community the earliest and most important suburb of Cleveland. In Cleveland Heights, also, are found the largest of the apartment districts whose residents require special considerations in terms of recreational facilities and social services on the part of the public schools. In Cleveland Heights, in addition to apartment houses, there are many multiple dwellings consisting usually of two-family units. There is much rental property in Cleveland Heights with a corresponding mobility on the part of families with its attendant change in pupil personnel in the schools.

University Heights, a community of large single homes, for the most part, has little rental property and the school population is more stable because of this factor. Unlike Cleveland Heights, however, this community is still growing and its schools continue to feel the pressure of increasing enrollments.

These two economically favored cities are exclusively residential in character. There is no heavy industry of any kind and business is restricted to the service types which are necessary to a residential community. Grocery stores, service stations, clothing specialty shops, repair shops, and other small businesses of like nature constitute the business of the community.

The two cities are a community of many churches and temples
indicating that the practice of religion plays a major part of the life of the people. Most of the Protestant denominations common to life in America are represented. There are, in addition to several Protestant churches, three large Roman Catholic parishes and many Jewish congregations. John Carroll University, founded in 1886, is located in University Heights. It is owned and controlled by the members of the Jesuit Order. Although the regular sessions of the University are open only to men, it operates evening and summer programs which are open to both men and women. This University is developing a public-service program which is having an effect for good on the life of the community. A small women’s college, also of the Roman Catholic Church, is Ursuline College, which is located in Cleveland Heights.²

There are a number of well-cared-for and well-equipped city parks in both cities. The Cain Park Theater, which holds a unique position as the only municipally-owned and operated theater in the country, is located in Cleveland Heights. It is situated in a natural outdoor amphitheater and has a large stage and a seating capacity of three thousand persons. Many of the best musicals of the New York stage are produced here in the summer and provide unusual opportunities for the young people of the community to receive theatrical training as an adjunct to their education in the public schools. Instruction is offered to both children and young people in creative dramatic arts, puppetry, dance, radio, and television practice.

² Cleveland Chamber of Commerce, "Educational and Cultural Features of Cleveland" (Cleveland: The Chamber of Commerce, 1956). (Mimeographed.)
No discussion of the cultural aspects of the Cleveland Heights-University Heights communities is adequate without emphasis given to the offerings of the metropolitan area of Cleveland which constantly augment and vitalize the work of the schools. Most noted of these community contributions, perhaps, is the Cleveland Orchestra, one of the country's outstanding symphonic organizations. In addition to its regular concerts twice a week during the concert season, this orchestra provides two series of concerts each year for young children. In the spring of the year the following year's repertoire is sent to the schools, which purchase records of this music and teach the aspects of the music to be heard at the concerts. All children in the fourth, fifth, and sixth grades in the Cleveland Heights City School District participate in this unusual and carefully planned musical experience.3

The Cleveland Museum of Art plays a major part in the work of the public schools. The Board of Education each year makes a sizeable contribution to the maintenance of the Museum, which guarantees a complete program in fine arts instruction and appreciation for the communities' children each year. Children are taken to the Museum for instruction and Museum teachers go into the schools upon request of the teachers with displays and other assistance in the instructional program.

There are, in addition, a health museum, a natural-history museum, and an historical museum, all located within a few miles of any of the schools in this district. Children are taken to these institutions as a

3. Cleveland Chamber of Commerce, *This is Cleveland* (Cleveland: The Chamber of Commerce, 1956).
part of the planned educational program which enriches the curriculum and makes more vivid the learning in which children are participating as a part of the day-to-day program of the schools.

The majority of the people of these communities are Jewish in religious and cultural background. They represent every aspect of the Jewish culture from the very orthodox to the most liberal of religious viewpoints. In addition to this large proportion of Jewish people, there are small groups of Protestants of many denominations as well as Roman Catholics. The three Roman Catholic parishes support elementary schools of their own and their children, in large proportion, go on to Roman Catholic secondary schools, of which there are many in other areas of Cleveland. There is one Hebrew school which enrolls a small segment of the children of the community. In general, the Jewish people are strong advocates and realistic supporters of public education and believe rather generally that the public school and religious instruction should be sharply separated. Many Jewish children of elementary-school age carry heavy programs of religious instruction after school hours in addition to their public-school activities.

A substantial number of the adults under middle age in the cities of Cleveland Heights and University Heights are college trained. Many of these people have advanced degrees in the various professional fields and earn their living both in the suburban area and in Cleveland as physicians, dentists, attorneys, engineers, and teachers at all educational levels. The older members of the community include many foreign born. These people often have very little formal education and,
in some cases, are the owners and operators of the small businesses of
the communities which were mentioned above.

Rather uniformly, the people of these communities believe
strongly in the values of an exceptional educational program for
children and youth and they are unusually loyal in their support of the
administrative and instructional staffs of the schools. They are
critical, often, of the content of the curriculum. They wish to have
the most highly trained teachers and the best educational practice in
the schools. Occasionally groups attempt to establish themselves as
critics and arbiters concerning what is "best" in educational practice.
They are eager for high academic achievement on the part of their
children and occasionally exert undue pressure, particularly on the
secondary schools, for the accomplishment of this end. Too, individuals
are sometimes unrealistic in their expectations of achievement as it is
related to the individual intellectual capacity of children.

The school system. The children comprising the school popula-
tion of the communities of Cleveland Heights and University Heights are
rather uniformly of high intellectual ability. In addition, they have
an unusual respect for education, especially from the point of view of
vocational preparation. This respect stems from an apparent understand-
ing of the ways in which education or conversely, the lack of it,
affects the realization of the objectives they begin to hold for
themselves at a very early age. The wide range of abilities present in
each classroom makes teaching these children more difficult than it is
in schools where the range is neither so wide nor the number of children
in the top levels so high. These children respond, as do all children, to creative, vital teaching. But, unlike children in many schools, they resist stereotyped, tiresome teaching in the active, positive fashion of bright youngsters.

Teachers have to be constantly prepared and constantly functioning in order to make teaching and learning effective for children. The content of the curriculum must be challenging, real, and stimulating to hold the interest of children who are creative and who need and desire a creative learning atmosphere. The following quotation describes very well the type of child with whom these schools are concerned:

A child who is creative is a child who does not think of life as requiring total conformity to patterns preferred by adults but who looks on life as offering opportunity at many points to create his own patterns of behavior and response. Creativeness in children comes from within and is the product of a kind of living. A child who is developing wholesomely and who lives with creative adults in an environment conducive to creativeness will manifest a very natural desire to explore, to expand, and to create. We stimulate creative activities in the elementary school . . . for the purpose of developing creative individuals or, more exactly, of helping each individual build a self that is creative.4

The Cleveland Heights City School District, until recent years, has been able to retain a professional staff of teachers who were a highly-skilled, well-prepared group of people with many years of experience who were intent on doing the kind of work with children that was called for both by the type of community they served and the type

of children with whom they worked. The school system and the kind of work for which it stood held a high reputation for modern methods of instruction with creative thinking, planning, and implementation on the part of teachers and children. During recent years, however, with the pressures of growing enrollments, scarcity of teachers, and rising costs, the character of the staff has changed and with it, of course, the nature of the curricular offerings. With the rapid turnover of professional staff personnel, a condition almost wholly unknown ten years ago, the pressing need for more adequate course-of-study material became apparent.

In 1956, the Cleveland Heights City School District enrolled approximately twelve thousand children in grades kindergarten through twelve. They were housed in eleven elementary schools ranging in size from about five hundred to nearly a thousand children; four junior-high schools of about eight-hundred children each; and a single large senior-high school which enrolled about twenty-five hundred young people. The schools were organized in terms of grades kindergarten through six in the elementary schools; grades seven through nine in the junior-high schools; and grades ten through twelve in the senior-high school. As in all other public-school districts in Ohio, the services of these schools were available to every child who was a legal resident of the school district. A child must be five years of age on or before December 31 to be eligible to start the school program the preceding September.

The professional staff. The teachers and supervisors in this
school system consisted of an unusually well-qualified group of people in terms of both educational preparation and experience. Five hundred and thirty-three men and women comprised the professional staff of the school system. Of this number 27% worked in the department of elementary schools exclusively as teachers and principals. Of this total group of elementary-school personnel, twenty-nine, or 10.5 per cent, were men.

The professional preparation of this group of people was high. Eighty-six, or 31.3 per cent held the master's degree while 113, or 41.2 per cent, held the bachelor's degree. There were twenty-nine people on the professional staff who did not possess the bachelor's degree. These were women who had returned to teaching after several years of home making. They were all working toward the completion of the bachelor's degree which was begun some years ago. These were uniformly capable people who will become skilled and permanent teachers upon completion of their fully-professional preparatory work. They comprised 10.5 per cent of the professional staff. In addition, one person held the degree of doctor of education; twenty-five people had achieved ten hours of professional credit beyond the bachelor's degree; and eighteen had twenty credits beyond the bachelor's degree. Two people had thirty hours of credit beyond the master's degree for which they received recognition on the salary schedule even though they did not aspire to the doctorate. Table I, on the following page, gives these data in summarized form.
TABLE I
EDUCATIONAL PREPARATION OF THE PROFESSIONAL STAFF
IN THE ELEMENTARY SCHOOLS OF THE
CLEVELAND HEIGHTS CITY SCHOOL DISTRICT, 1955-1956

<table>
<thead>
<tr>
<th></th>
<th>Number of People</th>
<th>Percentage of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>113</td>
<td>41.2</td>
</tr>
<tr>
<td>10 Semester Hours beyond Bachelor's Degree</td>
<td>25</td>
<td>9.1</td>
</tr>
<tr>
<td>20 Semester Hours beyond Bachelor's Degree</td>
<td>18</td>
<td>6.5</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>36</td>
<td>31.3</td>
</tr>
<tr>
<td>30 Semester Hours beyond Master's Degree</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Doctor's Degree</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Standing</td>
<td>29</td>
<td>10.5</td>
</tr>
</tbody>
</table>

The background of professional experience of this group was also good especially if one considers the fluctuation of the professional staff which most school systems are experiencing in these times. During the school year 1955-1956, however, the Cleveland Heights elementary schools experienced the largest number of beginning teachers in their history. In this year there were thirty-one teachers without professional experience. This figure represented 11.1 per cent of the total teaching staff of the schools. There were eighty-five teachers who had had from one to five years' experience or 30.5 per cent of the total teaching staff. The group which constituted the middle of the scale in number of years of teaching experience, those with from six to fifteen years of
experience, numbered fifty-four teachers. This represented only 19.4 per cent of the staff. In the group with teaching experience of from sixteen to thirty years, there were only forty-three, or 15.1 per cent of the total number of teachers represented. And, finally, in the group who had taught for more than thirty years there were sixty-five teachers, who represent 23.3 per cent of the teaching staff. Thus, the median number of years of professional experience among Cleveland Heights elementary-school teachers was only six, even though so large a number of the staff had taught more than thirty years. Table II summarizes these data:

TABLE II


<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Number of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>31</td>
<td>11.1</td>
</tr>
<tr>
<td>1 - 5</td>
<td>85</td>
<td>30.5</td>
</tr>
<tr>
<td>6 - 15</td>
<td>54</td>
<td>19.4</td>
</tr>
<tr>
<td>16 - 29</td>
<td>43</td>
<td>15.4</td>
</tr>
<tr>
<td>30 - ----</td>
<td>65</td>
<td>23.3</td>
</tr>
</tbody>
</table>

In the school year 1955-1956, the central administrative staff was composed of six professionally educated members and two prepared for business affairs. The professional group consisted of the superintendent of schools, the deputy superintendent of schools, an administrative assistant, a director of elementary schools, a director of pupil-personnel services, and a director of community recreation. These six
people, all men, coordinated the school services of the community. The superintendent of schools, who holds the degree of doctor of education, had had more than twenty-five years of teaching and administrative experience. The deputy superintendent, with more than thirty-five years of experience as a teacher, junior-high-school principal, and school administrator, holds the master's degree.

The administrative assistant, whose work was almost wholly in the areas of research and school finance, had been a junior-high-school teacher and principal and holds the master's degree. The director of elementary schools has had experience as a teacher at the elementary-school, secondary-school, and college levels and as an elementary-school principal and supervisor. He holds the master's degree. The director of pupil-personnel services has had eighteen years as a teacher at the secondary-school and college levels and has been an elementary-school principal. He holds the master's degree. The director of community recreation has had many years of experience in recreation work and has been a coach of athletics at both the high-school and college levels. He, also, holds the master's degree. Table III summarizes these data:
TABLE III
EDUCATIONAL PREPARATION AND PROFESSIONAL EXPERIENCE
OF THE CENTRAL ADMINISTRATIVE STAFF OF
THE CLEVELAND HEIGHTS CITY SCHOOL DISTRICT, 1955-1956

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Master's Degree</th>
<th>Doctor's Degree</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>x</td>
<td>x</td>
<td>25</td>
</tr>
<tr>
<td>Deputy Superintendent</td>
<td>x</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>x</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Director of Elementary Schools</td>
<td>x</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Director of Pupil Personnel</td>
<td>x</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Director of Community Recreation</td>
<td>x</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

A third section of professional personnel whose work affected the activities of the Cleveland Heights elementary schools was that group of people regarded as auxiliary help for the classroom teachers. These professionally prepared staff members worked out of the central department of pupil-personnel services. They were speech and hearing therapists, psychologists, social workers, and teachers of remedial reading whose major function was that of making the work of the classroom teacher more effective, more realistic, and more efficient in terms of increased knowledge about children. It was to these people that all kinds of special problems were sent. Any problems which the classroom teacher felt were beyond either the scope of the classroom or beyond the scope of his own abilities, were referred to one of these specialists through the office of the building principal. In most cases, the problems
considered by these people were individual in nature and needed to be handled carefully and with special insight. Emphasis should be placed on the fact, however, that the classroom teacher was the key figure in these cases and that he alone initiated a special study when he felt the need was present.

There were available to teachers three psychologists, all of whom had the master's degree with preparation in professional education as well as in psychology; two social workers whose undergraduate training was in education and whose master's degrees were in the field of applied social sciences; three teachers of remedial-reading, all of whom had had experience as classroom teachers before going into this specialized field. Of this group two have the bachelor's degree and one has thirty hours of credit beyond the master's degree. There were three speech and hearing therapists, two of whom have master's degrees and the other the bachelor's degree. Table IV summarizes these data:

**TABLE IV**

EDUCATIONAL PREPARATION OF THE PERSONNEL SERVING AS AUXILIARY SERVICES TO CLASSROOM TEACHERS, 1955-1956

<table>
<thead>
<tr>
<th>Personnel</th>
<th>No.</th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>30 Semester Hours Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychologist</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Remedial-Reading Teacher</td>
<td>3</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Social Worker</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Speech and Hearing Therapist</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Administrative organization of the elementary-school program. In order to get a complete picture of the school system, it is necessary for the reader to understand the nature of the administrative organization of the elementary-school program. The organizational factors were handled in the framework of a department of elementary schools which was administered by a director who was on the superintendent's administrative staff, as was noted previously. His work consisted primarily of coordinating the work of the eleven elementary-school principals who, with the director, constituted the administrative staff of the elementary schools. While continued effort was made to make each school with its community as autonomous as possible, some degree of coordination was essential in a school system as small and tightly-knit as this one. This coordination was handled through this organizational group.

An influential factor in the organization of elementary schools must, of necessity, be the philosophy of the supervision of instruction and curriculum development. The supervision of instruction in the Cleveland Heights elementary schools was wholly the responsibility of the building principal. In special cases where help was needed in terms of classroom visitation, classroom help for teachers, or the planning and executing of some phase of in-service growth, the principal was encouraged to call on the director of elementary schools to supply that help personally or to see to getting auxiliary help for the principal. The director of elementary schools did not work in the schools except at the request of the building principal.

The calling together of system-wide meetings of teachers for
curricular study, in-service education projects, or administrative meetings was the responsibility of the director of elementary schools.

In addition to curriculum development and implementation procedures in the local schools, there was a system-wide organization for curriculum development. This consisted of a number of curriculum committees organized around subject-matter areas, primarily. Each teacher served on one committee of the school system. The regular standing committees of the department of elementary schools consisted of nine curriculum committees: Fine Arts; three Language Arts committees (reading and literature, spelling and handwriting, and creative language); Mathematics; Music; Science and Health; and Social Studies. In addition, there were two committees which, while not specifically related to the curriculum, contributed to the implementation of the curriculum. They were: Guidance and Reporting Pupil Progress.

In addition to these purely elementary-school committees, there were two system-wide committees which involved a number of elementary-school teachers: the Superintendent's Advisory Council and the Educational Planning Council. Teachers who served on either of these committees were not expected to serve on those of the department of elementary schools.

The regular standing committees of the elementary schools were composed of approximately twenty-five members who were chosen by the director of elementary schools on the basis of their first or second choices of the committees to which they wished to be assigned. Some teachers had served on the same committee several years while others
wished to change frequently. Each committee was organized so that there was at least one representative from each building and at least one representative of each of the seven grade levels. This method of selection improved the quality of communication between buildings relative to the work of the committees. It helped, also, to secure a greater degree of continuity of learning than would be true where some grade levels were not represented by teachers best acquainted with the work at that level and with the nature of children at that age. Each committee selected its own chairman and secretary. Minutes were carefully kept at all meetings in order both to aid in the provision of continuity of the work of the committee and to keep the total staff aware of the committee's work. These minutes were mimeographed and distributed to the staff in the form of bulletins. All principals were ex-officio members of all committees and one principal was assigned to each committee. She had no voting power nor could she serve as committee chairman. The work of the committees was coordinated by the director of elementary schools.

Of particular importance to the on-going program of curriculum development of the school system was the Educational Planning Council. This was a system-wide committee which was formed to coordinate the work of all the curriculum committees of the school system. It consisted of five elementary-school teachers, two elementary-school principals, three junior-high-school teachers, one junior-high-school principal, three senior-high-school teachers, the senior-high-school principal, the director of elementary schools, the director of pupil personnel, and the administrative assistant. This group evaluated the work of the
various committees, suggested revisions, accepted recommendations and, in turn, made recommendations to the superintendent of schools. Once each year, and oftener if recommendations were to be made, the chairman of each committee reported to the Council to describe the work of his committee and to present to the Council any recommendations for action upon which his committee had agreed.

In these ways the program of curriculum construction was carried on. The work of democracy is slow. Usually the committees worked well and accomplished much. Sometimes their work was bumbling and ineffectual. In general, however, the staff discovered better ways to help children learn by their work in these committees.

Development of the language-arts curriculum now in use. The language-arts curriculum in the Cleveland Heights City School District apparently had grown up without much thought being given to its objectives or to its function in the lives of children. As is true in most elementary-school curricula, the section on reading was its best feature in terms of both scope and sequence. It was, however, rather completely textbook oriented and based on one or more series of basal readers. There were other more serious weaknesses, as well. It was evident that the readers were chosen first and the course of study built to fit them. The course of study in language arts or, as it was entitled in the mimeographed materials, "English," was divided sharply into two sections: primary grades and intermediate grades. There was no mention of any program at the kindergarten level.

The course of study listed three ultimate objectives for the
primary-school English experiences:

1. To develop increasing ability to engage in all social relations.
2. To enrich the vocabulary of pupils so that they may meet, adequately, the need for speaking, writing, reading and listening.
3. To teach in such a way that each child will acquire a love of reading and the skills necessary to do good reading.5

These objectives were general and were likely to be meaningless, at least to the inexperienced teacher. The experienced teacher was likely to ignore such general statements and proceed with her own development of the program.

The first section of the course of study was devoted to reading and began by discussing each phase of the reading program on a half-grade basis, since these schools remained on the mid-year promotion organization. The first part of the reading section was devoted to the list of approved text materials which were purchased by the Board of Education and were available to the schools by requisition. Few schools or school systems are provided with a greater wealth of teaching and learning materials in the form of textbooks than were these schools.

Emphasis was placed on early grouping of children for reading instruction:

Teachers in IB can make an immediate, tentative classification of their children into slow, average and superior groups by consulting the mental abilities tests given in Kindergarten. In addition the First Year Reading Readiness test can be given at the very beginning of the semester and may help in deciding the first grouping.6

Further instruction was given relative to each step in the beginning reading program: what book to use, page assignments, and so on, which removed all creativity from the teaching program. A particularly dangerous section dealt with "First grade requirements" which explained, in part, that "all children except the slower-than-average and the occasional 'Reading Problem' should enter 2A ready for the reading program outlined for that grade."7

Sections on reading readiness and remedial instruction followed in the first-grade section of the course of study. Thereafter, the program for each grade consisted of an introduction, a list of objectives, a section of procedures for evaluation, minimum requirements for the grade, and a bibliography for the teacher.

Other phases of the "English" program for the primary grades followed in order. General objectives for oral and written expression were grouped together:

1. To help the child to acquire and to express ideas.
2. To develop the abilities involved in expressing ideas such as speaking, written expression, handwriting and spelling.
3. To foster appreciation of correct language expression and to inspire pupils with a desire to achieve it.8

6. Ibid., p. 4.  7. Ibid., p. 5.
8. Ibid., p. 23.
This section was then divided into separate parts, one for oral expression, the other for written expression. Each section involved: an introduction, objectives, activities and method, evaluation (including minimum requirements in minute detail at each grade level), and a bibliography for the teacher.

The final section of the course of study for the primary grades was for literature, which was similar to the sections described in terms of an introduction, objectives, general method, and teaching materials. As a final part of this section, however, there was an excellent bibliography of several pages in length of children's books. They were listed, unfortunately, by grade levels, but skillful teachers and librarians were not handicapped by this feature.

The course of study for the intermediate grades was identical, with few exceptions, in form and direction with that intended for the primary grades. It began with an introduction to the entire program which was a very general exposition of the place of the English curriculum in the school's program. There followed: 'General Objectives of Language Training,' "Definite Objectives Which the Language Teaching Must Endeavor to Achieve," and "Teaching Materials." Following this was a single section on reading in grades four, five, and six, and a section on English for each of these grade levels. These sections were

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9. Cleveland Heights Public Schools, "Elementary School Course of Study; English, Grades IV, V, and VI." (Cleveland Heights: Board of Education, 1948). (Mimeographed.)

10. Ibid., pp. 1-5.
very sketchy, consisting of lists of minimum requirements in the various areas of grammar, punctuation, and usage. Again, as in reading, the course of study was obviously based upon the adopted textbook. This, then, represented the organization of the language-arts curriculum in this school system until 1953.

This program was one of segmented learnings. Instruction in reading was the major responsibility of the primary teacher. There was pressure from parents, from teachers, from supervisors, and from the children, themselves, for high achievement in reading. There was little consideration given to the integration of the language-arts areas. Oral expression and written expression were taught quite apart from each other and from reading. Spelling and handwriting were discrete subjects to be learned for their own sake rather than as language tools for the better expression of thoughts and ideas. Indeed, in the upper grades, the work of the elementary school was departmentalized to the extent that one teacher might teach reading while another taught handwriting or spelling and still another worked with grammar and usage.

In a school system such as this which numbered on its professional staff so many skilled and creative teachers, change in the language-arts program was not hard to effect. For many years, teachers had been working alone and in small groups to make more realistic the language learnings for young children. At the primary-school level, particularly, teachers were eager for the leadership that freed them from so stilted

a program and allowed them to experiment with materials, to plan with children, and to integrate the language learnings to make a more meaningful whole or core for the other areas of the elementary-school curriculum.

Beginning very slowly, with a few teachers in each building, the principals, along with the director of elementary schools, began to make the changes which will ultimately result in a language-arts curriculum developed in terms of growth levels of children.
CHAPTER III

LITERATURE RELATING TO TEACHING AND LEARNING
IN THE LANGUAGE ARTS

The literature of language-arts teaching is one of the most voluminous of any area of public-school teaching. Since some means of limiting a report of the literature is necessary, the present chapter of the dissertation has been divided into four major sections. The first section is devoted to the investigations of certain authorities in the language arts made chiefly over the last ten years. Major contributions to the various areas of the language arts are presented and evaluated. The second section reviews research studies carried on in the language-arts curriculum at the elementary-school level for approximately the last ten years. A third section is devoted to an examination of twenty courses of study in use in city and state school systems in the United States. Ten of these were selected for careful study and evaluation. A final section of the chapter is devoted to the work of the National Council of Teachers of English which has contributed in an unusual manner to the on-going improvement of language-arts teaching in the elementary school through its official organ, Elementary English, as well as through the work of its commissions and committees.

The contribution of Gates. The first of the contributions to be considered here is that of Gates, whose major emphasis has been on reading. One of his early publications reported the study of cases of
disability in reading and spelling.\textsuperscript{1} This was a forerunner of many studies concerned with the relationships of reading and spelling and the disabilities common to both.

The investigation included children in grades three through eight among whom were cases whose difficulties had been unsolved problems for years. One hundred and thirty-five pupils were given a series of group tests, while 105 completed individual examinations as well. The results of the study indicated that spelling and reading disabilities, although closely related, were not always identical.

In addition, this study undertook to examine common perceptual abilities involved in both reading and spelling and indicated that, while there is no "general perceptual ability," there are many relatively specific perceptual abilities for particular items such as those words, digits, letters, and so on. The author further directed the attention of teachers to the complexity of reading and spelling as mental functions when he wrote:

A case of inability to read affords, frequently, a tangle of difficulties that experts from several professional fields working together may be unable to disentangle. Such a situation portrays clearly the need of a new group of specialists who will make the solution of such problems their main work. It will demand a mastery of the knowledge and technique of several sciences.

That Gates was right has been proved by classroom teachers again

\textsuperscript{1} Arthur I. Gates, \textit{The Psychology of Reading and Spelling} (New York: Teachers College, Columbia University, 1922).

\textsuperscript{2} \textit{Ibid.}, p. 106.
and again over the intervening years.

In a much later study of the relationship of reading and spelling Gates emphasized the greatly improved nature of instruction in these areas. Basic to this improvement was the increased attention in schools today to the factor of pupil interest.

In a study related to vocabulary, Gates presented a list containing fifteen hundred words selected for use in reading material for the primary grades. This publication included the criteria on which the author's selections were based as well as other detailed information as to how each entry was achieved. The list was a good source of vocabulary for young children although it is now out of date and would need revision for present-day use.

Gates provided several studies of method in reading instruction among which are four of particular note. Central to his


approach to method was the emphasis on the prevention of reading
difficulties at any grade level where their appearance was noted. The
first of these studies posed reading problems which provoked many later
studies both by Gates and others. This book was divided into two parts,
one of which was devoted to a critical survey of methods and materials
of teaching and the other to an exposition of an improved procedure for
teaching.

Further progress in scientific studies of materials and methods
for teaching reading was reported in the second of these books. In
this book was reflected the concern of Gates in the combined areas of
interest and ability which so profoundly affect the educational progress
of all learners. The author reported that the factors of surprise,
liveliness, "animalness", conversation, childlike humor, and plot seem
to be of greatest interest in the reading material of young children.

In this book, also, Gates helped to dispel one of the errors
common to the interpretation of the ideals of progressive education;
namely, that children's interests were best served by the "spur-of-the-
moment" improvisation of subject matter. He felt that quite the
contrary was true and that effective recognition of the interests of
children could be achieved only by adequate planning by teachers free to
work in creative and functional ways with the subject matter of primary
interest to the specific children concerned.

Of particular interest at this time when public controversy
concerning reading instruction centers around the phonetic method were
Gates' investigations into two methods of teaching reading: the
"phonetic" and the "intrinsic" methods. He studied the efficacy of the phonetic method as it was explained in published form at the time by using it with a group of children taught by a teacher experienced in the method. The intrinsic method was one of his own devising which incorporated new ideas, devices, and tests to supplement standard procedures. These innovations involved the intelligent comprehension by children of printed material with little emphasis on drill in the mechanics of reading. The results showed a superiority on the part of the intrinsic method over the phonetic method in both accuracy in recognition of phonetic elements.

This book contained an organized program of instruction in beginning reading which was a forerunner of the Macmillan Readers written by Gates and his associates. This series of basal readers for children has been successfully used by teachers through several editions.

The third book of this group was an excellent reference book and text in method which originally appeared in 1926. The author stated its nature in preface when he wrote:

This book . . . is based on the theory that intimate knowledge of the strengths and limitations of the pupil, of the nature of the reading process, and of the most fruitful methods of instruction are essential bases of securing the greatest reading abilities both in remedial work and in classroom teaching.

Many parts of this book assisted the present writer in arriving


at one of the conclusions on which the present study is based; namely, the need to adjust all parts of language study to individual needs. As the most complex of the language arts, reading is involved especially in the search for new ways of grouping children.

Reading is a difficult skill to teach by group methods. Pupils differ greatly in their equipment and needs. The devices they employ, especially in the beginning stages, vary tremendously. In a practical sense, a major "cause" of reading defects is the fact that teaching large classes makes adjustment to individual needs difficult.\footnote{Ibid., pp. 4-5.}

Since the necessity for teaching large groups of children in the public schools is likely to increase rather than diminish, teachers must constantly seek new ways in which they can make group teaching more effective and learning more permanent. To accomplish this objective is the ultimate aim of the entire educational process.

A large part of the book was devoted to a detailed analysis of the technical aspects of reading instruction with which the competent elementary-school teacher must be acquainted. The book closed with case studies of particular value to teachers.

In the fourth of this group of references concerning method, Gates departed from the subject of reading instruction exclusively to discuss the nature of experience in its relation to the total area of language development. He emphasized the direct nature of
experience in reading and took sharp issue with the view that it is wholly vicarious in nature. He wrote:

Although it is futile to consider a choice between verbal and other experiences, inasmuch as either would be barren without the other, it is nevertheless illuminating to realize the tremendous role language plays in daily life. . . . The fact that thinking is almost wholly verbal . . . should induce us not to minimize the usefulness of language activities but rather to suggest that they are of supreme importance in the life of insight, understanding, and reason.12

Another book by Gates was unusual at the time of its publication and, revised and reissued, would have value in 1956.13 It was a brief and concise volume for the school administrator who was charged with the direction of the elementary-school program in reading instruction but who had very little preparation or knowledge for that responsibility. In it the author covered the entire field of reading, and the school administrator who was honestly interested in improving the quality of the instruction in the schools under his leadership could have gone a long way in understanding the elementary-school reading program by the careful study of this single book.

Gates has contributed a tremendous volume of material on the techniques of reading instruction and their improvement. Of this body

of writing, five references are cited. 14, 15, 16, 17, 18 The first of these references, a pamphlet, dealt with a specific phase of reading disability which is common and of great importance to the primary-school teacher. This report is of a series of investigations designed to test the theoretical and practical significance of reversal errors. The studies involved the entire enrollment of a New York City elementary school of approximately 350 children. Tests involving isolated words, contextual reading, handedness, eye dominance, and so on were included in the data of the study. The pamphlet suggested methods for the provision of preventive instruction, diagnosis, and a complete outline of remedial work which was practical and clear for the functional use of the classroom teacher.

The second of these contributions concerned the factor of personality maladjustment in reading disability. It cautioned against the danger of the extremes to which many specialists in the field of remedial reading have gone in the emphasis they give to the relationship


of personality factors to reading instruction. While not denying the importance of these factors, the author emphasized that no professional issue in reading instruction caused more disagreement in theory and practice. Because of this fact, primarily, he urged careful study before arriving at conclusions concerning reading disability which were related to personality maladjustment.

In the third of these references, the author defined the need for further research in the field of reading instruction. His emphasis was on a different approach to research. He wrote:

... further work in conformity with the prevailing pattern of research in reading will undoubtedly go on and be very fruitful, but ... richer returns will be secured if the pattern is modified. The pattern itself needs to be appraised from the viewpoint of other fields, ... . There is a need for broadening the perspective in which reading is viewed, of achieving cooperation with other specialists, of thinking of reading not as an isolated school subject but as a possible component of new patterns of learning activities and of seeing reading in relation to the social demands likely to appear in the future.15

Of similar nature was an article in which the author was concerned primarily with the manner in which practices suggested by basic research were being carried out in the classroom. His emphasis here was that the course of future research should be determined by these practices.

A final reference on method was one which returned to the

question of word perception and its implications for classroom use. To the psychologist, words are visible objects much like other objects such as the human face or designs in wallpaper. The perception of words seems to be based on the same processes as the perception of other objects. In all forms of perception it is essential for the teacher to realize that alert, careful study is essential for efficient learning.

In the area of readiness for reading, Gates has made some essential contributions to the knowledge which teachers have of this important subject. Two of these contributions are cited here. 20, 21

In the first the author provided one of the early challenges to the generally-accepted statement that the mental age of six or six and one-half years was insurance for success in beginning reading. In the main, this challenge consisted of the reasons why mental age alone was not a sufficient basis for predicting success in reading. He pointed out that the crucial mental age level will vary with the materials used, the type of teaching carried on, the skill of the teacher, the size of the class, as well as the frequency and treatment of special difficulties such as visual defects among the


children themselves.

In the other of these two references Gates collaborated with Bond and Russell in reporting a two-year investigation by the authors of the factors of which readiness actually consisted. The conclusions which were drawn from this study were complex. Perhaps the outstanding characteristic of the data was the evidence shown of variability in children; of their differences in terms of achievement, background, interest, information, and skill which they possessed upon entering school. According to these authors,

With few exceptions, the best tests for predicting reading progress are tests of abilities, interests, and techniques which can be learned and, consequently, taught. Reading readiness, in other words, is something that children have acquired in varying degrees; it is something to be taught and not a series of attributes for the development of which a teacher can do nothing but wait. 22

The work of Gray. The next authority whose work in the field of reading is to be reviewed is Gray. Gray and Gates are among those who constitute the major forces in the development of the theory and practice of reading instruction in the United States over the past forty years or more.

Early investigations of the reading process in which Gray was concerned included several which involved the ways in which the application of the results of research were improving the content and

22. Ibid., p. 53.
methods of reading instruction.\textsuperscript{23, 24, 25, 26, 27} The first of these studies was carried on in a variety of elementary schools over a period of five years and was a complex study involving schools which varied greatly in size, type of community, and methods of teaching and supervision. The first part of this study consisted of a survey to determine the status of reading and the nature of the reading program while the second part was a special effort to effect changes and improvements in reading instruction which seemed desirable in each school.

In the third part of the study an effort was made to determine the permanent values of the new program. Some of the results of this investigation are accepted today as common philosophy of education: that the improvement of teaching be conceived as a cooperative enterprise; that constructive effort to improve teaching should begin at the level of current practice; that desirable changes and readjustments should be defined clearly and illustrated concretely; that as teachers endeavor to make significant changes, continuous help and guidance should be provided for those who need it; that continuous study should

\begin{itemize}
\item\textsuperscript{23} William S. Gray and Gertrude Whipple, \textit{Improving Instruction in Reading, an Experimental Study} (Chicago: The University of Chicago, 1933).
\item\textsuperscript{24} William S. Gray (ed.), \textit{Reading and Pupil Development} (Chicago: The University of Chicago, 1940).
\item\textsuperscript{25} William S. Gray, "Implications of Research for the Improvement of Reading," \textit{Education, LXX} (May, 1950).
\item\textsuperscript{26} William S. Gray, "How Research Has Expanded Our Understanding of Reading," \textit{The Nation's Schools, XLVIII} (August, 1951).
\item\textsuperscript{27} William S. Gray, "Foundation Stones to Better Reading," \textit{Elementary School Journal, LI} (April, 1951).
\end{itemize}
be made of the success achieved and of the difficulties encountered; that teachers should be stimulated to take interest in raising instruction to successively higher levels; and that the more capable teachers should be encouraged to assume leadership in the study of problems.

The chief emphasis of the second of this group of studies was on the fact that teachers were coming to recognize the ability to read as a means rather than as an end in itself. This contribution to the work of reading instruction concerned chiefly the need to define and clarify the motives and purposes for reading as they are related to given occasions as well as to the types of material encountered by the reader.

Implications of research for the improvement of reading instruction were discussed under such topics as (1) the dimensions of the reading act, (2) reading as a series of complex activities, (3) the common elements in reading ability, (4) personal factors which influence reading competence, (5) the fact that growth in reading parallels total development, (6) that goals in the teaching vary at different levels of advancement, and (7) methods of teaching.

Gray reiterated consistently through these phases of his work that modern reforms in reading instruction were influenced and stimulated in large measure by the results of research. He summarized for the reader some of the historical developments in improved reading instruction which owed their beginnings to research studies carried on over the years.
Many of the public criticisms of reading instruction which were leveled at the elementary schools in recent years also were answered by research, in Gray's opinion. While agreeing that some of the criticisms were valid, he cited, at the same time, the various kinds of evidence to show that children today are reading better than at any other time in the nation's history. He also called to the attention of professional educators the fact that every school system, no matter how successful its reading program has been in the past, must constantly direct attention toward its improvement.

Teachers and supervisors must be concerned with the fact that certain emphases relating to the reading program are evident if good reading instruction is the desired objective. These, according to Gray, include: a recognition of the changed role of reading in current life; in reading through both the elementary and secondary schools, the enlargement of the reading program in terms of the expanding interests in reading in all areas of the school where reading is vital to success; and the adjustment of reading instruction to the characteristics and needs of children.

In the field of reading in the content areas, Gray and others have undertaken many investigations. The first of these

studies identified many types of problems related to the development of vocabulary in the various content fields. It presented ways by which teachers can provide systematic guidance in vocabulary development in their teaching of reading and study skills in the subject-matter areas.

The second of these references, actually directed to school administrators, emphasized the basic reading program as a foundation for children's success in the content areas. In the third, the author directed attention to the ways in which reading with understanding can be developed in children when he wrote, particularly, that

Efficient guidance (in understanding) required a clear recognition of the nature of the reading act, the steps involved in interpreting what is read and persistent effort in helping each pupil advance in harmony with his unique characteristics and needs. 31

One of Gray's most notable contributions to the literature of reading instruction was a book devoted to the techniques involved in the teaching of reading in the elementary school. 32 This book emphasized the responsibility which teachers have to make children independent readers. It has become both a valuable text for college students preparing to teach and a handbook for the experienced teacher. It was a book on the techniques required for learning to read and it emphasized particularly the various aspects of word perception including both word analysis and phonetic analysis. The reader is given detailed instructions for teaching these skills. While this book will never be a

31. Ibid., p. 148.

teacher's sole resource in the teaching of reading, it is an important addition to his professional equipment for teaching.

Of recent years Gray and his colleagues have been interested particularly in the development of maturity in reading. Their contributions to knowledge about maturity in reading, directed primarily to the secondary-school and college levels of development, nevertheless constitute an important aspect of the elementary-school teacher's background of knowledge. The latter of these two studies reported investigations into the reading accomplishments of adult readers. It identified and defined a concept of maturity which is used as a guide; and it developed an instrument designed to measure maturity in reading. The unusual findings of this book emphasize its importance to all readers and especially to teachers, including those of the elementary-school level. It is probable that most reading habits and patterns of individuals are established in the elementary school.

Additional contributions to reading instruction. Another authority in reading instruction is Russell. While his work includes the whole range of the language arts, his major contributions to the literature of this field lie in reading. In much of Russell's work there is emphasis on the role of reading in the thinking processes of children. The author discussed the nature of critical thinking and


its development in the elementary-school classroom as a part of the responsibility of teachers of reading. His emphasis was one which primary-school teachers sometimes overlook in their concern for the pupils' early acquisition of a sight vocabulary and the fundamental mechanics of reading. This emphasis was on the necessity for the understanding and evaluation of what is read from the earliest stages of reading instruction. Many specific ways were suggested in which these objectives might be met in the developmental reading program of the elementary school.

Russell was shown concern in his work for the interrelationships of reading instruction and personality development and adjustment. Most elementary-school teachers long have accepted the fact that success in reading both reflects and contributes to the healthy personality of children. These references support this conclusion.

A concern for book selection by and for children has developed

into an understanding of bibliotherapy by teachers and librarians. The influence of identification through literature is a profound one in the lives of children who find in reading a satisfying experience. The author developed seven hypotheses for this activity on the part of children:

1. A child identifies most easily with a character resembling himself.
2. For the child, identification is an active process.
3. After approximately three years of age the child can distinguish between reality and the phantasy of identification.
4. Identification may help in the socialization of the child.
5. Identification may have mental health values for the child.
6. Identification with a group may be valuable for the child.
7. Educational aims suggest that sometimes the child should identify himself with worthy causes.

Russell felt that since research does not answer effectively the question of the effect of reading on children in any direct way, it seemed important to him for teachers to continue to help children to recognize their problems in reading and to identify themselves with literary characters. It is likely that the child is affected in some measure by reading whenever he is helped to make an emotional response to it.

It is seen that even in the process of word perception the whole child must be considered. It is essential that class size be kept down so that teachers can know children well enough to know what factors are involved when they are trying to teach any sort of information or

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41. Ibid., pp. 400-401.
techniques to children. Young children are less able to tell what new ideas mean to them; hence, at this level of teaching, teachers must try to be aware of what children may be thinking.

Russell's most important contribution, in the opinion of the writer, has been his book, *Children Learn to Read*, and other material on the techniques of instruction in reading. This material, which emphasized the developmental, or vertical, nature of growth in reading abilities, is a functional and helpful source both for college students in their preparatory work for teaching and for teachers in service. The writer has used it, as well, with parent groups who wished to understand, from the laymen's view, the problems in the teaching of reading. Of particular importance to this dissertation is Russell's statement that

> ... the reading act is a complex of various activities and ... these abilities grow, not by levels, but in rather continuous fashion from infancy at least through the junior college. ... the development of reading abilities is closely associated with other phases of the child's maturing.

While the emphasis of this author was on the broad developmental

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phases of reading instruction, he did not fail to provide for the understanding of such technical aspects of reading as vocabulary building, word recognition, work-type reading, and study skills. Unlike some treatises on the teaching of reading, however, these references did not overwhelm the reader with techniques to the virtual exclusion of the broader aspects of learning to read. This point of view was expressed in the author's description of creative reading, which is the ultimate objective of the person who is truly educated in reading:

... creative reading is regarded as any reading which goes beyond superficial understanding and literal interpretation of the material read. (Reading is) creative in the sense that any true learning is creative for the individual as he solves some problem and as he adds the results of his own experience, thinking, and imagination to the material presented. Creative reading thus is a process of integrating and organizing materials in order to come to some conclusion or synthesis or to solve some problem.\(^\text{47}\)

In "Reading as Communication," Russell discussed the relationship of reading and ideas and the communication of thoughts to others through reading. He made three statements which are important to the teacher who wishes to teach from the standpoint of reading as the communication of ideas:

1. If reading is largely concerned with the communication of ideas, the teacher's first task is the stimulation of ideas.
2. If reading is largely concerned with the communication of ideas, the mechanics of reading are important only as they contribute to clear communication.
3. If reading is largely concerned with the communication of ideas, many reading activities must emphasize communication in a social setting.\(^\text{48}\)

\(^{47}\) Ibid., p. 305.

These three emphases place reading in a social setting rather than in an isolated situation. Reading, like other areas of the language arts, is a two-way process in the communication of ideas. Many teachers need to realize this fact and implement it in their teaching.

The little book, *Reading Aids through the Grades*, appears on the surface to present "tricks of the trade" in the teaching of reading. There are, however, many excellent helps for teachers of young children in this book. The danger lies, as is always the case, not in the book or the activities it suggested, but in the manner in which it is used by teachers. Some teachers will use these suggestions in creative and functional ways while to others they will become seatwork to keep children occupied. This danger must be apparent to supervisors in whose schools it is used.

In the article, "Curriculum: the Basis of Reading," Russell approached the question of the teaching of reading, again, as a functional part of the child's total educational development. Reading with understanding cannot be taught in isolation from other parts of the curriculum or from the past experiences of the learner.

Another authority in the field of reading instruction at the elementary-school level is Betts, who is a prolific writer in this field. His primary contribution has been to the analyses of techniques
of reading instruction. The emphasis which Betts reiterated throughout his work was on the prevention of reading difficulties. He pointed out the incidence of reading disability among school-age children and presented some of the many ways in which these disabilities manifest themselves. He devoted much space to the mechanics of reading both from the initial-teaching point of view and from the remedial approach.

Under the term, directed reading activities, Betts discussed the basal-reader approach to the teaching of reading. Recognizing the fact that the use of basal readers is the most common way of teaching reading in American schools, the author attempted to point out some flexible and functional ways in which they can be used skillfully. Particular emphasis was placed on the necessity for grouping children for instruction at their own particular ability and achievement level. Attention was also given to the fact that there is no "one best way" to


teach reading but that each teacher by virtue of his professional preparation and experience must work out many ways of approaching reading instruction.

Betts is known best, perhaps, for his book, *Foundations of Reading Instruction*, published in 1946. This long book is more nearly a reference book than a text on the teaching of reading. In it Betts brought together most of the available research and teaching techniques in the field of reading instruction. The author presented six basic emphases upon which the book is founded. These he called: (1) differentiated guidance; (2) general language development; (3) reading readiness; (4) the semantic, or meaning basis of language; and (5) systematic sequences. Emphasis was placed upon the fact that reading is one facet of total language development and that it should be taught from that point of view.

Greater gains in achievement and fewer language disabilities result from instruction in terms of developmental needs. Speech, reading, and writing (including spelling) are facets of a larger whole called language. No one of these facets can be viewed or dealt with in isolation from the other facets of language because language is these means of communication. Teachers who attempt to teach speech, reading, composition, spelling, etc., as isolated fragments find themselves dealing with something that is less than reality.55

A long section on reading readiness is of fundamental value to the classroom teacher who can return again and again to this part of the book for help in the recurring problems stemming from the readiness phase of reading instruction. Of particular help to intermediate-grade

teacher is the section on directed-reading activities.

This book, throughout, is a practical approach to the problems of reading instruction, in the writer's opinion. It should be regarded as basic to a professional library in language development. It will not be easily used by the inexperienced teacher but it can be referred to again and again by the teacher who wishes to help in working out his day-to-day problems.

The article, "Reading: Semantic Approach," dealt with "meaning as the focal point in basic reading instruction." The author expressed particular concern about the fact that the traditional and continuing compartmentalization of the language arts operated to interfere with attention to meaning. Especially serious, he felt, was the divorce of reading from the other language arts. This action was regarded as likely to cause confusion in the sequence of language development. Not only was this compartmentalization serious in terms of language development but also from the point of view of reading in the other subject-matter areas. From the point of view of semantics, then, compartmentalization of the language arts in the elementary school tends to interfere with the efficient understanding of language by young children.

Betts suggested in another article in this group of references that there were three primary essentials in basic reading instruction. These he listed as (1) the development of interests in reading, (2) the promotion of independence and versatility in the use of word perception and recognition skills, and (3) the development of the thinking
abilities needed in effective reading.

In the article "Foundations of the Reading Program," Betts presented seven premises relative to education in a changing post-war world. Emphasis again was placed on reading retardation and the remedial approach to instruction.

In another group of references, Betts was concerned with reading in its relation to the other language arts. Of particular interest to this dissertation was the first of these. The article summarized some of the research findings in the language-arts approach to basal-reading instruction. The author pointed out particularly that A comprehensive language arts approach to basal reading provides for differentiated guidance. (a) Children are inducted into each language sequence in terms of their concept and general language development. (b) Ranges of differences within the classroom are cared for by flexible grouping. (c) Differences in associative learning are cared for by the considered use of kinaesthetic and tactile methods of word learning. . . . The sequence of language learnings is harmonized with the sequence of language development. (a) Oral language is used to base and buttress growth in reading and writing. (b) Reading is used to strengthen speech development and to base and buttress writing.

Continuing in the same vein was the article entitled "Reading in the Language Development Sequence." There Betts reemphasized his point of view regarding differentiated instruction when he said:


For several decades, teachers have been admonished to 'Begin where the learner is.' At the same time, their professional education often consisted of discussions of the grade placement of subject matter, remedial and corrective procedures for bringing pupil achievement up to class average, home reports emphasizing relative pupil achievement in the class, drill procedures in the so-called fundamentals (i.e., the three R's), and other contradictions.\(^59\)

The writer, having been under the pressures listed in this statement, recognizes its validity. Until supervisors, parents, and educational curricula accept the value of differentiated instruction based on developmental sequences, it is logical to expect the above contradictions to continue to exist in the classroom.

In another article,\(^60\) Betts called the attention of the reader to a phase of the language arts which has become of real importance to the elementary-school teacher in recent years. This article surveyed the already voluminous literature of readability. The author said:

Reduced to its lowest terms, readability is a two-way proposition. The first consideration is the reader -- his experience, his interests, his feelings, his motivation, his language facility, his needs, and his reading and study conditions. Any means of predicting readability is valid to the degree that the reader is taken into account. The second consideration is the interest level, the language, the mental constructs, and the mechanical features of reading material. All of these factors appear to be highly related and, in a sense, inextricably inter-related.\(^61\)

\(^59\). Betts, "Reading in the Language Development Sequence," \textit{op. cit.}, p. 575.


\(^61\). \textit{Ibid.}, p. 438.
In two final references to be reviewed here Betts discussed the child's critical interpretation of the reading he does and the necessity for teaching this skill in the elementary school.\textsuperscript{62, 63} Language learning is incomplete until it has included the ability to make critical interpretation as a part of the understanding which children have gained from their study.

Betts pointed to voluminous evidence attesting to the fact that reading instruction is more effective today than at any other time in the history of American education. He listed specific areas in which this effectiveness is apparent but he offered a word of warning which seemed especially necessary when listing any group of unusual achievements. This warning was that these achievements have little meaning in the classroom unless the teacher begins any learning activities where the learner is in his own development.

In other words, unless teachers are able to differentiate their instructional techniques to adjust to the abilities and achievement levels of children, there is little likelihood that this progress can be maintained. Any form of grade levels or promotion policies will be ineffective unless the teacher is able to differentiate instruction without concern for these artificial barriers.

Contributions to the field of children's literature. In the area

\begin{itemize}
\item[62.] Emmett A. Betts, "Guidance in the Critical Interpretation of Reading," \textit{Elementary English}, XXVII (January, 1950).
\item[63.] Emmett A. Betts, "Approaches to Differentiated Guidance in Reading," \textit{Education}, LXX (May, 1950).
\end{itemize}
of children's literature, the present survey includes the work of two recognized leaders in that phase of language-arts instruction.

Betzner has made many contributions to knowledge of children's literature. This helps teachers to work with children in literature. Two of her studies are reviewed here. 64, 65

In 1940, Betzner collaborated with Moore in a book entitled *Everychild and Books*. In the preface the authors emphasized the fact that little had been done up to that time to discuss the culminating point of the reading process, which is the development of a real enjoyment in the reading of books and a discrimination in their selection. On the other hand, many books and articles had been written devoted to the specific skills of reading and their mastery. The central objective, then, of this book was to seek ways of helping children in their voluntary reading. The entire book was vital and interesting and almost inspirational to read. It discussed books and children in an informal and exciting way which urged the reader to work with children in the same way. Reading techniques and their exacting application were forgotten as pleasure took over.

Too few teachers have the capacity to enjoy literature either for themselves or with children and the result, of course, is that too few


children are having the literary experiences in their elementary-school years that they should have. Perhaps one of the reasons for the lack of professional attention to the subject of children's literature is the difficulty of measuring pupils' appreciation of literature. Literary likes and dislikes, results of reading, and the motivation of reading on the part of children are very hard to evaluate in concrete terms. The authors of Everychild and Books had the following to say on this point:

Nothing is more elusive than the discovery of children's honest preferences in reading. It is easy to find out whether some individual child likes a particular book or not, and it is not difficult to gauge the attraction of certain books for a considerable number of children who frequent a library or read independently at school. But the attempt to determine whether a large number of readers rather consistently choose fiction of a certain kind, or have a strong bias toward information material, history stories, fairy tales or poetry has usually proved rather unsatisfactory.66

All in all, this is a very practical book for teachers who wish to make literature live for children. It could well be required reading for the teacher who, himself, has never found excitement or pleasure in reading.

The second of these references, one of the "Practical Suggestions for Teaching Series," of Teachers College of Columbia University, is helpful to the classroom teacher especially in its emphasis on the nature of children's literature and its place in the curricular program of the elementary school. This, too, was a practical book filled with suggestions for teachers who are concerned with making literature a real

force in the lives of children. The author pointed out the needs which children have for literature and showed how these needs may be met. She discussed the school's resources in literature, the materials for teaching, and the evaluation of the literature program. She then presented a series of activities by which literature may be taught: storytelling, theater, pictures, reading, and children's writing.

Sometimes teachers who are most skillful in developing aesthetic appreciation and a genuine enthusiasm on the part of children for literature or the other artistic media, are impatient with the need for evaluation. But literature, as well as any other phase of the curriculum, must be evaluated in terms of its effects upon children. Betzner expressed this necessity very clearly when she wrote:

Evaluation is a phase of human experience common to children and adults alike. The school has a major concern in improving this process which operates wherever choices are being made by boys and girls or by the adults directly responsible for providing the best education possible within its doors. No part of any program can be planned or operated without some consideration of a plan for determining its success or failure at any given point. Good work cannot be expected where evaluation is indefinite or inconsistent. Since the quality of any piece of work is found in the soundness of all parts as they operate one with another, the quality of a program in literature is largely determined by the means used for examining its development.67

This small book is another of those comparatively few in the area of literature for children which most teachers ought to make their own. Literature for children is more than the occasional storytelling or the gushing over attractive new children's books. It is a planned program

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of developmental learning which should afford for children great pleasure and delight. The literature used should be of enduring value.

Arbuthnot has contributed extensively to the knowledge of children's interests and needs in literature. In an article entitled "To Read or Not to Read," published in 1947, she dealt with the many communication media, in addition to reading, with which children are bombarded constantly and the effect this bombardment is having on them. All in all, the author viewed the picture optimistically. She felt that in spite of the adult world with its excitement, vulgarity, and violence to which they are being exposed in the radio and the movies, children returned happily and somewhat gratefully to their own level of reading fare. She emphasized the role adults play in helping children to enjoy reading more: reading for pleasure themselves, reading to young children, surrounding children with books, and so on. In attempting to meet the competition of radio, motion pictures and comics, the books given children must be easy for them to read, with clear-cut themes and exciting action. In these ways, one can be assured that children will read more, perhaps, than they ever have before.

Arbuthnot's most notable contribution to the field of literature for children is her book entitled Children and Books. This book is not an anthology but is, rather, a text designed for college students.

68. May Hill Arbuthnot, "To Read or Not to Read," Elementary English, XXIV (May, 1947).

and teachers. It includes criteria for judging and evaluating books for children by adults. Of particular value are the many selections from books which are given to illustrate the evaluative criteria. Making the book attractive as well as useful are many of the actual illustrations from children's books which adorn the pages. There is an excellent chapter on the illustrations and illustrators for children's books.

The book is completed with a voluminous bibliography which is helpful to teachers and librarians. There was much history of children's literature interspersed with actual examples to illustrate the period under discussion. This did not become tiresome because of the author's ability to keep the text moving rapidly. This section is effectively done. Both students and teachers need to know how the literature of today developed. Sections on the many kinds of poetry available to the teacher of young children are helpful, especially to teachers whose own experiences with poetry have left them with a lack of understanding or a positive dislike for it. These lacks of teachers should not be passed on to children. Children and Books, carefully used by such teachers, will go a long way toward making literary experiences for children more rewarding. The author deals with the techniques for presenting literature to children such as choral reading, storytelling, and dramatization.

Another contribution was prepared by several people, both librarians and teachers, under Arbuthnot's direction. It is called Children's Books Too Good to Miss. This pamphlet is a list of books

70. May Hill Arbuthnot and Others, Children's Books Too Good to Miss (Cleveland: The Press of Western Reserve University, 1948).
which in the opinions of the authors, are especially noteworthy.

Arbuthnot has compiled three anthologies of children's literature which are notable contributions to teachers' and parents' work with children in the area of literature. In addition to the presentation of the actual literature, itself, each of these books contained an introduction relating to using literature with children which was an excellent contribution to the process of teaching and learning in literature. These books present a wealth of literary selections for use with children by teachers, parents, and librarians.

In her discussion of poetry, Mrs. Arbuthnot wrote:

Undeniably, poetry with its emphatic melody and rhythm has the power of evoking in its hearers strong sensory imagery and emotional response. The happenings of everyday life are lifted out of the commonplace by the small, perfect frame of words that poetry gives them. The child finds in verse what the adult finds -- an exhilaration that comes from the compatibility between ideas and manner of expression, from the melody and the movement of the lines, and from the little shiver of delight that these qualities induce. More than any other type of literature, poetry trains the child's ears to the cadence of words and develops his sensitivity to the power and music of the English language.

In Time for Fairy Tales Old and New, a part of the introduction


74. Arbuthnot, Time for Poetry, op. cit.*, p. iii.
is devoted to the art of telling stories and reading aloud to children.

The author presented several reasons why there should be time in the school day for this sort of activity:

There are many reasons why a program of telling stories and reading aloud to children is favorable to their own learning-to-read program. First, all normal children bright or dull, good readers or poor, need to have their reading interests expanded.

The second reason why reading aloud and telling stories to children are desirable practices is that they help reduce the lag between the child's ability to read for himself and his capacity to understand and enjoy literature. It makes reading seem easy. . . . Reading begins to seem a simple and enviable skill.

A fourth virtue of story telling and reading aloud is that the listening children develop a growing power of aural comprehension. Their ears and minds are focused on the spoken word without any extraneous aids to understanding.

Finally, story telling and reading aloud make it easier for children to understand and enjoy certain types of literature which they might never try to read for themselves. 75

The third of these three anthologies emphasizes the need adults have to understand the world in which children live and how best to help them to live it richly and fully with books and stories making a part of that rich living. The author also discusses the qualities that make a child's book worthwhile. In these days when teachers and parents are faced with sorting out the good from the bad from the welter of material coming to them, some criteria of judgment are essential. Those provided by these books and the literary selections in them are invaluable.

Research in the literature of the communication skills. In the area of instruction in the skills of communication, the present study examines the work of two people who have made outstanding contributions

to the literature in the field. The first of these people is Strickland, whose work in language arts is recognized as sound and effective, especially in the practical aspects of working with children in the elementary school.

Strickland's primary contribution to the teaching of the language arts was her book, The Language Arts in the Elementary School. This is one of the most complete and carefully written books in the field. The author discusses all the facets of the language development of children except the technical aspects of reading instruction. Her approach to the development of language in young children was, throughout the book, grounded in the interrelationships of language and experience. Early in the book she wrote:

Language and experience are closely interrelated throughout the lifetime of all individuals. The relationship is clearly evident in the responses of the little child. He learns the language of his parents not because he has inherited the predisposition toward that language, but because it is the one he hears about him constantly and the one which becomes associated with the other elements that make up his living.

There was, also, continuous emphasis upon the relationship of physical, mental, and emotional growth and development. Of particular importance to this dissertation was the section on individual differences in language development and the language needs of young children. The author emphasized the necessity for studying the language needs of children individually and caring for them in that manner.


77. Ibid., p. 9.
This bolsters the philosophy of this dissertation that teaching in the language arts must be made as individually centered as possible. This book is another among those which meet a need among classroom teachers for realistic and practical help in their teaching practices.

In an article, "Developing Language Power in the Primary Grades," Strickland pointed out the close relationship between growth in language and social and emotional adjustment. This is a fairly obvious relationship to teachers who are keenly sensitive to children. Too often it is missed, unfortunately, because of pressures felt by teachers for achievement. It is good to have the point made in concrete ways so that readers are encouraged to look for its presence in the children under their observation. There is also a vicious circle which operates in language development and emotional adjustment since the lack of one affects, in an adverse way, the other. It is of little importance to strive for the development of language power with a child who is too disturbed to profit from it. This article was replete with concrete ways in which teachers can work toward well-adjusted children and the development of language in the primary grades.

Along a similar line Strickland examined the functions respectively of language and speech and language and thought in the young child. The expression of thought in an oral manner seems to be an

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79. Ruth G. Strickland, Language and Mental Development of Children (Bloomington: Division of Research and Field Services, Indiana University, 1947).
early step in the development of both thought and speech in the young child. Teachers of young children will do well to recognize this need and help children rather than hinder them in this simultaneous process of thinking and expression. Another area in which teachers of primary-age children are usually more proficient than teachers in the upper grades is the recognition that thinking, and indeed, all learning, grows from the concrete to the abstract as the learner matures. This is true both of the young child and of the older child who meets new concepts.

In two articles Strickland was concerned with children's needs in language development. In the one she presented several factors which make the child's success in school and in language assured or problematical. These factors included the teacher herself, particularly in terms of her voice, her vocabulary, and her general approach to the child; play with other children of the child's own age; opportunities for planning, sharing, and contributing to the work of the classroom. This article was helpful to the young teacher because the author suggested methods by which the teacher can control behavior through his speech and ways in which children react to various tones of voice as well as to the personality of the teacher.

In the other article, Strickland pointed out ways in which


teachers can learn about children by studying their language patterns. For the teacher who listens intelligently, children will express much that helps her to understand their development.

Strickland has provided several helpful contributions to the more effective teaching of creative language. In one of these she helped the teacher to see ways of working with children which foster and encourage creativity in oral and written expression. Her stress here was on the development of the creative teacher who, herself, provides the most important impetus to creative work on the part of children. Another point made in this article which both adults and children forget was that it is one thing to be creative in ideas and quite another to develop the ability and hard work necessary to carry out these ideas.

In another article, Strickland made an especially useful contribution by discussing the concrete ways in which reading and the other language arts are interrelated and contribute to each other:

Reading and the other language arts form a network of two-way avenues over which values flow in both directions at all times. The relationship of reading to the other language arts changes from time to time as a reader grows in personal maturity, in language power, and in reading skill. Gains in one area are almost certain to result in gains in other areas. Though reading is frequently the enriching force, it is in itself enriched through use.

83. Ruth G. Strickland, "The Relation of Reading to Development in the Language Arts," The Reading Teacher, IX (October, 1955).
84. Ibid., p. 35.
The author touched on the relationships in listening activities, in poetry, and in speech, as well as in handwriting and spelling.

In "Utilizing Spelling Research" Strickland attempted to help teachers with the sometimes vexing and always difficult problem of spelling instruction. Because children can never be taught to spell all the words they will need to use and because there is ample evidence concerning the most commonly used words in the English language, Strickland conceived of two primary objectives in the teaching of spelling. These included the development of an effective personal method for learning to spell and the actual learning of as many of the commonly used English words as possible.

The author pulled together in this article much of what has been discovered through research concerning effective methods in teaching spelling. It is essential in spelling as in other areas, for individual children to learn techniques according to their individual needs. Teachers need to know the many ways to learn to spell in order that they may try different ways with different children. The real test of spelling, of course, is not what children do with a weekly or monthly spelling list, but, rather, what they do with spelling when it is used for expression and their attention is centered not on spelling as such, but on what they are trying to express.

The second of the authors whose work in the communication skills

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is reviewed here is Dawson. In an article entitled "Guiding Writing Activities in the Elementary School," Dawson presented a point of view regarding both creative and practical writing of pupils at the elementary school level. She said of creative writing:

In a well rounded program of written activities, creative writing has a place of prime importance because through it children find a means of self-expression, release from tensions, and the joy of fulfillment. Here the teacher makes use of the methods of indirection as she reads abundantly from the children's literature and from the pupils' own compositions . . .

She further emphasized the necessity for the eventual mastery of the written language skills which must be a part of the final product of either creative or practical writing. This can probably be achieved in large part through the writing itself with occasional help with the technical skills for individuals or small groups who show a particular need.

In other articles this author dealt with specific phases of both writing and speech: correct usage, capitalization and punctuation, and other essentials of composition. She recognized the

87. Ibid., p. 81.
difficulty of teaching correct usage especially in terms of its carry-over into practice in writing or in speech. She emphasized the necessity for putting the teaching of correct usage on a positive note rather than on the "do not" basis. It is important also, in this author's opinion, that teachers work on the eradication of critical items of poor usage rather than dwelling on unduly fine details.

In a day when attention to minimum essentials is likely to cause them to become the complete curricular program, it is important to recognize the presence of "maximum essentials." Dawson wrote:

No teacher can hope to have her pupils attain mastery of correct usage, capitalization, punctuation, and the other minimum essentials unless she takes care of the maximum ones first. Only as pupils talk and write about matters of real concern to them, only as they earnestly strive to inform or convince or entertain their fellows can teachers expect them to be interested in how well they express themselves and how accurate their use of technicalities may be.91

This concept is particularly important to those teachers who are inclined to place the mechanical aspects of learning first in their priority for teaching.

In the controversial area of systematic versus incidental practice on language skills, Dawson came to the sensible conclusion that in practice the two will be combined. In her thinking it is the incidental use of language skills which reveals the need for drill on certain mechanics. Thus systematic practice begins and ends with systematic use.

In two articles, 92, 93 Dawson was concerned with aspects of language teaching which are of particular significance to this dissertation: the individualization of teaching and the adaptation of the pace of learning to the needs of the individual. The author dealt successively with individualization in spelling, in reading, and in correct usage. She gave vivid illustrations for many of her points in each case. She concluded by writing:

In general, individualized instruction required that the class enrollment be relatively small, that there be flexible seating, and that instructional materials be varied. Only then can a teacher find time and opportunity to work with individual pupils and to adjust instructional materials to their level of achievement. If instruction is properly individualized, pupils can make continuous progress as they pass through the elementary school, and the policy of promotion can be such as to call for no 'repeating.' 94

In her use of the words "learning pace," Dawson was using, in the writer's opinion, another word which might well be related to his concern with "growth-levels of children." She discusses the meaning of the term as follows:

In pacing, learning is on a gradient suited to the pupil's current maturity level and his background of experiences and emerging interests, a gradient that begins with very simple and concrete activities and progresses to higher levels of understanding and appreciation, bit by bit. Never is the child forced to premature efforts to learn. 95


In two books, 96, 97 Dawson has provided teachers with unusually helpful guides in their teaching of the language arts. In one of these, designed primarily for primary teachers she saw the language program in the primary years as directed toward the attainment of two major objectives: (1) the enrichment of children's experiences, or provision for the content of expression; and (2) guidance and instruction designed to improve the manner and form of written and oral communication. There were sections devoted to the teaching of oral communication, the most essential factor of language in the early primary grades; of written expression; of correct usage; and to the planned program in speech. The author implied that the program in speech skills in most schools is weak and can and should be strengthened, not by a speech specialist but by the classroom teacher.

This book, while very short, is one which can become a kind of handbook for the primary teacher without being, in any sense, a guide or manual to detract from the teacher's own initiative and versatility.

Dawson's most extensive contribution to the literature of language-arts instruction is the book entitled Teaching Language in the Grades. This book is a much longer and more complete exposition of the philosophy and approach to language instruction found in the author's other work, especially in Language Teaching in Grades One and Two. Of


particular significance is her statement in the preface:

To be effective, language instruction must be in alignment with certain major principles — first, those related to child growth and development: readiness; continuity and orderly sequences in growth; individual differences in native capacity, aptitudes, rate of growth, experiential backgrounds, and emerging interests. Other considerations relate to the ways in which children learn; for instance, the need for concrete beginnings, for learning experientially through lifelike situations, for automatizing skills through systematic and orderly practice after a need has arisen for the use of such skills, and for evaluating progress through a many-sided inventory.98

This paragraph rather set the tone for the book. Chapter III in this book presented a basic program in language for the elementary school. Here she analyzed, in careful detail, the needs of young children in language development which can be summed up under two headings: (1) the ideas to be expressed, and (2) the expression of those ideas. Chapter V dealt with the literature aspect of the language arts. While the author made no attempt, in this book, to deal with the techniques of reading, she did help the reader to see ways of developing reading tastes and interests in the long process of gaining appreciation of literature.

Chapter VII presented the teaching of listening as a specific skill which must be taught just as any other language skill must be taught. As in the teaching of other skills, Dawson accentuated the requirement that the listening skills have a purpose which is clearly understood by the children. Of particular interest to this writer is the section devoted to the stimulation of creative expression. The

98. Ibid., p. v.
author presents five criteria for creativeness:

1. The expression must come from within.
2. In the main, creative language is not utilitarian in its purposes.
3. Originality characterizes creative expression.
4. Creative expression is spontaneous.
5. People vary in the avenue by which their creative expression tends to emerge.99

These criteria, of course, leave much room for argument since each person who reads them is likely to see creativeness in a somewhat different way. This chapter implied that the stimulation of creative expression is the teacher's main job. The writer would go a step further in his desire to teach the child how to write and speak creatively. Naturally this sort of expression cannot be forced but it can be more actively encouraged by a teacher who helps children in the actual labor which creativeness requires. It is of little avail to develop creative ideas if those ideas cannot be expressed for the understanding and appreciation of other people.

The book closed with a chapter on evaluation which presented realistically the importance of careful evaluation and concrete ways of carrying it out.

Other research studies in language arts. Many individuals have interested in a study of the relationships of the language arts both

99. Ibid., pp. 246-247.
with each other and with other areas. Hughes reported on an investigation made in relationship of selected language abilities. He attempted to discover to what extent certain language abilities were related and to what extent achievement in one language ability indicated a comparable achievement in another. His data concluded that the language abilities studied are related in a positive manner to the other language abilities independent of the effects of intelligence. In his investigations, high achievement in any one language ability or skill area tended to be associated with higher-than-average achievement in the others. In another instance, the relationships among the language-arts areas were studied by Martin. He found little information to indicate the relationships among the language arts which was shown in the study reported by Hughes.

According to investigations conducted by Wheeler there existed positive relationships between the ability to read and intelligence. His investigations also established that (1) reading skills can be improved by instruction and practice at all but the lowest levels of


102. Lester R. Wheeler, "The Relation of Reading to Intelligence," School and Society, LXX (October 8, 1949).

intelligence, (2) few people read up to their mental potentialities, and (3) many factors of instruction, experience, interests, etc., influence reading development.

Fay studied the relationships between certain reading skills and success in other subject-matter areas for the elementary-school curriculum. This investigation revealed rather obvious conclusions, namely, that achievement should be considered in terms of specific areas rather than as a composite of all school work; that reading should be thought of as a composite of many specific skills rather than a generalized ability; that some reading skills are related to achievement in a given subject-matter area and others are not; and that the reading skills related to subject-matter achievement differ from one achievement area to another.

The emotional factors involved in reading difficulties have interested many investigators over the years and there are numerous studies of these problems. One such study was reported by Louttit. The problem investigated in this study was to determine whether or not the presence of emotional factors in a child with a subject disability are significant. The investigation involved observation of behavior, interviews, case studies, and testing. Although the conclusions as reported were somewhat unsatisfactory this study ably described techniques of child study which are helpful to teachers who wish to

discover more about children with whose problems they are concerned.

Another investigation also used the case-study technique with success. In this study, reported by Piekarz, the case studies of two children identified as a "higher-level" reader and a "lower-level" reader were compared in terms of their ability to derive accurate understanding from reading material. The two children were equal in intelligence level and in general reading competency as measured by standardized tests. The findings showed that the higher-level reader moved more freely from specifics to generalities and from literal, surface meanings to the implied meanings of a selection. These results seemed to indicate a need for teaching children specific ways of making accurate and rational interpretations of their reading material.

Perhaps few areas of learning have had as much research attention as that of readiness for learning in general and readiness for reading in particular. Several investigations of reading readiness have been made. 106, 107, 108, 109

Baker reported in a study of reading readiness factors in a group of upper-grade children that readiness for reading had been neglected in their beginning-reading program. She found the chronological age of the children studied was below six years, six months at the beginning of first grade; that a downward trend from high achievement scores in first grade was noted in each succeeding year; that evidence indicated that experience reading in the first grade was meager or lacking altogether; and that the children were introduced to formal reading in books early in the first grade. The conclusions were reached that intensive work in reading in first grade produced high scores on standardized tests which did not hold up in later grades.

More and more authorities in the field, along with classroom teachers, are questioning the predictive value of reading-readiness tests. Henig attempted to determine the comparative forecasting value of the Lee-Clark Reading Readiness Test and of teachers' estimates of the pupils' likelihood of succeeding in learning to read. The results showed that a substantial degree of positive relationship existed between the reading-readiness test results and the degree of ability attained during the first year. A substantial degree of agreement also existed between the teachers' forecasts of their pupils' probable success in learning to read and the degree of ability in reading actually attained by them. These results seem to indicate that experienced teachers' forecasts have as high a degree of predictive value for reading readiness as do tests.

Robinson reported that such factors as native ability,
environmental forces, skill in the use of language, auditory discrimination, emotional maturity, and sex differences affect the readiness of a child for reading instruction. It was interesting to note that Robinson, along with many others, doubted the importance of mental age alone in readiness. She said that

Research supports the conclusion that a mental age of 6.5 years or more is conducive to success in beginning reading. However, experience reveals that many children with mental ages of six or less do learn to read if they possess strength not measured by standardized tests and if teaching is carefully adapted to their needs.\textsuperscript{110}

Once again, a study pointed out that the teacher is the most significant single factor in the school for success in learning.

Bradley investigated the question of whether or not a child actually will lose or gain if formal, systematic instruction in reading is delayed until the child is ready for it. Her study was conducted with two groups of children who had different programs during their first two years in the elementary school. In one group careful attention was given to systematic readiness instruction and no child was introduced to formal reading until he was considered ready. In the other group, systematic instruction in reading was provided immediately upon entrance to first grade. The conclusions of this study reaffirmed the soundness of the readiness approach to school learning. The experimental group caught up with and passed the control group in reading by the third year in school. In addition, the experimental

\textsuperscript{110}. Robinson, "Factors which Affect Success in Reading," \textit{op. cit.}, p. 263.
group had many more experiences than the control group which were quite in addition to gains made in academic achievement.

Three investigations into the technical aspects of reading instruction are reviewed here. 111, 112, 113

Pflieger analyzed the reading scores made on two different tests to find out to what degree results of testing were affected by the tests used. The conclusions he drew from his study were that the reading grade levels of individuals and of groups of students were dependent, in part, upon the particular test used. The two tests used in this instance were the Stanford Reading Test and the Iowa Silent Reading Test. The investigator discovered a significant difference in the reading grade levels which these tests provided.

Schubert compared the best and poorest readers in a specific classroom to discover what factors contributed to the differences between these children. He discovered on the basis of 160 children that boys were predominant among the "poorest readers" and that speech defects had a significantly larger prevalence among this group. Discipline problems almost never occurred among the best readers while the factor of dominance had practically no significance in either group.

Mills reported a study of word-recognition techniques which had as its basic purpose the determination of the teaching method or combination of methods most effective in teaching word recognition skills in various types of individuals. The study showed ways in which different children learned to recognize words more efficiently by different teaching methods. This fact seemed to indicate that no one method is best for all children. This investigator emphasized the need for classroom teachers to know children so well that they can determine which method is best for each individual.

The language-arts area of listening is being investigated more extensively in terms of teaching techniques in recent years than has ever been true before. \textsuperscript{114, 115, 116, 117} Pratt attempted the evaluation of a program for the improvement of listening in which he found several interesting factors involved in the systematic teaching of listening skills: first, that teaching listening techniques through instruction concerned with the skills involved in the listening process can be effective; second, that the effectiveness of instruction in listening


was found to be independent of the varying levels of intelligence; and third, that the correlation between listening ability and reading ability was positive.

Wilt investigated teachers' awareness of listening as an educational factor. The purposes of her study were to determine what percentage of the school children were expected to listen, whether teachers were aware of the amount of time they expected children to listen, and the relative importance teachers attach to instruction in the four phases of the language arts. The study was conducted by means of a questionnaire and classroom visits. Wilt found that the time children actually learn by listening and the amount of time teachers think children listen were quite different. That children do spend a large proportion of the instructional day in listening activities was proved. The investigator also discovered that teachers are much less interested in listening skills than in the other phases of the language arts and devote appreciably less time and effort to their teaching.

Heilman, whose study in listening involved college-age students, had the objectives of designing training units for improving listening ability and the determination of the relationship between listening ability and intelligence and reading ability. His evidence showed that the listening ability of college students can be improved through training in listening. The correlation which this investigator discovered between listening ability and intelligence was .56 and between listening and reading .66.

Hollow's study was designed primarily to determine whether or not
planned instruction in listening would improve the listening abilities of intermediate-grade children. This study, like others, also attempted to measure the relationship of listening ability to achievement in academic areas and to intelligence. In this investigation a test was designed to measure listening comprehension. The data showed that listening skills of intermediate-grade pupils were appreciably improved by planned instruction and that all children of varying intellectual abilities improved, as well. Factors such as reading comprehension, spelling, total language, and intelligence are related to listening skill in a positive way.

In spelling instruction there has been nearly as much research done as in the field of reading. Various aspects of spelling instruction have been investigated in terms of methods, materials and achievement.  

118, 119, 120, 121 One study, by Wilson, attempted to determine the spelling needs of third-grade children for written composition. Three groups of children were used over a period of three years. The data secured from this investigation were limited since they were


based on the investigator's own experience and with only seventy-five children. Some of the findings had significance for the classroom teacher, however, she found that (1) the spelling needs for each group of children vary; (2) no textbook in spelling can fulfill the needs of written composition; (3) a spelling list made from the words that children need in written composition serves for another group in the same grade better than does a list of words in a spelling book; and (4) learning words from a textbook enables children to make normal scores on standardized tests.

A helpful study was made by Hildreth when she compared three published word lists in terms of their uses for classroom teachers. These lists included, in particular, those words that children should learn to spell and recognize in print during the years in the elementary school.

Calhoun compared a "typical" and an intensive method for teaching spelling. The typical approach consisted of the use of a workbook in which specified activities involving repetition were carried out. The intensive approach, first of all, involved the elimination of lists of words. Then the prescribed activities of the spelling workbook were reduced to a three-day period of instruction time instead of five. There was much emphasis on oral spelling in the form of spelling bees. The investigator claimed that the intensive method produced much growth. The study was wholly inconclusive in that it failed to supply sufficient data to prove its claims.

Another, much more useful study, was done by Delacato. This
investigation dealt with two methods used in spelling instruction. One was called a "formal" method and the other an "informal" approach. In the formal method workbooks and published spelling lists were used; daily spelling lessons were conducted; weekly spelling tests were given; and some creative writing was done. In the informal method no workbooks or published lists were used; words came from children's experiences; individual spelling time was provided although the time for spelling instruction was cut down; tests were given only at the end of social-studies units; there was much emphasis on creative writing. The author of this study concluded that:

The formal method and the experimental method of teaching spelling were productive of the same average scores except that the better readers showed more growth in spelling than did the poorer readers. The experimental method, however, was productive of added outcomes through the development of positive attitudes toward the language area and through the creation of a felt need for learning to spell.122

The area of handwriting, more than any other phase of the language arts, has been integrated into a program of functional use as a tool of communication. Freeman discussed the status of manuscript writing in the country's schools.123 Based on a wide-spread survey by means of a questionnaire, this article reported the status of manuscript writing as well as professional opinions relative to its advantages and disadvantages. The result of the survey indicated that the larger proportion of the schools in the country use manuscript writing in

122. Ibid., pp. 296-297.

grades one and two. The professional opinions overwhelmingly supported the practice. Research in handwriting instruction has been singularly meager during the past ten years.

The area of literature for children also represents a phase of the language arts in which very little actual research has been done. This can be explained in part by the fact that outcomes in literature often are intangible and that factors in the literature-teaching situation do not lend themselves readily to controlled experimentation. Some investigators have been concerned with interest and its development in children in terms of desires in reading materials. Witty examined the question of stress as it is related to interest and success. In an investigation involving 142 boys and girls, more than 40 per cent showed minor or serious emotional problems. In these cases, the investigator found that a lack of interest in, a dislike for, or an indifference to reading was very frequently found. Many children whose reading achievement was unsuccessful had had poor starts in reading. This factor caused dislike and unhappiness in the whole reading area.

In another article relating to interest, Fox, through an individualized reading program, showed that children can be lead to develop an interest in free reading. She also pointed out that interests can be broadened and deepened when the children are actually convinced that books contain ideas of interest to them. She also showed ways in which

children can evaluate their own reading accomplishments and deficiencies. This report, based on only twenty-one children, cannot be conclusive but it showed teachers way in which to attack the problem of interest in getting children to read more. Mauck and Swenson\textsuperscript{126} studied children's recreational reading in terms of the amount of voluntary reading children did when reading materials were made readily available to them. It was discovered that when teachers were interested to the point of active encouragement of children's reading, much more reading was done by children.

An experiment\textsuperscript{127} was conducted in the New York City public schools to develop an intensive program of library reading in an effort to effect improvement in the total language-arts program. Carried on over a period of some months, it showed positive value in improving reading skills, encouraging teachers' personal attention to children's increased development in reading, and in the participation of parents in the program of the school through their interest in children's reading.

Courses of study. The third section of the present chapter deals with a sampling of courses of study chosen to represent a wide geographical area of the United States. They were also chosen to represent both city school systems and state school systems. Although there were a


comparatively small number of courses of study published in the last five years, those chosen for discussion and evaluation were published since 1940. Twenty courses of study were chosen for careful examination. Of these, ten were designed for statewide use and ten for use in city school systems. After careful examination five of each group were chosen for discussion and evaluation. The courses of study selected for discussion included: Florida; Oregon; Illinois; New Mexico; Delaware; Chicago; Seattle, Washington; Cincinnati, Ohio;


132. Delaware State Department of Public Instruction, Goals and Objectives through Curriculum Experiences in the Elementary School (Dover, Delaware: Department of Public Instruction, 1952).


Akron, Ohio; East Orange, New Jersey. The ten discarded were the courses of study for Nebraska; Wyoming; Louisiana; New York; Indiana; New York City; Euclid, Ohio.

137. Akron Public Schools, Course of Study Outlines, Publication No. 95 (Akron, Ohio: Board of Education, 1951).
139. East Orange Curriculum Council, Reading Improvement, Grades 1, 2, 3 (East Orange, New Jersey: East Orange Public Schools, 1955).
140. East Orange Curriculum Council, Reading Improvement, Grades 4, 5, 6 (East Orange, New Jersey: East Orange Public Schools, 1955).
142. Nebraska Department of Public Instruction, Language Arts for Nebraska Elementary School Children (Lincoln, Nebraska: Nebraska Department of Public Instruction, 1948).
147. Indiana Department of Public Instruction, A Good Start in School, Bulletin No. 158 (Indianapolis, Indiana: Department of Public Instruction, 1944).
149. Euclid City Schools, Pattern for a Strong Language Arts Program (Euclid, Ohio: Board of Education, 1956).
Among the courses of study designed for state-wide use, that of Florida stood out from the others in terms of format, approach, and apparent effectiveness for classroom use. Its usefulness was suggested by its provocative title, *Experiencing the Language Arts*, which attracted the reader from the outset and encouraged him to go on reading. Although the trend is changing, the format of courses of study is uniformly dull and uninviting. This book, unlike most such courses of study, was designed for both elementary- and secondary-school curricula. As such, it was able to show a progressive continuity of philosophy, content, and method from the kindergarten through grade twelve which was helpful to teachers. It covered, in complete fashion, the whole field of the language arts from the communication skills of spelling, handwriting, and usage to the creative aspects of language and the relationships of child growth and development to the language-arts program. Of particular interest was a chapter devoted to "Administrators' Responsibilities," a section significantly omitted from most courses of study. Such important areas as creative supervision, the selection of teachers, grouping, homework, reporting to parents, the

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149. Fort Worth Public Schools, *Tentative Course of Study in Language Arts* (Fort Worth, Texas: Board of Education, 1941).


making of adequate schedules, balancing the teacher load, and the provision of suitable facilities were dealt with in brief and practical detail in this section. The section on "Characteristics of Children and of Language Development" was arranged in four parallel columns to indicate (1) physical, mental, and emotional characteristics; (2) language characteristics; (3) school experiences offering opportunities for language growth; and (4) implications for the teacher.

In other sections the various topics of instruction in the language arts were approached in creative and practical ways. This bulletin was one of the finest of the group examined by the writer.

Another state course of study, that of the Oregon State Department of Education, was much less flexible and more detailed than the Florida course of study. The major emphasis was on the reading program; other areas of the language arts were somewhat neglected. Some attention was given to reading readiness and a section was devoted to the "pre-book level" of the reading program. This course of study reflected in detail the public criticism leveled at reading in the last few years by the fact that each level of the primary-reading program, (pre-primer, primer, first reader, etc.), was accompanied by a detailed section called "phonetic growth." Although these sections point out rather obvious ways in which phonics is related to the total program in reading, they were there, nevertheless, and the reader wondered if they were there upon the insistence of a pressure group. Courses of study often reflect, rather remarkably, the philosophy of the school administration.
Other phases of language-arts instruction, particularly its creative aspects, were neglected or entirely omitted in this course of study. In the area of communication skills some detailed minimum essentials were given in terms of "most of the children."

A third state course of study selected for discussion was that of Illinois. This was a very complete and detailed guide for the schools of Illinois. The statement to the teacher concerning the use of the guide, indicated that:

The curriculum consists of everything the school does to produce growth, change or needed adjustment in the child. The printed course of study is designed to aid the teacher in guiding this growth in desirable directions. It sets forth selected objectives, abilities to be attained and content, together with suggested activities, procedures and materials to be used in securing the desired educational outcomes.

It is the teacher's task to select, among these offerings, those which are most pertinent and helpful in her own teaching situation and to plan and organize the detailed activities of the school day.152

This statement established the tone for the total aspect of the course of study. As is true of most courses of study examined by the writer, a major proportion of the language-arts section was devoted to the teaching of reading. Emphasis was given, however, to the relationships of the language arts, and teachers were directed in the integration of the various phases of language arts in social situations. In each area were given goals for achievement although special attention was given to the fact that they "cannot be expected of all children."

Of particular value in this course of study were sections devoted to

literature for children with especial emphasis given to poetry. This attention to literature is singularly lacking in many of the courses of study which were examined.

Another state course of study was that designed for use in the elementary schools of New Mexico. The language-arts section of this course of study was organized in a completely segmented fashion. As in many courses of study, the reading section was the most complete and carefully done. It was functional in its approach and presentation, and was of practical use to the classroom teacher. There was a section devoted to pre-reading activities at the kindergarten level which was concerned primarily with the areas of development considered to indicate readiness for reading. A special and detailed section concerned with "Training in Word Perception and Recognition" was included as part of the guide in reading. The work of each grade level was described in detail. The section on literature for young children was excellent and, since it was expressed in terms of general suggestions for teachers, it permitted the teacher much more flexibility and initiative than was true of the reading portion. A particularly good and extensive bibliography was included and, although it was arranged by grade levels, skillful teachers need not hesitate to depart from the grade-level lists. The teaching of poetry occupied a prominent place in the literature suggestions. The sections on "language" were completely separated from reading and literature and placed in a completely different part of the guide, a procedure which encourages greater segmentation of the language-arts areas than is desirable. This portion of the course of study was devoted to oral and written composition and usage and
organized by grade levels. Spelling, word study, and handwriting were treated in separate sections and no effort was made to integrate them or make their use as language tools more functional. The content of this course of study was excellent in itself. Its weaknesses were those of organization entirely.

The final state course of study to be discussed and evaluated was one designed by the state of Delaware. This course of study was also one of segmentation of subject matter, although suggestions were made which facilitated the work of classroom teachers in the integration of the material. The organization was in terms of grade levels with briefly stated lists of knowledges, habits and skills, attitudes and appreciation for each of the language-arts areas. Equal emphasis was given to all facets of language development. Teachers were helped to understand ways of developing language in all areas of the curriculum through the following statement:

The language program should take account of language needs in the other subjects. Occasions for reading and listening, taking notes, outlining, making oral and written reports, writing letters, and discussing and evaluating results arise in most school subjects. Language skills are more readily learned and mastered in connection with interests and occasions that demand their use. Children are interested in perfecting and mastering skills in which they sense the need. 153

The courses of study designed for use in city school systems were, in general, somewhat more flexible in their direction and more fully-

153. Delaware State Department of Public Instruction, Goals and Objectives through Curriculum Experiences in the Elementary Schools, op. cit., p. 30.
rounded in terms of incorporating all the phases of the language arts in their makeup. One was that designed for the Chicago Public Schools. This course of study, designed for one of the nation's largest school systems, was effective in providing for true integration of the language-arts areas both with each other and with the other aspects of children's in-and-out-of-school experiences. It also provided for language experiences of the child from the pre-school years through the junior college. The course of study presented this philosophy in its statement which read, "Principles of modern curriculum-making no longer permit consideration of a single curriculum area, such as a subject field, in isolation from other subjects or written bases or sources common to all instructional areas."\(^{154}\)

The organization of this course of study is by grade levels in a functional five-column arrangement covering (1) essentials of communication, (2) suggested integrated units, (3) semi-class areas, (4) home, and (5) community. In this practical way teachers can readily see how each phase of the teaching program is related to the other areas of the child's living. Of particular importance was the emphasis given to the kindergarten program. Too many courses of study and school systems either ignore or neglect this important part of the child's developmental learning program which is especially important to language growth.

Another course of study designed for use in a city system was one

used in the Seattle, Washington, Public Schools. This course of study was one of the most attractive in format of any studied and that it was designed for functional use by classroom teachers was apparent from the first page. In the foreword it was stated that

The Language Arts course of study is based upon the principle that power is developed by the quality of living and experience. It presents in a unified form the many aspects of language study, giving emphasis to thinking, studying, planning, and exchanging opinions and beliefs -- all phases of living. 155

This course of study suggested a broad-fields type of language-arts program, and effort was made to draw its content from all the subject-matter areas with which children were concerned. It was particularly well organized in terms of the mechanical aspects of language -- the essential skills of grammar and usage, spelling and handwriting -- which were utilized as a "supporting program" and arranged in definite sequence from grade to grade. It was divided into four parts: the kindergarten-primary, the intermediate, the junior high school, and the senior high school. Each of these parts contained an introduction and was further divided according to grades. The experiences in the kindergarten-primary grades merged into one pattern. As the work grew in complexity, the material for a single grade was presented with greater emphasis. Each single phase of work was presented as a four-page unit. The first page gave an introduction and listed the goals of each stage of growth or kind of work. These objectives were only guides by which the teacher directed the growth of

each individual and the progress of the total group. They recognized that every group had a wide variation of interests, needs, and abilities and that some children enter a class without having attained the growth normal to that grade while others may have passed that point.

Suggestions for evaluation were made in one section while another gave ideas and suggestions for functional ways of providing integration. This guide was one which would be helpful to all teachers, yet would not interfere or handicap the talents of skillful and experienced teachers.

The most complete and voluminous of the guides studied was that of the Cincinnati Public Schools. In two large volumes, this manual was divided into a primary section and an intermediate section. It included all aspects of the elementary-school curriculum as well as language arts. These books were printed and attractive in format. In the primary-grades division thirteen chapters, the major portion of the book, were devoted to language-arts instruction. In the introduction a thoughtful point of view was expressed concerning the place of the language arts in the school program:

Ideas are received by reading and listening; they are transmitted to others by writing and speaking. These four aspects of the language arts serve as the tools for learning in every subject and throughout the child's waking hours. In fact, the language arts are concerned with all those language activities which help children acquire information, think clearly about their problems, express their thoughts and feelings, and communicate effectively with others.156

Although these manuals were organized in a segmented fashion,

effort was made realistically to help teachers to integrate the various phases of the language arts into a meaningful whole. Many examples were given of the aspects of creative language in order that teachers might see of what children's work consists. The manuals were directive and the reader felt that little deviation from the established pattern was encouraged. Although the program offered in these manuals was unusually complete, it is likely that teachers of great skill might find it somewhat restrictive and inflexible.

Another course of study which was also very complete but somewhat more flexible was that of the Akron Public Schools. The section on language arts in this guide for teachers was in briefly stated outline form with many examples of children's work where those had special purpose in helping teachers. The first section, called "Experience Reading" was helpful to teachers who find this beginning phase of reading instruction a difficult one. Some practical suggestions for chart making were given in terms of materials, content, and organization. Experiences to encourage in the work of the primary-age groups in order to develop good experience reading were suggested and ways of handling them given. Emphasis was given to the persistent problems of the grouping of children for instruction and the organization of independent work periods to free the teacher to work with small groups. In these ways, particularly, this guide was one of the most effective of those studied. If it erred in any direction, it was in the direction of too little content and the requirement of too much initiative on the part of the teacher. For skillful experienced teachers this guide approached the ideal; for new teachers, however, much careful supervision would be
needed to accompany its use.

A final course of study to be discussed and evaluated was that of the public schools of East Orange, New Jersey. This course of study appeared in four parts and presented a language-arts program for classroom teachers which was complete and filled with suggestions but was not directive nor likely to stifle initiative. Goals were expressed, however, in terms of essentials for mastery, especially in the area of the communication skills. A much more detailed treatment was given to this area of instruction than seemed necessary for the elementary-school curriculum. Excellent bibliographies were included for the use of teachers. In reading, it was suggested that basic reading skills be taught in a carefully organized progression. While these lists of skills might be interpreted as minimum essentials, there was no evidence in the course of study to indicate that they were considered such officially. An excellent section in the course for reading was written by Jean Betzner, the school system's reading consultant. Her emphasis here, as is true in much of her writing, was on the reducing of the formalization of reading instruction and in making more enjoyment possible in the process of learning to read. Excellent annotated bibliographies were included for each aspect of reading instruction.

The book, Aids for Growing Readers, was an effort on the part of the committee responsible for the course of study to have a sharing of ideas and techniques of teaching which teachers had found successful. Reading games, ideas for self motivation by children, the use of puppets, photographs, and so on were included. When used poorly this sort of
thing can be deadening and useless for teachers and children. These suggested activities, however, seemed to have purpose and a place in the instructional program.

The work of the National Council of Teachers of English. The present study is likewise concerned with some of the contributions of the National Council of Teachers of English. This professional organization of classroom teachers and administrators at every level of the educational program has been concerned for many years with the continued development of language in children and youth and with the encouragement of good teaching. While the efforts of this organization are directed to all levels of education, the emphasis here will be on those contributions which it has made to the language-arts curriculum at the elementary-school level.

One of the early monographs of the National Council of Teachers of English was entitled An Experience Curriculum in English. This curriculum was organized as an illustrative pattern of curriculum principles in language instruction for all levels of the educational program from the kindergarten through the college. Its emphasis, as noted from the title, was on the experiences of children and youth as a primary basis for curricular design:

The school of experience is the only one which will develop the flexibility and power of self-direction requisite for successful living in our age of swift industrial, social, and economic change. To inculcate authoritarian beliefs, fixed rules of conduct, unreasoned and therefore stubborn attitudes

is to set our youth in futile and fatal conflict with the forces of modern life. By meeting situations, modifying conditions and adapting themselves to the changeable, our boys and girls will learn to live in a dynamic and changing world. Today, more than ever, the curriculum should consist of experiences.\textsuperscript{158}

Each section dealt with a series of experiences such as those in literature, reading, creative expression, speech, writing, grammar, and so on. Each of these experience sections presented primary and enabling objectives and a list of typical materials of instruction. Designed as a help to local curriculum committees and individual teachers, the program presented in this book formed a helpful beginning for any school system which wished, in 1935, to take realistic steps toward improving its instructional program in language.

In \textit{A Correlated Curriculum}\textsuperscript{159} which appeared in 1936, proposals were made for the correlation of English with the other academic disciplines in the school curriculum. Although primarily intended for use in the secondary school, frequent specific reference to the elementary-school program was made in terms of units which used for expressional purposes material from nature study, physical science, geography, and hygiene for example. Some emphasis was placed on good examples of correlated programs at the elementary-school level as patterns or suggestions for secondary schools. A third-grade unit and a sixth-grade unit were given to show this kind of correlation. This book

\textsuperscript{158} Ibid., p. 3.

represented an early step in the campaign to make learning more meaningful to boys and girls by helping them to correlate and integrate their learning experiences.

The book, *Conducting Experiences in English*,160 followed up the beginnings made in *An Experience Curriculum in English*. An attempt was made in this volume to devise "a concrete account of the dynamic process of adjusting the English curriculum to a changing school population, a changing society, and a changing philosophy of education."161 It showed ways in which schools across the country were implementing the findings and suggestions of *An Experience Curriculum* in the classroom. It was an answer to widespread request for an elaboration of that earlier monograph.

Another publication of this organization was a pamphlet which is helpful to the purposes of this dissertation. It was entitled *Basic Aims for English Instruction*.162 In this little publication, thirteen statements relating to instruction in language were made and carefully explained and documented. They were, actually, a statement of basic philosophy for teaching and learning in English. The statements were as follows:


161. Ibid., p. vii.

1. Language is a basic instrument in the maintenance of the democratic way of life.
2. Increasingly free and effective interchange of ideas is vital to life in a democracy.
3. Language study in the schools must be based upon the language needs of living.
4. Language ability expands with the individual's experience.
5. English enriches personal living and deepens understanding of social relationships.
6. English uses literature of both past and present to illumine the contemporary scene.
7. Among the nations represented in the program in literature, America should receive major emphasis.
8. A study of motion picture and radio is indispensable in the English program.
9. The goals of instruction in English are, in the main, the same for all young people, but the heights to be attained in achieving any one of them and the materials used for the purpose will vary with individual need.
10. The development of social understanding through literature requires reading materials within the comprehension, the social intelligence, and the emotional range of the pupils whose lives they are expected to influence.
11. English pervades the life and work of the school.
12. English enriches personality by providing experience of intrinsic worth for the individual.
13. Teachers with specialized training are needed for instruction in the language arts.\textsuperscript{163}

These aims can be conceived to provide a basis in principle for instruction in the language arts at all educational levels.

Another publication, sponsored by the National Council has already been discussed in connection with the work of its editor and one of its contributors, Gray. It was Reading in an Age of Mass Communication,\textsuperscript{164} and represented another effective contribution by this organization.

\textsuperscript{163} Ibid., pp. 1-16.

\textsuperscript{164} Gray, op. cit.
At the present time, the National Council of Teachers of English through its Commission on the English Curriculum is embarked on a comprehensive new curriculum series which when completed will cover every aspect of the teaching of the language arts. The first two volumes, of particular interest to language-arts instruction in the elementary school, are completed. The first of these volumes was *The English Language Arts*.\(^{165}\) This book attempted to provide an overview of the curriculum in language arts from the pre-school years of the child's life through the graduate school and to help local schools and their curriculum committees to devise a method of approach to their curriculum making in English. It accomplished this purpose very well. In this book was every aspect of the language-arts program from building the curriculum itself with programs in listening, speech and writing, grammar and linguistics to suggested programs at all levels of the educational program. Of particular importance to the development of the curriculum contained in this dissertation was the chapter devoted to the relationships of the language arts and growth. The essential need for understanding these relationships was explained in these words:

> Since language is a social instrument, use of it is conditioned largely by the stage of social development of the individual and by the richness of experience which his surroundings offer him. Both what he is capable of thinking or expressing and the ease with which he communicates will depend upon the breadth of his experience and the rapport he has developed with others. At the same time, his increased skill in language gives him added power to deal intelligently with social problems, to talk out

matters of conflict, and to substitute clear thinking and expression for physical attacks on other children. 106

Another section, which dealt with individual differences, was helpful in arriving at understandings relative to growth levels of children and their assignment to groups for instruction. Attention was given to grouping and promotion policies, to the individual in the group-learning situation, and to the wide-spread of differences which are encountered in most schools.

The second volume of the present curriculum series was entitled Language Arts for Today's Children167 and was devoted wholly to the work of the elementary school. The book was divided into four parts. In the first part it established the sources from which the effective language-arts program may be expected to come. Part two discussed each of the separate areas of the language arts: listening, speaking, reading, and writing. In part three these areas were brought into relationship with each other and emphasis was given to their use in an integrated program for children. Part four dealt with the important aspect of the evaluation of the language-arts program. Of particular importance and special interest to this writer was the chapter devoted to the continuity in the language program. In the words of the authors, "Continuity of experiences is essential to growth in any area of learning. The wise

166. Ibid., p. 16.

teacher keeps in mind the stages through which children develop in language skills . . .."168

The sections which discussed the strands of the language arts separately and those which showed how integration can be made were helpful and work together to make a total program for children.

The desirability of continuous evaluation was stressed for the program in language arts. Emphasis was given to helping children to learn how to evaluate their own development in language as early in their educational program as possible.

The review of the literature relating to teaching and learning in the language arts for the elementary school is a formidable task. Any complete review would involve tremendous amounts of time and thousands of pages of print. Certain common strands have run through this selective treatment. The increasing emphasis on experience as the background for all learning and especially learning in the language arts is seen again and again. The recent instances of public criticism of the areas of reading and spelling have been reflected in the literature and in the curricular changes they have suggested. And, most significantly for this study, perhaps, is the increasing emphasis on the need for individualizing instruction in language if schools are to serve the needs of children realistically in this era of mass education.

168. Ibid., p. 42.
If education is to make progress it is necessary for teachers and school administrators to be concerned with evaluation. It is of primary importance for those charged with the education of the developing child to know what changes are taking place in children as a result of learning experiences. No school can be sure of the changes which are taking place unless a broad evaluation program is in operation in the school.

The evaluation program must be comprehensive, i.e., concerned with the total result of the school program; to provide the depth and breadth of sampling into the major objectives of the curriculum; flexible to allow for the use of a variety of formal and informal techniques; and continuous to permit the systematic collection and application of evidence to improve the educative process.¹

A part of this broad program of evaluation is measurement. Measurement consists of testing in order to discover the extent of ability and accomplishment in children. There are certain aspects of ability and accomplishment which lend themselves to fairly objective measurement. Although there is danger that over-emphasis on objective measurement may tend to cause teachers to rely on it exclusively, thereby neglecting other aspects of the total evaluation of the child, it is necessary for teachers to have the information which this type of

testing provides. Emphasis should also be placed upon the use of the results of such tests. The following statement suggests ways in which schools can use the results of testing:

The results of supervisory tests given periodically for the purpose of checking the efficiency of pupil learning should be revealed to the teacher and the pupils in terms of specific suggestions for the further improvement of the situation. Instructional diagnostic tests used by teachers in the classroom should furnish such specific information concerning the abilities and limitations of their pupils that a program of preventive and corrective instruction can be begun at once.2

In the language-arts curriculum of the Cleveland Heights elementary schools, the program in measurement was concerned with three areas: (1) the readiness of first-grade children for reading instruction, (2) the level of native intellectual capacity of these children at grades one, three, and six, and (3) the level of achievement in reading these children had attained at the end of first grade, third grade, and sixth grade. This program in measurement was designed both to show the level of achievement in reading and to help teachers and principals plan for future development in terms of children's needs as revealed by tests.

Instruments used. A form of the Metropolitan Readiness Tests3 was used to measure the readiness of first-grade children for reading instruction. These tests were devised to measure the abilities and achievements of young children just beginning the first-grade program


which contribute to their readiness for instruction. They are contained
in a booklet comprising six separate tests, as follows: Word Meaning,
Sentences, Information, Matching, Numbers, and Copying. The tests
consist of pictures to be marked or copied according to the instructions
of the examiner. Test one, or the test of word meaning, examines the
understanding or comprehension of language which the child possesses.
Test two, the test of sentences, is one which requires that the child
indicate a comprehension of phrases and sentences rather than the
individual words of test one. Test three is concerned with vocabulary.
In test four a child is examined concerning his visual perception
involving the recognition of similarities which is a major aspect of
learning to read. Test five measures number knowledge. Achievement in
terms of knowledge of number vocabulary, counting, ordinal numbers, the
recognition of written numbers, writing numbers, interpretation of
number symbols, the meaning of numerical terms, the understanding of
fractional parts, recognition of forms, telling time, and the use of
numbers in simple forms, is examined in this test. Test six involves
copying; here a combination of visual perception and motor control is
tested. This test sometimes reveals the tendency toward spatial
reversal which has been found to be correlated with immaturity in
perceptual abilities and may be one symptom of the lack of motor
coordination necessary for successful learning.

For the interpretation of the scores from these tests a combina-
tion of the various scores into a single "total readiness" score is
probably most meaningful to teachers. The test then provides a break-
down of scores into five categories to indicate the readiness status of
each individual or of the total group. With a possible total score of one hundred points, the distribution of points from 90 to 100 indicates a "superior" readiness status. Points 80 to 89 indicate "high normal" readiness; points 65 to 79 "average" readiness; the range of 50 to 64 "low normal"; while a child rating from 39 points down is considered by the test author to be a "poor risk" for success in beginning reading.

TABLE V

RANGE IN THE ABILITY OF 3,091 CHILDREN IN CLEVELAND HEIGHTS ELEMENTARY SCHOOLS IN THE METROPOLITAN READINESS TESTS, 1952-1956

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of Children</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100 - Superior</td>
<td>446</td>
<td>14</td>
</tr>
<tr>
<td>80 - 89 - High Normal</td>
<td>1,213</td>
<td>39</td>
</tr>
<tr>
<td>65 - 79 - Average</td>
<td>1,114</td>
<td>35</td>
</tr>
<tr>
<td>40 - 64 - Low Normal</td>
<td>299</td>
<td>9</td>
</tr>
<tr>
<td>0 - 39 - Poor Risk</td>
<td>22</td>
<td>.7</td>
</tr>
</tbody>
</table>

For four years, 1952-1956, first-grade children in the Cleveland Heights City School District were tested for readiness for reading with the Metropolitan Readiness Tests. Table V presents these data. A total of 3,091 children took these tests. The results indicated that these children had a higher-than-average rating on the tests and that they were good prospects for successful reading experiences. Four hundred and forty-six children or 14 per cent of the total number taking the tests ranked in the topmost bracket or the "superior" category. One thousand,
two hundred and thirteen children or 39 per cent ranked in the second 
or, "high normal" bracket while 1,114 children or 35 per cent of the 
total group were ranked as "average" prospects for reading instruction. 
In the "low normal" category there were 299 or 9 per cent of the 
children, while in the lowest bracket, called the "poor risk" group, 
were found only twenty-two children or .7 of one per cent of the total 
group.

The second test which was administered to Cleveland Heights 
elementary-school children was the California Short-Form Test of Mental 
Maturity. This test, given each year at the first-grade level, third-
grade level, and sixth-grade level, was another part of the system-wide 
testing-program of the department of elementary schools. The 
California Test of Mental Maturity is a valid measure of mental maturity 
which can be administered to children in a group testing situation. The 
short-form edition of the test was devised from the parent test (the 
California Test of Mental Maturity) to enable schools to use a test for 
measuring intelligence which was more useful in terms of time, 
convenience, and local conditions than a more complex test. This test 
provides subtests which measure both language and non-language 
intellectual capacity as well as four of the major factors involved in 
intelligence, namely: spatial relations, logical reasoning, numerical 
reasoning, and verbal concepts which are useful in the thinking process. 
In addition to providing the individual intelligence quotients of a

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4. Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, 
"California Short-Form Test of Mental Maturity" (Los Angeles: 
California Test Bureau, 1953).
group of pupils, the test furnishes teachers with information on the
nature and organization of the abilities of a given child which may be
helpful in the guidance of his learning activities.

TABLE VI

INTERPRETATION OF INTELLIGENCE QUOTIENTS,
IN RELATION TO THE GENERAL POPULATION ON THE
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY

<table>
<thead>
<tr>
<th>Intelligence Quotient</th>
<th>Descriptive Classification</th>
<th>Per Cent of Typical Population Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>130 and above</td>
<td>Very Superior</td>
<td>3</td>
</tr>
<tr>
<td>115 - 129</td>
<td>Superior</td>
<td>12</td>
</tr>
<tr>
<td>100 - 114</td>
<td>High Average</td>
<td>35</td>
</tr>
<tr>
<td>85 - 99</td>
<td>Low Average</td>
<td>35</td>
</tr>
<tr>
<td>70 - 84</td>
<td>Inferior</td>
<td>12</td>
</tr>
<tr>
<td>Below 70</td>
<td>Very Inferior</td>
<td>3</td>
</tr>
</tbody>
</table>

The intelligence quotients for the general population are
ordinarily interpreted in such a way as to indicate that those of 130
and above are described as "very superior." This group consists of 3
per cent of the population. The category of 115 to 129, or 12 per cent,
are regarded as "superior." The next grouping, 100-114, or 35 per cent,
are "high average." The range from 85-99, or 35 per cent, is called
"low average." The group from 70 to 84, or 12 per cent are termed
"inferior," while those ranging below 70 are regarded as "very inferior."
This latter group accounts for three per cent of the general population.
This information is presented in Table VI.
The results of the group intelligence testing done in the Cleveland Heights elementary schools during the years 1952-1956 gave an interesting and somewhat unusual picture of the intellectual capacity of the pupil personnel of these schools.

In the first grade 1,168 children were tested. By dividing them into the same categories interesting comparisons can be made with the pattern of the general population. In the group in which the intelligence quotients ranged 130 and above, there were 651 children or 15 per cent of the total group tested. This is in comparison with 3 per cent found in the general population.

In the second, or "superior" group ranging from 115-129 in I.Q., there were 1,323 cases or 31 per cent of the total group. This corresponded with the 12 per cent usually found in this division. In the group designated as "high average," ranging from 100 to 114 in I.Q., there were 1,509 children or 35 per cent of the total group tested. This is the same per cent as is generally found at this level.

In the "low-average" designation or the range from 85-99 I.Q., where 35 per cent of the general population is usually found, this group included 586 children or 14 per cent of the group. In the "inferior" category only 79 children were found. This is 1 per cent of the total group in comparison to the 12 per cent found in the general population. In the lowest group only a negligible group of children were found. Here there were twenty cases or .4 of 1 per cent of the total group. Generally 3 per cent can be located in this category. Table VII shows these data.
TABLE VII
A COMPARISON OF THE INTELLIGENCE QUOTIENTS OF 4,168 FIRST-GRADE CHILDREN IN CLEVELAND HEIGHTS WITH THOSE REPRESENTING THE GENERAL POPULATION, 1952-1956

<table>
<thead>
<tr>
<th>Descriptive Classification</th>
<th>Intelligence Quotient Range</th>
<th>Percentage of Typical Population</th>
<th>Percentage of First-Grade Population in Cleveland Heights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>130 and above</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Superior</td>
<td>115 - 129</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>High Average</td>
<td>100 - 114</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Low Average</td>
<td>85 - 99</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>Inferior</td>
<td>70 - 84</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Very Inferior</td>
<td>Below 70</td>
<td>3</td>
<td>.4</td>
</tr>
</tbody>
</table>

A similar picture is seen in the results of intelligence testing done in the third grade during the four years 1952-1956. In this group 3,199 children were tested. In the top category of I.Q.'s of 130 and above there were 386 children or 12 per cent of the total group, in comparison with 3 per cent usually found in the general population. In the "superior" group of I.Q.'s from 115 to 129, 1,282 children were placed. This represented 40 per cent of the total group in comparison to 12 per cent of the general population. In the third category, that of the "high average," 1,138 children were found. This represented 35 per cent of the total group which is the same as that found in the general population. In the "low average" range of 85-99 I.Q.'s where 35 per cent of children are usually found there were only 340 children or 10 per cent of the third-grade population of the Cleveland Heights.
elementary schools. In the "inferior" group ranging in I.Q. from 70 to 83 only 48 children or 1 per cent of the total group were found. At the third-grade level there were only five children located in the "very inferior" category below 70 I.Q. This represented .1 of one per cent of the children. These data are given in Table VIII.

TABLE VIII

A COMPARISON OF THE INTELLIGENCE QUOTIENTS OF 3,199 CHILDREN IN THE THIRD GRADE IN CLEVELAND HEIGHTS WITH THOSE REPRESENTING THE GENERAL POPULATION, 1952-1956

<table>
<thead>
<tr>
<th>Descriptive Classification</th>
<th>Intelligence Quotient Range</th>
<th>Percentage of Typical Population</th>
<th>Percentage of Third-Grade Population in Cleveland Heights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>130 and Above</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Superior</td>
<td>115 - 129</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>High Average</td>
<td>100 - 114</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Low Average</td>
<td>85 - 99</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Inferior</td>
<td>70 - 84</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Very Inferior</td>
<td>Below 70</td>
<td>3</td>
<td>.1</td>
</tr>
</tbody>
</table>

In the sixth-grade test results 2,919 cases were represented. Of these 506 or 17 per cent were found in the top category of "very superior." This corresponded to 3 per cent usually found at this classification. In the second level, "superior," were found 1,179 children representing 40 per cent of the total group. The general population usually contains 12 per cent at this level. In the classification of I.Q.'s from 100 to 114, called "high average" only 30 per
cent, or 891 children were found. This is in comparison with the usual figure of 35 per cent in this category. The "low average" group in this sixth-grade population consisted of 288 children or 9 per cent of the total group. The general population places 35 per cent in this group.

In the fifth category, that termed "inferior" only 49 children or 1 per cent of the total group were found. This category usually contains 12 per cent of the total group. In the group below 70 I.Q., "very inferior" only six children were placed. This represented only .2 of one per cent as compared with the usual 3 per cent. Table IX includes these data:

**TABLE IX**

A COMPARISON OF THE INTELLIGENCE QUOTIENTS OF 2,919 CHILDREN IN THE SIXTH GRADE IN CLEVELAND HEIGHTS WITH THOSE REPRESENTING THE GENERAL POPULATION, 1952-1956

<table>
<thead>
<tr>
<th>Descriptive Classification</th>
<th>Intelligence Quotient Range</th>
<th>Percentage of Typical Population</th>
<th>Percentage of Sixth-Grade Population in Cleveland Heights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>130 and Above</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Superior</td>
<td>115 - 129</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>High Average</td>
<td>100 - 114</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>Low Average</td>
<td>85 - 99</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>Inferior</td>
<td>70 - 84</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Very Inferior</td>
<td>Below 70</td>
<td>3</td>
<td>.2</td>
</tr>
</tbody>
</table>

The third instrument used in the testing program of the Cleveland
Heights elementary schools was the Gates Primary Reading Tests. These tests, administered to children at the end of the first-grade program, consist of three types of tests in a series. They measure the level and range of ability in the areas of word recognition (type one), sentence reading (type two), and paragraph reading (type three). These tests were designed to make possible a comprehensive measurement in reading which will reveal special strengths and weaknesses, and will thereby indicate the type of training most needed by the individual pupil. The several tests measure not the same but different phases of reading ability.

The vocabulary used in the tests consists of words employed in the speech of primary-age children, those found in primary readers and other primary literature, and those which are related to the interesting and important phases of the lives of young children. The tests help the classroom teacher in several crucial ways in reading instruction. They help to indicate the extent of real progress which the child has made in the reading program and should help the teacher recognize rote word recognition and memorization which are not accompanied by an adequate level of comprehension. They measure all-round reading competence but they emphasize accuracy, range, and level of comprehension rather than speed of reading. According to the author the tests may be used for several purposes:


1. To determine which pupils in a class need special help in reading;
2. To ascertain to what grade each pupil's ability corresponds;
3. To find out how well each child is reading in relation to his intelligence;
4. To compare the average attainments of a class with the national norms or with other classes;
5. To determine the particular kind of instruction needed by an individual pupil of any level of ability;
6. To measure results obtained from a special experimental program of instruction.

The national norms for these tests are based upon approximately 250,000 records from schools in all parts of the country.

The Gates Primary Reading Tests were administered to 2,904 children in Cleveland Heights at the end of the first grade during the years 1952-1956. The data show that the median score for this group was at the grade placement of 2.5. This is six months above the actual grade placement of these children. The range of scores was wide and extended from a low of .5 grade placement to one of 3.8. The 75th percentile was found at the grade placement of 3.0 while the lower quartile was found to be at the grade placement of 2.0. Figure I shows these data.

At the third-grade level the Elementary Reading Test from the Stanford Achievement Tests was used to measure achievement in reading. This test consists of a test of paragraph meaning and a test of word

7. Ibid., pp. 7-8.
FIGURE I. DISTRIBUTION OF GRADE-LEVEL EQUIVALENTS OF SCORES ON THE GATES PRIMARY READING TESTS ADMINISTERED TO 2,904 CHILDREN IN THE CLEVELAND HEIGHTS ELEMENTARY SCHOOLS, 1952-1956
meaning. Like the Gates Primary Reading Test it may be used either for
diagnosis or as a record of achievement. Teachers and principals in the
Cleveland Heights elementary schools use the results in both ways in
terms of (1) individual and class appraisal and guidance and (2) an
analysis of class performance.

The Stanford Reading Test was administered to 3,208 third-grade
children during the four years from 1952 to 1956. The range of achieve­
ment was very wide, indicating a great need for individualized teaching.
From a top grade placement of 8.7 the range descended to less than
first-grade level or .7 of a grade. The median grade placement of 4.3,
only about four months higher than the actual grade placement of
children at the time the test was given. This further indicated the
need for more careful teaching since in comparison with intelligence the
median should be somewhat higher. The 75th percentile was found to be
at the grade placement point of 4.9 while the 25th percentile was at 3.5
grade placement. Figure 2 shows these data.

In the sixth grade the California Reading Test was used. This
test is a part of the California Achievement Test Series and is an
instrument especially designed for measuring pupil achievement in the
fundamental reading skills. The scores obtained by the use of this test
reveal the reading grade placement and the percentile rank of children.
It may be used for both diagnosis and evaluation of pupil achievement.
Teachers and principals in the Cleveland Heights elementary schools use

9. Ernest W. Tiegs and Willis A. Clark, The California Reading Test
   (Los Angeles, California: California Test Bureau, 1950).
FIGURE 2. DISTRIBUTION OF GRADE-LEVEL EQUIVALENTS OF SCORES ON THE STANFORD READING TEST ADMINISTERED TO 3,208 THIRD-GRADE CHILDREN IN THE CLEVELAND HEIGHTS ELEMENTARY SCHOOLS, 1952 - 1956
it in both these ways. The standardization of the test was based on 50,000 cases while the basic information for the age-grade norms was secured from approximately one-half million pupils in a wide-spread area of twenty states. The test itself is divided into two parts: one measures reading vocabulary while the other measures reading comprehension. The vocabulary section is subdivided into four parts, namely: (1) word form, (2) word recognition, (3) meaning of opposites, and (4) meaning of similarities. The section designed for the measurement of comprehension is subdivided into (1) following directions, (2) reference skills, and (3) interpretation of meanings.

The test was administered to 2,915 sixth-grade children in the four year span of 1952 to 1956. A range in grade placement was found from a top of 10.7 to a low of 2.8. This, also, constituted a tremendous range of abilities at one grade level. The median for this range was the grade placement of 7.2. The 75th percentile was found to be at the grade placement of 7.9 while the 25th percentile was at 6.4. Figure 3 shows these data.

Organization of growth levels. From the total picture of the city-wide testing program it was necessary to select specific children whose record could be followed for a period of time to discover how well they fitted into specific levels of growth in terms of intellectual ability and achievement. This was done by using the names of those children who had taken all the tests given in first-grade and third-grade. There were nine hundred and eighty-one such children. The tests which they had taken were as follows:
FIGURE 3. DISTRIBUTION OF GRADE-LEVEL EQUIVALENTS OF SCORES ON THE CALIFORNIA READING TEST ADMINISTERED TO 2,915 SIXTH-GRADE CHILDREN IN THE CLEVELAND HEIGHTS ELEMENTARY SCHOOLS, 1952-1956
It was decided to divide children into three groups at each yearly level of development. Three groups were decided upon not because there was any virtue in three groups per se, but because in a class group of twenty-five children, it is advantageous to the classroom teacher to have three groups of approximately eight children in each one. A group of this size is effective for close, nearly-individualized instruction and three such groups can be handled effectively in a day's instructional time. As was noted previously, the results of all the tests in the city-wide testing program were divided into deciles to facilitate more accurate comparison. The three categories on which the grouping was based, then, were determined from the use of the results of the city-wide testing program. Group one consisted of those children who ranked in the top three deciles in all five tests. These top three deciles were those percentile ranks above seventy. The middle group, or group two, consisted of those percentile points above thirty and including seventy. The third group, or lowest, included the percentile ranks up to and including thirty.

One hundred and sixty-three of the 981 children ranked in the same percentile category in all five tests. This was 16 per cent of the total number of children. Two hundred and eighty-seven children ranked in the same category in four tests of the five taken. This represented 29 per cent of the total number of children. Four hundred and twenty-four
children ranked in the same category in three out of the five tests taken. This figure was 43 per cent of the total group of 981 children. A total of 107 children or 10 per cent showed no conceivable pattern in their placement in the five tests. These data may be seen in Table X.

### TABLE X

RANKS OF 981 CHILDREN IN FIVE TESTS ADMINISTERED IN FIRST AND THIRD GRADES IN THE CLEVELAND HEIGHTS ELEMENTARY SCHOOLS, 1952-1956

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>No Pattern in Five Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Five Tests</td>
<td>All Five Tests</td>
<td>All Five Tests</td>
<td></td>
</tr>
<tr>
<td>No. Percentage</td>
<td>No. Percentage</td>
<td>No. Percentage</td>
<td>No. Percentage</td>
</tr>
<tr>
<td>163</td>
<td>287</td>
<td>424</td>
<td>107</td>
</tr>
</tbody>
</table>

The children who had ranked in the same percentile category in three or more of the five tests were grouped together for instructional purposes. This resulted in three groups of approximately the same size and provided a basis for the grouping of children for language-arts instruction in the Cleveland Heights elementary schools. In group one, therefore, there were 307 children who achieved scores in the top category (above the 70th percentile) in three or more of the five tests. This constituted 31 per cent of the total number of cases. In group two (percentile ranks above thirty and including seventy) there were 341 children who ranked in this middle category in three or more of the five tests. This was 34 per cent of the 981 children. The bottom group consisted of 226 or 23 per cent of the total group. There remained 107 or 10 per cent of the children, whose scores provided no pattern in the testing program. Table XI shows these data:
TABLE XI
CLASSIFICATION INTO INSTRUCTIONAL GROUPS OF 981 CHILDREN TAKING ALL FIVE TESTS IN THE CITY-WIDE TESTING PROGRAM, CLEVELAND HEIGHTS ELEMENTARY SCHOOLS, 1952-1956

<table>
<thead>
<tr>
<th>Rank in Five or More Tests</th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>307</td>
<td>31</td>
</tr>
<tr>
<td>Group II</td>
<td>341</td>
<td>34</td>
</tr>
<tr>
<td>Group III</td>
<td>226</td>
<td>23</td>
</tr>
<tr>
<td>Unclassified</td>
<td>107</td>
<td>10</td>
</tr>
</tbody>
</table>

Class grouping. It is the assumption of this study of the language-arts curriculum that children should be placed in class groups on the basis of chronological age primarily. This enables the teacher to work with a group of children in the elementary school who are most alike in physical and social development.

In general boys and girls tend to group themselves homogeneously with respect to their physical and social development, and these natural groupings should be recognized and used by the schools where possible. Chronological age may in many instances be an important additional criterion for assignment of pupils to rooms and groups. 10

This method of class grouping eliminates the need for policies of promotion and failure since, if children are moving along at their own pace with children of their own chronological age, there is no need to upset this progress by the placement of a child in another age group.

Based on the needs of individual children, grade placement with its uniform standards becomes unnecessary and irrelevant. "The only essential that can be prescribed is the particular learning experience appropriate for a given individual at a given time." This point of view will be explored further in a later chapter.

The organization within the class structure becomes of major importance in a curriculum based on the growth levels of children. In a single grade in the Cleveland Heights elementary schools there was a range in intellectual ability of 118 points and a range in reading achievement of one year and eight months in first grade, of seven years and eight months in third grade, and of seven years and nine months in sixth grade. This wide range of ability and achievement makes a program of individualized instruction a positive necessity in these schools. Chapter V and VI of this study develop such a plan for the individualization of instruction based on the growth levels of elementary-school children.

11. Ibid., p. 189. 12. See Table VIII. 13. See Figure 1
14. See Figure 2. 15. See Figure 3.
Language development is a highly individual achievement on the part of human beings. Each person grows in his early language pattern in terms of his own unique life situation. For this evolution he is always dependent on the other human beings who help to make up his particular environment. Gradually and constantly these surroundings widen and deepen and include more people and more opportunities: activities, experiences, techniques, and understandings, until the child has become a mature individual competent in his use of language as a group of communication skills.

The growth of language. This growth of language has a pattern or sequence through which each person passes. This sequence is developmental in the sense that each new step is built on and emanates from an earlier step in the progression. Modern education has become concerned with the term "developmental tasks" which typify this continuity of activities. Such a task is defined as

... a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.

That each of the developmental tasks with which human beings are faced has its own optimum time for accomplishment has been established,\(^2\) and this optimum time constitutes a factor of the concept of readiness which is so much a part of the school's share in the growth of language. One of the problems of the teacher is to discover, by his expert knowledge of children, just when this optimum time for learning each of the developmental phases of the language arts for which the school is primarily responsible occurs. A part of this knowledge of children is included in an understanding of language growth, itself.

The nature of language development. Communication by means of a formal language is unique to human beings. It is this ability which has enabled man to grow from one generation to another increasing the knowledges and understandings discovered and utilized and improved by men who have gone before. Even more remarkable, perhaps, than language which is spoken and heard, is the ability devised by man to use language in terms of written symbols to stand for spoken language which may be read and understood by others far away in both time and place. Thus it is that

A human being, then, is never dependent upon his own experience alone for his information. Even in a primitive culture he can make use of the experience of his neighbors, friends, and relatives, which they communicate to him by means of language. Therefore, instead of remaining helpless because of the limitations of his own experience and knowledge, instead of having to rediscover what others have already discovered, instead of exploring the false trails

\(^2\) Ibid., p. 5.
they explored and repeating their errors, he can go on from where they left off. Language, that is to say, makes progress possible.3

The elementary school is concerned with the adequate development of children in language usage more perhaps than with growth in any other area with which it is involved. In securing well-adjusted young people who eventually can be expected to become first-class citizens in democratic living, language plays a critical part.

In language, as in other areas of growth, young children begin with an egocentric, immediate point of view.4 The task of education is one of helping them to gain increasing maturity in language so that they can center their thoughts, as well as their activities, on other more intelligent aspects of living than on self alone. Language ultimately is wholly socialized and exists to encourage and facilitate communication with others.

As a part of the response people make to practical situations, an increasing maturity of thought and manner is required. An aspect of language which teachers must accept as they help children to become more mature in its use is the aspect of change which is inherent in language itself and the individual aspect of speech which "is each individual's use of language; the individual is always the producer of it."5 It is

difficult for some teachers to accept the fact of change in language and
that children and young people are frequently the primary instigators of
language changes. This fact of change has strong implications for
curriculum construction in language.

In the area of development of language in young children, it is
essential for schools and teachers to recognize the factor of experience
which is, perhaps, the most powerful single instrument facilitating that
growth. Language development is, essentially, the evolution of ideas
and

... ideas always arise in and through experience. They
are not spontaneously generated. ... all ideas, beliefs,
and ideals grow out of, and relate to, concrete experiences.6

It is, then, through this philosophy of personal experience, both
congrete and abstract, that language growth can best be facilitated in
young children. They must be helped to understand concepts in speaking
and in listening, reading, and writing which are based directly on the
experiences they have had or are having.

It is important to recognize the fact that language development,
unlike other aspects of physical development, takes place only through
contact and experience with other people. Such physical activities as
sucking and breathing contribute to the early beginnings of vocalization
but only in relation to the stimulation with which the mother encourages
understandable speech sounds. Later on, further language growth is

6. John L. Childs, Education and the Philosophy of Experimentalism
enhanced by the rich contacts the child has with other children and with adults. 7

This factor was emphasized further by Millard, who discussed the element of imitation by which the child is helped to develop language only in relation to the social contacts with the other people in his environment. 8 The process of experiencing is, of course, the process of living, itself, but the school has the responsibility of providing new and broader understandings and for capitalizing on those experiences which children have had outside the realm of the classroom.

Language is not an academic discipline but a constantly-used tool which is enlarged upon and used more fully as the individual finds greater need for it. Growth in the various phases of language is "a process of natural development and maturation in an environment which provides stimulation and guidance." 9

Relationships of language growth to other phases of development. Since language is one of the most difficult of the areas of development with which children are faced, it is logical to relate it to other facets of human nature. Just as children vary in terms of physical and emotional growth so they vary in linguistic attainment. While it is true that language growth takes place in a certain, very definite

sequence like other areas of learning, it is also true that the rate with which these sequences take place is very different from one child to another.

It is likely that children who begin to use language at an early age will, in school, develop faster in the acquisition of the language skills of reading and writing. Some children are slow to begin the use of language in infancy and proceed more slowly all along the way in linguistic ability. This is not to say, however, that these children will remain slow in their use of language always. With many children motivation is lacking in the early stages of language development and when this motivation is supplied, the child's language facility immediately undergoes an upsurge.

There are some children, of course, whose progress in language is never satisfactory when compared with that of other children. Because of mental deficiency, neurological problems, or physical defects in the organs affecting speech, these children cannot be expected to develop in the normal manner of the majority of children. It is the responsibility of the public school, however, to recognize these cases as needing special help and then to provide it so that each child can develop his abilities to their maximum capacity.

The relationships among the language arts are clear from the beginning, as noted by the fact that "linguistic development follows a sequential pattern; namely listening with understanding, speaking,
reading, and writing." This "listening with understanding" in its early stages is the hearing of sounds that are accompanied by pleasant experiences. These pleasant experiences: the mother's voice, the presence of food, and the physical comforts to which the baby is entitled, are the necessary factors of early language development.

The young child listens and talks long before he is able to read or write. Yet the listening and talking in which he engages this early in life are preparing him for better and faster learning in reading and writing later. When reading, in particular, and writing are securely fixed as a part of his developmental pattern then they, too, contribute to the listening and speaking skills which were his first steps in language power.

The ease with which he learned to read is dependent in large measure upon the extent and quality of his language background. If the language a child has learned in his environment is too different from the language used at school he finds it difficult to feel comfortable at school and to accept and imitate what he hears. An individual's language is an intimate part of him and to alter it undermines his confidence and threatens his security.

Segmentation of the language arts, so common in many elementary schools, may be the single greatest deterrent to the successful development in language which young children encounter. Wasted effort in terms of drill in spelling and handwriting was commonplace in the traditional


school. There is evidence to support the fact that handwriting, for example, improves when it is used by children in purposeful communication, that is, when someone is going to read it also with a purpose. The modern elementary-school program insists upon the integration of the various phases of the language arts with each other and with the developing maturity and personality of the child. In this way teaching and learning become not only more interesting to the teacher and to the children but more effective, as well.

**Continuity in the development of language.** Reference has been made throughout this study to the natural sequence of learning in language through which each person proceeds according to his own unique pattern of growth. This sequence, the same for all learners, is listening, then speaking, and finally, reading and writing as maturity develops in the learner. Perhaps continuity in learning, more than any other factor, is responsible for effectiveness and permanence in that learning. The lack of continuity in school programs is one of the causes of poor retention of learning. Surprisingly little emphasis upon the desirability of careful attention to the provision of continuity of learning appears in the literature on classroom techniques. The fact that there is a definite order of learning has given rise to discussion among psychologists and educational theorists. Except in occasional cases, little of this knowledge has been included in the practical aspects of curriculum construction at the classroom level. Bode

emphasized that

... we must start with the experience which the child already has, for the purpose of enlarging and enriching this experience. All learning, therefore, becomes an enrichment of present experience; it changes the quality of present experience instead of being information that is merely added to what is already there. Real learning is based on the principle of the 'continuity of experience'; ...”13

This factor causes teachers, then, to change their utilization of subject matter and teaching techniques from a logical point of view to one of psychological organization. In this way the individual pupil and his experience dictates the arrangement of his school experiences rather than the logical organization presented in textbooks or teacher's manuals.

Grouping for instruction in language. The problem of grouping children in order to provide individualized instruction to a maximum degree is one of the most difficult of the problems faced by teachers and principals. Because of the nature of public schools, it is necessary to provide for the education of many children under the direction of one teacher. It was felt, in the Cleveland Heights City School District, that the class size should include a maximum of twenty-five children for each teacher and that an average for the city should be somewhere in the range between twenty and twenty-five children per teacher. In these days of rising enrollments and mounting expenses, this pupil-teacher ratio is a difficult one to maintain. With the

active support of the lay public, however, it can and should be done.

With not more than twenty-five children in each elementary-school classroom, therefore, it is possible to group children so that effective individualization of instruction can result. In the curriculum presented in this study there are two criteria which govern the way in which individual children are placed in groups for instruction. One of these is the criterion of prediction based upon performance on tests. A second criterion is one of teacher judgment. It has been shown that there is a high validity between the forecasts of experienced teachers and ultimate success of children in beginning reading.\textsuperscript{14} The process of grouping and regrouping, which goes on continuously, should be conceived as involving considerable administrative skill in utilizing both the results of testing and the considered judgment of teachers in the adequate placement of each child in groups of instruction.

Psychologically ... placement in a group becomes much more than adjustment to apparent academic aptitude. Factors, such as aspiration, internal drive, and tempo, must be considered. Placement in some instances can be based on academic ability; in others, on personality needs or on a combination of needs.\textsuperscript{15}

Only teachers working with a single group of children over a long period of time can come to know them well enough to make valid judgments concerning their progress.

\textsuperscript{14} Helen M. Robinson, "Factors which Affect Success in Reading," \textit{Elementary School Journal}, LV (January, 1955).

Emphasis is placed, also, on the desirability of such flexibility in grouping that children will change in their assignment to working groups as their needs and purposes change. Such continuous grouping requires intensive work and understanding on the part of teachers and principals.

This grouping and regrouping of children in terms of their changing needs, purposes, and work to be done requires comprehensive appraisal of their strengths, weaknesses, and adjustment within the group.16

Elimination of the grade-level concept. A major factor in the success of the curriculum under consideration in this study was the elimination of the concept of fixed and inflexible grade levels. This traditional method for the organization of the public-school came about accidentally because of two elements in the historical development of schools in the mid-nineteenth century. One of these was the need to facilitate the grouping of children because of the size of enrollment.

Chronological age seemed then, as now, an effective basis for original organization. The second of these historical developments which unduly complicated chronological grouping was the advent of the graded reader under the authorship of McGuffey and others. These books, written in terms of a year's work for children, became grade-level standards for accomplishment. If a child "finished the reader," he was advanced or promoted to the next reader in the next year or "grade" of his educational progress. If he did not complete this reader in a

satisfactory manner he was held back in the grade to which that reader was assigned and required to repeat the work of that year. Thus the segmentation of the school by grade levels was fixed traditionally as the method of organization of the school.

Unfortunately, basal-reading textbooks are still classified in this manner and contribute more than any other single factor, perhaps, to the continuing artificial structure of the elementary-school program. While this curriculum made use of parts of the basal-reader method of instruction in reading, no effort was made to assign particular grade-level uses to those readers recommended.

Growth levels of children. In the area of child growth and development there is a tremendous body of research available to teachers and school administrators to use as a background for the more adequate organization of the school. This research has been interpreted and adapted for school use by Binet and Simon,\textsuperscript{17} Piaget,\textsuperscript{18} Wheeler and Perkins,\textsuperscript{19} Millard,\textsuperscript{20} the Faculty of the Ohio State University School,\textsuperscript{21}

\begin{itemize}
\item \textsuperscript{17} Alfred Binet and Thomas Simon, \textit{The Development of Intelligence in Children} (New York: Williams and Wilkins, 1916).
\item \textsuperscript{18} Jean Piaget, \textit{op. cit.}
\item \textsuperscript{20} Cecil V. Millard, \textit{op. cit.}
\item \textsuperscript{21} Faculty of the University School, \textit{How Children Develop}, University School Series No. 3 (Columbus: The Ohio State University, 1940).
\end{itemize}
Brigance, Ribble, Carmichael, Gesell and Ilg, Breckenridge and Vincent, and numerous others. Its interpretation by these authorities is practical and functional in terms of use by classroom teachers to facilitate learning. Unfortunately, numerous teachers in present-day public schools are failing to make intelligent use of the findings of research, and school curricula have ignored them to a discouraging degree.

The growth levels of children with which the Cleveland Heights City School District is directly concerned are those from the chronological-age of approximately five years to that of approximately seventeen years. Of this span the elementary school is charged with the years from five through eleven.

In Cleveland Heights, as in other communities, children come to school with all the variations of physical, mental, emotional, and social development which are capable of measurement. In spite of a fairly common socio-economic background in Cleveland Heights, they are widely different in physical development with some children being


healthy and strong, others weak and susceptible to physical illness. While numerous children in the community are highly intelligent, many are only average and a few well below average in this area.

In emotional make-up, the majority, of course, are well adjusted in their home relationships and make a rapid adjustment to school; others are emotionally unstable and reflect instability in the home and constitute a realistic problem for teachers. It is in this realm that neglect is seen in terms not of material needs but rather in those less tangible areas of love and care and the understanding of adults which go far in the evolution of the well-adjusted child.

Social development reflects also the environment of these particular children. Many children coming from the homes of the community are aggressive, demanding, and precocious. They have shared ideas and discussion with adults, and their social development, particularly in language, reflects this background. Others have been placed too much in the shadows of adult interests which have encouraged habits of withdrawing and retreat from actuality that make still another problem for their teachers.

The first growth level. This first year in school is a uniquely important one. Never again will children be faced with such crucial aspects of development as are noted during this year. Because changes in children between the ages of five and eleven are not so dramatic and rapid as those of infancy and adolescence, teachers and others concerned with children's growth during these years are often inclined to overlook certain qualities of maturation of particular importance to the learning
process.\textsuperscript{27}

Of primary importance to teachers if the fact that each child in this first growth level of the school is already "stamped with individuality."\textsuperscript{28} He shows capacities and potentialities which begin to indicate the kind of person he is in the process of becoming. The child has come through a period of rapid growth and has arrived at a period devoted to consolidation of growth gains.

The first year of school is a period of sudden change which is hard for some children to tolerate and the time of adjustment is sometimes long. The child of five and six is interested in the here-and-now world exclusively and the skillful teacher of the first growth level keeps the educational program geared to those interests which the child, himself, expresses. His relationship with his environment is very personal.

This child is uniformly stable if he is not expected to go much beyond his already-proved abilities. He is usually poised and sure of himself and will resist attempts to be pushed beyond what he knows he can do. The child, at this age, is not a highly socialized individual. He is still too much ego-centered for that and he enjoys play and association usually with one other child and seldom with more than three or four. So long as he is allowed to devote himself to this type of simple group play he gets along well with other children.

\textsuperscript{27} Gesell and Ilg, \textit{op. cit.}, p. 61.

\textsuperscript{28} \textit{Ibid.}, p. 62.
The child in the first growth level of the curriculum is beginning to use language with great facility although he is still more interested in his own point of view than in that of others. He talks continually and he can tell simple stories in sequence and is beginning to use some modifying words and connectives to express himself more fully.

Although the five-to-six year-old is well-adjusted personally and has much confidence in himself and others within his immediate environment, he is nevertheless, subject to anxieties and fears which are usually temporary but nonetheless real.

Physically, this child enjoys the gross motor activity of climbing and running and jumping. He can sit still easily, however, and is beginning to develop the capacity to attend with concentration for short periods of time. He is often graceful and skillful in many aspects of motor activity.

The second growth level. The second year in school is concerned with real progress in areas other than personal adjustment, primarily. Subject matter begins to be important and the desire to learn to read develops rapidly in most children. The child between six and seven changes rapidly from the docile, well-behaved, and well-organized individual of the first year in school. Many mothers and some teachers are perplexed by this outgrowth and fail to react to it with positive help for the child.

This year span brings fundamental physical changes in terms of
loss of baby teeth, increased susceptibility to disease, aspects of vision, and the nervous system. This child is not as physically robust as he was earlier.

The action-system of the child is now undergoing growth changes, comparable in their way to the eruption of the sixth year molars. New propensities are erupting; new impulses, new feelings, new actions are literally coming to the surface, because of profound developments in the underlying nervous system. 29

The child in the second growth level usually has great enthusiasm for school. Children now begin to want to do what they call "real work." In the traditional school it was during this year that dislike for school began to manifest itself in the child who was unable to maintain his place and "keep up with" the group.

This is a year of ups and downs in behavior. The child in this period is eager to work and begins new tasks with enthusiasm and excitement. The problem of seeing a job through is very difficult and he needs skillful adult help in overcoming the lulls with praise and encouragement so that the end result is satisfying to him.

A variety of approaches to learning is essential at this age. These children want to talk incessantly and oral work in language is particularly successful with them. Tasks can be left incomplete and returned to later or even another day since the memory span is beginning to increase and interests can be carried over a time lapse. Groups of children are continually shifting and remain small. During this period,

29. Ibid., pp. 89-90.
children are seldom interested in more than two or three other children at a time. Group games still are difficult for many children.

The third growth level. During the year when the child is seven and eight, he is in his third year in school. This year is characterized by another time of quiet with an apparent consolidation of the gains made during the second year in school. During this year, children begin to have periods of absorption which indicate constructive thinking and self-inspection. They become better listeners and their attention span for oral instruction is longer. Often, at this age, they seem introspective and they need time for thinking and planning alone and without interruption. This represents a reorganization of their experiences and indicates an increasing maturity which has been seen only seldom up to this time.

As he becomes increasingly aware of himself during this year, the child becomes also more sensitive to and concerned with other people. He begins to achieve a detachment from his mother for the first time and to develop attachments with other people: father, teacher, other children. Skillful and insightful teachers at the third growth level recognize this developmental fact and respond to it by personal conversation and personal contact with these children. They make an effort to achieve personal rapport to which these youngsters respond so intensely.

During the year between seven and eight an increasing degree of independence is apparent. This child can be, at times, both amenable and self-assertive. Group games still are difficult for him and he is sometimes a poor loser. He is beginning to recognize the difference
between good and bad both in himself and in other people. He iselinquishing the tendency to tantrums seen in the younger child and
relies instead on sullenness and a removal of himself from the scene of
the disturbance which might formerly have caused a tantrum.

At this age there are evidences of reasonableness in children and
they are beginning to be critical of their own actions as well as those
of others. This child becomes more reflective as he takes time to think
things through before acting. He is still highly susceptible to praise
particularly from those people with whom he is beginning to develop a
personal relationship.

In school during the seven-to-eight year the child works well
alone and is quieter while he works than he was during the six-to-seven
year. Fatigue is a general pattern and teachers must watch for the
signs which indicate that the child is tiring and needs either rest as
such or a change of activity which constitutes rest. The class group
at this age can develop an uproar of noise and disorder unless the
teacher is aware of the indications of restlessness, over activity, and
noise that signal a need for changes and new interests. A sensitiveness
to "classroom atmosphere" so necessary at any learning level is of
particular significance to the teacher at this growth level.

At this age level children not only need but want much close
supervision from the teacher. She needs to be close at hand during
individual or group work in the classroom where she can help easily
according to the individual differences which are so apparent at this
stage. In play, both inside the classroom and outside, more small close
friendships with one or two children exist.

The fourth growth level. In the year of the eight-to-nine age children are showing the signs of approaching adolescence. The child is aware that he is beginning to grow up. He shows an increasing interest and ability in meeting adults on a more mature level in conversation, especially. Insightful teachers are more careful to avoid any evidence of condescension in their conversation with children. Children become, at this age, more rapid in their responses and recognize the responses of others more readily and with greater understanding.

Physically, the child in this growth level indicates the promise of changes to come. Boys are getting taller and more rangy and the two sexes are drawing apart in interests as well as in physical changes. Of particular importance to the school, the eyes are now more mature and able to adjust to the demands of academic learning more readily. There are tendencies toward gang associations now with the sexes severely separated.

Socially, the child at this age is concerned more with adults and is covertly concerned with what adults are doing and with their conversations. He is becoming more sensitive about himself, his status with others and what they think of him. He is less dependent upon the teacher now and the group is beginning to be able to exert control of their own activity and discipline. The wise teacher recognizes this and uses it to great advantage. The teacher who fails to see this quality in children frequently finds herself at odds with a group of children and discovers that group control is very difficult and unpleasant.
Young teachers of this growth level sometimes fail in their teaching at this point.

These children are becoming interested in group organization and while it is still noisy and disgruntled, group cohesiveness persists. These children are looking forward eagerly to membership in Cub Scouts, Brownies, and Bluebirds, as the junior organizations of Scouts and Campfire Girls are called. Here they can attain club activity while still being supervised carefully by adults.

Ethical values of cooperation, loyalty, and sportmanship, and so on are taking on great importance if they are kept in strictly concrete situations. The abstract aspect of these values is still beyond the interest and attention of these children. They are able to evaluate their own actions rather readily and will admit their own shortcomings and wrongdoing even while attempting to justify themselves.

The eight-to-nine year-old is gradually becoming interested in wider areas of learning. Some phases of history are interesting to him if they are properly presented. Interest in early days of his own community can be very real; strange people of other times and other lands intrigue him. These facets of development are of particular importance to the school. His interest in everything and everybody indicates that this is a good time to begin to strengthen good attitudes toward other races and religions which later on may cause prejudices.

Intellectually the child in this growth level is becoming much more mature. He is increasingly aware of the basic forces underlying
the aspects of his environment. He distinguishes fundamental similarities and differences in objects. He is given to extravagance and exaggeration, particularly in speech, and often adults who fail to understand this child are likely to feel disrespect and even impudence where none are intended. Individual differences continue to become greater at this age.

Rather generally, these children enjoy school especially because of the group activity. They hate to be absent and their illnesses are usually of short duration. Although the teacher during the fourth year in school is being taken more and more for granted, these children talk about school at home more and parents find themselves more involved in school activities because of children's interests than was true before.

The fifth growth level. The child in the nine-to-ten age level is in the middle zone between infancy and adolescence. He is becoming more self-reliant and self-motivated. He is normally a busy person both at school and outside school. Many teachers at this level find children more engaging and pleasant to work with than at any other level of their experience. These children have great reserves of energy and are eager to remain with a task until it is satisfactorily completed. They plan in advance and look ahead to their ultimate objective. They are capable of realistic self-criticism and, more than ever before, are capable of profiting from their mistakes. They are concerned with information and like to organize it so that it is useful to them.

All in all, the child at the fifth growth level is a rather well-adjusted young person. He is seldom over-agressive and he is able, now,
to make rather penetrating estimates of the adults and children with whom he is associated as well as very realistic judgments of himself. He is often passionately interested in fairness and is willing to take the blame and the consequences for his own actions but he is insistent upon having any associates in wrongdoing receive and accept the same consequences. The teacher who has an understanding of this sense of fair play and who scrupulously practices it in her work with these children will be rewarded with their respect and honest attention.

At this growth level children, more than ever before, are beginning to recognize their individual status. While they love their home and have an abiding loyalty to it, to their own age group, and to their school, they do not wish to be overwhelmed by any of these associations. They resist any "babying" by mothers or teachers and wish to stand alone. The fact that they are not yet able to stand alone and need frequent help from adults poses a problem for many parents and teachers. Where it is feasible, they should be allowed to ask for adult help at critical points. Insightful teachers will do much to preserve and encourage this budding sense of independence which is such an effective part of growing up.

This independence is expressed, in part, by the child's group associations which he often prefers to family plans and activities. This growth level is the peak time for enthusiasm for Cub Scouts, Girl Scouts, and Campfire Girls. Although many children continue these activities into later growth levels, this period seems to be the time when they are most concerned with these particular clubs.
School life is an interesting and very important aspect of the total life during this growth level. During the fifth year in school, the child is becoming the individualist he will be as an adult. Teachers who fail to understand this child find teaching him at the fifth-year level a very difficult task. They wish either to dictate and structure the school life of the child too much or too little. This is, of course, a fine distinction but the teacher who discovers the way to perform adequately in this area is likely to reap the best results in the learning of children at this particular growth level.

Children at this time begin to have a very real fear of failure which is a part of the traditional school program. Even children who have never done any school work not of high caliber express this fear. They are also ashamed of having failed in schools where this policy still persists. Eventual elimination of this policy which haunts children during several of these most formative years seems the only logical method of overcoming this stumbling block of childhood.

The sixth growth level. In the year between ten and eleven the child enters into that pre-adolescent period which brings him more toward adulthood and increasing responsibility. Teachers in recent years who have come to working with children in this growth level from the secondary school see this child as self-contained, reliant, and calm in comparison with older, adolescent children. They pronounce him rewarding to work with in terms of his eagerness and his maturity. This very well describes the individuality of the ten-to-eleven year old.

At this growth level sex differences are becoming more pronounced.
The girl in this period has greater poise than the boy. She is more mature both physically and emotionally than the boy and she is likely to be somewhat larger physically. Boys are relaxed, casual, and more interested in physical activity than are girls.

In general, children in this age group have the fundamental skills basic to general learning rather well in hand. They work well alone and in groups and can be depended upon to understand an assignment in school or at home and to see it through to completion. Their general behavior, adaptability to social mores, and general attitudes toward home and school are quieter and more adjusted to adult living than they have been before.

This growth level and the level following it are particularly valuable to the school in consolidating prior learnings and in helping children to understand the social learnings of geography and history and government which have been beyond their understanding or interest prior to this time. This child retains his sense of fair play and insightful teachers recognize the power which suggestions of prejudice and betrayal and loss of freedom have in the permanent concepts these children are building.

Individual differences become greater with each succeeding growth level. In children at the sixth and seventh levels can be seen good indications of the kind of person they will be as adults. Particular talents in the realm of the fine arts and creative language begin to show themselves more positively in the year these children are ten and eleven. These children are beginning to be willing to expend the
necessary time to perfect the skills of music and art and creative writing. They can see the end result of their labor better now than formerly.

In their personal relationships with other people, both their peers and their adult associates, these children show their interest in friendship and in being liked and valued as friends. They are willing now to help themselves to develop attributes in these interpersonal relationships. In some cases girls are more aware of this phase of their development and more concerned with it than are boys. But all children of this age are developing rapidly in this area.

The seventh growth level. In this last year of growth with which the elementary school is concerned, the children, themselves, are interested in the future to a more marked degree than ever before. They are on the threshold of the secondary school and are looking forward eagerly to a new freedom and a new independence in this fascinating area they have been hearing about from their older friends. Although the elementary school continues to emphasize the satisfactions and achievements of the present, the children, and often their parents, are inclined to regard this year as one of preparation. There is a desire to perfect academic skills and abilities and to consolidate the gains made during the elementary-school years. Because of the inflexible nature of the junior-high-school program, children who realize they are not "up to grade standards" become anxious and concerned. Parents ask for, and often insist on, academic homework.

Children at this level of growth are leading active, strenuous
lives, are impatient with restrictions and are unaware of their fatigue which evidences itself in sullenness or hostility, at times. Boys generally have more physical energy and endurance than girls though girls are usually taller and proportionately heavier than boys at this time.

Group games are becoming of greater importance and both boys and girls are willing now to submerge themselves in the greater good of the group. Recreation consists of active types of games and it is likely to be noisy and require adult control to a greater extent than will be true later on.

By this growth level children are developing an intense interest in their own status in the family and in the peer group. The approval of the peer group is likely to have a far stronger influence on them than that of adults. Both teachers and parents who do not understand this factor of the growth level are likely to resent it and lose some control over these children by their disregard for this fundamental fact of development.

In general, children at this age are congenial and easy to get along with if adults accept their developmental status and go along with it. These children feel their ideas are important and respect adults who give them the understanding and acceptance to which they think they are entitled. It is of particular importance for these children to succeed in some area which is respected by the group. Inferiorities and insecurities are close to the surface and thrive on suspected or real slights.
In school, most of these children, unless overwhelmed by failure, are eager to learn and are easily motivated and interested in new ideas and new learnings. They are particularly interested in the scientific aspects of present-day culture and are anxious to explore the possibilities of the future. The broad-unit technique of instruction is especially rewarding at this growth level.

No discussion of any group of children can expect to do justice to any individual boy or girl within any growth level. Each teacher must study the individuals in his group with the general picture of the growth level as a guide or pattern from which each child deviates to a degree. These growth levels constitute a pattern through which each person proceeds sooner or later. The organization of the elementary school around these natural patterns is surely more productive than organization around artificial boundaries of textbooks or logically-organized courses of study.

**Regrouping within the class for instructional purposes.** In any school program where the pupil personnel is as unusual and diversified as that of the Cleveland Heights City Schools, teachers need to organize their groups in such a way as to guarantee as complete provision of individual differences as possible. According to the findings of test data reported in Chapter IV, children in these schools can be divided rather successfully into three fairly equal groups. A study of the records of 981 children in five tests given in grades one and three showed that in three or more of these five tests 31 per cent of the group appeared in the range above the seventieth percentile; 34 per cent
were in the middle range above the thirtieth percentile and including the seventieth; while 23 per cent were in the group below the thirtieth percentile. Table II in Chapter IV shows these data.

The information revealed by these data provides basis for establishing a comparatively stable pattern of three sections for each class group. Inevitably one or two children in every class group will deviate markedly from these sections. Teacher judgment based upon as much objective evidence as possible makes it possible to place children in small sections suitable for the maximum degree of individual instruction.

Integration of the separate areas of the language arts. The concept of integration in learning has come from attempts to describe and use the sense of wholeness which contributes to more useful and effective learning on the part of children and youth. "The concept represents a conscious response to the need for harmony and unity where frustration, insecurity, and unhappiness otherwise prevail." An abstract process, integration has to do with the ways in which the parts of an entity operate in terms of the whole.

The language arts even more than many other areas of learning, are parts of a whole. And yet, perhaps even more than other phases of the curriculum, they have been segmented in actual practice so that it is difficult for children to recognize their relationships. It is

essential to recognize that all the language arts work together, in
practice, if children are to be helped to build concepts and develop
understanding.

The language arts aid and reinforce each other as the child develops skill in their use. The words he uses
first are those he hears used in his presence. Later, reading will further supplement his vocabulary. In the
course of learning to read, the pupil requires visual images of words which are important to his learning to
spell. Power developed in spelling extends to his ability to write. His growing control of sentence forms in his
oral expression carries over also into his writing. In numberless ways, the abilities learned in one of the
language arts are carried over and applied in others.\textsuperscript{31}

Since the young child listens and talks long before he learns to
read and write, these aspects of the language arts are the first phases
of language around which teachers can build integrative activities.
Early growth in reading must be built upon these early language back­
ground developed in large measure before the child comes to school.
Continued growth in reading, writing, and speaking depend upon each
other in a kind of two-way avenue in which ideas and understandings
augment the various language skills as increasing competence in one
complements another.

The curriculum which forms the major part of this study uses the
integrative aspects of the language arts to develop a total program for
children in terms of their developmental levels of growth.

\textsuperscript{31} National Council of Teachers of English, \textit{Language Arts for Today's
CHAPTER VI

A PROPOSED CURRICULUM IN THE LANGUAGE ARTS

The outline of the content of a differentiated language-arts curriculum which is included in this chapter of the study is meant to be used as a guide and starting place for classroom teachers and their supervisors. It is, in no sense, a pattern for containing a teacher or a group of children within a restricted body of knowledge. In a school system such as the one for which this curriculum was built, with a wide range of abilities in every classroom, as well as many gifted children, it would be ridiculous to hold a skillful teacher to a fixed outline of subject-matter requirements.

Teachers are increasingly concerned with working more wisely and effectively with gifted children. In no other area can so much of individual enrichment be carried on as in the language arts. Language facility is a basic requirement for all citizens in a democracy and it behooves the school to see to it that every child proceeds as far as his intellectual ability and maturity will permit during the seven years of his elementary-school experiences.

Subject matter. The content of any curriculum is concerned with subject matter. Subject matter consists of material that will further the developing mind of the learner. Streitz suggested three functions for subject matter which are of particular value to the language arts:
First, . . . subject matter consists of experiences which give meanings; second, meanings then require words if one is to share and participate in social life; and third, experiences, meanings, and words then give rise to ideas -- and more ideas."

The organization of the content is the primary function of the curriculum under consideration here. In the Cleveland Heights elementary schools teachers have been hampered in their work with children by a logically organized body of subject matter. This has been difficult for skilled teachers to use and nearly impossible for those teachers without the experience which enabled them to reorganize the material for use by children.

Streitz also emphasized the importance of subject matter to curricular organization when she wrote:

Unfortunately too many schools, while stating they want a modern program of education, will prevent the realization of this wish by requiring that the organization of subject matter be logical rather than psychological -- that is, stress is placed on the logical organization of subject matter, which is the adult way of looking back upon life, rather than upon the psychological organization of subject matter, which is the child's way of looking at life now.

An attempt has been made, therefore, to organize the suggestions for content in this curriculum in the way which will make it most interesting as well as most functional to young children. While teachers will continue to organize and adapt the content of the

2. Ibid., pp. 324-325.
curriculum to the specific group of children with whom they are working, much of this organization should be included in any truly effective curriculum.

**Growth levels for instruction.** It was the premise of this curricular study that children should be allowed and encouraged to proceed through the developmental program of the elementary school according to their own natural rates. This progress can be facilitated by a recognition of the growth stages through which children pass during the seven years of the elementary-school sequence. These growth levels have been identified and described for the teacher in Chapter V.

It was also recognized that not all children will accomplish this procedure in exactly seven years. Some will develop more slowly because of physical, mental, social, or emotional factors and will need eight or even nine years to achieve satisfactory accomplishment of the program. Others will be able to finish in less than seven years, perhaps, although it is likely that most such children will be encouraged to study more widely and deeply in the suggested program than to proceed through it at a faster pace than natural growth recognizes.

**Subgroups within the growth levels.** According to the data developed by a testing program carried on over the past four years in this school system, it is possible to divide most class groups at each growth level into three subgroups. This division was described in detail for teachers in Chapters IV and V. In a class group of twenty to twenty-five children, it is possible to achieve subgroups of seven or eight children each. This, then, facilitates the objective of
individualization of instruction to a marked degree. Therefore the following curriculum was developed in terms of three parallel groups of children each proceeding at its own pace through the seven-year sequence.

Long-range purposes inherent in language instruction. There are certain specific long-range purposes for language instruction which concern all children. The following purposes were developed by the writer and by the language-arts committees of the school system. They are expressed as follows:

1. The elementary-school language-arts program will strive to develop in children the ability to listen attentively and effectively, to express themselves satisfactorily in both oral and written language, and to read with understanding, appreciation, and pleasure.

2. The language-arts curriculum will seek to develop an appreciation of the part effective use of language plays in individual and group living through:
   a. the participation in the social life of their group through the use of language, and
   b. the realization that the success of the American way of life requires the ability of our citizens to communicate freely and effectively with each other.

3. The language-arts curriculum will seek to improve the use of language in the daily lives of children through the development of the understandings, attitudes, and interests conducive to that improvement.

4. Through the programs in reading and listening the school will endeavor to enrich and extend the experiences of children.

5. The language-arts curriculum will broaden and improve the interests and tastes in literature including biography, prose fiction, and poetry.

6. The language-arts curriculum will provide for worthwhile recreational interests in reading.

7. The development of the ability to analyze critically ideas gained from reading and listening is a responsibility of the language-arts program.
8. The language-arts curriculum is responsible for the growth of the ability to use the basic information skills and techniques.

9. The language-arts curriculum will aid children in achieving independence in the basic reading skills of word recognition, vocabulary growth, comprehension, and speed.

10. The encouragement of increasing creativity and originality in oral and written expression is the responsibility of the language-arts program.

11. One focus of the language-arts program is the provision for security in the communication skills of capitalization and punctuation, sentence structure and paragraphing, spelling, handwriting, and usage.

These, then, are the long-range purposes of language instruction in the elementary school as provided by this curriculum. The achievement of each one takes place in a gradual and continuing fashion over the seven or more years which the child spends at this level of the school structure.

The content of the curriculum. The curriculum, at each growth level, consists of five parts: a brief description of the child at the growth level in question, the immediate objectives in language at that period, the actual subject-matter content in brief form, suggestions for evaluation at the various stages, and recommended materials. This material is included in Chapter VI.

Pre-school readiness for instruction. Each child entering the elementary school at the first growth level brings with him, as a part of his unique nature, certain attitudes, traits, appreciations, and skills. These factors of each individual are important to the school although it has had no influence over their acquisition. In each case,
these facets of the total personality must be accepted and dealt with on an individual basis.

A great deal of development, particularly in language, has taken place in the pre-school years. Different children, however, differ widely in this background. The child has progressed in language development from the random vocalizing of infancy to a coherent speech in complete sentences by the time he reaches school entrance at age five. It is estimated that the typical six-year-old has a speaking vocabulary of more than twenty-five hundred words and a meaning vocabulary of about seventeen thousand basic words.3

Intellectually gifted children usually are at an advantage in pre-school language development. Children whose homes have provided language experiences in terms of discussion of things seen and heard, of books and other reading materials along with their interpretation, and much security and love in the family group will have a richer background for school than those children who have not had these advantages.

Children whose background has included experience with a foreign language or where adults have been too busy or uninterested in the child's development will show the adverse affects of these deficiencies in their readiness for school.

THE PROGRAM OF THE FIRST GROWTH LEVEL

The nature of the child in the first growth level was described in detail in Chapter V of this study. He is a child who is in a settled period of his growth which seems to be intended as a consolidation of the gains in physical, emotional and mental growth made during the pre-school years before five. He is primarily ego-centered and is interested in the here-and-now. These facts have to be considered if learning is to take place satisfactorily in the first growth period of the school program.

In has been traditional in the Cleveland Heights elementary schools to include larger numbers of children in each class in the first-year program. This is a fallacy and should be eliminated. The fact that each teacher in this year works with two groups each day is an additional reason for keeping each group in the range from twenty to twenty-five children. At the first growth level children attend school only one-half of each day.

In the Cleveland Heights elementary schools it is essential for teachers to develop in their thinking about the continuity of learning the concept of larger blocks of time in which learning can take place. Although it is impossible to restrict the language learnings to a single period in the day, it is essential that a block of time of from one to two hours, be set apart for the express purpose of teaching and learning in the language-arts area.

The work of the first year in school is concerned, as is every
other year of the child's school life, with helping him to grow and
develop at his own level and in the present time. In this year, which
is usually called kindergarten, there should be little thought of
preparation for the future in terms of gearing the school activities
merely toward the future needs of children. There are too many
activities within the scope of the first-year program which are vital
and necessary to the immediate needs and interests of the child to fill
his time with mere preparation.

It is important to recognize, however, that the first year in
school is also one of preparation. It is equally true that every other
year in a child's school life is one of preparation for next steps.
This does not eliminate the fact that the present time is most important
to the young child. Even preparatory activities, therefore, must be
satisfying and enjoyable to him here and now if real learning is to take
place.

The most important phases of the first-year program, in its
preparatory sense, are those of readiness for learning in general and
readiness for learning to read in particular.

**Objectives for the first year.** The immediate objectives for the
first-year of school include:

1. Learn to listen attentively to the teacher and other children.
2. Learn to talk easily and in complete sentences.
3. Become aware of the sequence of events in simple stories and
   become able to recount these with accuracy and understanding.
4. Learn to handle picture books with interest and pleasure.
5. Increase the span of attention and develop the memory span.

6. Learn to recognize and distinguish between likenesses and differences first in concrete objects, then in pictures, and finally in abstract symbols.

7. Develop a background of common experiences for the group upon which to base activities in speaking and listening.

8. Develop the ability to think clearly and recognize group and individual problems.

9. Secure the enrichment and growth of vocabulary.

**Grouping in the first year.** While it is impossible, at the outset, for teachers to group children for instruction in the first year, it is not long until the experienced teacher recognizes the beginnings of groups from observing children at unorganized play, in repose, in listening periods, and as they express themselves. Because young children respond better to small groups and because the teacher is enabled to give much more individualized attention to children in this way, it is essential that the teacher at the first growth level organize at least three small subgroups for instruction as early as possible. These groups will be very flexible depending for their make up upon the kind of activity planned for each one. The teacher will continue to include the whole group in many activities.

**Activities and procedures in the first year.** In the first year any activities requiring spans of concentrated attention will be interspersed with periods of physical activity and periods of rest.

Considerable time should be allowed for play with blocks, beads, crayons and paper, toys, playhouse equipment, clay, paint, and simple construction materials. For periods of physical activity simple basic
rhythms which encourage walking, clapping, running, and jumping may be used accompanied by the piano.

Language activities will include listening to stories and poetry read and told by the teacher. This usually will be an activity carried on with the whole group of children. Children will learn to listen to each other as they express themselves in small groups by sharing a pleasant experience, showing and describing an object, and by giving simple directions for performing an activity.

In the small groups children will relate a story read at another time by the teacher in which care will be taken to keep the sequence of events in the proper order. This is a small-group activity because the ability to recount a story is developmental and some children will be more able than others to carry out this assignment.

Children will begin early in the program of the first year to use and enjoy picture books alone and in small groups. Sharing the pictures by making up a story to go along with them is another activity of expression and this will be carried on by children in subgroups of the whole class.

As the year progresses, teachers will be concerned with having children spend longer periods in work groups, listening activities, and in expressional experiences. Interest will gradually increase and both attention span and memory will make it possible to extend the periods of concentrated instruction to longer time allotments.

Much discussion of concrete objects accompanied by handling and
observation will take place. Emphasis will be placed upon the use of these objects, the way they are made, and their descriptions in terms of size, color, shape, and likeness to and difference from other similar objects. These are small-group activities.

Many study trips in the school and close to it will be taken. Much verbal preparation for these trips will be provided. Careful attention by the teacher to the detail of the trips can be an adjunct to later discussion and expression concerning the trip. Follow-up discussion can be provided in small subgroups because the values of such trips will be seen in the level of maturity of different children. The trip, itself, will usually involve the group as a whole because of the common values and experiences it will include.

Later in the first-year program much time should be devoted to the discussion of problems which are apparent to the group as a whole. Such topics as "Our responsibility to the safety patrol"; "Our behavior in the school assembly"; "Putting on and taking off outdoor clothing"; "Sharing play equipment"; are childlike problems and encourage straight thinking and intelligent discussion by children in the five-to-six-year age group.

Teachers and supervisors will recognize that the suggestions given for activities at the first-year level of the school program are brief and non-restrictive. They should be augmented and expanded in practice. In addition to the specific language experiences suggested here, language will be used extensively all through the school day in relation to fine arts activities, social studies, and physical education
phases of the total program.

**Evaluation in the first year.** Evaluation on the part of both teachers and children will be a part of each day's work. Teachers will need to keep records on each child's performance in listening, in attention, in expression, and in the use and enjoyment in books which he evidences. In the first year frequent conferences with parents will insure regular progress toward the objectives which the school has for children in this growth level.

Toward the end of the first-year, a formal test of readiness for reading should be administered to augment the teacher's judgment and the other more subjective records which she has been keeping to assist her in her judgment of each child's growth. It is suggested that the Cleveland Heights elementary schools continue to use the Metropolitan Readiness Tests\(^4\) for this purpose since they have seemed to be adequate for the children of this school system.

Inevitably, there will be children in every first-year group who will puzzle the teacher and with whom she will need some assistance from supervisors or specialists in testing, speech and hearing, and family counseling. In a school system of the caliber of that of Cleveland Heights, that help will continue to be readily available to the teacher through the building principal's cooperation.

**Materials for instruction at the first-year level.** The materials

needed for instruction in the first year in school consist of a varied supply of art equipment including clay, crayons, paint, construction paper, paste, and scissors. There should be an ample supply of audio-visual equipment and supplies including still pictures, filmstrips relating particularly to literature used at this level, carefully selected films, and projectors and records. For woodworking, it is important to have a workbench and lumber cut and selected for use by the five-to-six age level, hammers, nails, and saws. At this growth level, it is necessary to have housekeeping and playhouse equipment and supplies for dramatic play. Both indoor and outdoor play apparatus will include a climbing structure, teeters, swings, building blocks, dolls, balls, and wheel toys.⁵

In the area of literature the teacher should have the assistance of several good anthologies of children's literature along with book selection aids.⁶ In the Cleveland Heights elementary schools, where each school is equipped with a functional library, the classroom teacher can receive much help from the librarian both in the selection of anthologies and collections for her own use and in the choosing of many and varied books for the classroom library. It is essential for the teacher to accept, as her primary responsibility, the selection and use of books for children. This should not be delegated to the school librarian, who is a resource person to the teacher but not a substitute

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⁶. See bibliography.
for her. Only the teacher can know what books and stories and poems are needed by individual children and groups within her classroom. These adjuncts to teaching and learning are only valuable as they meet specific needs.

In the area of music, rhythms, and games, there are also teaching aids which the teacher should have in her possession for ready use when needed. 7

THE PROGRAM OF THE SECOND GROWTH LEVEL

The work of the second year of the elementary-school program will develop gradually from wherever children are in their development from the first year. Wherever it is possible and feasible, the teacher of the first growth may continue through another year with the same group of children. In this way an even greater degree of continuity can be achieved.

The nature of the child in the six-to-seven year age group is very different from that of the child in the first growth level. This pattern was described in detail in Chapter V. The child has now entered an unusually active, somewhat aggressive period of his development. His behavior is dispersive and unmodulated and he sometimes becomes a temporary behavior problem both in the classroom and outside.

There is a steady progression of interests during this period along with an increasing mastery of the environment and an unfolding

7. See bibliography.
ability of children to express themselves linguistically. Periods of extreme activity alternate with times when organization and learning take place readily. This child is rapidly gaining a store of new experiences and the language with which to relate them. His avid curiosity enables him to acquire much information.

The child at this age is vigorously dramatic; he likes dramatic play and enjoys having stories and poems read to him. He prefers literature of reality in situations and characters.

At six, the child is quite aggressive in his use of language and typically does much contradicting, arguing, and threatening. He has a natural tendency to monopolize the conversation and is prone to show off. The teacher alert to the natural growth characteristics of first-grade children will realize that she is dealing with a group of aggressive, active learners who delight in motor types of learning and who curiously investigate their environment and its forces in order to get acquainted with the here-and-now. Hers is a remarkable opportunity to promote language growth as she helps each child to observe and understand his environment through the strongly motor types of learning natural to the six-year-old.

Objectives for the second year. Although effort is made to continue the development of children toward the achievement of the objectives of the first growth level, certain phases of language development are becoming more complex and the second year will see growth along several new lines. The immediate objectives of this year include the following:

1. Learn to listen attentively and for longer periods of time.

2. Increase the ability to talk freely with a greater command of language and use of sentence structure.

3. Continue to retell stories and events observed with accurate attention to the sequence of the narrative.

4. Increase the use of books as a part of learning to read.

5. Gain a background of common experiences as a member of the group; this should serve to increase the fund of ideas through observation, participation, and leadership in the activities and experiences of the group.

6. Continue the process of learning to think clearly by working through realistic problems at higher levels of maturity.

7. Continue growth in speaking vocabulary.

8. Begin to copy sentences which have been dictated for this purpose to the teacher.

9. Learn to write own name, address, and telephone number as well as other proper names unique to the immediate environment.

10. Label items which have interest to the work of the group for display purposes.

11. Begin to write simple sentences independently.

12. Learn to read stories depicting the experiences of the group.

13. Develop a simple sight vocabulary for reading.

14. Read at the preprimer and primer levels with ease and comprehension.

15. Develop a wide acquaintance with books of stories and poetry at each individual's reading level.

Grouping in the second year. With the growth gains of each year individual differences become more pronounced and adequate grouping becomes even more necessary for purposes of individualized instruction. Groups in the second year will be based at the outset on those established during the first year. Class groups will continue with the same make-up through the seven years of the elementary school except for such changes as are made by the natural fluctuation of the community.
Early in the second year, however, an evaluation of the three groups will be made by the teacher on the basis of reading readiness tests and the written records of the first year for each child. In addition, the teacher of the second growth level will make adjustments based on her own subjective observation of children's individual maturity and their ability to work in a group with other children.

As in the first year, grouping is flexible, with children moving from one group to another when the teacher feels individual progress can be enhanced by such change. The whole group will continue to be included in many types of activities.

Activities and procedures in the second year. In the second year much attention will be given to the development of the young child's attention to instruction through various listening activities. There will be much reading to children both by the teacher and the librarian under the teacher's guidance. This will consist, in large measure, of the participation of the total class. There will be times, however, when this kind of activity will take place with the subgroups because of the increasing complexity of individual differences.

Listening ability, also, will be increased by the continuation of small-group sharing of experiences and objects. This activity also provides natural and functional opportunity for the development of speaking ability. Children should be helped to speak clearly, accurately, and in complete sentences. In the most advanced group attention begins to be given to more colorful speech by the emphasis on modifying words as children strive for accurate and interesting
descriptions for objects and experiences.

In this listening and speaking activity can be included the retelling of favorite stories heard read by the teacher. Gradually during this year, children in the more advanced groups can tell stories they have read by themselves and illustrate their narrative by reading parts to other children.

As increased interest is developed in books and other reading materials more attention will be given to the handling of books both in the classroom and in the library. Children can now begin to help in the selection of books for the classroom library from the school's central collection.

The number of study trips will be increased during the second year. As the interests of children broaden, trips can be made into the community to stores, branch post offices, the branch library, a dairy bottling plant, construction projects in the neighborhood. These kinds of trips are helpful especially at this time when functional reading requires a body of common experiences for use as content of the beginning reading activities.

Experience reading. A supply of materials for experience reading is all around children both inside the classroom and out. The skillful teacher will be able to utilize these various materials in the children's environment to provide for beginning reading activities. Experience reading consists of reading material on charts which comes directly from the experiences the group has had. Sometimes the material
for the charts is prepared by the teacher herself and sometimes it is
dictated to her by the children as they summarize their discussion of a
common experience. Russell emphasizes the value of charts in the
beginning reading program and suggests ideas for their construction in
the following:

... charts can be used very early in the school career
of almost any child. When the group have had an interesting
experience, they probably want to talk about it. This desire
to discuss the trip or the science experience in the classroom
may not be apparent for a day or two after the actual happening.
After such discussion the teacher can suggest that she should
write down one or two important parts of the story. After this
has been done on the blackboard a few times, the teacher may
wish to transfer the material to a more permanent tag-board
chart. In the first work with charts the children are not
required to know all the words or read the chart exactly.
Rather, the teacher is developing the idea that meanings can
be recorded by a set of symbols. If charts are used, the
children will become accustomed to the fact that certain symbols
reappear; and eventually they may associate them more definitely
with the words they represent. Finally, they may be reading
them rather exactly.

At first the charts should consist of only two or three
simple sentences. Each of these should be on one line. Later
they may be divided by phrases for a run-over line. ... the
title (should be) about three inches from the top of the chart
and the same distance from the first line. ... the different
lines (should) be about three inches apart and the different
words about an inch apart. These may be written in manuscript
writing with black ink and a lettering pen or with black crayon.
After the children have become used to chart reading, most of
the good charts should be made at least twice and the second one
divided into sentences and later into phrases and word strips.9

Thus it is seen that experience charts can be activities not only
in reading and vocabulary development but in oral composition and
creative thinking, as well. At times they may be used as a coordinating
activity with the whole group and at other times they will be used with

9. David H. Russell, Children Learn to Read (Boston: Ginn and Company,
1949), pp. 136-137.
There are many valuable types of chart stories. Some will be the stories told by the individual child (these should rarely deviate from the child's own wording); others will be those composed by the group about an activity. At times the teacher will want to write the chart story herself. 10

Other beginning reading experiences. More formal reading experiences will take place when actual books are placed in the hands of children for the first time. These books, of pre-primer level, are very simple and, to some children are dull and uninteresting as far as content is concerned. It is likely that books of this level of difficulty can be bypassed for some children who will have additional experience in reading from charts. Children never should be forced to use any book which is uninteresting in content. Many teachers feel that every book in a series must be used merely because of its inclusion in the series. Early reading experiences should be carefully enriched by reading aloud by teachers from books of high interest which are slightly beyond the reading ability of the children themselves. In addition, children should be doing much reading to themselves and to the teacher from the books which are on a level which is comfortable for them. It is essential that many books be provided if a challenging program in learning to read is to be achieved.

the modern elementary school buys five or six books from each publisher, thus insuring a variety of reading material adjusted to the abilities of the pupils. Where this is done interest in reading runs high and the material has social value in the sharing of what has been read.  

The use of basal readers. Although there are many fine basal readers on the market today, some schools and some teachers are using them so poorly that they constitute a drawback to progress in learning to read rather than an active facility for improving reading instruction. A major premise of this study has been that the uniqueness of each community, each school, and each teacher and child requires that a curriculum be built around the specific needs indicated by this uniqueness. Slavish dependence upon any set of readers defeats this premise. Basal readers should be used in the manner which best meets the needs of the curriculum and the children in any group or school.

... the basal reader reaches its maximum effectiveness in the first grade only when it is used in connection with some purposeful, ongoing classroom experiences in which the methods, procedures, and skills suggested by the manual are developed as the need for them arises.

Basal readers consist of purposefully selected and prepared reading material designed to develop essential reading skills and techniques. There are excellent basal readers on the market as well as some which are very poor indeed. Care must be observed in their selection for use in the classroom and a thorough understanding of their strengths and weaknesses must be a part of the preparation for teaching


on the part of both teachers and supervisors.

**Oral expression.** At the second growth level it is essential that every natural opportunity be used for increasing the quality of oral expression. Through carefully planned oral expression activities the child is enabled to release tension, to grow in self-confidence, and to develop poise. Effective practice in oral expression contributes to gains in reading comprehension. Teachers will encourage children to express themselves easily by sincere interest in what they say and by generous praise for real effort.

**Written expression.** During the second growth level the beginnings of written expression evidence themselves in most children. Children in a verbal community such as Cleveland Heights have motivation outside the school for learning to write. They need much freedom and encouragement, however, in the classroom. All children have some creative ability if they are given the opportunity for using it. Functional situations and realistic purposes must be provided if children's writing ability is to develop satisfactorily.

Manuscript writing should be taught in the second-year level. Teachers can secure effective help in teaching manuscript writing by consulting the book *Handwriting Aid for Primary Teachers*.

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13. Examples of creative writing by children at this growth level in the Cleveland Heights elementary schools are shown in the Appendix.

Manuscript writing is comparatively easy for the young child to learn. The letters are discrete, the movements required to make them are short, and the letter forms resemble the print in the books which children are using during this period. The skills of writing are learned most effectively when they are used for writing a message or story which will be read. Teachers need to establish realistic purposes for writing which children respect. The meaningless drill of copy books should be dispensed with as wasteful of time and the energy of both teacher and child. Not only is it wasteful; it may be actually harmful, as well.

During the second year in school children will begin to see a need for the first simple steps in learning to spell. Spelling begins with an awareness of the fact that there is an accepted sequence of letters that make up a word and that the writing which is done will have meaning for the reader only if the words used are spelled correctly. Since children will have the need to spell before they have the ability to spell, teachers will provide many words by writing them on the chalkboard during the discussion which is done before the writing begins. Another helpful method for learning to spell is the development of an individual word list by each child to which he can refer again and again as he writes.

Evaluation in the second year. As was true in the child's first year in school, it is essential that teachers keep careful records of each child's growth in all the areas of development. Brief weekly or daily records add up to helpful information about the child's status in
school during a year.

In the second year two standard tests should be given. The first of these, given during the early part of the year is a group test of intelligence. This gives the teacher and the supervisor additional objective evidence concerning the child's capacities and potentialities for school work. It is recommended that the California Short-Form Tests of Mental Maturity\(^{15}\) continue to be used in the Cleveland Heights elementary schools since it has proved to be a valuable instrument.

The other test, which is given at the end of the second growth level, is a reading achievement test. This testing has two major purposes: (1) to help the teacher in her evaluation of the progress a child has made in reading during the first two years in school and (2) to assist teachers in regrouping for instruction in the following years. The instrument recommended for use in this phase of the evaluation at the second-year level are the Gates Primary Reading Tests.\(^{16}\)

At the end of this second year in school careful evaluation should be made of the work of each child as a means of reporting progress to parents and as a means of diagnosis and planning by teachers and principal for the further work of children.

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Materials for instruction at the second-year level. Ample

\(^{15}\) Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, California Short-Form Tests of Mental Maturity (Los Angeles: Test Bureau, 1953).

supplies of art materials should be provided in connection with the language-arts program at the second growth level. These materials include clay, crayons, easels, paint, construction paper, paste, scissors, and tag board. Materials for wood working and other crafts are needed, as well as audio-visual equipment and supplies and both indoor and outdoor play equipment.17

At the second-year level, each teacher should have available for her own uses an ample supply of preprimers, primers, and first readers in sets of five or six. These should be augmented by extensive collections of trade books from the school's central library collection in single titles. The librarian becomes, each year, a more necessary and valued resource person to the classroom teacher in her selection and use of books for children.

Each classroom at this growth level should have a recorder, a record player, and collections of records for use in oral and written expression.

THE PROGRAM OF THE THIRD GROWTH LEVEL

In the third year of the school program, the work in language arts is expanded as the child becomes interested in the more complex phases of both written and oral expression, as his reading interests expand, and as he gains greater skill and independence in reading.

The child in this growth level becomes a quieter, much more

17. Hisle, op. cit.
introspective person as again he enters a more settled period of assimilation and coordination of the gains made in his earlier years. During this year when he is seven and eight he is less preoccupied with his immediate environment and begins to show an expanding interest in his own community and even in farther distant places.

He is beginning to raise questions in group discussions and he is beginning to think in a sequential and prolonged way which has not been apparent before. Now he is persistent and he is anxious to remain with a task until it is finished to his own satisfaction, at least. He is suddenly an easier child to teach and much progress can be expected in the school program during this period.

Objectives of the third year. In the third year it is necessary to look back over the first and second years to discover what the new year's objectives should be. The work of the new year builds on the past with as little break in the continuity of learning as possible.

1. The third year continues the developmental growth in
   a. Listening: attention span is longer, concentration is deeper, and better understanding is apparent.
   b. Speaking: greater fluency is expected in speech with the increased use of compound and complex sentences in normal conversation.
   c. Reading: greater interest in reading is seen and more independence in the choice of books and in reading alone is apparent.
   d. Writing: the child is showing more evidence of writing for a purpose. Skill in handwriting is improving making the task of writing easier. The desire and need to spell correctly is more apparent.

2. The ability to retell and dramatize stories should increase.
3. Children will gain in the ability to relate their own experiences in the proper sequence.

4. The development of a larger speaking vocabulary is essential along with a growing ability of children to express themselves more colorfully by use of descriptive and modifying words and phrases.

5. Correct forms of speech should now assume a place of larger importance.

6. In writing, children will gain in the ability to express themselves in simple sentences with the proper capitalization and punctuation.

7. Children should be able to copy, independently, all the material which has been developed cooperatively by the group.

8. Some creative writing in both prose form and poetry will be undertaken with the teacher's help. Spelling still remains a barrier to creative writing and the child needs much help.

9. In reading, for those children who have progressed through the stages of beginning reading, the third year will be devoted to

   a. Developing the power to work out the meaning of unfamiliar words.

   b. An increasing ability to work out meaning from the printed page on an extended independent basis.

   c. An extension of reading to a wider range of materials.

   d. Developing increased independence in all reading activities.

Grouping in the third year. By the time children reach the third growth level of their school program, individual differences are increasing in type and range. Teachers and principals, at the beginning of the third year, will make use of the testing program which was carried on during the second year to re-evaluate the grouping of children, to discover the existence of particular problems of adjustment
and achievement, and to provide remedial work in the language areas in which it seems to be needed. The tests in reading and intellectual ability should be compared on an individual basis and these data along with more subjective records of teachers should be combined to form the basis for an assessment of each child's progress to date.

Grouping for instruction will be based on the final organization of all these subjective and objective data. The membership in the groups will be the same for some children but may change for others. It is essential that each new teacher be made very familiar with the past records of all the individual children in her class group so that she can continue the instructional program for each child with as little break in the continuity as possible.

Activities and procedures in the third year. By the time children have reached the third year of their school program, the teacher will need to be concerned with teaching the various kinds or degrees of listening skill. Up until this time teachers have been concerned with developing habits of attention and concentration in connection with listening abilities. Now it is time to help children to learn to listen in different ways depending upon their purposes. Only a small beginning can be made in the third year but the appropriate skills will be developed more fully as children mature.

Listening skills. One kind of listening which is practiced by

both adults and children and is likely to develop poor listening habits if allowed to persist is marginal or passive listening. This is the listening an individual does while carrying on some other activity. Frequently children, bothered unconsciously by the noises of radios, television, and household, as well as those of the classroom learn to "tune out" much of the noise and, in the process, miss much of what they need to hear. Teachers need to guard against this practice as a bad habit of learning by maintaining a good learning atmosphere in the classroom, keeping extraneous noise to a minimum, and by seeing to it that children have purpose in attending to what is going on.

Appreciative listening is that which takes place when children are listening to the reading of a story or poem with pleasure and are participating creatively in the experience. Children in the third year of the school program should continue to have experience of this kind.

Attentive listening is that from which accurate understanding is derived. Children should realize that they will be called upon to respond in some way to the information presented to them. Announcements, directions, and assignments are examples of speech to which attentive listening is necessary.

In analytical listening the response of the listener must involve examination of what is heard in the light of personal experience and knowledge relative to its truthfulness, or its possible exaggeration. The third year is somewhat early for this kind of listening to be taught but beginnings can be made.
Oral expression. By the third year of school, children have largely established the patterns of speech which they will retain throughout their lives. They have acquired the ability to use all forms of sentences and have begun to speak in an individual style characteristic of their own personalities.

The program of the third year in school will provide additional opportunities for study trips and other first-hand experiences which broaden vocabulary and help to develop ideas. The teacher will be constantly seeking functional opportunities for children to speak in both formal and informal situations. These experiences and opportunities will help to develop ease and fluency of expression for which the school continues to strive during the entire elementary-school period.

The relation of personal experiences continues to be the most important oral language activity at the third-year level. The school program must accept the responsibility for broadening and expanding the experiences which children have.

Reading experiences. In the area of reading, it is becoming increasingly difficult by the third year to establish any kind of prescription for group instruction. Individual differences are becoming more pronounced in reading, perhaps, than in any other of the language arts. At this level, children have passed through the beginning-reading stage and now have a set of skills for help in word recognition and thought getting. They need specialized help at all the varying levels of ability found in the typical Cleveland Heights elementary-school classroom. This specialized help will take the form of working on
reading skills both in basal readers and in a wide selection of other books at each child's own achievement level. This must be a closely supervised teacher-pupil activity when the teacher works closely with six or eight children on the same specific reading problem which has been revealed as a special need of these children.

Typical individual needs at this level include (1) increased skills in working out the recognition of unfamiliar words, (2) ways of gaining information from reading, and (3) the extension of reading abilities by increasing the scope of reading experiences through a wider range of reading materials. Teachers will find it helpful to use a selection of readers for these needs. The readers should be selected on a highly individual basis from a stock of such materials at each teacher's disposal. Several children may be working at the same place in a reader or each child may be using a different set of such materials.

Facilitation of extended reading experiences in a wide range of materials can best be achieved by the use of the school's central library collection and the classroom supply of books. Although it is essential for the school to help in the development of library habits by encouraging the use of the public library regularly at this level, this experience will be largely concerned with recreation reading. Children and teachers should not be handicapped by having to depend on the public library for instructional materials in reading. Such
materials must be a part of the school's own library service.\textsuperscript{19}

**Written composition.** During the latter portion of the third year actual individual writing begins to assume importance for the first time. Writing, in the early stages of growth, has been a matter of muscular coordination and has involved physical effort to such an extent that any creative writing with its added spelling problem was almost insurmountable. The child, in the second year, has done much copying of cooperatively developed stories, news items, and records from the chalk board and from charts. The handwriting problem, by the third-year level, has begun to solve itself for most children. In addition, through their developing reading skill and because of their interest in words, they are gradually developing some sense of spelling.

By the third year most children are adept in oral expression. In the areas of vocabulary, sentence structure, and the organization of ideas in oral form, the child is becoming secure. Written composition differs from this oral work primarily in the area of mechanics and techniques. These techniques must be carefully taught, not prior to use, exclusively, but during use as needs arise. It is in this area that grouping will need to be done to enable the teacher to give individualized help and instruction. Not all children in a class group will need the same kinds of help at the same time and to provide it for the whole group is to bore some children who already fully understand

the item being taught and to mystify completely the child who has, as yet, no need for the knowledge.

In the third year writing will consist primarily of the relation of personal experience and creative writing to a lesser degree. Beginning with group or individual discussion of the ideas the child wishes to express, the teacher will provide much help in spelling and encouragement in expression. A story of two or three sentences is a gratifying accomplishment for the seven-to-eight year old. 20

Evaluation in the third year. In the third year no city-wide testing is planned, although the teacher will keep careful records on each child's progress. These will be used for the cumulative record folder and as aid to the continued revision of the program of instruction.

The teacher will need to consider the extent to which children have accomplished the objectives of the year's program. Since this is primarily a year of consolidation in both physical and emotional development, the consolidation of growth in language skills is also an important factor to be considered in evaluation.

Children should have established gains in oral and written communication which reflect their added strength in reading and in the listening skills. Since the latter two areas of the language arts constitute an expanding source of ideas and understandings, their use

20. For examples of the work of children at this growth level in the Cleveland Heights elementary schools, see the Appendix.
in the aspects of oral and written communication is evidence of successful growth.

**Materials for instruction at the third-year level.** As was true in the second year, ample supplies of art materials, including clay, crayons, easels, paint, construction paper, paste, scissors, and tag board, are needed as a functioning part of the activities in language arts. Although expression through language itself is developing rapidly at the third growth level, children still have need to express their thoughts and ideas through graphic media as a facet of their expanding use of language. Materials for woodworking continue to be an important part of the total school program. Audio-visual equipment and supplies will have an increasing use as will both indoor and outdoor play equipment.

At the third-year level, each teacher will need to have available for her own particular uses several sets of readers which the children have not seen in the various levels of difficulty demanded by the group. At this level these will probably include primers, first readers, and second readers. These will be augmented by extensive collections of trade books from the school's central library collection in single titles.

Each classroom will need also recorders, record players, filmstrip projectors as well as records and filmstrips for use with oral and written expression activities.
THE PROGRAM OF THE FOURTH GROWTH LEVEL

At the fourth growth level children are in the eighth-to-ninth year and are again in a period of expansion and rapid development. They are still talking incessantly but are increasingly able and interested in participating in group affairs and are learning gradually to subordinate their desires to the wishes and needs of the group. They are beginning now to be interested more in organized play than in solitary pursuits, although their activity is characterized still by much argument and bickering.

At this age the child is able to finish the tasks he begins and is anxious to stick to the self-imposed assignment in which he is particularly interested. This characteristic has strong implications for the school program which now can have greater continuity, and a setting somewhat removed in both time and place from the here and now.

By this time the child is possessed of a speaking vocabulary of almost seventy-five hundred words while his meaning vocabulary has increased to the surprising figure of twenty-six thousand basic words, along with nearly eighteen thousand derivative forms. This growth of vocabulary, of course, is accompanied by an increasing fluency of language especially in oral communication. It is seen vividly in written expression, as well, particularly in the Cleveland Heights elementary schools where manuscript writing is continued into this

level, making the mechanical parts of writing easier and more effortless for the child struggling to express himself in written language.

Objectives for the fourth year. As at other levels, this year's objectives must grow out of the growth and accomplishments of previous years. Whenever possible, it is wise for teachers to continue through at least two growth levels with a group of children. The objectives for the fourth growth level are:

1. Continue the development of cooperative, responsive attitudes toward language. These include courtesy in listening and attentiveness to the speaker or reader whether he is a child, a teacher, or an assembly speaker.

2. Develop increasing discrimination in listening along with added ability to evaluate what is heard.

3. Work toward the extension of the attention span through listening with greater discrimination for longer periods.

4. Speak with greater fluency and confidence in connection with personal interests and school projects.

5. Develop the mechanics of speaking: natural, distinct tones, clear enunciation, and correct pronunciation.

6. Secure experiences which will serve to enrich the background of children's concepts for speaking, reading, and writing.

7. Continue to encourage the development of a growing vocabulary which will serve the needs of speaking, reading, and writing, as they become more complex.

8. Work toward increasing independence in reading, including the ability to work out the pronunciation and meaning of new words, use of the information skills, and the organization of information gained through reading.

9. Develop the ability to vary reading techniques according to purpose in reading and the character of the text.

10. Continue the work on sentence development and paragraph organization.

11. Extend the length of written composition to include stories and factual accounts of three to five or more sentences.
12. Continue individual spelling lists so that correct spelling of all common words in regular use is habitual.

13. Develop the skill of proofreading. All written work should be correct before it leaves the writer.

14. Move gradually from manuscript to cursive writing. Continue the emphasis on legibility in handwriting.

Grouping in the fourth year. Grouping early in this year will be dependent upon that of the third year which was based upon the testing carried on previously. Grouping was modified by the development of anecdotal records and the judgment of the teacher all during the third year. It will be modified later in the fourth year by the results of the additional city-wide testing which takes place at this level. Individual differences in the fourth year will continue to increase so that grouping for instruction will tend to be even more necessary. Some children will be making great gains in language development, especially in reading, while at the other extreme will be youngsters whose work will become increasingly difficult for them.

The differentiated language-arts curriculum will take into account the differences of children rather than attempt to obscure them as the occasional traditional school program often has done in the past. It is important in the Cleveland Heights elementary schools to hold to the policy of small-class size in the upper four growth levels. A common fallacy in educational thinking is that children in the upper levels, because of their growing independence, can be taught in larger groups. If realistic differentiation of the curricular program is to be carried out, recognition of the wider plan of differences is essential.
**Activities and procedures in the fourth year.** The fourth year of the elementary-school sequence is a natural time for teachers to stop and take stock of the developmental progress of individual children in language as well as in other areas of the school program. Children, at this growth level, are rapidly moving toward the period of increased progress in learning which precedes the junior high school. Their school program will grow in complexity and it is essential for them to be ready for these experiences.

**Listening activities.** In listening skills, children should have made rapid progress during the first four growth levels until they are accomplished in this phase of the language arts to a marked degree. From this stage on little needs to be done, in this area, except to consolidate and perfect the skills they have attained. Strickland has listed the progression of these skills through which, according to her research, all children pass:

- Little conscious listening except as the child is directly and personally concerned with what is being presented.
- Easily distracted by people and things in the environment.
- Half listening while holding fast to own ideas and waiting to assert them at the first opportunity.
- Listening passively with apparent absorption but little or no reaction.
- Listening, forming associations, and responding with items from his own experience rather than reacting to what is presented.
- Listening and expressing some reaction through questions and comments.
- Listening with evidence of genuine mental and emotional participation.
- Listening with real meeting of minds. 22

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In this way language growth has taken place in the young child through the act of listening. By the end of the fourth growth level the eight-to-nine year old can listen for periods of ten to twenty minutes with appreciable mental and emotional participation.

Observation, a process directly related to listening and achieved through similar steps, is another facet of the child's growing experience with language. This phase of language growth is related particularly to success in reading. The child grows in skill in observation from the stage of taking in only the outlines and the most striking details of an object to the ability to note significant details, to consideration of relationships, and to look for causes and note effects. By the end of the fourth growth level these aspects of language development have been achieved by most children in the Cleveland Heights elementary schools.

Speaking. Oral communication, which is the effective use of listening and speech, is a particular responsibility of the elementary-school teacher. Furthermore, the fourth growth level is an especially important level in the growth of ability in oral communication. At this stage, the teacher has the opportunity to pull together all the learnings of the child's prior experiences with listening and speaking and to begin to assess his needs for the future. It is necessary for the teacher to remember that

Experiences in the use of language are never limited solely to language; they are always social contacts, involving social adjustments, the control of body and voice, knowledge of and skill in the use of subject-matter and language forms. Successful conversation, for example, is much more than a matter of composing, more than merely communication of one's ideas; it obviously includes choosing which ideas to communicate and which, for the time at least, to suppress. It may involve finding a topic. . . . It involves tone of language, tone of voice, manner, all suited to the occasion and the personalities involved. And in addition it involves the ability to anticipate the effect produced.

The fourth growth level is not too soon to begin instruction in the more difficult aspects of oral expression. In the purely technical areas of usage, such as verb forms, use of contractions, and possessives, beginnings should be made in the fourth year. It is essential, however, that discussion and teaching of these technical aspects of oral language be carried on after the need for such teaching has become apparent.

Here, again, careful grouping is important. In the need for instruction in usage there is likely to be more variation actually than in other language areas. In this aspect of language the effect of personal background and environment is especially powerful. It is likely that in every group there will be children who do not need specific instruction at this time while at the other extreme there will be children who need instruction in almost all the major elements of grammatical usage.

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The program in oral expression at the fourth-year level will continue to emphasize conversation, the sharing of ideas and objects, discussion and planning, the giving of directions, explanations, and reports. In addition, children at this level can retell very effectively the stories they have read themselves or have heard read outside the classroom. An increased interest in the various forms of dramatization of favorite stories and poems will be noted at this level and can be carried out in a more complex form than has been possible heretofore. These forms of dramatization include the formalized memorization of parts of a play, choral speaking, puppetry, and dramatic play. It is recommended that formal dramatization be used very sparingly in the elementary school. The more creative aspects of dramatization in which children share in the development of content as well as in its presentation will have greater value for them.

Reading. In reading at the fourth-year level the child should be in a period of expansion and consolidation. In his school program up to now he has met only a very restricted vocabulary. This is true even if his reading has been wide and uninhibited because, for the most part, interest has held him to books of a primary nature. At the fourth growth level he will be expected to deal with a broader field of reading as represented by the content subjects. Some help in the fourth year in expanding interests, in developing concepts, and in creating ideas for wider reading will be useful to the child both at the present time and later.

The teacher at the fourth level will concentrate on the use of
materials on different levels of difficulty with a wider variety of concepts, ideas, and interests. This calls for particularly careful grouping in order to provide help at his level for each individual.

The reading program must continue to place emphasis on the achievement of increasing independence in reading. Much attention should be given at this level to the perfecting of work-type skills which enable children to use various kinds of reading material functionally. The teacher should have access to materials for teaching the study skills in relation to reading in such quantity and variation that she can adjust materials to the needs each child exhibits.

Particular note should be taken at this level, through individual records, of the extent to which each child has grown in reading ability. Some of those who started very slowly two or three years previously will have caught up and even passed other children. Some will have slowed down for quite definite and explainable reasons. Others will cause concern to the teacher who will be unable to explain the reasons for the change in pace. It is with these children that the teacher will need assistance from her supervisor, the school psychologist, or the school social worker.

Russell cites three abilities in reading which the child should have acquired by the end of the fourth year in school:
1. The ability to comprehend in various ways, to vary somewhat his style of reading to suit the materials and purposes he has for reading.

2. The ability to work out new words successfully by using, in most cases, some combination of the following methods in recognizing a word:
   a. Seeing its similarity to a known word.
   b. Seeing small words in the larger word.
   c. Using some phonetic analysis to recognize a common phonogram or to blend known sounds.
   d. Using context clues, of words or pictures to make an intelligent guess at the word and then to check this guess by one or more of the three methods given above.
   e. Syllabication of words into known parts.

3. The ability to use reading for various purposes.

Written expression. Although written composition is a part of the language-arts program in the first three growth levels, it does not occupy as prominent a place as oral-language work because of its technical difficulties for young children. At the fourth growth level, however, handwriting in the manuscript form has become easy for children to use functionally. Because of this ease, the change to cursive writing should be gradual and practically all of children's creative efforts will continue to be in manuscript for several months. With children in the slower-developing groups teachers should not be concerned if a child continues manuscript indefinitely, especially if he is developing competence and speed in its use.

Spelling, by the fourth growth level, also has developed greatly and most children are gaining rapid functional command of words and their use.

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The creative aspect of written expression should be greatly expanded, in the fourth growth level. It will begin to include any type of writing in which the creative element or originality is of major importance. Creative expression is inherent in every child although in some cases, it is very difficult for the child to develop any sense of creativity or originality in his writing. Both teachers and children sometimes fail to achieve success with creative writing because they are not able to understand its nature or purpose.

Creative expression is the translation of experience into words. It occurs when a person recognizes the dignity of his own experience, and when he imposes upon his experience the discipline of expression in an effort to share it with others. Creative expression is differentiated from other forms of composition by the absence of an external or utilitarian motive, by the fact that it is done primarily for its own sake, and proceeds from experience which is recognized as possessing intrinsic rather than "practical" value.

By the time the fourth growth level is reached most children will have achieved sufficient command of the technicalities of language to express themselves creatively. Of major importance is encouragement from the teacher, adequate time for thinking and writing in the school day, and an expressed and genuine respect for the finished product on the teacher's part.

In all creative writing, and especially at this early stage, it is important that children write about the things with which they are familiar and in which they have an interest. An understanding that the personal happenings which children are experiencing are worthwhile and

interesting to others is important to children in their struggle to express themselves creatively.

Creative expression, at this level, takes the form of original stories and descriptions, primarily. For some children, the writing of verse is interesting and the desire to express themselves in this way often begins to evidence itself at this time. Much the same kinds of teaching devices may be used in the development of creative expression in poetry as in prose. At every level in the elementary school, teachers will do much reading aloud of both prose and poetry. By the fourth growth level children will have been exposed to much experience with poetry and some children will wish to experiment with this medium of expression.

A word of warning to teachers is essential at this point. Creative expression in either prose or poetry is an emotional expression and cannot be produced on assignment. It must be encouraged and plenty of time allowed for it but it cannot be demanded if it is to be the truly creative expression of young children. Some children at this growth level as well as at later ones will produce little or nothing of a creative nature in writing. Perhaps they are creative in another area: in fine arts or in music or in crafts. If this is true their creativity should be encouraged. Creative expression in writing cannot be forced.

The teaching of other aspects of writing also begins to assume an

27. Examples of the creative writing of children at the fourth growth level will be found in the Appendix.
increased importance at the fourth growth level. The functional phases of writing so important to creative expression should be taught in connection with the more "practical" or utilitarian forms which writing takes in present-day living. Business letters, reports in the social studies and science, and accounts of news of the day for sharing at home give many realistic opportunities for teaching the technical phases of spelling, grammatical construction, sentence structure, paragraphing, punctuation, and correct use of parts of speech as the maturity level of the children indicates the need for these elements in their functional writing.

The use of children's own material for drill purposes provides timely and purposeful practice and is a motivational technique as well. The development of the mechanics in connection with children's own written expression is an important phase of successful learning. The need for mastering a particular skill or usage must be apparent to the child. The reason for practicing a skill must arise from a recognized need on the part of the children.

The teaching of the technical aspects of written expression must be specific. Definite time should be scheduled in the daily program for this teaching.

By the time the fourth growth level is reached many children will have a sizeable vocabulary of words which they can spell correctly when the need for them arises in their writing activities. Up to this time, however, there has been very little formal teaching of spelling. Spelling words have been selected in terms of common needs and
individual interests in the earlier school years. This practice should be continued. Many spelling textbooks are on the market and teachers may want single copies of several of these to use as guides and suggestions for spelling activities.

In addition, there are certain basic word lists which will help the teacher to make sure that children's command of spelling is adequate for their growth level.28, 29, 30, 31

Since it is impossible to teach children all the words which they will need to learn to spell in the future during the elementary-school years, major emphasis in the spelling program should be placed on attitudes toward the acquisition of knowledge and habits concerning the methods of word study which will become a part of their continued academic growth.

Dolch placed major emphasis on attitudes as his primary philosophy of spelling growth in the elementary-school years. According to this author

28. Ernest Horn, A Basic Writing Vocabulary — 10,000 Words Most Commonly Used in Writing, University of Iowa Monographs in Education, First Series, No. 4 (Iowa City: State University of Iowa, 1926).


We no longer seek chiefly to fill children with knowledge. Instead, we now seek to make children learners. If we make them learners, the knowledge naturally follows. If we teach children how to learn to spell, they will learn spelling in all their school subjects and in their life work outside of school. To do this we must teach right attitudes towards spelling and a set of habits that we may call "habits in learning spelling." These attitudes and these habits, once learned, will function in school and out, in high school, in college, in business, and wherever words are dealt with.\textsuperscript{32}

The teacher's primary responsibility in these early years of school experience is, then, to help children begin the process of developing positive attitudes toward spelling along with the habits of learning which will make them independent learners.

Dolch emphasized five kinds of spelling knowledge which, in combination, represent the way in which people learn to spell. It is essential that teachers understand the many ways by which children gain the ability to spell for themselves. These various ways of learning to spell are listed as "hand-spelling," the motor aspect of learning to spell; "lip-spelling," also involving motor skills; "ear-spelling," which involves the phonetic approach to word study; "eye-spelling," the involvement of visual imagery in the process; and "thought-spelling," the process involving reasoning.\textsuperscript{33}

Evaluation in the fourth year. In the fourth year the teacher will be concerned with the day-to-day and week-to-week evaluation of former years. This will take the form of anecdotal records of each


\textsuperscript{33} Ibid., pp. 23-51.
child's progress in the academic aspects of language along with his development along emotional and social lines with both affect language growth and are affected by it.

In writing, particularly, it is well for the teacher to keep weekly samples of both original and functional writing in order to study growth and improvement in written expression over the year. This kind of material is welcomed especially by parents because it is concrete and graphic evidence of the caliber of work their children are doing. It will help the teacher in her conferences with parents to have as much concrete evidence of achievement as possible. This will consist of the results of both standardized and teacher-made tests, the personal writing of children, and any tape or wire recordings which may help a parent see the progress his child is making in the use of language.

At the fourth growth level two city-wide tests are provided. This is the second time children are tested in this large-scale basis. There will be a test of reading skill and comprehension at the end of the year and a second measurement of intellectual capacity during the early part of the year. In the case of the test of intelligence, the guidance committee of the department of elementary schools together with the language-arts committees recommended that a change be made in the test used. It was felt that children at the fourth growth level were not being challenged sufficiently by the California Short-Form Test of Mental Maturity. It was recommended, therefore, that the Primary Mental Abilities$^{31}$ test be substituted at this level. This recommendation was

accepted and approved by the elementary-school administrative staff and
by the superintendent of schools for use at the fourth growth level
beginning with the 1956-1957 school year.

The Primary Mental Abilities test, first published in 1948, was
provided specifically for children from the ages of seven to eleven
years. It gives measures of the various components of intelligence
particularly of children at the mid-point of the elementary school
program. It provides teachers with a five-factor profile of the child's
mental abilities which is an aid to the careful analysis of the child's
specific strengths and weaknesses in addition to his level of total or
general intellectual ability. These factors include: "verbal meaning,"
"space," "reasoning," "perception," and "number."

In reading, at the fourth growth level, a change was also recom-
mended. The language-arts committees of the school system recommended
that the tests of reading vocabulary and reading comprehension from the
Iowa Tests of Basic Skills\textsuperscript{35} be administered at the end of the fourth
growth level. This recommendation was presented to the elementary
schools administrative staff and the superintendent of schools for use
at this growth level beginning with the 1956-1957 school year.

These tests enable teachers and principals to become aware of
the accomplishments of individual children in the skills of reading and
word study and they can be used both as a measure of achievement and for

\textsuperscript{35} E. F. Lindquist and A. N. Hieronymus, Iowa Tests of Basic Skills
diagnostic purposes. The results are helpful to teachers as assistance in interpretation of children’s growth to parents.

**Materials for instruction at the fourth growth level.** By the fourth year of the school program, the materials necessary for instruction in the language arts can become more formalized with the use of more content materials and less use of the creative media of fine arts and crafts. While to a degree this change is necessary, it can constitute, also, a danger against which teachers will need to guard. If the language program becomes too "bookish" the activities and experiences upon which further growth of ideas and expression is based may be neglected.

Children at the eight-to-nine year age should continue with many study trips and other vivid direct experiences which provide a common background from which ideas for both oral and written expression will come and on which, also, new concepts for reading are based. Many of these trips will be taken as a direct result of social studies learnings rather than with language growth as the major objective. In the Cleveland Heights elementary schools, the social studies experiences of the fourth growth level are concerned with the historical development and geography of the wider metropolitan community of Cleveland. Typical study trips may be to the Museum of the Cuyahoga County Historical Society, to the Cleveland Museum of Art, and to the Natural History Museum. A trip usually taken this year is to a sugar bush during the maple sugar making season in February and March.

Books will play an increasingly important part in the child's
development of language. Each room should have a complete and changing room library. The books for this collection will be chosen by the children and the teacher with the librarian's help from the school's central library.

Many books of non-fiction will be needed as children's subject-matter interests and reading skills expand. Teachers will need many of the book selection aids which the school librarian can provide. Reading skills and abilities are developing rapidly at the fourth growth level and teachers will need to have many readers in sets of five or six available at least four levels: first reader, second reader, third reader, and fourth reader.

Several anthologies of children's literature are necessary for teacher use since continued reading aloud of excellent prose and poetry is a requirement in a broad program of literary appreciation. Time must be set aside in the school day for this purpose and for children's silent reading of books of their own choice. In the traditional school program this kind of learning was sometimes provided as a "reward." This represents false thinking on the part of teachers and supervisors.

In the skills of communication -- capitalization, punctuation, usage, sentence structure -- there are available many textbooks designed for children's use. This curriculum does not recommend that all children use these books. The teacher will want single copies of many of these for her own reference and may wish, in addition, to have sets of five or six copies of one or two such titles for use as handbooks for children.
THE PROGRAM OF THE FIFTH GROWTH LEVEL

In the eight-to-nine year-old is found the beginning of the preadolescent stage of development when the child is starting to reach out for increasingly independent control of his personal and social behavior. This period is difficult for some teachers and parents in that children become much more concerned with the approval of their own peers than they are with that of the adults around them. The child is gaining control of himself physically and emotionally to a marked degree and he is able to organize and complete his tasks and assignments to his own satisfaction and that of his teachers.

Because the child at this growth level desires a degree of perfection and correctness in his work he is interested in drill and practice when the goal to which that practice is aimed is clear to him. He is interested now in the use of language as a tool for the promotion of group interests and he uses language increasingly as a conveyor of ideas and for the promotion of desired action.

The child at this age is particularly interesting to teach. He is vital in his interests and challenging in his activities. He is self-controlled and the problems of group control for the teacher are less at these upper-elementary-school levels than they have been before or will be later.

Language growth is rapid and highly satisfactory for most children, especially if they have not been handicapped by school failure in earlier years. Girls tend to be somewhat ahead of boys because of
their more rapid maturation. There are sharp sex differences in reading and entertainment interests at this age, although in Cleveland Heights elementary schools there is pressure from parents in some areas to push children too rapidly into the boy-girl relationships which should come at a later period. The school needs to stand fast on the scientific knowledge which its professional personnel possesses to stem this tide of unreasonable expectations of parents.

Objectives for the fifth year. The aims of this growth level, like those of other levels, must grow out of the work and objectives of the previous years. Individual differences are increasingly marked at this level and there is great range of achievement within the class groups. Teachers will develop their own aims in relation to their specific groups of children but they will agree in general with the following suggested aims:

1. The language work at this growth level should consist of a carefully balanced program in which all the phases of language development hitherto undertaken will be utilized.

2. The teacher will endeavor to provide as many situations as possible which will require the use of listening, speaking, reading, and writing in natural ways.

3. Much time will be devoted beginning at the fifth growth level to helping the pupil learn to evaluate critically material that is heard and read.

4. Children should perfect the ability to speak smoothly and in orderly sequence in the oral presentation of reports and other forms of formal speech.

5. Teachers will be concerned with helping children to perfect the ability to write smoothly by the use of good sentence and paragraph structure and the correct sequential pattern.

6. Children will develop further the capacity for the enjoyment of stories and poems concerning people of other countries.
7. Children should begin to discriminate between the good and the poor in literature.

8. Children will further develop the ability to express experience in both oral and written creative expression.

9. Children should perfect familiar conversational techniques learned earlier. These include poise, the ability to speak smoothly and without embarrassment with people known only slightly.

10. There should be continued telling of stories read outside of school with the purpose of entertaining or interesting others in reading.

11. Children can begin the taking of notes both from material heard and material read for the definite purpose of learning more about a topic and expressing it further in one's own speech or writing.

12. Children should begin to understand the reasons behind the form of correct usage and grammar which has become habitual during earlier years.

**Grouping in the fifth year.** By the time the fifth growth level is reached children have become so used to the various groupings employed that they expect them and are able to help the teacher frequently by recognizing the group to which they belong. This comes from an understanding of their need for the work which a particular group is undertaking. By the fifth year, also, individual differences are more pronounced and their range is wider especially in reading achievement. This factor must be recognized by the teacher as she develops her groupings for the different phases of the language program.

The first grouping for instruction at the fifth growth level can be based upon the results of the formal testing carried on in the fourth year. New scores in both reading and intelligence will enable the teacher to revise earlier judgments about children. Wide variation
between scores achieved at the second growth level and those achieved at the fourth level should be checked by the school psychologist on an individual basis. The detection of the children showing this variation is the classroom teacher's responsibility. In addition, wide variation between the teacher's subjective evaluation of a child and his performance on tests should also be checked by the psychologist.

Grouping and regrouping will then be done according to the composite picture of each individual child based on the judgment of teachers and their supervisor whose recorded observations are found in the child's cumulative folder. Some children, particularly in reading and spelling, will not fit into any group by this time but should be given individual guidance along lines of independent progress.

Activities and procedures in the fifth year. The fifth year begins the period of rapid learning which takes place prior to entrance into junior-high school. Children in these three years are eager learners and are interested in nearly everything if the teacher is concerned with the proper motivation and children's own interests are in line with the objectives of the teacher.

Listening activities. By the fifth year separate periods for teaching the skills of listening are not necessary. Teachers should be aware, however, of the situations in which listening skills can be taught as well as the kinds of experiences particular children need in order to maintain and increase their listening abilities. Careful attention by the teacher to the quiet and relaxed atmosphere of the classroom will result in an improvement of the quality of children's
listening. Children, by this time, will be able also to make distinctions among the kinds of listening in terms of listening for enjoyment, listening to discover answers, and listening for purposes of critical evaluation.

Readiness for listening should continue to be a concern of the teacher at the fifth growth level. New vocabulary should be developed, familiar ideas recalled, and a feeling of anticipation engendered so that children are prepared for a listening experience even when the listening itself is not the major purpose of a lesson.

**Speaking.** A major part of the language program is still the continued development of effective speech. Effective speech, for the young child, is the best expression expected for his maturity level. By the fifth growth level, it is necessary for the teacher to analyze the speech of children in order to provide for correction of bad speech habits and the consolidation of good ones. The best way to analyze speech is the unobtrusive listening to informal conversations which take place in every classroom where children are free to discuss their interests with each other and with the teacher in a relaxed fashion.

The sensitive teacher can detect language errors and note them as preparation for small group instruction without children being aware of this evaluation. The teacher should realize that

. . . the speech of a given child may be regarded as defective under the following conditions: if it is not loud enough to be easily heard; if it is partially or wholly unintelligible because of inaccurate articulation; if it is intrinsically unpleasant to listen to; if it is so different in rate, rhythm, pitch, loudness, or individual sounds of speech from that of the average speakers of his age and sex
that the differences serve to distract the hearer's attention from what is being said to how it is said; or if it is accompanied by extraneous mechanical or vocal sounds, or by distracting grimaces, gestures, or postures.\footnote{36}

The speech problems of some children may be beyond the ability of the classroom teacher. When this is the case, the school principal should obtain the services of the speech therapist for the teacher. These services may consist either of direct help to the child or suggestions to the classroom teacher concerning ways she can help the child through the work of the class. Although in most cases children who need specialized help in speech will have been detected before they reach this level, teachers, nonetheless, must be alert to the possible development of speech problems in the preadolescent years.

\textbf{Reading.} It is essential that teachers recognize the need for continuing the teaching of reading after the completion of the fourth growth level. Frequently in traditional schools, it is felt that reading skills and techniques have been satisfactorily taught by the end of the primary period. With increased knowledge of growth and development has come the awareness that such is not the case, and that the development of greater reading skill should be considered a responsibility not only of the upper elementary-school years but of the secondary school as well.

The reading program in the fifth growth level, like that at every other level, will be built upon the abilities and skills acquired in the

lower levels. It will be modified and adapted to the nature and needs of these children and to the demands of a broadening school program which requires more reading both in quality and quantity.

Russell stated six principles of importance to the reading program of the upper elementary school:

1. Reading abilities develop gradually over the years.
2. Reading achievement is closely related to school success in both the upper elementary and secondary schools.
3. Reading abilities have significance in the personal and social adjustment of the individual and in his contribution to the group at all ages.
4. Reading abilities vary as much as . . . five or six grades in higher classes. Accordingly many pupils need guidance in their reading activities at all school levels.
5. Reading is a complex process which requires quite different abilities in different situations.
6. Most children do not acquire new reading abilities automatically.37

These principles suggest the need for the continuation of the developmental reading program which this curriculum recommends. There should be no break in the continuity of reading growth between the fourth and fifth growth levels. Even though children are now reading in greater quantity in the content subjects, this is no reason to slight the emphasis on the continued development of reading skills and techniques.

The fact that individual differences are considerably wider in range in the upper elementary-school levels was mentioned previously. In no area is there greater evidence of this than in reading ability and achievement. It is for this reason that grouping for reading instruction now will be more difficult but, at the same time, more necessary. It is an unfortunate fact that in too many schools careful grouping in reading as well as in other areas often stops by the time youngsters reach this level. It is the premise of this study that it is as essential here as at any other level.

It is necessary, therefore, that the teacher have access to a wide range of study materials for reading instruction. These will consist, in part, of basal readers. Although much reading instruction can take place through the materials of social studies, arithmetic, and science, it is necessary to have some sources containing a closely controlled vocabulary, study exercises, and interesting fictional content. Excellent basal readers in sets of five or six copies at several levels of difficulty will meet this requirement. It is essential, also, that these books contain material that is new to children.

Much encouragement of independent reading should be continued at the fifth growth level. Each classroom should contain a well-selected and rotating collection of both fiction and non-fiction books from the school's central library. This selection should be chosen by the children, teacher, and librarian and should be changed as frequently as is necessary to provide a fresh collection of books in the room at all
In addition, children will now be developing their own individual library habits by going alone not only to the school library but to neighborhood public libraries, with which the Cleveland Heights-University Heights communities are well and conveniently supplied. The development of the public-library habit in children is largely the responsibility of the home but an introduction to the library can be a school project in conjunction with the language-arts program. In this community, also, public librarians are pleased to come to classrooms to discuss the library with children before the trip is taken.

Written expression. In the area of written language the fifth growth level is one of expanded activities in creative composition, in functional writing, and in a much more formal study of the components of written expression: usage, sentence structure, capitalization and punctuation, and form.

It is essential at this level, as it has been in the past, that form and construction not be isolated from the actual composition itself.

The interrelation of all the tools of expression is such that their integrated learning is essential. Except for the very briefest periods, there should be no attempt by the school or the program maker to teach one skill apart from the others with which it is intimately associated in use.38

Written communication has a close relationship to oral communication and is, in reality, an outgrowth of it. Excellent written

composition can often be achieved by helping children to "talk through" their ideas for writing before they actually put their thoughts on paper. For some children this needs to be a private expression between themselves and the teacher. Others are eager to discuss their ideas with the whole group before writing. In any event, prior oral expression will serve as an aid to worthwhile writing.

Written expression has its beginnings later than oral expression in the life of an individual. This is true because writing is dependent upon the skills and abilities developed in oral communication and because of the technical elements required by writing.

Children pass through several well-defined stages in their writing accomplishment which begins with the scribbling of the preschool child who imitates his mother as she writes a letter. This is followed by the stage seen in the first and second growth levels in which children dictate their experiences to the teacher, who writes them on a chart. This dictation is likely to be disconnected and rambling and needs much coordination by the teacher. This more or less random dictation is followed by purposeful dictation which makes the material an individual contribution of a child and forms "his own" first writing experience. A fourth stage is writing on his own with much help from the teacher with spelling and form. A final stage which continues to develop throughout life is independent writing with only such assistance as the dictionary, textbooks, and a style manual afford.

Many children at the fifth growth level are beginning to enter this final stage in their growth in language. Here, too, individual
differences are marked and the teacher must be ready to work with children of all types ranging from those able to write only in a stumbling fashion all the way to children whose work shows great independence.\textsuperscript{39}

Grouping for written composition purposes requires that children who have similar problems be placed together. More harm has been done in written composition by the traditional school than in any other area, perhaps. This has come about in the use of an "English" textbook from which all children have received the "same dose" of instruction in the technical aspects of writing without regard to their readiness for such instruction. Children at the fifth, sixth, and seventh growth levels range all the way from those who do not need instruction in specific items to whose who are completely bewildered and for whom such instruction has no meaning.

From the fifth growth level on, therefore, instruction in written expression will be as individualized a process as possible through the use of careful grouping. The material for instruction will come from children's own creative and practical work. Self helps such as textbooks in language, dictionaries, and spelling books will be used by the teacher and children as needed.

\textbf{Evaluation in the fifth year.} At the fifth growth level there is no planned program of city-wide testing since that done at the fourth

\textsuperscript{39} For examples of children's writing at the fifth growth level see the Appendix.
year level still has validity for basic grouping procedures and for undertaking evaluation and interpretation of the school program to parents. Informal evaluation is carried on by teachers and principals, however, in many subjective ways. Teachers will continue the practice of earlier years of keeping careful narrative records of children's progress in total language development.

These records will include types of books read, with the actual titles of those books used for instruction in reading skills; examples of children's writing carefully dated to show progress; graphs which indicate growth in reading comprehension as shown by frequent informal testing; and copies of the teacher-parent conference forms which indicate, over the years, the relationship of parents and teachers to children's school accomplishment.

The emphasis throughout this curriculum is on the individual. This emphasis, of course, carries over into the realm of evaluation, for if the concern of instruction is with the individual, it naturally follows that no other type of evaluative procedure is possible. This statement was confirmed by Streitz when she wrote:

... constant emphasis on group achievement at the expense of individual contribution and responsibility is one of the most important causes of the present widespread lack of interest and accomplishment in school work. It is urgent, therefore, that workers in elementary education give more attention to studying and understanding each child as an individual.40

The success of the planned teacher-parent conference now in its sixth year in the Cleveland Heights elementary schools attests to the validity of the individual approach to instruction and achievement. Parents have come gradually to the realization that children cannot be compared successfully in either language growth or general school accomplishment. There is evidence that they are ceasing to compare their individual children either with their own siblings or with other children of their acquaintance. This attitude has held great satisfaction for the professional staff of these schools.

THE PROGRAM OF THE SIXTH GROWTH LEVEL

The sixth growth level includes children in the ten-to-eleven year. It is in this year that competition assumes a prominent place in the form of the organization of competitive groups. Organized sports and clubs of every sort are the major interpersonal interests of children in this growth level.

Language is now used by many children with great skill as a means of working out problems and carrying on group projects and plans. The abstract meanings of language are beginning to be important to these children and teaching takes on an added challenge as they question and pursue their intellectual interests with increasing independence. These children are beginning to desire the companionship of older youth and adults and they often can carry on effective conversation with older people.

Children at this age are more settled in their behavior patterns.
Living with adults is easier for these youngsters, while teachers of this level find working with them rewarding in terms of their eagerness to learn and their maturity in meeting their learning problems.

**Objectives for the sixth year.** By the sixth growth level, the fundamentals of language usage such as handwriting, spelling, usage, and the form of oral and written communication, are well established in most children. Individual differences have a wider range, and the major objective of the language arts is the recognition of these differences and an expansion of the learnings which the children have mastered in their basic form. Other more specific objectives include:

1. In literature, enjoyment and appreciation of stories and poems in settings farther away in time and place than has been true in early years, should now be encouraged.

2. In humorous literature more emphasis should be placed in factors of implication and interpretation than has been possible up to now.

3. Increasing attention should be given to the research and study tools including the index, the dictionary, the encyclopedia, and the library card catalog.

4. The effective use of outlining and taking notes as a part of the study skills should be introduced.

5. The continuation of creative work in both oral and written expression by telling and writing more complex stories which are purely imaginative or the interpretation of personal experience. Encouragement should be given for the writing of poetry by some children.

6. Instruction for some children in rhythm and rhythmical patterns as they are met in poetry should be a part of the language program.

7. The ability to give and write factual reports in which information is proved by documentation should be developed.

8. Planning a group activity through discussion continues.
9. The ability to give an accurate summary of a book, a news story, or a speech to an audience should be developed.

10. The techniques for writing business letters, social correspondence, and greetings should be perfected.

11. The application of simple grammatical principles to the improvement of personal writing should be made.

12. Individual personal standards for both speaking and writing should be developed.

Grouping in the sixth year. As individual differences expand in range, grouping becomes an increasingly greater problem. In the sixth year, most of the groupings of the fifth year, which were based upon earlier testing, can be continued. It is important, however, for the teacher to evaluate children's performance carefully so that any changes which have become apparent can be recognized in the instructional program.

Teachers will continue to rely heavily on their own judgment bolstered by as much objective evidence as is available. In reading, particularly, where progress in the upper group is taking place very rapidly, much individualized guidance must be given. Slower-moving children will continue to be grouped, at least in part, according to their specific needs in reading instruction or in oral and written composition.

Activities and procedures in the sixth year. In the last two years of the elementary-school program more attention should be given to the special needs of individual children than has been true before. The whole concept of the curriculum in this study has been the individualization of instruction through effective grouping. By the
time the sixth growth level is reached, children's needs have become so various and their individual differences so widespread in range that teachers must see grouping in very realistic ways.

Unfortunately, teachers of the upper-elementary school levels, in the main, have been prepared professionally and conditioned by their experience for teaching a single body of material with all children of a class group. This procedure is opposed to all that is known of the ways in which human beings develop. Teachers of the lower elementary school have come to accept the need for careful grouping of children for instruction but in many schools grouping for this purpose ceased upon entrance of the child to the fifth or sixth growth level.

It is essential, therefore, for the teacher to know accurately the whereabouts of the child with respect to each of the language skills. By this time it is desirable that the child himself aid in the evaluation of his language growth. This is a learning activity and children can be taught to apply standards and principles of growth to their own progress. They should understand the purposes and procedures of grouping and assist the teacher in their own group placement.

**Listening activities.** By the time the sixth growth level is reached heavier demands are being made on the child in terms of more effective listening. Much of what he learns now comes through listening not only to the teacher but to other children, the radio, television, and the more formal speeches heard in assembly programs, in church, and elsewhere. In the social studies, for example, where committees are at work on various aspects of a single topic, it is essential that much
learning take place indirectly through the reports of other children since it is impossible for every child to study for himself all the material that many committees can cover.

The teacher will be constantly concerned with the listening habits of children at this level and will continue to secure a classroom atmosphere which is conducive to effective listening when it is required.

Speaking. In the advanced levels of the elementary school program there must be an added stress on specific oral language skills and techniques. At the earlier levels, the primary emphasis was on spontaneity and content of expression. Now it is necessary to teach more specifically the "how" of oral communication.

It is essential, at the outset, to caution the teacher of the sixth year against any loss of spontaneity. Such loss will discourage children from speaking well and will make lessons in the techniques of language seem dull and uninteresting. It is essential, first of all, that specific instruction in techniques follow the discovery by children that they have a need for improving their oral expression in some way. Teaching of this kind must be done when readiness for it has been attained by a group of children.

Intelligent planning for instruction requires that a teacher have some idea ahead of time when children will need instruction in specific items. This is cared for by the identification of weaknesses in children's oral work by a careful day-to-day observation of children
in their language activities.

The specific needs which children, at this growth level, are likely to display include: the perception of the relationship of ideas and the need to subordinate some ideas to others and the use of connecting words such as if, when, where, and because to indicate this relationship; the need to vary the style of their speech by transposing the order of sentence parts; and the recognition of the modifying nature of adjectives and adverbs which make speech more vivid and interesting.

Continued activities in the informal aspects of oral language such as conversation, discussion, the giving of directions, instructions, and explanations are a part of the work of the sixth growth level. The more formal activities such as giving reports, particularly in the content fields, and talks for special occasions take on added importance at this level. The teacher is concerned with instruction in the location of information, its organization in logical form, and the effective presentation of the ideas to an audience.

These emphases in oral communication are a continuation of the work of earlier levels as well as an opportunity for advancement in understanding and development on the part of children. For older children some practice material may be obtained from textbooks and workbooks. The teacher, however, will need to be very discriminating in his use of such material if it is to be pertinent to the needs exhibited by children. Primarily, practice material will come from children's own work or from that which the teacher will develop from different parts of children's expression.
Reading. By the beginning of the sixth growth level, most children in the Cleveland Heights elementary schools will have reached the place where unfamiliar vocabulary will cause them little trouble. There is an increase in the variety of their reading to the extent that for most purposes these children are not independent readers. The reading program at this level must be planned, therefore, to capitalize upon this increased ability.

Many opportunities must be provided for using reading in various types of activities. In most cases these activities will be connected with the content areas and especially with projects evolving from unit study in science or the social studies.

Much independent reading in fiction and biography should be encouraged at this level. Providing a well-rounded classroom library collection in connection with the school's central library will aid in helping children to wish to read widely.

It is still necessary to provide instruction and practice for both groups and individuals as they meet specific problems in reading. For this purpose it is important for the teacher to have his own selection of study readers in small sets at several ability levels so that fresh material will be available for teaching the specific skills which are shown to be needed by individual children.

Written expression. The use of written language at the sixth growth level will be an effective and useful accomplishment if it has developed through a carefully-built program during the earlier years of
the school experience. There now will be an expansion of interest in writing as well as an increasing independence in the employment of those abilities needed to write well.

At this level, as at every other, there will be wide variations in accomplishment and ability in writing. Each child must be helped to continue his progress from wherever he happens to be. In some cases, experiential background may be so meager that children find very little to write about and little interest in doing so. The continuation of study trips such as the school camp experience and the natural science trips to the Metropolitan parks which are a planned part of the curriculum for the fifth, sixth, and seventh growth levels in the Cleveland Heights elementary schools will do much to increase background experiences and interest children in writing.

There may be children in any class group whose writing is still too immature to be a part of total class evaluation. If this is true then careful grouping must be continued so that these children will not feel the competition of those whose work shows much greater maturity in writing and thinking.

It is at about this level that emotional and social insecurity may evidence itself in the written expression of children. It is imperative that personal writing be kept removed from any kind of group discussion until the writer, himself, wishes to share it with the group.

As children's experiences widen in accordance with their growth, normally-developing children at this level will have a wide range of
interests, much intellectual curiosity, and tremendous energy which will serve their writing needs well.

Instruction in specific writing skills must continue and there must be practice in these skills after careful instruction has been given. This is another activity which requires careful grouping of children at this level as it has at other levels. Only those children who need specific instruction in composition techniques should be included in the group which is working on the skill. Some teachers may wish children to have a textbook to use in this connection. Here, as in other areas of the language learnings, a few copies of several titles will serve the purpose better than a single textbook in the hands of every child.

The elementary-school teacher who wishes really to help children in the absorbing and rewarding activity of creative writing will help them to understand and interpret their surroundings, their experiences, their hopes, and their ideas. This interpretation can be undertaken orally at first to help the thinking process. In putting his ideas on paper, the child feels a sense of achievement and satisfaction which some children cannot gain in any other way. It is essential that children become aware of the fact that "the stimuli for interpretative writing are inherent in our surroundings and that the compulsion of our environment ultimately is accepted as our own." 41

One of the greatest rewards of teaching is in seeing young

41. Seely, op. cit., p. 229.
children begin to express themselves and their relationships with their environment in some of the forms of creative writing. This achievement is the peak of language growth at any level of the school program.\textsuperscript{42}

\textbf{Evaluation in the sixth year.} The sixth growth level is another place where careful city-wide testing should take place. The testing program currently in force in the Cleveland Heights elementary schools places the final city-wide testing in the elementary schools during the seventh year just before children enter the junior high school. The guidance committee and the language-arts committees felt, however, that this placement was wrong and suggested that it be placed at the sixth growth level in the future.

The conclusion of the committee members stemmed from their opinion that the span from the fourth growth level to the seventh growth level was too wide. They felt that teachers needed the information of test results to plan for the seventh growth level more realistically. They recommended, furthermore, that testing be done early in the first year of the junior-high school rather than in the last part of the elementary school because it would have, in their opinion, greater validity for the purposes of the secondary school.

Three tests are recommended, therefore, to be administered toward the end of the sixth growth level. The first of these is the California Short-Form Tests of Mental Maturity.\textsuperscript{43} These tests have been used

\textsuperscript{42} For examples of children's creative writing at this growth level see the Appendix.

\textsuperscript{43} Sullivan, \textit{op. cit.}
successfully in the past for the measurement of intelligence and the committees saw no reason for change.

In the measurement of reading achievement, however, the members of the committee on reading and literature felt that the tests of vocabulary and of reading comprehension of the new Iowa Tests of Basic Skills would serve the purposes of the Cleveland Heights elementary schools better than those used in the past. These tests deal with generalized intellectual skills and abilities and measure achievement of children with a high degree of validity.

In addition to the foregoing tests, the members of the language-arts committees felt that it was now time, at the sixth growth level, for a measurement of the development of the language skills. They recommended, therefore, the use of the section on language skills of the Iowa Tests of Basic Skills. This test surveys the growth of the child in spelling, capitalization, punctuation, and usage. This more complete program of comprehensive testing was recommended by the committees to the elementary-schools administrative staff for action.

Teachers will continue the day-to-day subjective evaluation of the individual child by use of observation techniques and anecdotal records of the sixth growth level. Consultation with individual children, with parents, and frequently with the child and his parents together continues also at this level.

44. Lindquist, op. cit.

45. Ibid.
THE PROGRAM OF THE SEVENTH GROWTH LEVEL

The seventh growth level, representing, as it does, the final year of the elementary-school experience of the child, is one both of preparation and culmination. The child, at this period, is eagerly looking forward to secondary-school life with its promise of greater freedom and independence where, at least in the mind of the child, life is going to begin at last.

In the Cleveland Heights elementary schools, there are frequent attempts on the part of parents to increase the social life of children and in other ways to bring the excitement and demands of adolescence to these preadolescent children. Other parents urge the departmentalization of the academic subjects and the assignment of homework to "prepare" children for the rigors of the junior-high-school program. The elementary-schools administrative staff has vigorously opposed these changes and has urged a revision of the junior-high-school organization to provide an orientation period for social growth as well as some arrangement for the integration of subject matter in the beginning year at least. It envisioned a core program in major subjects which would provide a gradual transition to the complete departmentalization of the senior-high school. These suggestions have been without avail.

The philosophy of continuity of growth and the smooth transition from level to level has been retained, nevertheless, in the seventh growth level. It has been felt that the gradual changes of children in their natural growth and development make the continuation of this philosophy mandatory. It is unfortunate that this continuity does not
progress in much the same manner into the secondary school.

Objectives of the seventh year. To a large extent, specific objectives at this level will need to be related, as realistically as possible, to the findings of the testing done during the sixth year. These objectives are:

1. Broad reading in a wide variety of literature both of the present and the past.
2. The further development of the ability to interpret and imply meaning from literature through characterization and plot.
3. The increased enjoyment of poetry, drama, and biography in addition to prose fiction.
4. Gain in the ability to enjoy and honestly to evaluate radio and television programs.
5. The further development of listening skill through careful attention to the various listening activities similar to those carried on in earlier years.
6. Further development in the ability to gather and organize information for its utilization by oneself and others.
7. Gain in the ability to summarize information in brief and concise form for review and later use.
8. Continuation of the practice of creative expression in both oral and written language.
9. The further development of abilities in the areas of informal oral language, such as: conversation, discussion, and planning.
10. The further development of abilities in more formal oral expression, including telling stories, dramatization, reporting, and speaking to larger groups.
11. The further development of abilities in the utilitarian aspects of written expression, including: social letters, business letters, announcements, memoranda, reports, reviews, and summaries.
12. The review of the various aspects of instrumental grammar, usage, spelling, handwriting, and capitalization and punctuation which are the basic tools of language.
Grouping in the seventh year. At the seventh growth level individual differences continue to be wide in range and individualized instruction is required in language to a greater extent even than in earlier years. If children are to make the steady progress in language growth to which their abilities entitle them, they should not be held back by the median standards of the large group. And at the other end of the scale those children who are steadily making progress at a much slower rate of speed should not be frustrated or handicapped by the competition of faster, and sometimes impatient learners.

The three subgroups which the test data in Chapter IV described will continue to be useful as a means of first grouping at the seventh-year level. Adjustments in grouping will have to be made on the basis of teacher judgment as to the needs of each child in the various activities of language. In reading, literature, and written expression, particularly, adjustments required by individual needs must be made.

Activities and procedures in the seventh year. It is important that neither preparation for the future nor review of past achievement be the objectives of the seventh year. While activities of this nature have their place, they must be included in the work which has present meaning and present importance for children. By the end of the seventh growth level when children are ready to leave the elementary school they are equipped, in large measure, with the fundamental language skills and abilities which they will need during the remainder of their lives. Although language is refined and modified and developed more fully throughout life, the basic forms are the secure possession of most
children at this time. They are complete and whole personalities because of their command of language.

The language of an individual is in a very real sense the mirror of his personality. A child's spontaneity in the use of language is an indication of his feeling of security. The spontaneity, fluency, and control he shows in his speech indicate quite clearly how well his growth is progressing. . . . The well-adjusted child uses speech freely and with confidence.

Listening activities in the seventh year. By the time children reach the seventh-year level, their listening habits and skills should be firmly established as a part of their general learning activities. At the seventh-year level and in later years children's skill in listening should be refined and maintained by the teacher's careful attention to the listening needs of children in the school program.

Reports of studies\(^6\), \(^7\), \(^8\), \(^9\), \(^10\) relating to the psychological processes involved in listening are appearing in the literature in ever greater number. These include the effects of radio and television on children's listening habits.Teachers, at this level, need to become increasingly concerned with providing learning conditions and using

\(^6\) Strickland, op. cit., p. 344.

\(^7\) Althea Beery, "Experiences in Listening," Elementary English, XXVIII (March, 1951), pp. 130-132.

\(^8\) Edna Lue Furness, "A Remedial and Developmental Program in Listening," Elementary English, XXXII (June, 1956), pp. 525-532.


techniques which promote pupil growth in listening. It has been proved both by experience and through research that listening skills can be taught.

**Speech at the seventh-year level.** At the seventh growth level most children have developed to a considerable extent the poise, the understanding, and the technical facility in oral expression which adult life demands. This level and subsequent levels will be concerned with developing the more complex ability of evaluating language in terms of children's needs and uses.

These children talk easily and freely both with their peers and with adults who understand them and meet them on a basis of equality. Teachers at this level must plan so that classroom and school surroundings encourage growth and development in language. This is a problem for the school staff to solve as a whole. It is not enough to have occasional teachers interested in the provisions of optimum conditions for language growth. If the program is to be truly effective, the school as a whole must reflect commonly-held objectives and philosophies. Relative to the surroundings for language growth, Strickland wrote:

Language abilities thrive and grow in a climate and under environmental conditions that are suitable, and actually suffer a setback in situations that dam up their potentialities and channel practice into lifeless and artificial learning situations. Children of all ages (as well as adults) use language best in situations where it really functions and in face-to-face relationships.51

Many of the aspects of group processes and other democratic

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procedures are stressed in the work in oral language in the upper years of the elementary school. Children at this age can learn how to conduct meetings, keep discussion moving, summarize, and plan for further action. These activities, like other language learnings, must take place in a realistic, functional atmosphere where there is real reason and purpose for the activity. In most of the elementary schools in Cleveland Heights there is already a school council where representatives of the total enrollment carry on pertinent discussion of the problems which confront the children.

The Cleveland Heights-University Heights community is made up of a highly verbal group of people. Since spoken language in the young child precedes written language, the homes from which these children come encourage the development of good speech, for the most part. Except for a few children who are handicapped by the use of Yiddish as the home language, children in this community have a high degree of language readiness at the first growth level. This is shown in the data from the readiness testing done at the first growth level. Eighty-eight per cent of the children tested were in the categories of average and above in these language-centered tests.52

This factor enables them to progress rapidly in the mastery of language skills throughout the elementary school. At the seventh growth level rapid growth was seen in the results of testing in reading where the median score showed that these children ranked nearly a year beyond

52. See Table V, Chapter IV.
the normal expectancy for the group. 53

It is essential that these schools provide children with ample opportunities to use and refine the language skills which they bring with them to school. It is important to further the development of concepts and standards which form the needed foundation for further growth and learning as children advance into the more complex areas of their school and college programs. In a community of this kind, this is conceived as a responsibility of the elementary school.

Reading activities. By the seventh growth level children are reading widely and their vocabulary is growing rapidly. They still vary widely in skill in reading but, in Cleveland Heights-University Heights community, virtually all children recognize reading as a means of extending experiences and learning about other times, places, and people. Most of them can read for pleasure and the satisfaction of individual interests and needs.

The program in reading instruction for these children is essentially an individualized one. Differences are so great in needs and in achievement that teachers will find their teaching easier if they take time to plan individually for children's reading growth. Wherever there exists the opportunity for teaching a specific skill to a group of several children together group instruction should be offered. Most instruction, however, will need to be planned on an individual basis.

53. See Figure 3, Chapter IV.
Basal readers will remain a necessary resource for the teacher at the seventh growth level. She should have several sets of five or six copies each of readers which are new to children at this level. These will be on five or six achievement levels since wide variation in abilities exists by the time this year is reached.

McKim suggests three steps to help children, at this age, with their further development of reading. She says:

The reading program for children in the intermediate grades needs to be planned to capitalize upon the increased ability to read independently and extensively possessed by these more skilled readers. This means, first, providing opportunities to use reading in varied types of challenging activities related to group or class projects. . . . Second, the children need to be encouraged to engage in wide independent reading. Third, instruction and practice need to be provided for groups and for individuals as they meet specific problems calling for new and better reading skills.\(^5\)

In addition to definite instruction in reading skills, provision must be made for readiness activities in reading in the content areas met in the upper elementary school. In the social studies, in science, and in arithmetic careful understanding must be built in new concepts and in new vocabulary. Careful preparation for reading will reap great rewards in understanding of the content areas of the curriculum. This kind of teaching is an excellent foundation for the future study habits of children in the secondary school and in college, as well.

**Written expression.** In the seventh year writing activities should be expanded greatly especially in the areas of creative

expression and of reports. Careful teaching of the research techniques relating to adequate study skills should be started. By this level of development children will be accomplished in their use of writing for utilitarian purposes. It is essential that this competency be developed also in the area of creative writing and in the expression of new knowledge which they have gained from study. By this functional use written language skills will be refined and perfected.

It is important, at the seventh growth level, that continued emphasis be given to the provision of ways in which children can continually expand their store of experiences and ideas which are the necessary background for language expression. Regarding this point Dawson writes:

The degree to which a child expresses himself spontaneously and interestingly will largely depend on the amount of facts and ideas he has to express. The language program, therefore, must provide for . . . the acquisition of information and original ideas. The teacher must stimulate her group by means of a program that will challenge thinking, open new avenues of experience, enrich ideas, expand vocabulary, and provide many occasions for communication. . . . As children gain ideas and feel a desire to express them, they will become enabled to express these ideas with optimum effectiveness. 55

The written-language program in the seventh year should be one of the richest portions of the curriculum in terms of expression and achievement at higher and higher levels. Most children have mastered the fundamental skills of handwriting, spelling, and composition so that

they have become independent of the teacher in this regard. Help should be continued according to need with individuals and small groups.

**Evaluation in the seventh year.** By the time children reach this stage of their language growth, they should be accomplished in self-evaluation. With the help of skillful teachers children can become active participants in the process of evaluating their achievement in language. In one school, children at the seventh growth level wrote letters to their parents at each quarterly reporting period to go along with their report cards.

These children, after a personal conference with the teacher, carefully analyzed their progress and interpreted the teacher's report to their parents in realistic and honest terms. Children, at this age, are usually highly critical of their own achievement and usually know very well the reasons for their increased development or the lack of it. Children and teachers should do more of this work in relation to the progress children are making in school.

During this year teachers will need to summarize the growth of children even more carefully than formerly because of the move out of the elementary school into the junior-high school with its more complex program and less personal touch between teachers and children. In most cases, junior-high-school counselors in the Cleveland Heights City School District welcome the complete and carefully-developed cumulative record of the elementary school. This is a major help in the adjustment of children to the new program which they will meet at this level. The final evaluation should consist of a careful consideration of each
child's level of achievement in each of the language areas in comparison with his native ability. This will help the junior-high teacher in her correct placement of each child.
The language-arts area of the elementary-school curriculum forms the center of the child's learning needs. Since the modern point of view is that the curriculum should be developed to meet the needs of specific children with varying backgrounds, abilities, and interests, the curriculum described in this study was designed specifically in terms of the requirements of the children of the elementary schools of the Cleveland Heights, Ohio, City School District.

SUMMARY

Results of the testing program. The objective data on which the study was based were derived from a testing program carried on during the four years from 1952 to 1956. These data were secured from tests of readiness for reading, intelligence, and reading achievement and involved a total of 22,407 test scores. Tests in reading readiness accounted for 3,091 of these scores while there were 10,286 scores from group intelligence tests, and 9,027 scores from reading achievement tests.

In the tests for reading readiness the data revealed that 416 children, or 14 per cent, ranked in the "superior" classification; 1,213 children, or 39 per cent, were in the "high normal" classification while 1,114 children, or 35 per cent, were classified as "average." In the below-average categories of these tests, 299 children, or 9 per cent,
were considered "low normal," while only twenty-two children, or .7 per cent, were regarded as "poor risks" for the work of the first grade.¹

Intelligence test data revealed that the elementary-school population of Cleveland Heights consisted of a large number of children in the upper levels of intellectual ability and a comparatively small number in the average and below-average categories. There were 14.6 per cent of the children who had intelligence quotients of 130 and above. In the range of 115 to 129, there were 37 per cent of the children; from 100 to 114 were found 33.3 per cent. In the group of children who were below the accepted national average 11 per cent were found in the range from eighty-five to ninety-nine; 1 per cent were in the group from seventy to eighty-four; while in the lowest category of those below seventy only .2 per cent were located. These data indicated the need for a curriculum uniquely designed for this school population.²

In the areas of reading achievement in grades one, three, and six, the median scores were consistently a year or more above the accepted level for the grade. In addition, the range of scores was wide and, in the first grade, extended from a low of .5 grade placement to one of 3.8. In the third grade the range was even wider extending from a low point of .7 of a grade to a top grade placement of 8.7. In the sixth grade a range in grade placement was found to be from a top of 10.7 to a low of 2.8.³

¹ See Chapter IV, Table V.
² See Chapter IV, Tables VII, VIII, IX.
³ See Chapter IV, Figures 1, 2, 3.
These data were then used in the grouping of children at each growth level and clearly indicated the further need for the individualization of instruction. Nine hundred and eighty-one children were found to have taken all five tests administered in the first and third grades. The children who had ranked in the same percentile category in three or more of the five tests were grouped together for instructional purposes and made the basis of the grouping procedures suggested for the total program.

**Child development approach.** The concept of child development with which this study was concerned is referred to as the organismic viewpoint or the organismic psychology. It is involved with the wholeness of the child in its concern for his physical, mental, emotional, and social development. It is interested in his potentialities together with the assets and liabilities he brings with him to the school environment. The school's major task, according to this point of view, is the optimal release of each individual's full potentialities as a growing and developing human being. It is this point of view which directs the progress of learning included in the study.

**Growth levels of elementary-school children.** The traditional elementary school, as well as the more modern elementary school, was organized on a logical, artificial basis of grade levels in which children were taught together as a group. They were presented with the same body of subject matter, regardless of abilities, which was to be learned during the nine or ten months allotted for the completion of year's school work. This arrangement was designed originally to
separate the school's growing enrollment into groups of a size which could be taught conveniently by a single teacher. There was at that time little knowledge of individual differences or of the learner's needs. However, the organization satisfactorily met the objectives for which it was intended at the time.

Even with the increase of scientific knowledge concerning children's growth, intellectually as well as physically, little change in the basic organization of the school is seen. Early in the twentieth century, however, new findings in the various areas of child growth began to be felt in the work of the schools. Some teachers together with educational leaders, and medical and psychological research men, began to urge a change in the organization of the school, the methods of teaching, and the arrangement of the curriculum in order to capitalize on the newer knowledge of the ways in which children learn most effectively. This study has presented a suggested method of providing for this change in the area of language development through a proposed reorganization of one area of the elementary-school curriculum.

The major factor of the reorganization of the school which the study proposed is the elimination of the idea of grade levels. This traditional concept, outworn in relation to the modern scientific findings in child growth, will be the most difficult phase of the proposed curriculum to bring about since it involves not only change in the minds of school personnel but also an understanding among lay people schooled in the traditional recognition of grade levels. The construction of the proposed curriculum was based on an acceptance of the belief
that there is continuity in child growth and development and that each child proceeds at his own rate of progress.

Class groups in the Cleveland Heights elementary schools are now organized at the first growth level on the basis of chronological age. This organizational factor is continued in the proposed curriculum. It is essential that the present average ratio of twenty-five children per teacher be lowered somewhat so that the maximum class is twenty-five children. This will make the average class group consist of between twenty and twenty-five children. The proposed curriculum, based upon the optimum degree of individualized teaching, cannot be carried out successfully unless class size is rigidly controlled.

It is in the area of subgrouping that the proposed curriculum makes its greatest contribution. The wide range in ability and in intellectual achievement of the children of the Cleveland Heights-University Heights communities makes a program of individualized instruction a practical necessity. According to the results of the testing program, it was discovered that in native ability and intellectual achievement the children of the Cleveland Heights elementary schools could be divided into three groups at each growth level.\(^4\) Based on these data, then, three groups are provided. In the future, grouping should be based on the suggested testing program at the first, second, fourth, and sixth growth levels. The data developed from the testing should be augmented with a growing body of subjective

\(^4\) See Chapter IV, Table X.
data provided by the teachers from records of weekly and monthly progress reports, anecdotal records, and parent-teacher conferences at each level. The grouping should be entirely flexible with children moving from group to group in relation to their individual needs and purposes.

One of the most crucial aspects in the successful operation of the proposed curriculum will be in the field of supervision. The professional teaching staff of the Cleveland Heights elementary schools is well above average. All are educationally well prepared since the bachelor's degree is now the minimum requirement for employment. A sizeable proportion of the staff have the master's degree. A comparatively large group have had excellent professional experiences and are well qualified to aid in the development of this new program. The school system, however, in common with many others of its particular type, is beginning to face the problem of rapid staff changes each year. With the employment of young women and the rapid retirement of many of the finest older teachers, there is increasing need for supervision in terms of personnel especially qualified for supervisory work.

Instructional materials. The already generous supply of instructional materials available to teachers in the Cleveland Heights elementary schools makes little change necessary in this area of the new curriculum. The major change will be in the utilization of these

5. See Chapter VI.
6. See Chapter II, Table I.
7. See Chapter II, Table II.
The proposed curriculum will cause the most important change in the way textbooks are used in the language program. At present teachers are provided with many copies of one textbook rather than a few copies of many books. In addition some teachers are accustomed to the use of accompanying workbooks. Major changes will be necessary in these areas.

Basal readers will be used extensively in the reading instruction of the new curriculum but they will be adapted to the learning of children in a far more individualized way than has been true in the past. Readers should be provided at the different levels of difficulty required at each growth level. No attempt should be made to use them in the publishers' series and they should be purchased in sets of five or six.

In any learning program where emphasis is placed upon developing reading skills and a high level of comprehension and appreciation, it is essential that children be given wide choices in reading materials. This can best be accomplished by the combination of a wide variety of books in both central collections and in classroom selections. Since this is already a part of the policy for the provision of educational materials in the Cleveland Heights elementary schools, there is little need for change or modification to comply with the requirements of the new curriculum.

Teachers should take a larger part in the selection of books for

8. See Chapter VI.
the central libraries, however, and some librarians must be helped to realize that this is a phase of the teacher's responsibilities. Librarians in the various schools will become resource persons as they realize that their professional knowledge of books together with the teacher's professional knowledge of children make a formidable combination in the provision of better educational opportunities for boys and girls.

There is need at the upper growth levels for handbooks of English usage, for source books in spelling, for dictionaries, and for models in handwriting. Generous supplies for arts and crafts: paper, paint, clay, wood, and tools should be part of the equipment of each classroom. The creative impulse in oral and written language is frequently aided by creativity in arts and crafts. All the media of self expression should be utilized in the modern elementary school.

CONCLUSIONS

The following conclusions are drawn from the research carried on in this curricular study:

1. The children of the Cleveland Heights City School District are of a distinctly higher intellectual ability than are those in the average public-school system. (See Chapter IV, Tables VII, VIII, and IX).

2. The children of the school system have an unusually high "readiness for learning" upon entrance to school as shown by tests. (See Chapter IV, Table V).

3. The children of the school system represent an unusually wide range in intellectual achievement as shown by tests of reading progress. (See Chapter IV, Figures 1, 2, 3).
4. The children of the school system studied can be grouped effectively for individualized instruction at the various growth levels. This is shown by a sampling of the total number of children tested. (See Chapter IV, Tables X and XI).

5. The curriculum must provide as realistically as possible for a program of individualized instruction in the language arts. (See Chapter V).

6. The program in language arts can best be carried on by grouping children at each of the growth levels according to their needs, interests, and abilities. This involves the elimination of artificial standards of grouping such as grade levels. (See Chapter V).

7. Teachers working in a program such as the one proposed require help in terms of supervision, programs of in-service education, and an ample supply of the materials of instruction. (See Chapter VI).

8. The lay public must be thoroughly instructed in the nature of the proposed curriculum so that parents will understand and support the school's efforts. (See Chapter VI).

RECOMMENDATIONS

On the basis of the research undertaken the following recommendations are:

1. That growth levels be inaugurated in place of traditional grade levels as the basis of organization of the elementary school. (See Chapter V).

2. That the growth levels consist of three groups of children each according to the results of system-wide testing in readiness for learning, intelligence, and reading achievement. (See Chapter IV, Tables X and XI).

3. That children in the school system studied be given a program of highly individualized instruction in language arts which is in keeping with the organismic point of view in child growth and development. (See Chapter VI).

4. That the enrollment of each group of children to be taught by one teacher be kept at a maximum of twenty-five. (See Chapter V).
5. That the subject matter of the language-arts curriculum be based upon the experiences, needs, and abilities of children at each of the various growth levels. (See Chapters V and VI).

6. That careful attention be given to securing for teachers the wealth of materials needed for an instructional program based on the individual needs of children. These materials concern arts and crafts media as well as books. Many books of varied types are needed. (See Chapter VI).

7. That careful attention be given to the provision of help to teachers as they adjust to the program proposed. This will consist of skillful supervision and in-service education programs in the various areas of the language arts.

The proposed curriculum presented here is not intended as a final piece of work. No such program in the vital area of human learning can ever be finished. Constant revision based upon experience and the ever-growing knowledge in the science of child growth and learning must be carried on in the modern school. This curriculum is submitted, therefore, as the beginning in the revision of a program of education for young children.
APPENDIX

Following are examples of the creative writing done by children in the Cleveland Heights Elementary Schools. These samples, selected at random for inclusion in the study, are shown under the various growth levels. In referring to the children who wrote the pieces, numbers are used.

THE FIRST GROWTH LEVEL

Snowflakes snow
Snowflakes snow
They fall on the ground
Like tiny leaves pushed by the wind
Snowflakes snow.

#66. Canterbury Elementary School

Bells are ringing in the winter time
Telling the snowflakes to fall
But I am warm at home
So fall, snowflakes, fall.

#67. Canterbury Elementary School

The white snow falls upon the roof
Where it shines and gets frozen
While we are inside safe and warm.

#68. Canterbury Elementary School

The baby has just hatched. The mother is going back and forth to get worms for the baby.

#69. Oxford Elementary School
It is spring.
The bluejay likes worms.
The sun shines in the spring.
It makes things grow.

#70. Oxford Elementary School

The robin is taking the worm to the baby robin. The other birds are singing.

#71. Oxford Elementary School

THE SECOND GROWTH LEVEL

Once there was a girl named Mary. One day Mary went for a walk in the woods. She met a wolf. "I am lost," said Mary, "and cannot find my way home."

#22. Boulevard Elementary School

Birds

The birds sing all day. They are happy. They like sun and rain.

#12. Belvoir Elementary School

In Spring

In spring it rains. Sometimes the sun is shining. In spring the trees start to show their blossoms. In spring we see butterflies. The birds come back in spring. We plant gardens.

#17. Boulevard Elementary School

Dogs

Dogs like to play on the grass.
They like to jump and play
With boys and girls.

#15. Belvoir Elementary School
A Circus

Once upon a time there was a circus. This circus had many animals. There were lions and tigers and elephants and monkeys. Monkeys make people laugh. Boys and girls like to come to the circus.

#18. Boulevard Elementary School

Dolls

Once upon a time there were three dolls. They wanted to have a home. They had three white caps and other toys. There were toy cats and toy dogs and toy elephants and toy monkeys too. They all lived in a toy shop.

#21. Boulevard Elementary School

THE THIRD GROWTH LEVEL

Our Store

We have a store in our room. We sell foods in it. We use toy money. First we all brought empty cans. Then we nailed some long sticks together. They made good windows. Then we all made posters. Last of all we put prices on the cans.

#11. Belvoir Elementary School

11½ Store

We have a store in our room. We call it 11½ Super Market. We have fun with it. We got empty cans for food. We learn our numbers.

#10. Belvoir Elementary School

Once there was a dog. One day he went into class because he was a bad little dog and his name was Little Mischief. His master called him that because he got into a lot of mischief. And when he got into the room all the children began to yell. It was a big dog. Good-bye for now.

#9. Northwood Elementary School
Once there was a dog. He ran away from home. He could not find his home. He got caught by a dogcatcher. He broke away. Then he found his home. They were happy to have him back. He had good things to eat.

#8. Northwood Elementary School

Once there was a dog. The children liked him. His name was Brutus. His master was a boy. One day a snake came into the house. The boy saw the snake. He called the dog. The dog ate it. The boy was very happy. He gave the dog supper and he ate supper and they went to bed. They dreamt about the day.

#7. Northwood Elementary School

Once there was a dog. He ran away. His name was Tricky. That is why he ran away. When he ran away he went into Miss Vaughn's room. The girls were all afraid. Finally the master found the dog and the dog did not bother anyone again.

#6. Northwood Elementary School

THE FOURTH GROWTH LEVEL

Our Museum Trip

A few days ago our class went to the Western Reserve Historical Museum. We saw an old printing press and the Carters' cabin. We saw farm tools and boats. We saw a broad axe and an iron fire pot. We saw a bed warmer. We saw a lantern and a spinning wheel. I saw a musket and powder horn and broom. It was an interesting trip.

#29. Canterbury Elementary School

A Snowy Day

The snow falls
On the trees so tall
While little bluejays
Give their call.
The beautiful snow
Is everywhere
Like little dancers
In the air.

#63. Boulevard Elementary School
Greenfield Village

On Easter vacation our family went to Greenfield Village. I liked the clock shop and also the Inn. In the Inn there are two kinds of mugs. One is for if a man is becoming drunk. There is a frog in the inside. The other is for when you are playing cards. It has a glass bottom. In another place in the village is a church and the organ in it was so loud that it shattered the windows. I liked it very much. I would like to go there again.

#26. Canterbury Elementary School

Winter is fun;
The snow's so white,
And children playing
From day to night.
And winter is fun,
When we ride on our sleds,
But sometimes it's not fun,
Because we fall on our heads.
Winter is fun;
It's good to play in,
It's good to jump in,
It's good to sleigh in.

#60. Belvoir Elementary School

Last Sunday* our family went to the Art and Historical Museums (Western Reserve Historical Museum). I went through all the rooms with my mother. My brother and my father went by themselves. We enjoyed "Carter's Cabin" the Indian and Shaker rooms and the room where there were styles from all times on dolls. In the Carter Cabin I enjoyed everything but the temperature. Since you have heard about that I won't go into details. The Indian room had diaramas and Indian relics and a statue of an Indian in a beaded buckskin dress.

In the Shaker room I liked the statue and the pipes and the sign, but best of all the staff pens with five points for writing music.

In the doll room the dolls were beautiful. My mother said she would make me a dress like one of them.

At the Art Museum we stayed outdoors all the time. I took my parents' picture with a swan. I enjoyed that Sunday very much.

*May 27th.

#28. Canterbury Elementary School
Riding at Camp

This year at camp I am going to take horseback riding for the first time. They have five horses: Sonny, Lady, Jay, Patches, and another. I would like to ride Jay because he does anything you want him to do. One day we got a new horse. We named him Silver. But we had to give him away because the other horses were disturbed by his color. Only a few children got to ride him. Only one in my group got to ride him. One day, Sherry, our riding teacher, was riding Patches and he almost bucked her off. She scolded him. I can't wait until camp starts.

#24. Canterbury Elementary School

THE FIFTH GROWTH LEVEL

In the Kitchen at Camp

Honey and Clemmie don't just cook — we have lots of fun with them. When we are in the kitchen something usually happens. There is a magic line which we are not allowed to cross. When we do the cooks always do something to us. One time Louis went past the magic line and the cooks put butter on his face. Another boy got orange juice on his face and still another was put in the oven. It sounds terrible, doesn't it, but it is really a lot of fun to go in the kitchen and get the cooks after you.

There is really a good reason for not going past the "magic line." Honey and Clemmie are working and we might get burned or hurt in some way.

#41. Boulevard Elementary School

Nature's Wonders

Nature's wonders are the flowers and trees; The jolly dancing of the wonderful breeze;

The beautiful songs of the colorful birds; Their wonderful song is too much for words.

The carpet of grass covering the earth; Few people know what these wonders are worth.

#38. Boulevard Elementary School
Our Aquarium

We are making an aquarium in our class. It is a five gallon tank. In it besides fish there will be gravel to keep the plants in, so the fish can breathe, and snails to keep the tank clean. The school custodian, Harry, will give us some tropical fish. I think they are called "Kissing Fish." I have had gold fish and know it will be lots of fun.

#37. Roxboro Elementary School

Autumn

Leaves are falling all over the ground.
Red and yellow and mostly brown.
Fires flicker. Fires glow.
As we get ready for the snow.

#34. Oxford Elementary School

Meal Time at Camp

Meal time was funtime. The first day it was like school - a good one without any scolding. Bill told us how to clean the tables and do our work. He told us to walk quietly to the tables. We could sit anywhere we wished to. The different tribes had turns at being hoppers. They set the tables, cleared them, got seconds from the kitchen, and did other jobs. We sang a Grace before each meal.

There were all kinds of table sicknesses like "white sails" and "elboitis." That meant having your napkin or your elbows on the table. While the hoppers cleared the tables there were games and puzzles which kept us busy.

Bill reminded us to pick up the paper from the floor and no matter what, the counselors wouldn't excuse us until we did it. Then we would go to our bunk rooms or to our jobs, still thinking of the good things we had to eat.

#39. Boulevard Elementary School

Autumn Pond

A little pond blue and clear,
In the woods golden and near,
The dry leaves comes drifting down,
And make a bed upon the ground.

Three beavers built a lodge of mud and sticks,
And fix their dam with branches and sticks,
Little creatures come to drink the water blue and clear,  
In the wood golden and near.  

What a lovely place near the Autumn Pond.  

#30. Oxford Elementary School

THE SIXTH GROWTH LEVEL

My Little Brother  
or  
Why Did It Have to Happen to Me?

My little brother is a very queer little boy. He loves to get me in trouble and he can. The other night after dinner he chased me up in my room and locked me in my closet because he lost a game of tic tac toe.  

About four every morning my little brother comes traipsing in my room and crawls in bed with me. It wouldn't be so bad but I have a single bed. Oh, but he is so considerate. He give me approximately an inch to sleep on and top it all off he brings one honey bear, a dog, one reindeer, and a bunny.  

You try so hard not to get in trouble with him but if there is no trouble my little brother makes it. He loves to play cowboys and Indians and of course trucks. Whenever I play with him I am always the victim or the horse.  

But all in all he is a pretty nice brother.  

#59. Fairfax Elementary School

Camp

Whirling winds whistled by.  
Climbing clouds cluttered the sky.  
Golden leaves all fell to the ground.  
Flames of the fire whirled round and round.  

Ringing rain drops hit the roof.  
And no one heard the horse's hoof.  
Hard hail hit our heads.  
But then, at last, we were safe in our beds.  

#49. Belvoir Elementary School
Spring

Now I see that it is spring,
And I'm happy as a king,
To be outside at play at last,
Knowing that the winter's past.

Seeing the lilies push their heads
Up from humus and topsoil beds,
Now I see that it is spring,
And I'm happy as a king.

#1. Fairfax Elementary School

My Dream

Last night when I was sleeping,
I had a funny dream.
I dreamed that I was swimming,
In a nice, cool, summer stream!
But when I woke this morning,
The day was bright and fair,
Snow was falling gently,
And frost was in the air!

#1. Belvoir Elementary School

My Autobiography

My first view of life came on November 19, 1944, in Arkansas City, Kansas. The day my life began my father hit the jackpot in a slot machine and the next day he was made a captain in the Air Force. I must have given him good luck.

Once, my mother left my father to take care of me at the Air Force base. He didn't know what to do with me so he put me inside a nearby jet. Luckily, the motors were turned off.

My father was released from the Air Force when I was nine months old and we moved back to Ohio.

When I was fifteen months old, I learned to put my toys away, something that my five-year-old brother hasn't learned to do yet. When I was two years old I was running through the hall in my grandmother's house with a bottle and fell. The bottle landed on my chin. This required a treatment of several stitches just below my chin and my chin still looks like it's been cut.

I started kindergarten in a school called Robert Fulton, a school which teachers writing and arithmetic a half-semester ahead of the school I now attend. When I started school I didn't want to go for fear of losing my freedom of playing all day but I soon learned to like it.
When I was seven and a half years old, our family moved to University Heights near Belvoir School. When I first walked into Belvoir I was scared and it seemed like it had five hundred rooms. But pretty soon it was narrowed down to about thirty-five rooms. I expect to spend two more years here learning many things I have never even heard of.

I want at least two years of college at Case, where my father went. I plan to make a living by helping with or taking over my father's business or by being a lawyer. I would also like to be a baseball statistician or a sportscaster. But no matter what job I decide on it will happen for the best.

#45. Belvoir Elementary School

Camp

Of all the good things I've had this fall, School camp was best of all. Even if it rained the first day, The weather did change in many a way. We hiked and traveled throughout the wood, To build campfires the best we could. We learned how to cut wood, The way the counselors said was good. We built some fires and got some cuts, We hiked in roads that had some ruts. Even though Friday came too fast, It was good to be home at last.

#48. Belvoir Elementary School

THE SEVENTH GROWTH LEVEL

Winter's Shadow

Today is very dark and dreary, Even the trees look very weary, There are shadows along the way, It will be like this on many a day.

Soon a mild wind will begin to blow, And we will have some sleet and snow, Then the lake will begin to freeze And we will have a cold north breeze.

#4. Canterbury Elementary School
Autumn

The autumn leaves upon tall trees.
The autumn leaves of greens and gold.

When brightness turns to dullness and
dark clouds rule the sky
Then the weeping willows begin to cry.

When flowers begin to fade as the rains
come blowing in
Then the brightness of summer turns
gray in its ways.

#3. Canterbury Elementary School

Excitement Galore

The moon was clear and full as I softly crept out of the house. I was going to run away. Oh! Not for long, just so I could get a little excitement. I never did anything that I could tell the kids at school. Lucile's uncle saved a person from drowning and Jane was moving to California. Those lucky ones. Oh, well, I'll find excitement tonight.

I was starting to skip down the road when I heard a splash and someone yelled, "Help!" I ran toward the spot where I heard the yell and there in the middle of a mud hole was Bonnie. Boy, did she look funny! I asked her where she was going and she said she was just out for a walk. I asked her if she would like to run away with me. She hesitated a moment and then said yes. Then we walked along in silence.

All of a sudden I felt something cold on my back. I turned around and there was Mike and Doug with squirt guns in their hands. I was furious! Bonnie, so quiet for such a long time, which is unusual for her, asked them what they were doing out at night. They said they were looking for two men who had robbed the house across the street. We asked to come along and after a moment Mike said we could if we would be quiet.

After we went a little way we came to a tiny house over on North Park beside the stream. We looked in and saw two men with the silverware from the lady's house. We started sneaking away but Bonnie tripped over something and the men heard it. They came out and took us inside all but Mike who hid behind a bush. When we were inside he threw a can he found in the window. This started a fight and we were piling on the top of one of the men when Mike came in and jumped on top of the other man. The man was slightly stronger and Mike found himself on the floor. Then Bonnie and I started screaming which you know we are very good at. Some neighbors heard us and called the police. Everything turned out all right and we went home. And, boy, I'm sure Bonnie will agree with me that we had excitement galore.

#52. Roxboro Elementary School
The Haunted House

The moon was clear and full as I crept out of bed and put on my shoes. I went out the door and met John. We went to the old mansion and crept in the door and heard strange noises. Then we went up the stairs and as we turned into the hall we saw a ghost of the old captain who had lived there. John fell down the stairs and I went with him. We decided to look around down stairs.

In the kitchen there was an old treasure chest. I wanted to open it but John held me back. I told him not worry and I opened it and there were many jewels. We turned around and there was the captain. He walked toward us and then we saw the back door and we ran home and never went back. We thought the captain was really dead, but was this a ghost?

#53. Roxboro Elementary School

Crisp is the Air

Crisp is the air
As Autumn appears,
The leaves are falling
The trees look bare.

The farmers are harvesting their corn;
Crisp is the air
As corn is being picked,
Soon another year's crop will be born.

#2. Canterbury Elementary School
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F. STANDARDIZED TESTS


AUTobiography

I, James Curtis MacCampbell, was born in Plain City, Ohio, October 17, 1916. I received my secondary-school education in the public schools of Delaware, Ohio. My undergraduate training was obtained at Ohio Wesleyan University, from which I received the degree Bachelor of Arts in 1939. From the Ohio State University, I received the degree Master of Arts in 1946. I have served as an elementary- and secondary-school teacher and as an elementary-school principal and supervisor in the public schools of several Ohio communities. In addition, I have taught at Kent State University, The Ohio State University, and The University of Maine. After February 1, 1957, I shall continue my association with The University of Maine as a permanent member of the Faculty.